

KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY

KRISHNA INSTITUTE OF NURSING SCIENCES.

SYLLABUS

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BASIC B. Sc. NURSING

1ST REVISION

Philosophy of Krishna Institute of Nursing Sciences

Krishna Institute of Nursing Sciences believes that,

Health is a state of well-being that enables a person to lead a psychologically, socially and economically productive life. Health is right of all the people,. Individuals, families and communities have a responsibility towards maintaining their health.

Nursing contributes to the health services in a vital and significant way in the health care delivery system. It recognizes national health goals and is committed to participate in the implementation of National Health policies and programme. It aims at identifying health needs of the people, planning and providing quality care in collaboration with other health professionals and community groups.

Scope of Nursing practice encompasses provision of promotive, preventive, curative and rehabilitative aspects of care to people across their life span in wide variety of health care settings. Practice of Nursing is based upon application of basic concepts and principles derived from the physical, biological and behavioural sciences, medicine and nursing.

Nursing is based on values of caring, and aims to help individuals to attain independence in self care. It necessitates development of compassion and understanding of human behaviour among its practitioners to provide care with respect and dignity and protect the rights of individuals and groups.

Undergraduate nursing programme is broad based education within an academic framework specifically directed to the development of critical thinking skills, competencies and standards required for practice of professional nursing and midwifery as envisaged in National Health Policy 2002.

The teachers have the responsibility to be role models and create learning environment that enables students to acquire inquiry driven, self directed learning and foster an attitude of life long learning.

Under graduate Nursing education programme prepares its graduates to become exemplary citizen by adhering to code of ethics and professional conducts at all times in fulfilling personal, social and professional obligations so as to respond to the national aspirations.

AIMS & OBJECTIVES

Aim :

The aim of the undergraduate nursing program is to :

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

Objectives:

On completion of the four year B.Sc. Nursing program the graduate will be able to :

1. Apply knowledge from physical, biological, and behavioral sciences, medicine including alternative systems and nursing in providing nursing care to individuals, families and communities.
2. Demonstrate understanding of life style and other factors, which affect health of individuals and groups.
3. Provide nursing care based on steps of nursing process in collaboration with the individuals and groups.
4. Demonstrate critical thinking skill in making decisions in all situations in order to provide quality care.
5. Utilize the latest trends and technology in providing health care.
6. Provide promotive, preventive and restorative health services in line with the national health policies and programmes.
7. Practice within the framework of code of ethics and professional conduct, and acceptable standards of practice within the legal boundaries.
8. Communicate effectively with individuals and groups, and members of the health team in order to promote effective interpersonal relationships and teamwork.
9. Demonstrate skills in teaching to individuals and groups in clinical/community health settings.
10. Participate effectively as members of the health team in health care delivery system.
11. Demonstrate leadership and managerial skills in clinical/community health settings.
12. Conduct need based research studies in various setting and utilize the research findings to improve the quality of care.
13. Demonstrate awareness, interest, and contribute towards advancement of self and of the profession.

Admission procedure:

Entrance / Selection test

Selection of the candidates should be based on the merit of the entrance examination held by University or competent authority.

Duration

Duration of the course shall be four years including internship.

Vacation

08 weeks vacation shall be given in each year.

DURATION

Course duration	=	4 yrs.
Weeks available per year	=	52 weeks
Vacation	=	8 weeks
Gazetted holidays	=	as per University
Examination (including preparatory)	=	4 weeks
Hours available per academic year	=	1480 (37 weeks x 40 hours) minimum

COURSE OF INSTRUCTION

First year

Subject	Theory (In hrs) Class & Lab)	Practical (In hrs) (Clinical)	(In Hrs)
1 * English	60		
2 Anatomy	60		
3 Physiology	60		
4 Nutrition	60		
5 Biochemistry	30		
6 Nursing Foundation	265+200	450	
7 Psychology	60		
8 Microbiology	60		
9 Introduction to computers	45		
10 ** Hindi / Regional language	30		
11 Library work / self study			50
12 Co-curricular activities			50

Total hours	930	450	100
<i>Total hours = 1480 hrs</i>			

** Optional

Second year

Subject	Theory (In hrs) Class & Lab)	Practical (In hrs) (Clinical)	(In Hrs)
1 Sociology	60		
2 Pharmacology	45		
3 Pathology & 4 Genetics	30 15		
5 Medical-surgical Nursing (Adult including geriatrics) – I	210	720	
6 Community Health Nursing I	90	135	
7 Communication & Educational Technology	60+30		
8 Library work / self study			50
9 Co-curricular activities			35
Total hours	540	855	85
<i>Total hours = 1480 hrs</i>			

Third year

Subject	Theory (In hrs) Class & Lab)	Practical (In hrs) (Clinical)	(In Hrs)
1. Medical – surgical Nursing (Adult including geriatrics)- II	120	270	
2 Child health Nursing	90	270	

3. Mental Health Nursing	90	270	
4. Midwifery and obstetrical nursing	90	180	
5. Library work / self study			50
6. Co-curricular activities			50
Total hours	390	990	100
<i>Total hours = 1480 hrs</i>			

Fourth year

Subject	Theory (In hrs) Class & Lab)	Practical (In hrs) (Clinical)	
1. Midwifery and obstetrical nursing		180	
2. Community Health Nursing	90	135	
3. Nursing Research & Statistics	45	*	
4. Management of Nursing services and education	60+30		
Total hours	225	315	
<i>Total hours = 540 hrs</i>			

* Project work to be carried out during internship

Practical – 30 hours per week

Internship (Integrated Practice)

Subject	Theory	Practical (In hrs)	In weeks
1. Midwifery and Obstetrical Nursing		240	5
2. Community Health Nursing II		195	4
3. Medical Surgical Nursing (Adult and Geriatrics)		430	9
4. Child Health		145	3
5. Mental Health		95	2
6. Research Project		45	1

Total hours		1150	24
<i>Total hours = 1690 hrs</i>			

Note :

1. Internship means 8 hours of integrated clinical duties in which 2 weeks of evening and night shift duties are included.
2. Internship should be carried out as 8 hours per day @ 48 hours per week.
3. Students during internship will be supervised by nursing teachers.
4. Fourth year final examination to be held only after completing internship.

SCHEME OF EXAMINATION

First year

Subject	<i>Assessment</i>			
	Hours	Internal	External	Total
Theory	3	25	75	100
1. Anatomy & Physiology				
2 Nutrition and Biochemistry	3	25	75	100
3 Nursing Foundation	3	25	75	100
4 Psychology	3	25	75	100
5. Microbiology	3	25	75	100
6. English	3	25	75	100
7. Introduction to computer		25	75	100
Practical & Viva Voce				
1. Nursing Foundations		100	100	200

Second year

Subject	<i>Assessment</i>			
	Hours	Internal	External	Total
8. Sociology	3	25	75	100
9. Medical Surgical Nursing – I	3	25	75	100
10. Pharmacology, Pathology, genetics	3	25	75	100
11. Community Health Nursing – I	3	25	75	100

12. Communication and Educational Technology	3	25	75	100
Practical & Viva Voce				
2. Medical Surgical Nursing – I		100	100	200

Third year

Subject	<i>Assessment</i>			
	Hours	Internal	External	Total
Theory	3	25	75	100
13. Medical Surgical Nursing				
14. Child Health Nursing	3	25	75	100
15. Mental Health Nursing	3	25	75	100
Practical & Viva Voce				
3. Medical Surgical Nursing – II		50	50	100
4. Child Health Nursing		50	50	100
5. Mental Health Nursing		50	50	100

Fourth year

Subject	<i>Assessment</i>			
	Hours	Internal	External	Total
Theory	3	25	75	100
16 Midwifery and Obstetrical nursing				
17 Community Health Nursing – II	3	25	75	100
18 Nursing Research & Statistics	3	25	75	100
19 Management of Nursing Services and education	3	25	75	100
Practical & Viva Voce				
6. Midwifery and Obstetrical nursing	3	50	50	100
7. Community Health Nursing	3	50	50	100

N.B.:

1. Anatomy and Physiology question paper will consist of section A Anatomy of 37 marks and B Physiology should be of 38 marks.
2. Nutrition and Biochemistry question paper will consist of Section A Nutrition of 45 marks and Section B Biochemistry of 30 marks.
3. Pharmacology, Genetics, Pathology: Section A Pharmacology with 38 marks, Section B Pathology of 25 and Genetics with 12 marks.
4. Nursing Research and Statistics – Nursing research should be of 50 marks and statistics of 25 marks.
5. English examination will be conducted by college and marks will be send to MUHS, Nashik. (Minimum pass marks shall be 40% for English.)
6. Theory and Practical exams for Introduction to computer to be conducted as College exam and marks to be sent to the University for inclusion in the marks sheet.
7. Minimum pass marks shall be 50% in each of the Theory and practical papers separately.
8. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing University examination.
9. A candidate must have 100% attendance in each of the practical areas before award of degree.
10. A candidate has to pass in theory and practical exam separately in each of the paper.
11. If a candidate fails in either theory or practical paper he/she has to re-appear for both the papers (Theory and practical).
12. There is no ATKT for any subject.
13. *A candidate failing in more then two subjects will not be promoted to the next year.
14. All practical examinations must be held in the respective clinical areas.
15. One internal and one external examiner should jointly conduct practical examination for each student.
16. An examiner should be a lecturer or above in a college of nursing with M.Sc. (N) in concerned subject and minimum of 3 years of teaching experience. To be an examiner for nursing foundations course faculty having M.Sc.(N) with any specialty shall be considered.

CONTENT

SN	CONTENT	PAGE NO
1	Philosophy	1
2	Aims & objective	2

3	Admission requirement	3
4	Course duration	3
5	Scheme of examination	6
6	English	8
7	Anatomy	11
8	Physiology	20
9	Nutrition	28
10	Biochemistry	36
11	Nursing foundation Nursing foundation-practical	44
12	Psychology	71
13	Microbiology	77
14	Introduction to computer	83
15	Sociology	92
16	Pharmacology	100
17	Pathology& genetics	
18	Section-A : pathology	114
	Section-B: genetics	115
19	Medical-surgical nursing(adult including geriatric)-I Medical-surgical nursing(adult including geriatric)-I (practical)	119
20	Community health nursing –I Community health nursing –I(practical)	133
21	Communication & education technology	143
22	Medical-surgical nursing(adult including geriatric)-II Medical-surgical nursing(adult including geriatric)-II (practical)	155

23	Child health nursing Child health nursing(practical)	169
24	Mental health nursing Mental health nursing(practical)	179
25	Midwifery & obstetrical nursing Midwifery & obstetrical nursing(practical)	203
26	Community health nursing –II Community health nursing –II(practical)	229
27	Nursing research & statistics	243
28	Management of nursing services & education	258

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.**

ENGLISH

Total Hours: 60

AIM:

- To help the students improve proficiency in communication and interaction skills.

OBJECTIVE:

- To enable the students to comprehend spoken and written English.
- To help the students to focus on the issues in conversation and documentation of their day to day life.
- To equip the students with the knowledge of Medical Terminologies and the specialized vocabulary .of the various subjects in their course of study and communication skill and establish good IPR.
- To improve communication Skill.
- To widen the students horizons through exposure to imaginative literature.

Unit No. & total hours	Objectives	Contents			T/L METHODS	METHODS OF EVALUATION
		<i>Must know</i>	<i>Desirable to know</i>	<i>Nice to know</i>		
I (10 hours)	At the end of unit students are able to Knowledge: Understand and use the functional aspect of language. Skill: Use grammatically corrects English while speaking and writing. Attitude: Appreciate the importance of language and vocabulary.	<ul style="list-style-type: none"> • Review of Grammar (2 hours) • Remedial study of grammar (2 hours) • Building Vocabulary (2 hours) • Phonetics(2 hours) 	Public speaking (2 hours)	-----	<ul style="list-style-type: none"> • Demonstrate use of dictionary • Class room • Exercise on use of grammar • Practice in public speaking 	ESSAY TPYE, SHORT ANSWER, OBJECTIVE TYE
II (30 hours)	At the end of unit students are able to Knowledge: Understand and describe importance of listening and use of teaching material. Skill : Develop comprehensive listening abilities Attitude :	<ul style="list-style-type: none"> • Read and comprehend prescribed course books(8 hour) • Reading in sense groups(8 hour) Reading between the lines. (8 hour)	Skimming & Scanning (3 hour)	Various forms of composition. (3 hours)	Exercise on <ul style="list-style-type: none"> • Reading • Summarizing • comprehension 	ESSAY TPYE, SHORT ANSWER, OBJECTIVE TYE

	Incorporate good listening habits					
III (010 hours)	At the end of unit students are able to Knowledge: Understand and recognize variety of skills and methods. Skill : Develop writing skills Attitude: Use writing skills in day to day activities.	Various forms of composition <ul style="list-style-type: none"> • Letter writing(1 hour) • Note taking (1 hour) • Précis writing(1 hour) • Nurses notes(1 hour) • Anecdotal record(1 hour) • Reports on health (1 hour) • problems etc. (1 hour) 	Diary writing(1 hour)	Resume/ CV (2 hour)	Exercise on <ul style="list-style-type: none"> • Letter writing • Nurses notes • Précis • Anecdotal • Health problems etc. • story writing • Diary writing • Resume/cv Essay writing on Discussion on written report /documents	ESSAY TPYE, SHORT ANSWER, OBJECTIVE TYE
IV (6 hours)	At the end of unit students are able to Knowledge: Read between the lines and know various forms of composition. Skill: Able to read & comprehend correctly. Attitude: Develop reading habit.	Spoken English <ul style="list-style-type: none"> • Oral report (1 hour) • Discussion (2 hour) 	Telephone conversion (1 hour)	• Debate (2 hour)	Exercise on <ul style="list-style-type: none"> • Debating • Participating in seminar ,panel, symposium • Telephone conversion 	ESSAY TPYE, SHORT ANSWER, OBJECTIVE TYE
V (4 hours)	At the end of unit students are able to Knowledge: Understand and describe importance of listening and use of teaching material. Skill : Develop	Listening Comprehension <ul style="list-style-type: none"> • Media(1 hour) • Audia(1 hour) • Video(1 hour) • Speeches(1 hour) 	Rendition of text, spoken English. (1 hour)		Exercise on LISTENING TO AUDIS VIDEO TAPES IDENTIFY THE KEY OINT	ESSAY TPYE, SHORT ANSWER, OBJECTIVE TYE

	comprehensive listening abilities Attitude : Incorporate good listening habits					
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TEACHING STRATEGY:

- Total Teaching Hours :60

TEACHING METHODS:

- Lecture
- Group Discussion

A.V.AIDS:

- Over head Projector
- L.C.D, Computer Assisted learning
- Black Board , microteaching,debate,group discussion

ASSIGNMENTS:

Theory:

Sr. No.	Assignments	No./Quantity	Marks Per Assignment	Total Marks
1	Tutorial	Two	20	40

Two Tutorials shall be conducted in each term.

LIST OF RECOMMENDED BOOKS:

- Extracts from the book “How to win friends and influence people”-Dale , Carnegie
- Living English Grammar and composition –Tickoo M.L & Subramaniam
- Enriching your competence in English-Thorat ,Valke
- English Grammar and Composition –Wren and Martin
- Career English for nurses –Selva Rose

Evaluation Scheme:

SR.NO	SUBJECT	HOURS	INTERNAL	EXTERNAL	TOTAL
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01	ENGLISH	60	25	75	100
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INTERNAL ASSESSMENT

25marks

(Send to University)

Midterm : 50

Prefinal : 75

Total : 125

EXTERNAL ASSESSMENT :75marks

College exam

Total 100 marks



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ANATOMY

Placement: First Year

Theory: 60 Hrs.

COURSE DESCRIPTION:

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

SPECIFIC OBJECTIVES:

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

- 1) Describe the general structure and functions of the body as a whole.
- 2) Describe the general and microscopic structure and functions of each system of the body.
- 3) Explain the macroscopic and microscopic structure and functions of each organs of the body.
- 4) Understand the effects of alterations in structures and functions of as whole.
- 5) Apply the knowledge of anatomy and physiology in the practice of nursing.

Unit No. & Total Hrs.	Objectives	Contents With Distributed Hours			T/L Methods	Methods Of Evaluation
		Must Know	Desirable To Know	Nice To Know		

I (05 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Define anatomical terms and cell. Understand and describe cell division.</p> <p>Psychomotor: Use this Cognitive while providing nursing care in clinical settings.</p> <p>Affective: Correlate with nursing practice.</p>	<p>Introduction to Anatomical terms organization of the human body</p> <ul style="list-style-type: none"> Describe the anatomical terms, Organization of human body Systems. Cell & Cell division. Tissues (including glands) Regions, cavities Membrane 	<ul style="list-style-type: none"> Alteration in disease. Applications and implications in Nursing. 	--	<ul style="list-style-type: none"> Lectures & Discussion explain by using charts Microscopic slides, Skeleton and torso Demonstrate cells types of tissues membranes and glands Journal 	<ul style="list-style-type: none"> •Short answers •Objective type
II (06 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe skeletal system.</p> <p>Psychomotor: Identify patient's condition and render comprehensive care.</p> <p>Affective: Contribute in improving the quality of nursing practice..</p>	<p>The Skeletal system</p> <ul style="list-style-type: none"> Bones – types, structure Axial Skeleton. Appendicular Skeleton. Bone formation and growth Description of bones Description Joint – classification and structure 	<ul style="list-style-type: none"> Alterations in disease. Applications and implications in Nursing 	--	<ul style="list-style-type: none"> Explain using charts, Skeleton loose bones and joints Journal 	<p>Essay type</p> <ul style="list-style-type: none"> •Short answers •Objective type of question

III (07Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe type and structure of muscles.</p> <p>Psychomotor: Utilize this Cognitive in rendering nursing care.</p>	<p>The muscular system</p> <ul style="list-style-type: none"> Types and structure of muscles Muscle groups 	<ul style="list-style-type: none"> Alteration in disease Application and implications in nursing. 	<ul style="list-style-type: none"> -- 	<ul style="list-style-type: none"> Lectures & Discussion explain by using charts, models and films Demonstrate muscular movements Journal 	<ul style="list-style-type: none"> Essay type Short answers Objective type of questions
IV (06rs)	<p>At the end of unit students are able to</p> <p>Cognitive: Acquire the Cognitive on central and peripheral nerves system (spinal cord, cerebrum, and cerebellum).</p> <p>Psychomotor: Apply this Cognitive in nursing practice.</p> <p>Affective: Contribute in improving quality of nursing care.</p>	<p>The Nervous system</p> <ul style="list-style-type: none"> Structure of neurologia & neurons Somatic Nervous system Structure of brain, spinal cord cranial nerves, spinal nerves, peripheral nerves Autonomic Nervous system Sympathetic, Parasympathetic Structure, Location 	<ul style="list-style-type: none"> Alteration in disease, Application and implications in nursing. 	<ul style="list-style-type: none"> -- 	<ul style="list-style-type: none"> Lectures & Discussion explain by using charts, models slides and specimens. Journal 	<ul style="list-style-type: none"> Essay type Short answers Objective type
V (06 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Acquire the Cognitive on different sensory</p>	<p>The Sensory Organs</p> <ul style="list-style-type: none"> Structure of skin, eye, ear, nose, tongue, (Auditory 	<ul style="list-style-type: none"> Alterations in disease. Applications and implications in 	<ul style="list-style-type: none"> -- 	<ul style="list-style-type: none"> Lectures & Discussion Explain by using charts, 	<ul style="list-style-type: none"> Essay type Short answers Objective

	<p>organs and describe functions of each sensory organ.</p> <p>Psychomotor: Assess the patient with sensory alteration.</p> <p>Affective: Incorporate this Cognitive in nursing practice.</p>	and olfactory apparatus)	nursing		<p>models slides and specimens.</p> <ul style="list-style-type: none"> Journal 	type
VI (07Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Acquire Cognitive about structure of heart, blood vessel. Understand and explain the structure and function of lymphatic system</p> <p>Acquire Cognitive and describe regarding types of circulation.</p> <p>Psychomotor: Perform nursing care effectively in cardiac unit. Identify lymph glands involvement in various disease conditions.</p> <p>Affective: Incorporate Cognitive in practice. Incorporate this Cognitive in</p>	<p>The Circulatory and Lymphatic system</p> <p>The Circulatory system</p> <ul style="list-style-type: none"> Blood - Microscopic structure Structure of Heart Structure of blood vessels - Arterial and Venous System Circulation: systemic, pulmonary, coronary. Lymphatic vessels and lymph. 	<ul style="list-style-type: none"> -- 	<ul style="list-style-type: none"> Lymphatic tissues- Thymus gland, Lymph nodes, Spleen, Lymphatic nodules. Alterations in disease Applications and implications in nursing 	<ul style="list-style-type: none"> Lectures & Discussion explain by using charts, models slides and specimens. Journal 	<ul style="list-style-type: none"> Essay type Short answers Objective type

	nursing practice.					
VII (5 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Acquire Cognitive of different components of respiratory systems such as lungs, bronchus, and their functions.</p> <p>Psychomotor: Render quality nursing care to patients with respiratory disorders.</p>	<p>The Respiratory system</p> <ul style="list-style-type: none"> • Structure of the organs of respiration • Muscles of respiration: Intercostals muscles • Muscles of respiration: Diaphragm. 	<ul style="list-style-type: none"> • Alterations in disease. 	<ul style="list-style-type: none"> • Applications and implications in nursing. 	<ul style="list-style-type: none"> • Lectures & • Discussion • explain by using models, torso, charts, • slides and specimens. • Journal 	<ul style="list-style-type: none"> •Essay type •Short answers •Objective type
VIII (06 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Enlist organs participating in the process of digestion and describe their structures.</p> <p>Psychomotor : Render quality nursing care to the patients with problem of digestive system</p>	<p>The Digestive system</p> <ul style="list-style-type: none"> • Structure of Alimentary tract • Structure of accessory organs of digestion • Structure of Alimentary tract • Structure of and accessory organs of digestion 	<ul style="list-style-type: none"> • Applications and implications in nursing. 	<ul style="list-style-type: none"> • Alterations in disease. 	<ul style="list-style-type: none"> • Lectures & • Discussion • explain by using models, torso, charts, • slides and specimens. • Journal 	<ul style="list-style-type: none"> •Essay type •Short answers •Objective type
IX (04Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Acquire Cognitive</p>	<p>The excretory system (Urinary)</p>	<ul style="list-style-type: none"> • Applications and implications in nursing 	<ul style="list-style-type: none"> • Alterations in disease 	<ul style="list-style-type: none"> • Lectures & • Discussion • explain by 	<ul style="list-style-type: none"> •Essay type •Short answers

	<p>regarding structure of kidney, ureters, urinary bladder, and urethra.</p> <p>Psychomotor: Contribute as member of health team in providing nursing care to the patients With excretory systems disorders.</p> <p>Affective: Contribute in improving quality of care of patients in KDU.</p>	<ul style="list-style-type: none"> Structure of organs of urinary System: Kidney, ureters, urinary bladder Structure of organs of urinary System: ureters, urethra. structure of skin 			<p>using models, torso, charts,</p> <ul style="list-style-type: none"> slides and specimens. Journal 	<ul style="list-style-type: none"> Objective type
X (04 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Describe the structure of endocrine glands.</p> <p>Psychomotor: Provides nursing care for patients with endocrine disorders.</p> <p>Affective: Contribute in improving quality of care of patients.</p>	<p>The endocrine system</p> <ul style="list-style-type: none"> Structure of Pituitary, Pancreas thyroid Structure of Parathyroid, thymus and adrenal glands. 	<ul style="list-style-type: none"> Applications and implications in nursing. 	<ul style="list-style-type: none"> Alterations in disease 	<ul style="list-style-type: none"> Lectures & Discussion explain by using models, torso, charts, slides and specimens. Journal 	<ul style="list-style-type: none"> Essay type Short answers Objective type
XI (04 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Describe the</p>	<p>The Reproductive system Including Breast</p> <ul style="list-style-type: none"> Structure of female 	<ul style="list-style-type: none"> Applications and implications in nursing. 	<ul style="list-style-type: none"> Alterations in disease 	<ul style="list-style-type: none"> Lectures & Discussion explain by 	<ul style="list-style-type: none"> Essay type Short answers

	structure of reproductive organs. Psychomotor: Provide nursing care to the patients with disorders of reproductive system. Affective: Contribute in improving quality of care of patients.	reproductive organ <ul style="list-style-type: none"> • Structure of male reproductive organ, Structure of breast 			using models, torso, charts, <ul style="list-style-type: none"> • slides and specimens. • Journal 	•Objective type
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INTERNAL ASSESSMENT:

Evaluation Scheme

	Anatomy	Physiology	Total marks	Average out of
Mid term	25	25	50	
Pre final	37	38	75	
Total	-	-	125	15
Assignment (Writing journal)	25	25	50	10
Send to university				25
External Examination	37	38	75	

FORMATIVE EVALUATION

S.N.	REQUIREMENT	PRESCRIBED NUMBER	MARK FOR EACH	TOTAL MARKS	SEND TO UNIVERSITY
1	Assignment (Writing Journal)	01	25	25	10

SUMMATIVE EVALUATION

MID-TERM 25	PRE FINAL 37	UNIVERSITY EXAMINATION 37
MCQ - 10 X ½ = 05 MARKS SAQ - 2 X 5 = 10 MARKS LAQ - 1 X 10 = 10 MARKS	MCQ - 7 X 1 = 07 MARKS SAQ - 5 X 3 = 15 MARKS LAQ - 7 X 1 = 07 MARKS LAQ - 8 X 1 = 08 MARKS	MCQ - 7 X 1 = 07 MARKS SAQ - 5 X 3 = 15 MARKS LAQ - 7 X 1 = 07 MARKS LAQ - 8 X 1 = 08 MARKS

REFERENCE BOOKS:

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

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.**

PHYSIOLOGY

Placement: first year

Theory: 60 hrs.

Course description: The course is designed to assist the students to acquire knowledge of the normal physiology of various human body systems and understand the alterations in physiology in diseases and practice of nursing.

Specific objectives:

at the end of the course the students will be able to:

- 1) Describe the general structure and functions of the body as a whole.
- 2) Describe the general and microscopic structure and functions of each system of the body.
- 3) Explain the macroscopic and microscopic structure and functions of each organs of the body.
- 4) Understand the effects of alterations in structures and functions of as whole.
- 5) Apply the knowledge of anatomy and physiology in the practice of nursing.

Unit no. & Total hrs.	Objectives	Contents			T/I methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		

I (04 hrs)	At the end of unit students are able to Cognitive: know the functions of cell, tissue, membranes, glands, tissue formation, and repair. Psychomotor : differentiate the alterations in the body functions	Cell physiology <ul style="list-style-type: none">• Tissue-formation, repair• Membranes functions• Glands – functions	• Alterations in disease. Applications and implications in nursing.	--	<ul style="list-style-type: none">• Lectures &• Discussion• Journal	•short answers •objective Type
ii (04 hrs)	At the end of unit students are able to Cognitive: know bone formation and growth functions and movements of bones joints and healing of bones. Psychomotor: differentiate the alterations in joint movements. Affective: contribute in improving the quality of nursing practice.	Skeletal system: Bone formation & growth <ul style="list-style-type: none">• Bones - functions and movements of bones of axial and appendicular skeleton, bone healing• Joints and joint movement.	• Alterations in disease Applications and implications in nursing	--	<ul style="list-style-type: none">• Lectures & discussion• Explain using Charts, models and films demonstrate Joints movements• Journal	Essay type •short Answers •objective Type of Question
Iii (04hrs)	At the end of unit students are able to Cognitive: understand the types and functions of muscles and its importance in maintaining body. Psychomotor: identify the alterations in the functioning of muscles. Affective: contribute in improving the quality of nursing practice.	Muscular system: <ul style="list-style-type: none">• Muscle movements, muscle tone.• physiology of muscle contraction,• Levels and maintenance of posture• Alterations in disease Applications and implications in nursing	--	--	<ul style="list-style-type: none">• Lectures &• Discussion• Explain by using charts, models , slides , specimens and films• Demonstrate muscle movements tone and contraction• Journal	•essay type Short answers •objective Type of Questions

Iv (07rs)	At the end of unit students are able to Cognitive: understands the functions of neuralgia and neurons, brain, spines code, cranial and spinal nerves. Affective: identify the actions of reflexes.	Nervous system: <ul style="list-style-type: none">• Functions of neuralgia & neurons.• Stimulus & nerve-impulse -definitions and mechanism• Functions of brain, spinal cord, cranial and spinal nerve• Cerebrospinal fluid-composition, circulation and function• Reflex arc, reflex action and reflexes• Autonomic functions- pain: somatic, visceral, and referred autonomic learning and biofeedback	<ul style="list-style-type: none">• Alterations' in disease and applications and implications in nursing.	--	<ul style="list-style-type: none">• Lectures & discussion• Explain by using charts, models , and films• Demonstration nerve stimulus reflex action rellexes.• Journal	<ul style="list-style-type: none">•essay type•short Answers•objective Type
V (08 hrs)	At the end of unit students are able to Cognitive: understand blood formation, composition, blood groups and blood coagulation. Psychomotor: perform blood grouping, hemoglobin percentage, ecg. Affective: improve quality of care in icu and cardiac unit.	Circulatory system: <ul style="list-style-type: none">• Blood formation, composition, blood groups, blood coagulation• Hemoglobin: structure, synthesis and breakdown, variation of molecules, estimation• Functions of heart, conduction, cardiac cycle, circulation principles, control, factors influencing bp and pulse.	<ul style="list-style-type: none">• Applications and implications in nursing.	<ul style="list-style-type: none">• Alterations in disease	<ul style="list-style-type: none">• Lecture discussion• Explain using models, charts and films• Demonstration of blood cell count, coagulation grouping hemoglobin estimation, heart conduction system• Measurement of pulse, bp• Journal	<ul style="list-style-type: none">•essay type•short Answers•objective Type
Vi (06hrs)	At the end of unit students are able to	Respiratory system: <ul style="list-style-type: none">• Functions of	<ul style="list-style-type: none">• Applications and implications	<ul style="list-style-type: none">• Alterations in disease	<ul style="list-style-type: none">• Lecture discussion	<ul style="list-style-type: none">•essay type

	<p>Cognitive: acquire cognitive regarding functions of respiratory organs. Describe pulmonary ventilation, mechanism of respiration.</p> <p>Psychomotor: provide care for the patients with ventilator support.</p> <p>Affective: incorporate this cognitive in nursing practice.</p>	<p>respiratory organs. Physiology of respiration</p> <ul style="list-style-type: none"> • Pulmonary ventilation, volume, mechanics of respiration • Gaseous exchange in lungs, carriage of oxygen & carbon-dioxide, • Exchange of gases in tissues, regulation of respiration. 	in nursing.		<ul style="list-style-type: none"> • Explain using, charts films, demonstration of spirometry • Journal 	<ul style="list-style-type: none"> •short Answers •objective Type
Vii (6 hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: acquire cognitive regarding functions of organs of digestive system</p> <p>Affective: incorporate this cognitive in nursing practice.</p>	<p>Digestive system:</p> <ul style="list-style-type: none"> • Functions of organs of digestive tract. Movements of alimentary tract • Digestion in mouth, stomach small intestines, large intestines • Absorption of food. Functions of liver, gall bladder and pancreas • Metabolism of carbohydrates protein and fat 	<ul style="list-style-type: none"> • Alterations in disease. 	<ul style="list-style-type: none"> • Applications and implications in nursing. 	<ul style="list-style-type: none"> • Lecture discussion • Explain using, charts • Films • Journal 	<ul style="list-style-type: none"> •essay type •short Answers •objective Type
Viii (05 hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: understand the functions of kidneys, ureters, urinary bladder and urethra. Describe the mechanism of formation of urine.</p> <p>Psychomotor: perform effective nursing care in dialysis unit.</p>	<p>Excretory system:</p> <ul style="list-style-type: none"> • Functions of kidneys, ureters urinary bladder & urethra • Composition of urine. Mechanism of urine formation • Functions of skin regulation of body temperature. • Fluid and electrolyte balance. 	<ul style="list-style-type: none"> • Applications and implications in nursing. • Alterations in disease 	--	<ul style="list-style-type: none"> • Lecture discussion • Explain using, charts • Films • Journal 	<ul style="list-style-type: none"> •essay type •short Answers •objective Type

Ix (04hrs)	At the end of unit students are able to Cognitive: understand the functions of skin, eye, ear, nose and tongue. Affective : incorporate this cognitive in nursing practice	Sensory organs: <ul style="list-style-type: none">• Functions of skin.• Functions of eye, ear.• Functions of nose tongue.• Alternations in disease applications and implications in nursing.	--	---	<ul style="list-style-type: none">• Lecture discussion• Explain using, charts• Films• Journal	•essay type •short Answers •objective Type
X (05 hrs)	At the end of unit students are able to Cognitive: acquire cognitive regarding functions of endocrine glands. Affective: contribute in improving quality of care of patients.	Must know Endocrine system: <ul style="list-style-type: none">• Functions of pituitary, pineal body, thymus,• Functions of thyroid, parathyroid pancreas, suprarenal,• Functions of placenta and ovaries & testes	Applications and implications in nursing	alterations in disease	<ul style="list-style-type: none">• Lectures &• Discussion• Explain by using models, torso, charts,• Slides and specimens.• Demonstration of bmr• Journal	•essay type •short Answers •objective Type
Xi (05 hrs)	At the end of unit students are able to Cognitive: acquire cognitive regarding functions of male and female reproductive organs and describe reproduction of cells-dna, mitosis, meiosis, spermatogenesis and oogenesis. Affective: contribute in improving quality of care of patients.	Must know The reproductive system: <ul style="list-style-type: none">• Reproduction of cells - dna, mitosis, meiosis, spermatogenesis oogenesis.• Functions of female reproductive organs; functions of breast. Female sexual (menstrual) cycle• Introduction to embryology• Functions of male reproductive organs, male function in reproduction. Male	<ul style="list-style-type: none">• Applications and implications in nursing. Alterations in disease	---	<ul style="list-style-type: none">• Lectures &• Discussion• Explain by using models, torso, charts,• Slides and specimens.• Journal	•essay type •short Answers •objective Type

		fertility system.				
Xii (02 hrs)	At the end of unit students are able to Cognitive: understand the functions of antigens, antibodies, and cytokines and describe the circulation of lymph. Affective: contribute in improving quality of care of patients.	Lymphatic system: Lymphatic and immunological system - circulation of lymph - immunity - formation of t-cells and b cells - types of immune response - antigens - cytokines - antibodies	--	---	<ul style="list-style-type: none"> • Lectures & • Discussion • Explain by using charts and films • Journal 	<ul style="list-style-type: none"> •essay type •short Answers •objective Type

Internal assessment:

Evaluation scheme

	Anatomy	Physiology	Total marks	Average out of
Mid term	25	25	50	
Pre final	37	38	75	
Total	-	-	125	15
Assignment (writing journal)	25	25	50	10
Send to university				25
External examination	37	38	75	

Formative evaluation						
S.n.	Requirement	Prescribed number	Mark for each	Total marks	Send to university	
1	Assignment (writing journal)	01	25	25	10	
Summative evaluation						
Mid-term 25		Pre final 38		University examination 38		
Mcq - 10 x ½ = 05 marks Saq - 2 x 5 = 10 marks Laq - 1 x 10 = 10 marks		Mcq - 8 x 1 = 08 mark Saq - 5 x 3 = 15 marks Laq - 7 x 1 = 07 marks Laq - 8 x 1 = 08 marks		Mcq - 8 x 1 = 08 mark Saq - 5 x 3 = 15 marks Laq - 7 x 1 = 07 marks Laq - 8 x 1 = 08 marks		
Reference books:						
10) Waugh, anne (2003), “ ross & wilson’s anatomy & physiology in health & illness” 10th ed., churchill livingstone.						
11) Anthony & thibodcon (2000), “anatomy & physiology for nurses” 11th ed., c.v., mosby co., london.						
12) Greig, rhind, “ riddle’s anatomy & physiology”, 7th ed., churchill livingstone.						
13) Singh, i. B. (2005), “anatomy & physiology for nurses”, 1st ed., jaypee.						
14) Tortora, (2003), “principles of anatomy & physiology,” 10th ed., wiley inter.						
15) Chaurasia, b.d. (2004), “human anatomy”, 4th ed., cbs publishers.						
16) Sembulingam, “essentials of medical physiology,” 3rd edition 2004 j.p.publications. 10.t clenister and jean rosy (1974). “anatomy and physiology for nurses” 2nd edition, william hernmarni medical bk. Ltd.						
17) Ganong. F. William, “review of medical physiology”, 15th edition, prentice hall,international inc., appleton and lange.						
18) Guyton and hall, “textbook of medical physiology,” 9th edition, a prism2. Indian edn. Pvt. Ltd.						

Evaluation formats:

Evaluation criteria for journal: 25 marks

Sr. No.	Item	Maximum marks	Mark allotted
1	Description <ul style="list-style-type: none"> • Organization • Adequacy of content • Related 	4 5 4	
2	Illustration <ul style="list-style-type: none"> • Adequacy • Neatness • Presentation 	4 4 4	
		25	

	Topics
1	Properties of cardiac and skeletal muscles
2	Reflex arc
3	Blood – bleeding time, clotting time, hb estimation, blood group, rbc, wbc
4	Heart sound
5	Cardiac cycle
6	Action potentials, ecg
7	Spirometry
8	Bmr
9	Menstrual cycle
10	Cranial nerves

**KRISHNA INSTITUTE OF
 MEDICAL SCIENCES DEEMED
 UNIVERSITY
 KRISHNA INSTITUTE OF
 NURSING SCIENCES
 SECTION 'A' –NUTRITION**

Placement: **First** **Year**

(Class 40 + lab 20) **Total 60-hours**

Course Description: The Course is designed to assist the students to acquire knowledge of the normal biochemical composition and

Unit No. & Total Hrs.	Objectives	Contents			T/L Method	Method Of Evaluation
		Must Know	Desirable To Know	Nice To Know:-		

functioning of human body and understand the alterations in biochemistry in diseases for practice of nursing.

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

1. To understand the concept of nutrition & health.
2. Understand different types of nutrients, their importance, sources, functions and problems due to deficiency.
3. To plan balanced diet for individuals and groups.
4. Plan menu efficiently.
5. Explain methods of effective cooking and food preservation.
6. Apply the principles of food preparation in the practical field effectively.

I (4 hours)	At the end of unit students are able to Cognitive: Understand and describe classification of foods, food standards, and elements of nutrition, calories and BMR. Explain factors affecting food and nutrition and nutritional problems in India. Affective: Appreciates the impact of socio economic cultural and traditional values on a food and nutrition.	History Concept Role of nutrition in maintaining health. Nutritional Problems in India. . Classification of foods& Food standards. . Elements of nutrition : macro and micro * Calorie, BMR.	National nutritional policy Factors affecting food and nutrition: socio-economic, cultural, Tradition, production, system of distribution, life style and food habits etc.	-	• Lecture Discussion Panel Discussion	Formative or summative Short answers Objective type Midterm=25 marks Prefinal=45 marks
II (02 hours)	At the end of unit students are able to Cognitive Understand and describe classification, functions and digestion of carbohydrates. Enlist	<ul style="list-style-type: none"> • Classification • Caloric value. • Recommended daily allowances of food. • Dietary sources. • Function. • Malnutrition: Deficiencies and Over consumption. 	Digestion, absorption and storage, Metabolism of carbohydrates.	History, Concepts .Role of food and its medicinal value.	Explaining using charts, PPT	Short answers Objective type

	the effects of deficiencies and over consumption.					
III (02 hours)	At the end of unit students are able to Cognitive: Understand and describe classification and requirements of fats. Understand and explain dilatory sources, functions and digestion of fats. Affective: Use this Cognitive in nursing practice.	Classification & Caloric value <ul style="list-style-type: none"> • Recommended daily allowances of food. • Dietary sources & Function. • Malnutrition: Deficiencies and Over consumption.(1 hrs) 	Digestion, absorption and storage, metabolism.		Lecture Discussion	Short answers Objective type
IV (02 hours)	At the end of unit students are able to Cognitive: Understand and describe classification and requirements of proteins. Affective: Use this Cognitive in nursing practice.	<ul style="list-style-type: none"> • Classification& Caloric value. • Recommended daily allowances of food. • Dietary sources& Function • Malnutrition: Deficiencies and Over consumption. 	<ul style="list-style-type: none"> • Digestion, absorption and storage, metabolism 		Lecture Discussion, Explaining using charts, PPT	Short answers Objective type
V (03 hours)	At the end of unit students are able to Cognitive: understand	<ul style="list-style-type: none"> • Unit of Energy- Kcal 	Measurements of energy. Body Mass Index (BMI) and basic metabolism .		Explaining using charts Exercise	Short answers Objective

(1hour)	and explain the caloric requirement of various age groups.	<ul style="list-style-type: none"> Energy requirements of different categories of people. 	Basal Metabolic Rate (BMR) – determination and factors affecting.		Demonstration	type
(1hour)	Psychomotor : Able to calculate calories of food	-	.			
(1hour)						
VI (04 hours)	At the end of unit students are able to Cognitive: Classify the vitamins. Enlist the importance of vitamins. Psychomotor: Identify the vitamins deficiency.	<ul style="list-style-type: none"> Classification Recommended daily allowances of food. Dietary sources, Function. Absorption, synthesis, metabolism storage and excretion. Deficiencies 	Hypervitaminosis .	-	Explaining using charts	Short answers Objective type
VII (04 hours)	At the end of unit students are able to	<ul style="list-style-type: none"> Classification Recommended daily allowances of food. Dietary sources Function Absorption, synthesis, metabolism storage and excretion. Deficiencies . 	Over consumption and toxicity. .	-	PPT	Short answers Objective type
(1 hours)	Cognitive: Understand and describe the importance of minerals. Psychomotor : Identify the mineral deficiency					
(1 hours)					Case Study	
(1 hours)						

		Food resources : uses & exploitation environmental effects of extracting & using mineral resources, case studies .				
VIII (03 hours) (1 hours) (1 hours) (1 hours)	At the end of unit students are able to Cognitive: Understand and explain importance of water and electrolytes. Affective: Use this Cognitive in nursing practice.	Water : Daily requirement, regulation of water, Metabolism, distribution of body water, . Electrolytes Types, sources, composition of body fluids Maintenance of fluid & electrolyte balance .	Over hydration, dehydration and water intoxication, Electrolyte imbalances .		Lecture Discussion, Explaining Using charts PPT	Short answers Objective type
IX (05 hours) Practical:15	At the end of unit students are able to Cognitive: Understand and describe rules of food keeping and preservation of nutrients.	<ul style="list-style-type: none"> Principles, methods of cooking and serving. Preservation of nutrients 	Food preservation, food additives and its principles .	Prevention of food adulteration Act (PFA) .	Lecture Discussion Practice session Demonstration	Short answers Objective type, LAQ Assessment practice sessions

	<p>Psychomotor: Cook foods stuffs following rules.</p> <p>Affective: Appreciate the importance of rules to be followed while cooking.</p>	<ul style="list-style-type: none"> • Safe Food handling-toxicity • Storage of food • Food standards • Preparation of simple beverages and different types of food. 				
<p>X (07 hours) Practical-5</p>	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe importance of balance diet.</p> <p>Psychomotor : Prepare balance diet</p> <p>Affective: Educate client.</p>	<p>Elements,& Food groups</p> <ul style="list-style-type: none"> • Recommended Daily Allowance of food & Nutritive value of foods (1 hrs) • Calculation of balanced diet of different categories of people . • Planning menu • Budgeting of food 	<p>Introduction to therapeutic diet : Naturopathy – Diet</p>		<p>Explaining using charts</p> <p>Practice session</p> <p>Meal Planning</p>	<p>Short answers</p> <p>Objective type</p> <p>Exercise on menu planning</p>

XI (04 hours)	At the end of unit students are able to Cognitive: Enlist National Nutritional Programmes in India and describe nurse's role. Affective: Contribute in implementation of national nutritional programs.	Role of nurse in Nutritional programmes <i>Must know</i> <ul style="list-style-type: none"> Assessment of nutritional status Nutrition education and role of nurse. . 	<ul style="list-style-type: none"> National programmes related to nutrition (1hour) Vitamin A deficiency programme National iodine deficiency disorders (IDD) programme Mid – day meal programme Integrated child development scheme (ICDS). National and International agencies working towards food / nutrition. . 	NIPCCD, CARE, FAO, NIN, CETRI (Central food technology and research institute) etc. . .	Explaining with Slide/film shows Demonstration of Assessment of nutritional status	Short answers Objective type LAQ
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LAB HOURS: TOTAL – 20- HOURS (Unit- X =5hrs. +Unit- IX=15 hrs.)

Sr. No	Name of Topic	Recipe		Hours
I	Liquid Diet	Egg Flip	Barley Water	Total 20 Hours Practical Experience
		Whey Water	Orange Juice	
		Mango Juice	Sweet Line Juice	
		Soup		

II	Soft Diet	Custard	Carmel custard	
		Kanji	Jelly	
		Porridge		
III	Semi Solid Diet	Khichadi	Smashed Potatoes	
		Kheer		
IV	Balanced Diet	Planning of Menu	Budgeting of Food	
		Calculation of Nutritive Values	Identification of various food groups	

REFERENCE BOOKS:

1. Darshan Sohi ; A Text Book of Nutrition & Dietetics ; edited by Dr. S.S.Randhava;1st edition.
2. Dr. Shaila John, D. Jasmine Jenifer; Essential of nutrition and dietetics for nursing; Wolter Klawer Publication 2013.
3. I clement , A Text Book of Nutrition & Dietetics for Post Basic Bsc Nursing students; 2nd Edition; Jaypee brothers Publication.
4. Jacob Anthicad; Nutrition & Biochemistry for Nurses;1st Edition 2009.
5. B.Shrilakshmi , text book of Dietetics ; 5th Edition.
6. C. Gopalan ,B.V.Ramashastri & S.C.Balsubramanian , revised & updated by B.S.Narasinga Rao, Y.G. Deosthale & K.C. Pant ;Nutritive value of Indian foods; first edition 1971, revised Edition : 1989.
7. L.C. Gupta, Kusum Gupta, Abhishek Gupta; Food & Nutrition, facts & figures; 6th Edition; Jaypee brothers Publication.

Scheme Of Internal Assessment
Subject: Nutrition & Biochemistry

Subject	Theory		
	Nutrition	Biochemistry	Total
Midterm	25	25	50
Pre Final	45	30	75
Total	70	55	125
Send to university	Out of 125		15
cookery practical	25(5)	-	5
Assignment (Writing journal)	-	25(5)	5
Send to university			10
Total send to university			15+10=25
External Examination	45	30	75

Evaluation criteria for cookery practical

Subject: Nutrition

Name of the student :-

Class :-

Date:-

Subject : - Place:-

MAXIMUM=25marks

Sr. No.	Items	Marks Allotted	Marks Obtained
1.	Selection of Menu for specific group	5	
2.	Calculation of relative requirement &	10	

	preparation of recipe		
3.	Presentation & submission	10	
TOTAL		25	

Strengths:

Weakness:

Signature of the student

Date:

Signature of Evaluator

Date :

Evaluation criteria for Biochemistry journal

Name of the student :-

Class :-

Date:-

Subject : -

Place:-

MAXIMUM=25marks

Sr. No.	Items	Marks Allotted	Marks Obtained
1.	Investigations related to altered CHO metabolism	5	
2.	Investigations related to altered protein metabolism	5	
3.	Investigations related to altered lipid metabolism	5	
4.	Investigations related to altered Vitamins & Minerals	5	
5.	Investigations related to altered immunochemistry	5	
	TOTAL	25	

(25 to be converted into 5 marks for nutrition assignments)

Strengths:

Weakness:

Signature of the student

Date

Signature of Evaluator

Date

External Assessment:

Nutrition: 45 M, Biochemistry 30 marks

BOOKS:

1. Darshan Sohi ; A Text Book of Nutrition & Dietetics ; edited by Dr. S.S.Randhava;1st edition.
2. Dr. Shaila John, D. Jasmine Jenifer; Essential of nutrition and dietetics for nursing; Wolter Klewer Publication 2013.
3. I clement , A Text Book of Nutrition & Dietetics for Post Basic Bsc Nursing students; 2nd Edition; Jaypee brothers Publication.
4. Jacob Anthicad; Nutrition & Biochemistry for Nurses;1st Edition 2009.
5. B.Shrilakshmi , text book of Dietetics ; 5th Edition.
6. C. Gopalan ,B.V.Ramashastry & S.C.Balsubramanian , revised & updated by B.S.Narasinga Rao, Y.G. Deosthale & K.C. Pant ;Nutritive value of Indian foods; first edition 1971, revised Edition : 1989.
7. L.C. Gupta, Kusum Gupta, Abhishek Gupta; Food & Nutrition, facts & figures; 6th Edition; Jaypee brothers Publication.
8. Molly Sam; N Geetha; text book of Nutrition for Nurses ; 1st edition 2000.
9. Meenakshi N.Mehta Nutrition & Diet for children ; C.Gopalan;1st edition 2014.

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES**

BIOCHEMISTRY.

Placement: First Year

Theory – 30 hours

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

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

- 1) To understand normal biochemistry of human body
- 2) To understand biochemical changes occurring in illness
- 3) To assist with simple biochemical test, interpret the results and draw inference.

Unit No. & Total Hours	Objectives	Contents With Distributed Hours			T/L Method	Method Of Evaluation
		Must know	Desirable to know	Nice To Know		
I (3 hours)	At the end of unit students are able to Cognitive: Understand and explain importance of biochemistry. Psychomotor: Draw the structure of cell and its components.	<ul style="list-style-type: none"> Definition and importance of Biochemistry in Nursing (1 hour) Study the structure of cell and its various components. Prokaryotes and Eukaryotes Cells organization. Microscopy. (2 hour) 			Lecture Discussion	Objective type SAQ
II (06 hours)	At the end of unit students are able to Cognitive: Understand and describe structure and functions of cell and its components.	<ul style="list-style-type: none"> Fluid mosaic & Model tight junction. Cytoskeleton. Transport mechanism; diffusion, osmosis filtration, active channel, sodium pump. (4 hrs) Acid base balance –Maintenance and diagnostic test, PH buffers. (2 hours) 			LECTURE DISCUSSION	Objective type SAQ LAQ Objective type SAQ , BAQ

III (06 hours)	At the end of unit students are able to Cognitive: Understand and describe composition of metabolism of carbohydrates. Affective: In corporate this Cognitive in nursing practice.	Types, structure, composition and uses (2hrs) <ul style="list-style-type: none"> Monosaccharides, Disaccharides, Polysaccharides. Metabolism. Pathways of glucose: (2 hours) <ul style="list-style-type: none"> Glycolysis. Glycogenolysis. Regulation of blood glucose level. Investigation and their interpretations. 	Glyconeogenesis:- Cori's cycle. ricarbolxylic acid (TCA) cycle. Pentose phosphate pathways (Hexose mono phosphate).(2 hours)		Lecture Discussion	
IV (04 hours)	At the end of unit students are able to Cognitive: Understand and explain composition, metabolism and types of lipids. Affective: In corporate this Cognitive in nursing practice.	Composition and metabolism lipids: (3 hours) <ul style="list-style-type: none"> Types, structure, composition and uses: fatty acids. Nomenclature, Rules and prostaglandins. Metabolism of fatty acids. Breakdown and synthesis. Metabolism Triacycloglycerol. Cholesterol metabolism. Bio synthesis and its regulation. Bile salt and bilirubin , Vit. D, Steroids and hormones. Lipoproteins and their functions –VLDL's, IDLS's, LDL's, HDL's. Transport of lipids. 		Atherosclerosis Investigations And Their Interpretations (1 Hours)	Lecture Discussion	Objective Type SAQ

V (06 hours)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe composition and metabolism of amino acids.</p> <p>Affective: Incorporate this Cognitive while rendering care to the patients.</p>	Composition and metabolism of Amino acids and proteins:	<ul style="list-style-type: none"> Types, structure, composition and uses of amino acids and proteins. Metabolism of amino acids and proteins. Protein synthesis: Targeting and glycosylation. (2 Hrs) <p>Metabolism of nitrogen: (2 Hrs)</p> <ul style="list-style-type: none"> Fixation and assimilation. Urea cycle. Hems and chlorophylls. Enzymes and co-enzymes. Classifications, properties, kinetics and inhibition, control. Chromatography, Electrophoresis, Sequencing. (1 hour) 	Investigation And Their Interpretation (1 Hour)	Lecture Discussion	
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VI (02 hours)	At the end of unit students are able to Cognitive: Understand and explain the importance of vitamin and minerals. Affective: Incorporate this Cognitive in day today's work.	Vitamins and minerals: (2 hours) <ul style="list-style-type: none"> • Structure, Classification, Properties, Absorption, Storage and transportation, Normal concentration. 		Investigation And Their Interpretation	Lecture Discussion	
VII (03 hours)	At the end of unit students are able to Cognitive: Know the immune chemistry.	<ul style="list-style-type: none"> • Immune response • Structure and classification of immunoglobulin's • Mechanism of antibody production • Antigen; HLA typing • Free radical and anti oxidants (2 hours) <p>-</p>		Specialized Protein; Collagen Elastin, Keratin, Myosin, Lens Protein Electrophoretic And Quantitative Determination Of Immunoglobulin ELISA Etc, Investigation And Their Interpretation (1hr)	Lecture Discussion	

FORMATIVE		SUMMATIVE				
	MidTerm3 0M	Prefinal 30M	Total	Send to university theory	Send to university	Final University examination
Laboratory (Practicum): 25M Average Out of 25 send 5 & Nutrition out of 25 =send to university 5	MCQ 06 =6 marks BAQ-3M:2 = 6 marks LAQ-1 =10marks SAQ-2M:4 =8	MCQ 06 =6 marks BAQ-3M:2 = 6 marks LAQ-1 =10marks SAQ-2M:4 =8	From biochemistry Mid Term 3 0M Prefinal 30M Total =60			MCQ 06 =6 marks BAQ-3M:2 = 6 marks LAQ-1 =10marks SAQ-2M:4 =8
Total practical 10	30	30	Nutrition 90+biochemistry 60 =150	Out of 150 theory send to university =15	25	

External Assessment:

Nutrition: 45 M, Biochemistry 30 marks

Evaluation Criteria for Biochemistry Journal

Name of the student :-

Class :-

Date:-

Subject : -

Place:-

MAXIMUM=25marks

Sr. No.	Items	Marks Allotted	Marks Obtained
1.	Investigations related to altered CHO metabolism	5	
2.	Investigations related to altered protein metabolism	5	
3.	Investigations related to altered lipid metabolism	5	
4.	Investigations related to altered Vitamins & Minerals	5	
5.	Investigations related to altered immunochemistry	5	
	TOTAL	25	

(25 to be converted into 5 marks for nutrition assignments)

Strengths:

Weakness:

Signature of the student

Date

Signature of Evaluator

Date

Scheme of internal assessment
Subject: Nutrition & Biochemistry

Subject	Nutrition	Biochemistry	Total
Midterm	45	30	75
Pre Final	45	30	75
Total	90	60	150
Send to university THEORY	Out of 150		15
cookery practical	25(5)	-	5
Assignment (Writing journal)	-	25(5)	5
Send to university PRACTICAL			10
Total send to university			15+10=25
External Examination	45	30	75

KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES

NURSING FOUNDATIONS

Placement: First year

Theory-265 hrs

Practical- 650hrs

(200 lab and 450 Clinical)

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

OBJECTIVES : At the end of the course students will be able to develop:

- 1) Knowledge on concept of health, health-illness continuum and health care delivery system.
- 2) Knowledge on scope of nursing practice.
- 3) Knowledge on concept, theories and models of nursing practice.
- 4) Desirable attitude to ethics and professional conduct.
- 5) Skill in communicating effectively with patients and families and team members to maintain effective human relations.
- 6) Skill in health assessment and monitoring of patients.
- 7) Skill in carrying out basic nursing care procedures.
- 8) Skill in caring for patients with alterations in body functions.
- 9) Skill in applying steps of nursing process in the care of clients in the hospital and community.
- 10) Skill in applying scientific principles while performing nursing care.
- 11) Skill in documentation.
- 12) Skill in meeting basic psychosocial needs of the clients.
- 13) Knowledge on principles and techniques of infection control.
- 14) Confidence and competence in caring of terminally ill patients.

UNIT NO. & TOTAL HOURS	OBJECTIVES	CONTENTS			T/L METHOD	EVALUATION
		Must know	Desirable to know	Nice to know		
I (10 hrs)	At the end of unit students are able to Cognitive: Understand concept of health, health illness continuum, factors influencing health. Psychomotor: Promote wellness and provide health care services. Affective: Incorporate Cognitive into practice.	Introduction: <ul style="list-style-type: none"> • Concept of health, Health illness continuum. Definition of health. • Factors influencing health. • Causes and risk factors for developing illness • Impact of illness on patient and family. • Health care services, Health promotion and prevention, Primary care, diagnosis treatment-rehabilitation Rehabilitation and continuing care. • Type of health care agencies • Hospitals: Types-Organization and functions. • Primary health care and its delivery; role of 	<ul style="list-style-type: none"> • Body defenses; Immunity and immunization • Illness and illness behavior • Health care team. Health promotion and levels of disease prevention 		-Lecture -Discussion -Visit to health care agencies	-Essay Type Short Answers -Objective Type -Of Questions -Assessment of skill -Assessment with checklist -Clinical Work

		nurse				
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II (16 hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Acquire Cognitive regarding concept of nursing, philosophy and objectives. Understand nature and scope of nursing practice. Describe ethical principles in nursing.</p> <p>Psychomotor: Apply ethical principles while providing nursing care to patients.</p> <p>Affective: Contribute in improving the quality of nursing practice.</p>	<p>Nursing as a profession:</p> <ul style="list-style-type: none"> • Definition and characteristics of profession. • Nursing: <ul style="list-style-type: none"> -Definition Concepts, Philosophy, Objectives. -Characteristics , nature and scope of nursing practice. -Functions of nurse -Qualities of a nurse. -Nursing as a profession • Values: Definition, type, values, Clarifications and values in professional nursing Caring and advocacy. • Ethics: Definitions and Ethical principal Code of ethics Professional conduct for nurses. The consumer rights, Patients' bill of rights 	<ul style="list-style-type: none"> • Categories of nursing personal. 	<ul style="list-style-type: none"> • History of nursing in India. 	<p>Lecture</p> <p>Discussion</p> <p>Case discussion</p> <p>Role plays</p>	<p>Essay Type Short Answers</p> <p>Objective Type Of Questions</p> <p>Assessment of skill</p> <p>Assessment with checklist</p> <p>Clinical Work</p>
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III (4 hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand the admission and discharge procedure.</p> <p>Psychomotor: Practice admission and discharge procedure in hospital.</p> <p>Affective: Contribute in improving the quality of nursing practice.</p>	<p>Hospital Admission and Discharge:</p> <ul style="list-style-type: none"> Admission: <ul style="list-style-type: none"> -Unit and its preparation of admission bed, -Admission procedure -Medico-legal issues. -Role and responsibilities of the nurse. Discharge: <ul style="list-style-type: none"> -Discharge planning. -Discharge procedure. -Special considerations, and medico –legal issues. -Role and responsibilities of the nurse. -Care of the unit after discharge. 	<ul style="list-style-type: none"> Special considerations Types: planned discharge, LAMA and abscond, Referrals and transfers. 		<p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Lab</p> <p>Practice</p> <p>Supervise clinical practice</p>	<p>Essay Type Short</p> <p>Answers</p> <p>Objective Type Of Questions</p> <p>Assessment of skill</p> <p>Assessment with checklist</p> <p>Clinical Work</p>
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IV (10 hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand various aspects of communication.</p> <p>Psychomotor: Communicate effectively with the patients.</p> <p>Affective: Recognizing phases of therapeutic relationships.</p>	<p>Communication and nurse patient relationship:</p> <ul style="list-style-type: none"> Levels, Elements, Types, Modes, Process <p>Factors, Methods, Barriers to effective Communication.</p> <ul style="list-style-type: none"> Helping Relationship, Dimension and phases of a Helping Relationship. Effective communication with patient, families & team members. Maintain effective human relation and Communication with vulnerable group. (Children, women physically & mentally challenged & elderly). Patient teaching. Importance, purpose, Process, Role Of Nurse Integrating teaching in nursing process 	<ul style="list-style-type: none"> Attending Psycho motors, Rapport building Psychomotor, Empathy Psychomotor 		<p>Lecture</p> <p>Discussion</p> <p>Role play and video film on the nurses interacting with the patient</p> <p>Practice session on patient teaching</p> <p>Supervised Clinical practice</p>	<p>Essay Type Short Answers</p> <p>Objective Type Of Questions</p> <p>Assessment of skill</p> <p>Assessment with checklist</p> <p>Clinical Work</p>
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V (15 hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Acquire Cognitive regarding nursing process.</p> <p>Psychomotor: Applying nursing process while providing care to the patients.</p> <p>Affective: Improve quality of nursing care by using critical thinking.</p>	<p>Nursing process:</p> <ul style="list-style-type: none"> • Critical thinking & Nursing judgment <p>-Thinking & Learning. -Competencies.</p> <p>Attitudes for Critical thinking.Levels of critical thinking in Nursing.</p> <ul style="list-style-type: none"> • Nursing Process Overview. <p>-Assessment: Collection of data, Types, sources, Method Formulating Nursing Judgment. Data Interpretation.</p> <p>-Nursing Diagnosis: Identification of Client Problem. Nursing Diagnosis statement. Difference Between Nursing Diagnosis & Medical Diagnosis</p> <p>-Planning: Establishing Priorities. Establishing Goals &expected Outcomes. Selection of Interventions: Protocols and standing orders Writing the Nursing care plan.</p> <p>-Implementation: Implementing the plan of care.</p> <p>-Evaluation: Outcome of care. Review & modify. Documentation and reporting</p>			<p>Lecture Discussion</p> <p>Essay Type Short Answers Objective Type Of Questions Assessment of skill Assessment with checklist Clinical Work</p>
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VI (04 hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand documentation, types of records, reports.</p> <p>Psychomotor: Prepare records and reports related to patient care effectively.</p> <p>Affective: Recognizes the importance of recording and reporting.</p>	<p>Documentation & reporting:</p> <ul style="list-style-type: none"> • Documentation: Purpose. • Communication within the health care team. • Type of records, ward record, medical record, nursing record. • Common record keeping forms. Computerized documentation. • Guidelines for reporting; factual basis, accuracy, completeness, organization, confidentiality. • Method of recording & • Reporting, Change of shift reports, incident report • Minimizing legal liability through effective record Keeping 			<p>Lecture Discussion Demonstration Practice Session Supervised clinical practice</p>	<p>Essay Type Short Answers Objective Type Of Questions Assessment of skill Assessment with checklist Clinical Work</p>
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VII (15 hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Acquire Cognitive regarding body temperature pulse respiration and blood pressure.</p> <p>Psychomotor: Check the vital signs accurately and Identify deviations in vital signs.</p> <p>Affective: Incorporate this Cognitive in nursing practice.</p>	<p>Vital signs:</p> <ul style="list-style-type: none"> Guidelines for taking vital signs . Body temperature: <ul style="list-style-type: none"> -Physiology, regulation & factors affecting body temperature -Assessment of body temperature; sites, equipments and techniques, special considerations. -Temperature alteration; hyperthermia, heatstroke, hypothermia. -Hot and cold application Pulse: <ul style="list-style-type: none"> -Physiology and regulation. Characteristics of the pulse, Factors affecting pulse -Assessment of pulse :-Site, Location, Equipments and techniques.Special consideration -Alteration in pulse Respiration: <ul style="list-style-type: none"> -Physiology and regulation , Mechanics of breathing. Characteristic of the respiration, Factors affecting, -Assessment of respiration; technique, special consideration -Alterations in respiration Blood pressure: <ul style="list-style-type: none"> -Physiology and regulation 		<p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice Session</p> <p>Supervised clinical practice</p>	<p>Essay Type Short Answers</p> <p>Objective Type Of Questions</p> <p>Assessment of skill</p> <p>Assessment with checklist</p> <p>Clinical Work</p>
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VIII (30 hrs)	At the end of unit students are able to Cognitive: Understands process of physical examination. Psychomotor: Perform health assessment. Affective: Recognizes deviations while performing health assessment.	Health assessment: <ul style="list-style-type: none"> Purposes & Process of health assessment Health history -Physical examination methods: *Inspection, *Palpation, *Percussion, *Auscultation, *Olfaction. -Preparation for examination; patient and unit. -General assessment. -Assessment of each body system.	<ul style="list-style-type: none"> Recording of health assessment. 		Lecture Discussion Demonstration Practice Session Supervised Clinical practice	Essay Type Short Answers Objective Type Of Questions Assessment of skill Assessment with checklist Clinical Work
IX (05 hrs)	At the end of unit students are able to Cognitive: Understand the process of material management. Psychomotor: Keep up the inventory effectively. Affective: Incorporate practice.	Machinery, equipment & line: <ul style="list-style-type: none"> Types: disposables and re-usable-linen, rubber goods, glass ware, metal, plastic, furniture, machinery Introduction: -Indent -Maintenance -Inventory 			Lecture Discussion Demonstration	Essay Type Short Answers Objective Type Of Questions Assessment of skill Assessment with checklist Clinical Work
X (60 hrs)	At the end of unit students are able to Cognitive : Acquire Cognitive regarding basic patient needs	Meeting needs of patients: <ul style="list-style-type: none"> Basic needs (Activities of daily living) - -Providing safe and clean 	<ul style="list-style-type: none"> Reduction of physical hazards:-Fire, Accidents. Safety devices:- 	<ul style="list-style-type: none"> Factors affecting bowel elimination 	Lecture Discussion Clinical Practice Demonstration	Essay Type Short Answers Objective Type Of Questions Assessment of skill

	<p>Psychomotor: Provide safe & clean environment, maintains hygiene, nutrition, sleep & rest, adequate fluids.</p> <p>Affective:</p> <p>Understands psychological needs of the clients and Contribute in improving quality of care of patients.</p>	<p>environment:</p> <p>Physical environment:- Temperature, Humidity, Noise, Ventilation, Light, Odor, Pests control</p> <p>- Role of a nurse in providing safe and clean environment.</p> <ul style="list-style-type: none"> • Hygiene: <ul style="list-style-type: none"> -Factors influencing hygiene practices. -Hygiene care: Care of skin, Bath and pressure points, feet and nail, Oral cavity, Hair care, Eyes, Ear and nose. -Assessment: Principles, Types, Equipment Procedure Special considerations. -Patient environment, room, equipment and linen. Making patient's beds. -Types of beds and bed making. • Comfort: Factors influencing comfort, Comfort devices. • Nutrition: Importance, Factors affecting nutritional 	<p>Restraints, Side rails, Airways, Trapezes etc.</p> <ul style="list-style-type: none"> • Physiological needs: • Sleep and rest: Physiology of sleep. Factors affecting sleep • Promoting rest and sleep. • Sleep disorders. • Urinary elimination: Review of physiology of urine elimination. Composition and characteristics of urine • Factors influencing urination. • Alteration in urinary elimination. Types and collection of urine specimen • Observation and urine testing. 	<ul style="list-style-type: none"> • Alteration in bowel elimination. • Review of physiological regulation of fluid, Electrolyte, and Acid base balances Correcting fluids. • Replacement of fluids Assist with coping and adaptation. • Assessment, types, devices used method and 	<p>ion Practice sessions</p>	<p>Assessment with checklist Clinical Work</p>
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		<p>needs Assessment of nutritional needs: Variables</p> <p>Meeting nutritional needs: Principles, equipments, procedures and special considerations.</p> <ul style="list-style-type: none"> • Urinary elimination: Providing urinal/bedpan Condom drainage. Perineal care Catheterization. Care of urinary drainage. • Bowel Elimination: Composition and characteristics of feces. Types and collection of feces . Observation. Facilitating bowel elimination: Assessment, equipments, procedure and special considerations. Passing flatus tube. EnemasSuppository Sitz bath. Bowel wash. Care of ostomies. <p>Rehabilitation aspects: Range of motion exercises Maintenance of body alignment:</p>	<p>Facilitating urine elimination: Assessment, types, equipments and special considerations</p> <p>Care of urinary diversions</p> <p>Bladder irrigation. Review of physiology of bowel elimination</p> <ul style="list-style-type: none"> • Mobility and immobility: Principles of body mechanics Maintenance of normal body alignment and mobility. Hazards associated with immobility. Alteration in body alignment and mobility Nursing interventions for impaired body alignment and mobility 	<p>special considerations</p> <ul style="list-style-type: none"> • Assessment, types, equipments, procedures & special considerations • Creating therapeutic environment. 		
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		<p>Position, Moving , Lifting, Transferring, Walking. Restrains.</p> <ul style="list-style-type: none"> Oxygenation: Review of cardiovascular and respiratory physiology. Factors affecting oxygenation. Alteration in oxygenation. Nursing interventions in oxygenation: Assessment, types, equipments used procedure and special considerations. Maintenance of patent air way. Oxygen administration, Suction . Inhalations: dry and moist. Chest physiotherapy and postural drainage. Care of chest drainage Pulseoximetry, CPR- Basic life support. Fluid, Electrolyte and Acid Base balances Factors affecting Fluid, Electrolyte and Acid base balances. 				
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		<p>Alteration in fluid, electrolyte and acid base balances.</p> <p>Nursing interventions in fluid electrolyte and acid base imbalances: Measuring fluid intake and output. Oral and parenteral, Venipuncture.</p> <p>Regulating IV flow rates, changing IV solutions and tubing, changing IV dressing.</p> <p>Administration of blood transfusion.</p> <p>Psychological Needs:</p> <p>Concept of cultural diversity, stress, and adaptation, self concept.</p> <p>Sexuality, Spritual health, Coping with loss, death and grieving</p> <p>Assessment of psychological needs</p> <p>Nursing interventions for psycho social needs</p> <p>Recreational and diversional therapies .</p>				
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XI (20 hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Acquire Cognitive regarding infection control, nature of infection, transmission of infection.</p> <p>Psychomotor: Apply principles of infection control while proving care to patients.</p> <p>Affective: Incorporate Cognitive into practice.</p>	<p>Infection control in clinical setting:</p> <ul style="list-style-type: none"> • Chain of infection transmission. • Defense against infection: Natural and Acquired. • Concept of asepsis :medical asepsis and surgical asepsis • Isolation precaution (barrier nursing). <ul style="list-style-type: none"> -Hand washing : simple ,hand antisepsis -Surgical antisepsis (scrub) -Standers safety precautions (universal precaution) -Transmission based precaution • Biomedical waste management <ul style="list-style-type: none"> -Importance, Types of hospital waste, -Hazards associated with hospital waste. -Documentation of hospital waste -Segregation and transportation and disposal . 	<ul style="list-style-type: none"> • Nature of infection. • Isolation: source and protective. Personal protecting equipment types, uses, • Technique of wearing and removing • Transportation of infected patients 	<ul style="list-style-type: none"> • Hospital acquired infection (Nosocomial infection. • Documentation of equipment and unit 	<p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice session</p> <p>Supervised Clinical practice</p>	<p>Essay Type Short Answers</p> <p>Objective Type Of Questions</p> <p>Assessment of skill</p> <p>Assessment with checklist</p> <p>Clinical Work</p>
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XII (40 hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Acquire Cognitive regarding purpose of medications, dose calculation, and route of administering drugs.</p> <p>Psychomotor : Calculate the dose correctly and Identify the sites for giving medications.</p> <p>Affective: Incorporate Cognitive into practice.</p>	<p>Administration of medication:</p> <ul style="list-style-type: none"> General principles/ considerations. -Purpose of medication -Principles: Six rights, special consideration Prescription(Safety in administering medication and medication errors. -Drug forms. -Route of administration. -Storage and maintenance of drugs and nursing responsibility. -System of drug measurements: metric system, apothecary system, household measurement, solutions. -Converting measurement Units: conversion within one system. -Drug calculation. -Terminologies and abbreviations used in prescription of medication Drug administration: oral, sublingual and buccal -Equipment Procedure. Parental: <ul style="list-style-type: none"> -Types, -General principles. <p>Intradermal – purposes, site, equipment Procedure, special consideration.</p> <p>Subcutaneous - purposes</p>	<ul style="list-style-type: none"> Advance Technique Epidural, intrathecal, intra osseous, intra peritoneal, intra pleural, intra arterial <ul style="list-style-type: none"> Role of nurse Broad classification of drugs Therapeutic effects, side effects, toxic effects, Idiosyncratic reaction, drug tolerance, drug interaction, Factors influencing drug action 	<p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice session</p> <p>Supervised Clinical practice</p>	<p>Essay Type Short Answers</p> <p>Objective Type Of Questions</p> <p>Assessment of skill</p> <p>Assessment with checklist</p> <p>Clinical Work</p>
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XIII (10 hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe pre, peri and post operative care and management of patient.</p> <p>Psychomotor: Render pre, peri and post operative care to the patient.</p>	<p>Meeting the needs of Peri operative patients:</p> <ul style="list-style-type: none"> • Intra operative: operation theatre set up and environment. Role of nurse • Wounds: Types, classifications, wound healing process, factors affecting wound, Complications of wound healing. • Surgical asepsis • Care of wound: types, Equipments, procedure and special considerations Application of bandages, binders, splints, slings. First aid. Heat and cold therapy 	<p>Definition and concept of peri-operative nursing</p> <p>Pre operative phase:-Preparation of patients for surgery.</p> <ul style="list-style-type: none"> • Intraoperative phase:- Operation theatre setup and environment <p>Postoperative phase</p> <p>Recovery unit Post operative unit</p> <p>Post operative care</p>	Dressing, suture care, Care of drainage	Lecture Discussion Demonstration	<p>Essay Type Short Answers</p> <p>Objective Type Of Questions</p> <p>Assessment of skill</p> <p>Assessment with checklist</p> <p>Clinical Work</p>
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XIV (15 hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Acquire Cognitive of special needs of patients.</p> <p>Psychomotor :Give care to the patients havening altered temperature, sensorium and mentally challenged</p> <p>Affective: Maintain the quality of nursing care.</p>	<p>Meeting the special needs of the patient:</p> <ul style="list-style-type: none"> Care of patient having alteration in -Temperature (hyper and hypothermia; types, assessment, management. - Sensorium (unconsciousness) Treatments related to gastrointestinal systemNaso gastric suction. -Gastric irritation, and gastric analysis. 	<ul style="list-style-type: none"> Assessment ,management Urinary elimination (retention and unconsciousness) Assessment , management Functions of sensory organs(visual , and hearing impairment) Assessment of self care ability. Communication methods and special consideration. <p>Mobility (physical challenged, cast) assessment of self care ability</p> <ul style="list-style-type: none"> Communication methods and special consideration 	<p>Mental stage (mentally challenged Assessment of self care ability</p> <p>Respiration (distress) :types, assessment management</p> <p>Comfort – (pain) - nature, types, factors influencing pain</p> <p>Coping assessment; management .</p>	<p>Lecture Discussion Demonstration</p>	<p>Essay Type Short Answers Objective Type Of Questions Assessment of skill Assessment with checklist Clinical Work</p>
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XV (05 hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe signs and symptoms of dying.</p> <p>Psychomotor: Perform death care.</p> <p>Affective: Appreciates relatives' feeling, values and cultural differences.</p>	<p>Care of terminally ill patient:</p> <ul style="list-style-type: none"> • Signs of clinical death. Care of dying patient. Care of dead body. • Equipment, procedure and care of unit • Professional nursing concept and practice: <p>Conceptual and theoretical models of nursing practice Linking theories with nursing process</p>	<ul style="list-style-type: none"> • Concept of loss, grief, grieving process Special considerations Autopsy Embalming 	<ul style="list-style-type: none"> • Euthanasia, will, dying, declaration, organ donation etc. Medical issues 	<p>Lecture Discussion Demonstrations Case discussion/ Role play Practice session Supervised Clinical practice</p>	<p>Essay Type Short Answers Objective Type Of Questions Assessment of skill Assessment with checklist Clinical Work</p>
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XVI (06 hrs)	At the end of unit students are able to Cognitive: Know the conceptual and theoretical models in nursing. Psychomotor: Correlate nursing theories in nursing practice. Affective: Participate in research activities.	Professional nursing concept and practice: <ul style="list-style-type: none"> Conceptual and theoretical models of nursing practice. Linking theories with nursing process. Complimentary and alternate healing techniques 	<ul style="list-style-type: none"> Introduction to models – holistic model, health belief model Health promotion model etc. 	Introduction to theories in nursing ; Peplau's , Henderson's , Orem's Neumann's , Roger's , and Roy's adaptation model	Lecture Discussion	Essay Type Short Answers Objective Type Of Questions Assessment of skill Assessment with checklist Clinical Work
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FORMATIVE EVALUATION					
SN	REQUIREMENT	PRESCRIBED NO.	MARKS FOR EACH	TOTAL MARKS	Sent to university
1.	Nursing Care Plan	02 <ul style="list-style-type: none"> ➤ Medical ward – 01 ➤ Surgical ward – 01, 	50 Marks	100 Marks	
2.	Clinical Evaluation	02	100 Marks	200 Marks	

3.	Procedure Evaluation	01	50	50 Marks	
7.	Practical Examinations (Midterm & Prefinal Exam)		100 Marks	200 Marks	
			GRAND TOTAL	550 Marks	100 Marks
SUMMATIVE EVALUATION					
MIDTERM 50	PREFINAL 75	University Examination			
MCQ- 1/2x20=10Marks	MCQ- 1/2X30 = 15 Marks	MCQ – 1/2 X 30 = 15 Marks			
LAQ-1x10=10 Marks	LAQ-1x10=10 Marks	LAQ-1x10=10 Marks			
LAQ-1x10=10 Marks	LAQ-2x10=20 Marks	LAQ-2x10=20 Marks			
SAQ- 5x4= 20 Marks	SAQ- 6x5= 30 Marks	SAQ- 6x5= 30 Marks			
THEORY EXAMINATION: MIDTERM: 75 Marks PREFINAL: 75 Marks			GRAND TOTAL:	150 Marks	25 Marks
EXTERNAL ASSESSMENT : UNIVERSITY EXAMINATION:			THEORY: 75Marks PRACTICAL: 100 Marks		

REFERE

NCE:-

1. Craven – Fundamentals of Nursing ,2010,LWW
2. Potter – Fundamentals of Nursing ,2009,Elsevier's
3. St John's Ambulance – First AID, 2007,St John's Ambulance Association.
4. LWW – Lippincott's Nursing Procedure, 2008, LWW.
5. Jacob – Clinical Nursing Skills & Procedures ,2008,Jaypee
6. Carpenito – Understanding Nursing Process,2007,LWW

Basic B Sc Nursing 1st year

**SUBJECT- Foundation Of Nursing
Evaluation Scheme**

2] FORMAT FOR HISTORY TAKING (CLINICAL EXPERIENCE)

I DEMOGRAPHIC DATA

NAME :- _____ AGE :- _____ SEX:- _____
 MARITAL STATUS : _____ RELIGION:- _____
 EDUCATION : _____ OCCUPATION INCOME : - _____

ADDRESS : _____

II CHIEF COMPLAINTS / PRESENT MEDICAL HISTORY: _____

III PAST MEDICAL HISTORY : _____

IV PAST SURGICAL HISTORY : _____

V MENSTRUAL HISTORY (FEMALES) : _____

VI FAMILY HISTORY :-

SN	Name of family Members	Age	Sex	Relation with Patient	Occupation	Health status	Health habits

VII DIETARY HISTORY : _____

VIII HEALTH HABITS :- _____

IX SOCIO ECONOMIC HISTORY: _____

XI PHYSICAL ASSESSMENT :- _____ - Head to foot assessment

- Interpretation of data.

- Nursing diagnosis.

Proposed nursing care plan

KRISHNA INSTITUTE OF NURSING SCIENCES, KARAD
Basic B Sc Nursing 1st year **SUBJECT- Foundation Of Nursing**

ADULT ASSESSMENT FORMAT

General information:

Name _____

Age _____ Sex _____ occupation _____ IP No. _____

Admission date _____ Time _____

Diagnosis _____

History of other illness/operation/ Allergy _____

General appearance: Body built (thin / Well / obese)

Posture : _____ grooming : _____

Habits : smoking/ alcohol/drug abuse/other

Behavior : Normal / Relaxed /Anxious/Distressed/Depressed/Withdrawn.

Level of Consciousness : Conscious/Confused/Semiconscious/Unconscious

Assessment of Daily Activities.

ADL		Subjective data(report)	Objective data(exhibits)	Nursing diagnosis
A	M	Usual Activities	Uses aids	
C	O	Gait	Coordinated / uncoordinated	
T	B	Limitations	Immobile / Partial ambulatory	
I	I	Sleep	Ambulatory	
V	L	Body movement	Insomnia / Sleep apnea / other	
I	I	Deformities	Purposeful movement / tremor	
T	T		Handicap	
Y	Y		Grasp / muscle strength and grade	
			Deep tendon reflex	
			Coetaneous reflex	
C		Eyes- vision loss	Color, vision acuity	
O		Wears glasses / Aid	Visual fields / normal / limited	
M		Conjunctiva	Pale / yellow / Red / other	
M	S	Corneal reflex	Pupil reaction : present /absent	
U	E	Ears - Hearing loss	Infection : present /absent	
N	N	Speech – Problems	Hearing Acuity	
I	S	Skin	Communication	
C	E	Nose	Verbal / nonverbal	
A	S	Pain	relevant / irrelevant	
T			Temperature, color / texture /	
I			turgor / Any other	
O			Response to touch	
			(painful stimuli, hot / cold)	
			Sense of smell	
			Facial grimacing / guarding	
N		Usual diet	Weight height / BMI	
U		Eating	Recent changes	

T R I T I O N	(Likes & dislikes) Drinking Anorexia Nausea/vomiting Swallowing	Vomitus I.V. infusion NGT Gag reflex : present / absent	
E L I M I N A T I O N	Usual bowel pattern Bleeding/constipation Diarrhea Uses laxatives Urine Frequency Difficulty Menstruation(Female)	Bowel sounds/abdominal girth Feces Urine-amount/ color Drainage On CBD/condom I&O chart Bleeding Dysmenorrhoea LMP	
R E S P I R A T I O N	Cough Sputum Smoking	Dry / productive Respiratory rate Dyspnoea Cyanosis Sputum (color, consistency, amount) On Auscultation Breath sounds (Rales / Rhonchi / wheezes / pleural friction rub) Chest expansion (Equal / unequal) Oxygen saturation (optional) ABG (optional) use of Anesthetics	
C I	Chest pain, numbness Tingling	Heart rate Edema	

R C U L A T I O	Extremities	Bleeding Wound BP..... HB..... Peripheral pulse... Color-temperature Nail beds Capillary refill Lesion Lymph nodes	
H Y G I E N E	Skin wound Mouth/teeth Dirty/odor/Teeth Hair, scalp	Clean / unclean / body odour Drainage / odour Dentures / Swallowing Halitosis / dental caries / any other Lice / dandruff / lesions / other	
EGO integrity	Clam. Anxious Sighs deeply	Calm / tensed / Anxious / relaxed Excited / dull / restless Fearful / nervous	

Remarks : - Interpretation of above data
 - Proposed nursing care plan.
 - Discharge plan

Signature of Nurse
 Date ; _____

KRISHNA INSTITUTE OF NURSING SCIENCES, KARAD
Basic B Sc Nursing 1st year **SUBJECT- Foundation Of Nursing**
FORMATE FOR NURSING CARE PLAN

Name of the Patient :

Age : _____ Reg. No. _____ Date & Time Of Admission: _____

Sex: _____ Bed No.: _____ Diagnosis : _____

Dr's Unit : _____ Ward no : _____ Surgery & Date of surgery : _____

Assessment (12)		Nursing Diagnosis (3)	Goal (2)	Outcome Criteria (2)	Nursing Intervention (15)	Rationale (3)	Evaluation (3)
Subjective	Objective						

Signature of Nurse.

D

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t
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CLINICAL ASSESSMENT FORM

Students Name :- _____ Hospital : _____

Group / Year :- _____ Unit / Ward : _____

Students Number :- _____ From : _____ to _____

SN	PERFORMANCE CRITERIA	(5) Excellent	(4) Vey Good	(3) Good	(2) Satisfactory	(1) Poor	Remarks
	Nursing Process (75)						
I	Assessment and Nursing Diagnosis (15)						
1.1	Collects data accurately						
1.2	Identifies & Categorizes basic Needs of Patients						
1.3	Formulates Nursing Diagnosis						
II	Planning (15)						
2.1	Prioritizes patients needs						
2.2	Plans nursing action for each of need						
2.3	States rationale for nursing action						
III	Implementation (20)						
3.1	Implements nursing care Accurately and safely with in given time						
3.2	Applies scientific Principles						
3.3	Maintains safe and comfortable environment						

3.4	Gives health teaching as per plan to the patients / family						
IV	Evaluation (10)						
4.1	Evaluate patient's response to nursing care						
4.2	Reexamines & Modifies care plan						
V	Documentation (15)						
5.1	Records patient information accurately						
5.2	Report patient information accurately						
5.3	Maintains self up to date						
	Professional Conduct – (25)						
VI	Uniform and Punctuality						
6.1	Always well groomed, neat & conscious about professional appearance						
6.2	Is always punctual in Clinical & completing assignments						
6.3	Readily accepts responsibility for own behavior & has initiative						
VII	Communication skills						
7.1	Establishes & Maintains effective working / communication relationship with patients and family						
7.2	Establishes good inter						

	personal relationship with members of health team /supervisors / Teacher						
	Total Marks						

Comment / Remarks by Teacher / Supervisor:

Total marks 100

Total marks obtained :

Signature of Teacher

Date : _____

Evaluation is seen and discus by the student

Signature of student : _____

Date of Sign: _____

GUIDELINES FOR UNIVERSITY PRACTICAL AND ORAL EXAMINATION

INTERNAL EXAMINER

Maximum 50 marks

SN	NURSING PROCEDURE	Total marks	Marks allotted	Remarks
I	Planning and Organizing	10		
	1-Preparation – day	06		
	2-Environment	02		
	3-Preparation of patient	02		
II	Execution of Procedure	14		
	1-Applies scientific principles	06		
	2-Proficiency in skill	06		
	3-Ensures sequential order	02		
III	Termination of procedure	06		
	1-Makes patient comfortable	02		
	2-Reports & Records	02		
	3-After care of articles	02		
	TOTAL	30		
	VIVA			
	1-Knowledge related to xPrinciples	06		
	2-Equipment & Articles	06		
	3-Medical & Surgical asepsis	04		
	4-Bandaging	04		
	TOTAL	20		

Date :-

Signature of the Internal Examiner

GUIDELINES FOR UNIVERSITY PRACTICAL AND ORAL EXAMINATION
EXTERNAL EXAMINER **Maximum 50 marks**

	NURSING PROCESS	Total marks	Marks allotted	Remarks
1	Assessment	06		
2	Nursing Diagnosis	04		
3	Goal	02		
4	Outcome criteria	02		
5	Nursing intervention	06		
6	Rationale	04		
7	Evaluation	02		
8	Nurses notes	04		
	TOTAL	30		
	VIVA			
1	Knowledge of Drugs and Solutions	04		
2	Assessment data	06		
3	Dietary management	04		
4	Health education	06		
	TOTAL	20		

Date :-

Signature of the External Examiner

PRACTICAL / ORAL MARK LIST

NAME OF THE EXAMINATION : _____ Date:-----YEAR : _____

FIRST YEAR B.SC. NURSING:- _____ MARKS : _____

SUBJECT :- NURSING FOUNDATION PAPER : _____

CENTRE: _____

Seat No.	Internal examiner		External examiner		Grand Total
	Procedure	Viva voce	Nursing process	Viva voce	
	30	20	30	20	100

Signature of the Internal Examiner:

Signature of the External Examiner:

PROCEDURE EVALUATION

Name of Student: _____ Diagnosis: _____

Name of Evaluator: _____ Ward no. : _____

Name of procedure: _____ Date: : _____

SN	NURSING PROCEDURE	Marks allotted	Marks Obtained
I	Planning and Organizing	10	
	1-Preparation – day	06	
	2-Environment	02	
	3-Preparation of patient	02	
II	Execution of Procedure	14	
	1-Applies scientific principles	06	
	2-Proficiency in skill	06	
	3-Ensures sequential order	02	
III	Termination of procedure	06	
	1-Makes patient comfortable	02	
	2-Reports & Records	02	
	3-After care of articles	02	
	TOTAL	30	
	VIVA		
	1-Knowledge related to Principles	06	
	2-Equipment & Articles	06	
	3-Medical & Surgical asepsis	04	
	4-Bandaging	04	
	TOTAL	20	
	GRAND TOTAL	50	

Student signature

KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES

PSYCHOLOGY

Placement: First Year B.Sc Nursing

Time Theory 60 Hours

Course Description: This course is designed to assist the students to acquire knowledge offundaments of psychology and develop an insight into behaviour of self and others. Further it is aimed at helping them to practice the principles of mental hygiene for promoting mental health in nursing practice.

Unit No. & Total Hrs.	Objectives	CONTENTS WITH DISTRIBUTED HOURS				Methods of evaluation
		Must Know	Desirable To know	Nice to know	T/L Methods	
I 2 Hrs	At the end of unit students are able to Cognitive: Understand and explain	Introduction: Definitions & Scope of Psychology Relevance to nursing	Methods of psychology. 121	History and origin	• Lecture Discussion	M.C. Q Essay type Short answers

	the history, scope and methods of psychology and its relevance to nursing.					
II 4 Hrs	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe biology of behavior.</p> <p>Psychomotor: Identify types of behavior and reasons for the</p>	<p>Biology of behaviour</p> <p>Body mind relationship- modulation process in health and illness</p> <p>Psychology of Sensations (1 hour)</p> <p>Muscular and glandular controls of behaviour</p> <p>Nature of behaviour of an organism/i</p>	<p>Brain and behavior;</p> <p>Nervous system, neurons and synapse, Association cortex, Right and left hemispheres.</p>	<p>Genetics and behavior;</p> <p>Hereditary and environment</p>	<p>• Lecture Discussion</p>	<p>M.C. Q Essay type Short answers</p>

	<p>same.</p> <p>Affective: Appreciate various types of behavior in specific situations.</p>	<p>Integrated responses</p>				
<p>III 20 Hrs</p>	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe learning memory thinking, inelegance, attention and perception.</p> <p>Affective: In</p>	<p>Cognitive processes</p> <p>Attention: Types, determinants, Duration & degree, alterations</p> <p>Perception : Meaning, Principles, factors affecting, Errors, Learning: Nature, Types, learner and learning, Factors</p>	<p>Psychometric assessment of cognitive processes</p>	<p>Alteration in cognitive processes. Application.</p>	<p>Lecture Discussion</p> <p>Psychometric assessment Practice sessions</p>	<p>M.C. Q Essay type Short answers</p>

	<p>corporate this knowledge in day today's life.</p>	<p>influencing, laws, transfer, study habits</p> <p>Memory: Meaning, Types, Nature Factors influencing, Development theories and methods of memorizing and forgetting.</p> <p>Thinking: Types and levels, stages of development, Relationship with language and</p>				
--	--	---	--	--	--	--

		<p>communication Intelligence: Meaning, classification, uses, theories Aptitude: Concept, types. Individual differences and variability</p>				
IV 8 Hrs	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and explain the importance of motivation, emotion and stress.</p> <p>Psychomot</p>	<p>Motivation and Emotional Processes: Motivation: Meaning, Concept, Types, Application</p>	<p>Alteration in emotion. Application</p>	<p>Psychometric assessment of emotions and attitudes.</p>	<p>□Lecture □Discussion □Role plays □Case Discussion □Demonstration</p>	<p>M.C. Q Essay type Short answers</p>

	<p>or: :</p> <p>Recognize emotional reaction and stress of individual</p> <p>Affective:In corporate this knowledge as a clinical nurse or nurse teacher.</p>	<p>ep ts, Ty pe s, Th eo rie s, M oti ve s an d be ha vi ou r, Co nfl ict s an d fru str ati on ,</p>				
--	--	---	--	--	--	--

		<p>co nfl ict res ol uti on E m oti on s & str es s</p> <p>□ Emoti on: Definition, component s, Changes in emotions, theories emotional adjustment s, emotions in health and illness</p>				
--	--	--	--	--	--	--

		<div><div><div>□ Stress: stressors, cycle, effect, adaptation & coping</div><div>At tit ud e: M ea ni ng , na tur e, de ve lo p m en t, fa ct or s aff ect</div></div></div>				
--	--	--	--	--	--	--

		<p>in g,</p> <p><input type="checkbox"/> Behav iour and attitudes</p> <p><input type="checkbox"/> Attitu dinal change</p>				
V 7 Hrs	<p>At the end of unit students are able to</p> <p>Cognitive:</p> <p>Define personality and understand and describe personality theories and assessment.</p> <p>Affective:</p> <p>Develop socially acceptable personality.</p>	<p>Personalit y</p> <p>De fin iti on s, to po gr ap hy , ty pe s, Th eo rie s</p>		<p>Psycho metric assess ment of person ality.</p>	<p><input type="checkbox"/>Lecture</p> <p><input type="checkbox"/>Discuss ion</p> <p><input type="checkbox"/>Demon stration</p>	<p>M.C.</p> <p>Q</p> <p>Essa y type</p> <p>Short answ ers</p>

		Alterations in personality • Applications				
VI 7 Hrs	At the end of unit students are able to Cognitive: Understand and describe developmental psychology. Psychomotor: Recognize psychology of vulnerable	Developmental Psychology Psychology of people at difference			<input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Case Discussion	M.C. Q Essay type Short answers

	individuals.	t ag es fro m inf an cy to ol d ag e Ps yc ho lo gy of vu ln er ab le in di vi du als - ch				
--	--------------	--	--	--	--	--

		<p>all en ge d, w o m en , sic k, etc</p> <ul style="list-style-type: none"> Psychology of groups 				
VII 8 Hrs	<p>At the end of unit students are able to</p> <p>Cognitive:</p> <p>Know the concept of mental hygiene and health.</p> <p>Enlist the characteristics of</p>	<p>Mental hygiene and mental Health</p> <p>Concepts of mental hygiene and mental health</p> <p>Characteristics of mentally healthy person</p>	<p>Promotive and preventive mental health – strategies and services.</p> <p>Ego defense mechanism and implication.</p>	<p>Guidance and counseling.</p>	<p><input type="checkbox"/>Lecture <input type="checkbox"/>Discussion <input type="checkbox"/>Case Discussion <input type="checkbox"/>Role plays <input type="checkbox"/>Demonstration</p>	<p>M.C. Q Essay type Short answers</p>

	<p>mentally healthy person.</p> <p>Psychomotor:</p> <p>Recognize the warning signs of poor mental health.</p> <p>Affective:Incorporate this knowledge in professional practice.</p>	<p>Warning signs of poor mental health</p> <p>Personal and social adjustments</p> <p>Role of nurse</p>				
VIII 4 Hrs	<p>At the end of unit students are able to</p> <p>Cognitive:</p> <p>Know the different methods of psychological</p>	<p>Psychological assessment & tests</p> <ul style="list-style-type: none"> • Role of nurse in psychological assessment 	Types, development, characteristics, principles, uses	Interpretation of results	<input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Demonstration <input type="checkbox"/> Practice sessions	<p>M.C.</p> <p>Q</p> <p>Essay type</p> <p>Short answers</p>

INTERNAL

	al assessments					
	Psychomot or: Recognize the warning signs of poor mental health. Affective: In corporate this knowledge in professional practice					

ASSESSMENT

SN	REQUIREMENT	PRESCRIBED NO.	MARKS FOR EACH	TOTAL MARKS	SEND TO UNIVERSITY
1	Assignment	1	10	10	10
2	Theory Examination: Midterm: 50 Marks Prefinal: 75 Marks			125	15
			Grand Total	135	25

Midterm 50	Prefinal 75	University Examination
MCQ 1/2x20=10	MCQ 1/2x30=15	MCQ 1/2x30=15
SAQ 4x5= 20	SAQ = 30	SAQ = 30
LAQ 2x10= 20	LAQ = 30	LAQ = 30

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES**

MICROBIOLOGY

Placement: First Year

Theory 60 Hours(Theory 45+15 lab)

COURSE DESCRIPTION:

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

SPECIFIC OBJECTIVES:

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

1. Explain concepts and principles of microbiology and their importance in nursing.
2. Understand the commensal, opportunistic and pathogenic organisms of human
3. body and describe host parasite relationship.
4. State the sources and modes of transmission of pathogenic and opportunistic
5. organisms including vectors and their role in transmission of diseases.
6. 4. Be conversant with proper methods of collection, storage and transport of
7. clinical material for microbiological investigations.
8. 5. Understand the principles of immunology and its application in the diagnosis and
9. prevention of infectious diseases.

UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			T/L METHODS	METHODS OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
I (05 Hrs)	At the end of unit students are able to Cognitive: Understand and describe the importance of study of disease causing bacteria in humans.	Introduction <ul style="list-style-type: none"> Importance of microbiology to nursing. Relevance of microbiology to nursing. Concepts and terminology 	<ul style="list-style-type: none"> Principles of microbiology 	Historical perspective.	<ul style="list-style-type: none"> Lectures & Discussion 	<ul style="list-style-type: none"> Short answers Objective type
II (15 Hrs)	At the end of unit students are able to Cognitive: Understand and explain basic principles of study of microbiology.	General characteristics of Microbes <ul style="list-style-type: none"> Structure of Microbes classification of Microbes Morphological types Size of bacteria forms of bacteria Growth and nutrition of microbes <ul style="list-style-type: none"> Temperature Moisture 	<ul style="list-style-type: none"> Staining techniques Gram staining Acid fast staining Hanging drop preparation Culture methods Culture various Medias. 	<ul style="list-style-type: none"> Motility Colonization 	<ul style="list-style-type: none"> Lectures & Discussion Demonstration 	<ul style="list-style-type: none"> Short answers Objective type

	<p>Psychomotor: Collect samples correctly for microbiological studies. Prepare slides and staining.</p> <p>Affective: Incorporate this Cognitive in nursing practice.</p>	<ul style="list-style-type: none"> • Growth and nutrition of microbes <ul style="list-style-type: none"> - Blood and body fluids • Laboratory methods for identification of Microorganisms 				
III (12Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe methods of disinfection and sterilization.</p> <p>Psychomotor: Perform disinfection of unit and sterilization of various articles.</p> <p>Affective:</p>	<p>Infection control</p> <ul style="list-style-type: none"> • Infection: Sources, • Portal of entry and exit • Transmission. Of infection • Asepsis. • Disinfection; Types and methods. • Sterilization; Types and methods. • Standard safety measures • Biomedical waste management. Role of nurse. • Hospital acquired infections. Hospital infection control programme. • Protocols, collection of samples, accountability, continuing education, etc. 	<ul style="list-style-type: none"> • Chemotherapy and antibiotics. • Preparation of reports, status of rate of infection in the unit / hospital. • 	--	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Visits to CSSD • Clinical practice 	<ul style="list-style-type: none"> •Short answers •Objective type

	Appreciate the importance of sterilization and disinfection in infection control.					
IV (16Hours)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe disease producing microbes for diagnosis of various patients in outdoor and indoor settings.</p> <p>Psychomotor: Collect, preserve and send samples to laboratory in specified way.</p> <p>Affective:</p>	<p>Pathogenic organisms</p> <ul style="list-style-type: none"> • Microorganisms Characteristics source • portal of entry ,transmission of infection • Identification of disease producing micro organisms • Collecting, handling and transportation of various specimens. 	<ul style="list-style-type: none"> • Cocci- gram positive • Gram negative • Bacilli- gram positive • Gram negative. • Spirochaete • Mycoplasma. • Rickettsiae • Chlamydiae • Viruses • Fungi-Superficial • deep mycoses • Parasites. • Rodents • Vectors. 		<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Clinical practice 	<ul style="list-style-type: none"> •Short answers •Objective type

	Appreciate this Cognitive and importance of collection of samples in diagnosis and treatment of patients.					
V (12 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe the importance, types, classification of immunity.</p> <p>Affective: Incorporate this Cognitive in patient education.</p>	<p>Immunity</p> <ul style="list-style-type: none"> • Types of immunity • Classification of immunity • Vaccines and sera -Types & classification • storage and handling, cold chain. • Immunization for various diseases. • Immunization schedule 	<ul style="list-style-type: none"> • Serological test. • Immunoprophylaxis • Hypersensitivity - Skin test. 	<ul style="list-style-type: none"> • Antigen and antibody reaction. • Hypersensitivity -Skin test. • Serological test. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Clinical practice 	<ul style="list-style-type: none"> •Short answers •Objective type

INTERNAL ASSESSMENT:**Evaluation Scheme**

	Microbiology	Average out of
Mid term	50	
Pre final	75	
Total	125	15
Assignment	10	10
Grand Total	125	
Send to university		25
External Examination	75	

FORMATIVE EVALUATION

S.N.	REQUIREMENT	PRESCRIBED NUMBER	MARK FOR EACH	TOTAL MARKS	SEND TO UNIVERSITY
1	Assignment	01	10	10	10

SUMMATIVE EVALUATION

MID-TERM 50	PRE FINAL 75	UNIVERSITY EXAMINATION 75
MCQ - 20 X ½= 10 MARKS	MCQ - 15 X1 = 15 MARKS	MCQ - 15 X1 = 15 MARKS
SAQ - 4X 5 = 20MARKS	SAQ - 6 X 5= 30MARKS	SAQ - 6 X 5= 30MARKS
LAQ - 10 X 1= 10 MARKS	LAQ - 10 X 1= 10 MARKS	LAQ - 10 X 1= 10 MARKS
LAQ - 10 X 1= 10 MARKS	LAQ - 10 X 1= 10 MARKS	LAQ - 10 X 1= 10 MARKS
	LAQ - 10 X 1= 10 MARKS	LAQ - 10 X 1= 10 MARKS

REFERENCE BOOKS:

1. Alice Corrairie Smith, “ Microbiology and pathology” 9th ed., Mosby Co.
2. Bernard D. Davis, Rentap Dalbecco Herman N. Eisen & Harold S. Ginsberg, “ Microbiology”, 3rd ed, A Harper International edition.
3. Hug L. L Moffet, (1981) “Clinical microbiology”, 2nd ed., J. B. Lippincott Co.
4. Macbie and Mecartney, (1980), “Medical microbiology” 13th ed., Printed.
5. P. Ananthanarayan and C. K. Jayarm Panikar, “Textbook of microbiology”, 8th ed., Orient Longman Company Ltd.
6. Chakravarti Text book of Microbiology.
7. T. Panjratana Text Book of Microbiology in nursing, New central Bool agency Culcutta 2002.
8. Self learning module by Indian Nursing Council on Biomedical waste management. Role of nurse.

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES**

INTRODUCTION TO COMPUTER SCIENCE

Placement :First Year
(Class -15 + lab 30)

Theory – 45 Hours

Course Description :

This course is designed for students to development basic understanding of uses of computer and its applications in nursing.

Specific objectives:

After the completion of the course, students will able to:

1. Identify & define various concepts used in computer.
2. Identify & describe application of computer in nursing.
- 3 Describe & use the DOS & Windows
4. Describe & demonstrate skill in the use of MS-office.
5. Describe & demonstrate skill in using multimedia & computer aided teaching & testing.
6. Identify & demonstrate use of internet & e-mail
7. Describe & use the statistical packages
8. Describe the use of Hospital Management System.

Unit No. & total hours	Objectives	Contents			T/L Method	Method Of Evaluation
		Must know	Desired to know	Nice to know		
I (03 Hours)	Identify & define Various concepts used In computer □Identify application of Computer in nursing	Introduction Concepts of of Computers	-	-	Lecture Discussion Demonstration	Short Answers Objective Type.

		Hardware and software; Trends and technology			Lecture Discussion Demonstration	
		Application of computers In nursing	-	-	Lecture Discussion	
II (06 hours)	At the end of unit students are able to Cognitive: Acquire Cognitive regarding DOS, Windows, MS-Word, Excel, Power point. Psychomotor: Operate various operating systems. Affective: Recognizes the importance of computers in nursing.	• DOS &	-	-	Lecturer Discussion	Short Answers Objective Type Practical Exam
		• Windows (all version)	-	-	Lecturer Discussion	
		• MS-WORD	-	-	Practice Session	
		• MS-EXCEL with pictorial presentation	-	-	Practice Session	Short Answers Objective Type Practical Exam and Viva Voce
		• MS- ACCESS	-	-	Practice Session	
		• MS- POWERPOINT	-	-	Practice Session	
III (02 hours)	At the end of unit students are able to Cognitive: Describe the types	• Multimedia: types & uses.	-	-	Lecture Discussion	

	and use of computers in teaching. Psychomotor: Apply multimedia in classroom teaching and in testing of tools. Affective: Use this Cognitive in nursing practice.	<ul style="list-style-type: none"> • Computer aided teaching and testing. 	-	-	Lecture Discussion	
IV (01 hours)	At the end of unit students are able to Cognitive: Describes use of Internet and email. Psychomotor: Utilize Internet services to improve nursing practice. Affective: Use this Cognitive in nursing practice.	<ul style="list-style-type: none"> • Use of internet and email 	-	-	Lecture Discussion Practice Session	Short Answers Objective Type Practical Exam and Viva Voce
V (02 hours)	At the end of unit students are able to Cognitive: Understands types and features of statistical packages. Psychomotor: Apply statistical packages in analysis.	<ul style="list-style-type: none"> • Statistical Package. 	-	-	Lecturer Discussion	Short answers
		<ul style="list-style-type: none"> • Types and their features 	-	-	Practice Session	

VI (01 hour)	At the end of unit students are able to Cognitive: Describes types and uses of hospital management system. Psychomotor: Apply hospital management system while working in various hospital settings. Affective: Identifies the importance of hospital management system in nursing.	<ul style="list-style-type: none"> Hospital Management System; types and uses. 	-	-	Lecture Discussion	Objective Type Practical Exam and Viva Voce
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	FORMATIVE AND SUMMATIVE EVALUATION:		
	INTERNAL ASSESSMENT: (Theory Exams) Maximum Marks: 25Marks.		
	Mid term Examination	50Marks	
	Pre final Examination	75 Marks	
	Total	125 Marks.	
	(125 Marks to be converted in to 25 Marks for Internal Assessment (Theory)).		
	EXTERNAL ASSESSMENT: (Theory)– collegiate examination: 75 Marks		
MIDTERM 50	PREFINAL 75	UNIVERSITY EXAMINATION	

MCQ-1X10=10Marks	MCQ-1X15=15Marks	MCQ-1X15=15Marks
LAQ-1X10=10Marks	LAQ-1X10=10Marks	Section C-3X10=30Marks
LAQ-1X10=10MARKS	LAQ-1X10=10MARKS	
	LAQ-1X10=10MARKS	
SAQ4X5=20Marks	SAQ6X5=30Marks	Section B-6X5=30Marks

References

1. Jain & saakshi (2004), computers for nurses
2. Kalicharan (2002) introduction to computer sciences
3. Nilcoll (2001) nurses guide to internet
4. Phatak m et al(2001) multimedia techniques
5. Rajaraman (1999) fundamentals of computers
6. Sanjivkumar (2002) a textbook of computer application

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES**

SUBJECT: SOCIOLOGY

Placement: IInd YEAR B BSC

Theory: 60Hrs.

COURSE DESCRIPTION:

Course Description:

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

Objectives of sociology: At the end of the course students will

1. Describe the structure and the dynamics of the society
2. Discuss the relationship of the individual to the society.
3. Understand the social problems and its influence on social changes and the Factors Contributing to it.
4. Describe sociological concepts applicable to nursing.
5. Determine role of sociology in nursing as related to social institution in

Unit No. & Hrs.	Objectives	Contents with distributed hours			T/L METHOD	METHOD OF EVALUATION
		Must Know	Desirable to Know	Nice to Know		
I (01Hrs)	<p>At the end of unit student are able to</p> <p>Cognitive: Define sociology and understand the nature and scope of sociology.</p> <p>Psychomotor: Identify social impact on health and nursing.</p> <p>Affective: Incorporates concept of self discipline in nursing practice.</p>	<p>Must know</p> <p>Introduction :</p> <ul style="list-style-type: none"> • Definition of sociology. • Importance and application of sociology in nursing. (1 hr) - 	<ul style="list-style-type: none"> • Nature and scope of the discipline. 	=====	<p>Lecture</p> <p>Discussion</p>	<p>Essay type</p> <p>Short answers</p>
III (03Hrs)	<p>At the end of unit student are able to</p> <p>Cognitive: Describe the influence of culture on health and disease.</p> <p>Psychomotor: Accustom with different cultures and renders culturally congruent care.</p> <p>Affective: Appreciates transcultural influences on health.</p>	<p>Must know</p> <p>Culture :</p> <ul style="list-style-type: none"> • Diversity and uniformity of culture. • Culture and socialization. Tran cultural society. • Influence on health and disease. - 	<ul style="list-style-type: none"> • Nature of culture. • Evolution of culture. 		<p>Lecture</p> <p>Discussion</p> <p>Panel Discussion</p>	<p>Essay type</p> <p>Short answers</p>

IV (04Hrs)	<p>At the end of unit student are able to</p> <p>Cognitive: Understand various categories of groups and their characteristics and purposes.</p> <p>Psychomotor: Identify various social groups and their interactions.</p> <p>Affective: Recognize group's dynamics and prevents group conflicts.</p>	<p>Must know</p> <p>Social groups and processes:</p> <ul style="list-style-type: none"> In – groups v/s out – groups, class tribes, caste Economic, Political, Religious groups, Mob, Crowd, Public and audience interaction and social process. Co- operation, competition, conflict. Accommodation, assimilation & isolation. 	<ul style="list-style-type: none"> The meaning and classification of groups Primary and secondary groups. 	-----	<p>Lecture</p> <p>Discussion</p>	<p>Essay type</p> <p>Short answers</p>
V (06Hrs)	<p>At the end of unit student are able to</p> <p>Cognitive: Explain the growth of population in India and its impact on health.</p> <p>Psychomotor: Identify the trends of demographic changes that influence the health of population.</p> <p>Affective: Participates in family welfare programmes.</p>	<p>Must know</p> <p>Population:</p> <ul style="list-style-type: none"> Malthusian theory of population. Population explosion in India Population & its impact on health status. Family welfare programmes. 	<ul style="list-style-type: none"> Population distribution in India – Demographic characteristics Society and population 		<p>Lecture</p> <p>Discussion</p>	<p>Essay type</p> <p>Short answers</p> <p>Assessment of report on community identification.</p>
VI (06Hrs)	<p>At the end of unit student are</p>	<p>Family and marriages:</p>	<ul style="list-style-type: none"> The modern family – changes, problems – 	Changes and legislations on family and marriage		

	<p>able to</p> <p>Cognitive: Describe the institutions of family and marriage in India.</p> <p>Psychomotor: Recognize the influence of family and marriage on health of masses.</p> <p>Affective: Incorporates the Cognitive of family structure and function while rendering care and health education.</p>	<ul style="list-style-type: none"> • Family functions, • Types – Joint, Nuclear, Blended and extended family • Family Welfare services. • Marriage: forms and functions of marriage. • Family, marriage and their influence on health and health practices. 	<p>Dowry etc.,</p> <p>Marriage and family problems in India.</p>	<p>in India – marriage acts.</p>	<p>Lecture</p> <p>Discussion</p>	<p>Essay type</p> <p>Short answers</p> <p>Assessment of report on community identification.</p>
<p>VII</p> <p>(7 Hrs)</p>	<p>At the end of unit student are able to</p> <p>Cognitive: Describe the class and caste system and their influence on health and health practices.</p> <p>Psychomotor: Identify the influence of class and caste on health and health practices.</p> <p>Affective: Strive to gain more and more Cognitive about castes and class in Indian Society and their impact on health practices of people.</p>	<p>Must know</p> <p>Social stratification:</p> <ul style="list-style-type: none"> • Meaning and types of social stratification. • • Social class system and status. • Social mobility – meaning and types. • Influence of class, caste and race on health and health practices. 	<ul style="list-style-type: none"> • Race as a biological concept, criteria of racial classification. • Silent features of primary races – racism • 	<ul style="list-style-type: none"> • The Indian caste system – origin and features. • Features of caste in India today. 	<p>Lecture</p> <p>Discussion</p>	<p>Essay type</p> <p>Short answers</p> <p>Assessment of report on community identification.</p>

VIII (6 Hrs)	<p>At the end of unit student are able to</p> <p>Cognitive: Describe the types of communities in India, their health practices.</p> <p>Psychomotor: Identify the impact of community practices on health of communities.</p> <p>Affective: Incorporates Cognitive of religion while rendering care to individuals, families and communities.</p>	<p>Must know</p> <p>Types of communities in India (Rural, Urban, Regional):</p> <ul style="list-style-type: none"> • Features of village community and characteristics of Indian villages – Panchayat system, social dynamics. • Community development project and planning. • Availability of health facilities in rural and its impact on health and health practices. • Major urban problems- Urban slums. 	<ul style="list-style-type: none"> • Region: Problems and impact on health 	<ul style="list-style-type: none"> • Changes in Indian rural life. 	<p>Lecture</p> <p>Discussion</p>	<p>Essay type</p> <p>Short answers</p> <p>Assessment of report on community identification.</p>
IX (4 Hrs)	<p>At the end of unit student are able to</p> <p>Cognitive: Explain the process of social change.</p> <p>Psychomotor: Identify the factors responsible for social change and their impact on health and health practices of</p>	<p>Must know</p> <p>Social change:</p> <ul style="list-style-type: none"> • Nature and process of social change. • Factors influencing social change, cultural change, cultural lag. • 	<ul style="list-style-type: none"> • Introduction to theories of social change: Linear, cyclical, Marxian, functional l 		<p>Lecture</p> <p>Discussion</p>	<p>Essay type</p> <p>Short answers</p>

	People. Affective: Adapt to the social health needs.	<ul style="list-style-type: none"> • Role of nurse -change agents. 				
X (4 Hrs)	At the end of unit student are able to Cognitive: Describe the social system and interrelationship of social organizations. Psychomotor: Identify appropriate social organization in times of need. Affective: Appreciates the interrelationship between the social organizations.	Must know Social organization and social system: <ul style="list-style-type: none"> • Social organizations: elements types. • Social system: Definition and types of social system. • Role and status as structural elements of social system. Inter relationship of institutions. 	<ul style="list-style-type: none"> • Voluntary associations. • Democratic and authoritarian modes of participation 		Lecture Discussion	Essay type Short answers
XI (5 Hrs)	At the end of unit student are able to Cognitive: Explain the nature and process of social control. Psychomotor: Identify the role of nurse in social control. Affective: Participates in social control.	Must know Social control: <ul style="list-style-type: none"> • Nature and process of social control. • Political, legal, religious, educational, economic, industrial and technological systems, norms and values –Role of nurse. 	Folkways and mores customs, laws and fashion.		Lecture Discussion	Essay type Short answers

<p>XII (15 Hrs)</p>	<p>At the end of unit student are able to</p> <p>Cognitive: Describe the role of nurse in dealing with social problems in India.</p> <p>Psychomotor: Identify social disruption due to different health conditions having social stigma/implications.</p> <p>Affective: Participates in social welfare programmes.</p>	<p>Must know</p> <p>Social problems:</p> <ul style="list-style-type: none"> • Social disorganization <p>Control and planning:</p> <p>Poverty, housing, illiteracy, food supplies,</p> <p>Prostitutions, rights of women & children, vulnerable groups: Elderly handicapped, minority groups and other marginalized groups child labour , delinquency and crime</p> <ul style="list-style-type: none"> • substance abuse • HIV/AIDS. <p>-</p>	<ul style="list-style-type: none"> • Social welfare programmes in India. 		<p>Lecture</p> <p>Discussion</p>	<p>Essay type</p> <p>Short answers</p> <p>Assessment of visit report.</p>
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1. Sachadeva Y.V., An introduction to sociology, kithab mahal : Allahabad
2. R.K.Manekar, Sociology for Nurses, Sivosankar T.P., Vora Medical Publications
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4. Ashok N.Patel, S.S.Hooda, Sociology
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- 14) Down to Earth, Centre for Science and Environment (R)
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EVALUATION:

Paper Subject	Sociology Duration Internal	Assessment	External	Assessment	Total
10	Theory	3	25	75	100

Internal Assessment: 25 Marks

Theory: 15 Marks

Clinical Assignment: 10 Marks

Total: 25 Marks

(Out of 25 Marks to be send to the University)

Internal Assessment (Theory): 15 Marks

Mid-Term:50 Marks

Prelim: 75 Marks

Total: 125 Marks

(125 Marks from mid-term & prelim to be converted into 15 Marks)

Clinical Assignments: 10 Marks

External Assessment (Theory): 75 Marks

(University Examination)

FORMATIVE EVALUATION:

ASSIGNMENT =1X10MARKS (A)

EVALUATION CRITERIA FOR ASSIGNMENT: 10 marks

Sr. No.	Item	Maximum Marks	Mark allotted
1	Objectives	02	
2	Content matter	02	
3	Formulation of ideas	02	
4	Organization of content	02	
5	Summary and conclusion	01	
6	Bibliography	01	
		10	

Signature of student

Signature of teacher

Date

Summative Evaluation		
Midterm 50 Marks	Prefinal 75marks	University Examniation 75m
Section A –Mcq-1/2 X20 =10marks	Section A –Mcq-1/2 X30 =15marks	Section A –Mcq-1/2 X30 =15marks
Section B –Saq-5x4 =20marks	Section B –Saq-6x5 =30marks	Section B –Saq-6x5 =30marks
Section C-Laq-2x10 = 20marks	Section C-Laq-3x10 = 30marks	Section C-Laq-3x10 = 30marks
Theory Examination : Midterm :50marks Prefinal : 75marks		Grand Total :-125marks (B)
External Assessment :University Examination Theory :-75marks		
Internal Assessment :A+B= 10+15= 25marks		

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES**

PHARMACOLOGY

Placement: Second Year

Theory – 45 Hours

Course Description:

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

Specific objectives:

at the end of the course the students are able to:

1. Understand the basic concepts of pharmacology
2. Understand the pharmacology of common chemotherapeutics.
3. Understand common antiseptics, disinfectants and insecticides.
4. Understand drug acting on various systems of human body.
5. Appreciate alternative systems of medicines.

Unit No. & Total Hours	Objectives	Contents			T/L Method	Methods Of Evaluation
		Must know	Desirable to know	Nice to know		
I 3 Hrs	At the end of unit student are able to Cognitive: Understand and explain various sources and pharmacodynamics and pharmacokinetics of different groups of drugs. Psychomotor: Practice principles of therapeutics and administer different groups of drugs. Affective: Know the legal implications of drug management.	Introduction to Pharmacology: <ul style="list-style-type: none"> Definitions. Sources. Terminology used. Types: Classification. Pharmacodynamics: Actions, Therapeutics. Adverse, toxic. Pharmacokinetics: absorption, distribution, metabolism, interaction, excretion. Review: Routes and principles of administration of drugs. 	<ul style="list-style-type: none"> Indian pharmacopoeia: Legal issues. Rational use of drugs. 	Principles of therapeutics	Lecture Discussion -films and slides • Drug book	Short answer Objective type
II 6hrs	At the end of unit student are able to Cognitive: Understand and explain different chemotherapeutic agents their action and effects on clients. Psychomotor: Administer chemotherapeutic agents correctly. Affective: Observe the clients for adverse effects and therapeutic effects of the chemotherapeutic agents in different disease conditions.	Chemotherapy: Pharmacology of commonly used drugs: Composition action, dosage, route, indication and contraindications, drug interactions, side effects and adverse effects, toxicity: Penicillin. . Cephalosporins. Amino glycosides. Macrolide and broad spectrum antibiotics. Sulfonamides. Quinolones. Antiamoebic. Antimalarias. Antihelmintics. Antiscabies agents. Antiviral & antifungal agents. Antitubercular agents.. . Antileprosy drugs. . Anticancer drugs. Immuno-suppressants. . Role of Nurse. .			Lecture Discussion Drug study/ Presentation Of field visits.	Short answer Objective type

III 2Hrs	<p>At the end of unit student are able to</p> <p>Cognitive: Understand and explain the actions of commonly used antiseptics, insecticides and disinfectants.</p> <p>Psychomotor: Use disinfectants, insecticides and antiseptics judiciously.</p> <p>Affective: Prevent misuse of these agents in clinical set up.</p>	<p>Pharmacology of commonly used antiseptics, disinfections, and insecticides:</p> <ul style="list-style-type: none"> Antiseptics: Composition action, dosage, route indication, contraindications, drug interactions, idea effects, adverse effects, toxicity. <p>Disinfectants. Insecticides.</p> <ul style="list-style-type: none"> Role of nurse. . 			Lecture	
IV 2 Hrs	<p>At the end of unit student are able to</p> <p>Cognitive: Understand and explain various drugs used in the treatment of G. I. disorders.</p> <p>Psychomotor: Administer drugs for all G. I. disorders accurately.</p> <p>Affective: Observe the clients for adverse effects and therapeutic effects of the drugs used for G. I. disorders.</p>	<p>Drugs acting on G. I. system:</p> <ul style="list-style-type: none"> Pharmacology of commonly used drugs: Composition action, dosage, route, indication, and contraindications, drug interactions, side effects, and adverse effects, toxicity: Antiemetic. Emetics. Purgatives. Antacids. Cholinergic. . Anticholinergics. Fluid and electrolyte therapy. . Anti diarrhoeals. Histamines. Role of Nurse. . 			Lecture Discussion Drug study/ Presentation	Objective type, Short answer
V 2 Hrs	<p>At the end of unit student are able to</p> <p>Cognitive: Understand and explain the drugs used in the treatment of disorders of respiratory tract.</p> <p>Psychomotor: Administer drugs in all conditions of respiratory tract.</p> <p>Affective: Observe the clients for adverse effects and therapeutic effects of the drugs used in the</p>	<p>Drugs used on respiratory systems:</p> <ul style="list-style-type: none"> Pharmacology of commonly used: Composition action, dosage, route, indication, and contraindications, drug interactions, side effects, and adverse effects, toxicity: Anihisthmatics. Mucolytics. Decongestants. Expectorants. Antitussives. Bronchodilators. 			Lecture Discussion Drug study/ Presentation	

	treatment of disorders of respiratory tract.	Broncho constrictors. .Role of Nurse.				
VI 2 Hrs	At the end of unit student are able to Cognitive: Understand and explain different therapeutic agents used in the treatment of urinary tract disorders. Psychomotor: Administer all categories of therapeutic agents correctly to the patients of urinary tract disorders. Affective: Observe the clients for adverse effects and therapeutic effects of the drugs used in the treatment of urinary disorders.	Drugs used in urinary systems: <ul style="list-style-type: none"> Pharmacology of commonly used: Composition action, dosage, route, indication, contraindications, drug interactions, side effects, adverse effects, toxicity.: Diuretics and antidiuretics. Urinary antiseptics. Cholinergic and anticholinergics. Acidifiers and alkalanizers. . Role of Nurse 			Lecture Discussion	Objective type, Short answer
VII 4 Hrs	At the end of unit student are able to Cognitive: Understand and explain different categories of drugs used in de-addiction, emergency resuscitation and as supplements and antisera. Psychomotor: Administer all these categories of drugs correctly. Affective: Participate in the immunization programme and educate people about immunization.	Miscellaneous: Drugs used in de – addiction. Drugs used in CPR and emergency. . Vitamins and minerals.. Immunosuppressant's. Antidotes. . Antivenom. Vaccines and sera. .			Lecture Discussion	Objective type, Short answer
VIII 1 Hrs	At the end of unit student are able to Cognitive: Understand and explain various agents used on skin and mucous membrane. Psychomotor: Administer medication correctly on skin and	Drugs used on skin and mucous membranes: <ul style="list-style-type: none"> Topical applications for skin, eye, ear, nose and buccal cavity antipruritics: Composition action, dosage, route, indication, contraindications, drug 			Lecture Discussion	Objective type, Short answer

	<p>mucous membrane.</p> <p>Affective: Observe the clients for adverse effects and therapeutic effects of the skin and mucous membrane application.</p>	<p>interactions, side effects, adverse effects, toxicity.</p> <ul style="list-style-type: none"> • Role of nurse 				
IX 8 Hrs	<p>At the end of unit student are able to</p> <p>Cognitive: Understand and explain different agents used for the treatment of nervous system disorders.</p> <p>Psychomotor: Administer medications in neurological conditions correctly.</p> <p>Affective: Observe the clients for adverse effects and therapeutic effects of the drugs used in the neurological disorders.</p>	<p>Drugs used on Nervous system:</p> <ul style="list-style-type: none"> • Basic & applied pharmacology of commonly used drugs: Composition action, dosage, route, indication, contraindications, drug interactions, side effects, adverse effects, toxicity: Analgesics and anesthetics: Analgesics: Non steroidal anti inflammatory (NASIDS) Drugs. Antipyretics. Hypnotics and sedatives: Opioids, Non – Opioids, Tranquilizers, General and local anesthesia, Gases: oxygen and nitrogen oxide, carbon dioxide. <p>Cholinergic and anti cholinergic: . Muscle relaxants. Major tranquilizers. Anti-psychotics. Antidepressants. Anticonvulsants. . Noradrenics. . Mood stabilizers. . Acetylcholine. . Stimulants Role of Nurse.</p>			Lecture Discussion Drug study/ Presentation	LAQ
X 5 Hrs	<p>At the end of unit student are able to</p> <p>Cognitive: Understand and explain therapeutic agents used in cardiovascular disorders.</p>	<p>Cardiovascular drugs:</p> <ul style="list-style-type: none"> • Pharmacology of commonly used: Composition action, dosage, route, indication, and contraindications, drug interactions, side effects, and 	-Plasma expanders. Coagulants& thrombolytic. Hypolipidimics. .	-	Lecture Discussion	Objective type, Short answer Drug book Objective type,

	<p>Psychomotor: Administer cardiovascular drugs correctly.</p> <p>Affective: Observe the clients for adverse effects and therapeutic effects of the cardiovascular drugs in different disease conditions.</p>	<p>adverse effects, toxicity: Haemantics. .</p> <ul style="list-style-type: none"> • Cardiotonics. Anti anginals. • Anti-hypertensives . • vasodilators. Anti-arrhythmics. . • Role of Nurse. . 				Short answer
XI 4 Hrs	<p>At the end of unit student are able to</p> <p>Cognitive: Understand and explain drugs used in hormonal disorders.</p> <p>Psychomotor: Administer different hormonal therapies.</p> <p>Affective: Observe the clients for adverse effects and therapeutic effects of the hormonal therapies.</p>	<p>Drugs used for hormonal disorders and supplementation, contraception and medical termination of pregnancy:</p> <p>Pharmacology of commonly used: Composition action, dosage, route, indication, and contraindications, drug interactions, side effects, and adverse effects, toxicity: Insulin and oral hypoglycemic.</p> <p>Thyroid suppliments and suppressants. Steroids, anabolics. Uterine stimulants and relaxants. Oral contraceptives.</p> <p>Role of Nurse</p>	<p>Other estrogen progesterone preparations</p> <p>Corticotrophine and gonadotropines</p> <p>Adrenaline</p> <p>Prostaglandins</p> <p>Calcitonins</p> <p>Calcium salts</p> <p>Calcium regulators.</p>		Lecture Discussion	Objective type, Short answer
XII 6 Hrs	<p>At the end of unit student are able to</p> <p>Cognitive: Understand and explain drugs used in alternative system of medicine.</p> <p>Psychomotor: Administer prescribed drugs from alternative system of medicine.</p> <p>Affective: Observe the clients for adverse effects and therapeutic effects of the drugs used in alternative systems of medicine.</p>	<p>Introduction to drugs used in alternative system of medicine:</p> <p>Ayurveda</p>	<p>Introduction to drugs used in alternative system of medicine:</p> <p>Homeopathy.</p>		Lecture Discussion Observational visits	Objective type, Short answer LAQ

References:

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- James, Pharmacology of nurses; BalliereTindall, 5th Edition
- Harrison "Principal Of Internal Medicine Concept, Process & Practise", 3rd Edition. International Edition

A. Practical

Sr.No.	Activity	Marks Pharmacology	Total marks Pathology	Total practical marks sent to University [B]
1.	Drug study /drug presentation	25	-	
2.	Preparation of patient for diagnostic tests	-	25	
	TOTAL = 50			10
Internal assessment marks sent to University = A + B = 15 +10 = 25				

FORMATIVE/SUMMATIVE EVALUATION:

FORMATIVE EVALUATION: Assignments Pharmacology – Drug Study / Drug Presentation 25 Marks

Sr.No.	Requirement	Marks	Send To University
1.	Drug study /drug presentation	25	5

Summative Evaluation:

Midterm Examination	Prefinal	University Examination
		External assessment: University Examination (Theory)
Section A-MCQ- 10 X 1/2 = 5	MCQ – 10 X 1/2 = 5	MCQ – 20 X 1/2 = 10
Section B – SAQ – 2 X 5 = 10	Section B – SAQ – 2X 5 = 10	Section B – 3 X 5 = 15
Section C– LAQ – 2 X 10= 20	Section C – LAQ – 2 X 10= 20	Section C – LAQ – 2X 10= 20
Eternal assessment ::		Pharmacology 45 M Pathology =22mark & genetics 8 marks grand total =75

Internal Assessment Evaluation Scheme

Maximum Marks: 25

B. Theory

Sr.No.	Examination	Pharmacology	Genetics	Pathology	Marks (maximum)	Total theory marks sent to University
						[A]

1.	Midterm examination	35	5	10	50	
2.	Pre-final examination	45	8	22	75	
	TOTAL				125	15

C. Practical

Sr.No.	Activity	Marks Pharmacology	Total marks Pathology	Total practical marks sent to University [B]
1.	Drug study /drug presentation	25	-	
2.	Preparation of patient for diagnostic tests	-	25	
	TOTAL =50			10
Internal assessment marks sent to University = A + B = 15 +10 = 25				

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES**

PATHOLOGY

Placement: Second Year

Theory:30 hrs

COURSE DESCRIPTION

This course is design to enable student to acquire knowledge of pathology of various diseases condition and apply this knowledge in practice of nursing.

Specific objectives: At the end of the course students are able to:

1. Understand the basic concepts of pathology.
2. Understand the pathophysiological changes in different system disorders.
3. Assist for various pathological tests conducted in the clinical field.
4. Collect and send the pathological tests and infer their results with patient conditions.

PART A - PATHOLOGY 30 theory hrs. & practical 10 hrs.

<i>Unit & No. total</i>	<i>Objectives</i>	<i>Contents</i>	<i>T/L METHOD</i>	<i>METHOD OF EVALUATION</i>
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<i>hours</i>		Must know	Desirable to Know	Nice to Know		
I (3 Hrs)	At the end of unit student are able to Cognitive: Describe the normal and abnormal cell structure and function. Psychomotor: Differentiate between normal and cancer cells and benign and malignant growth. Affective: Recognize fluid and electrolyte imbalance.	Introduction: <ul style="list-style-type: none"> Importance of the study of pathology, definition of the terms, Methods & techniques, cellular and tissue changes, infiltration and regeneration, inflammations and infections, wound healing, vascular changes. . 	Cellular growth, Neoplasm: Normal and cancer cell. Benign and malignant growths. . In - situ carcinoma. .	Disturbances of fluid and electrolyte imbalance.	Lecture Discussion	SHORT ANSWER, BAQ
II 10Hrs Practical 5 Hrs	At the end of unit student are able to Cognitive: Understand and explain pathological changes in various systemic diseases. Psychomotor: Identify the pathological changes in special diseases. Affective: Recognize implications of pathological changes in diseases for nursing care practices.	Special Pathology: <ul style="list-style-type: none"> Pathological changes in disease conditions of various systems: Respiratory tract: Tuberculosis, Bronchitis, Pleural effuses and pneumonia, lung abscess, emphysema, bronchiectasis, Bronchial asthma, chronic obstructive pulmonary disease and tumours. . Cardio - vascular system: Pericardial effusion. Rheumatic heart disease. Ineffective endocarditis, atherosclerosis. Ischemia, infarction, aneurysm. . Gastro Intestinal tract: Peptic ulcer, typhoid. Carcinoma of GI tract - buccal, Esophageal. Gastric and intestinal. . Liver, gall bladder and pancreas: Hepatitis, chronic liver abscess, cirrhosis. Tumours of liver, gall bladder and pancreas. Cholecystitis. . Kidneys and urinary tract: Glomerulonephritis, pyelonephritis. Calculi, 	Male genital system: <ul style="list-style-type: none"> Cryptorchidism, testicular atrophy. . Prostatic hyperplasia, carcinoma of penis and prostate .. Female genital system: <ul style="list-style-type: none"> Fibroids. Carcinoma 		Lecture Discussion	

		<p>renal failure, renal carcinoma and cystitis.</p> <ul style="list-style-type: none"> • Cancer breast. . • Central nervous system: Hydrocephalus, meningitis, encephalitis..Vascular disorders, thrombosis, .embolism. Stroke, paraplegia, quadriplegia. Tumors, meningiomas – gliomas. Metastatic tumors. . • Skeletal system: Bone healing,.osteoporosis, .osteomyelitis, .Arthritis&tumors.. 	<p>ma cervix and endometritis. .</p> <ul style="list-style-type: none"> • Vesicular mole, choriocarcinoma. • Ectopic gestation • Ovarian cyst and tumors. . 			
III-4hours Practical 3hrs.	<p>At the end of unit student are able to</p> <p>Cognitive: Understand and explain the procedures for various diagnostic investigations.</p> <p>Psychomotor: Collects blood samples and assists in bone marrow sample. Carries out blood grouping, and other cytological investigations.</p> <p>Affective: Take interest in conducting various investigations and analyzes the results of various tests.</p>	<p>Clinical pathology:</p> <ul style="list-style-type: none"> • Various blood and bone marrow tests in assessment and monitoring of disease conditions: Hemoglobin. . RBC, WBC & Platelets counts. Bleeding time, clotting time and prothrombine time. . Blood grouping. and cross matching. . Blood chemistry. . Blood culture. . Serological and immunological tests. .Other blood tests. . • Methods of collection of blood specimens for various clinical pathology, .biochemistry, microbiology tests, inference and normal values. . 	Examination of bone marrow.	-	Lecture Discussion	SHORT ANSWER, BAQ

IV-2 hrs Practical 1hr	<p>At the end of unit student are able to</p> <p>Cognitive: Understand and explain various laboratory tests performed on body cavity fluids, transudates and exudates.</p> <p>Psychomotor: Assists in collecting samples.</p> <p>Affective: Interpret results of tests performed.</p>	<p>Examination of body cavity fluids, transudates and exudates:</p> <ul style="list-style-type: none"> The lab tests used in CSF analysis. Methods of collection of CSF and other cavity fluids, .specimens for various clinical pathology, .biochemistry, microbiological tests, inference And normal values. 	<ul style="list-style-type: none"> Examination of other body fluids, transudates and exudates – sputum, wound discharge etc. Analysis of gastric and duodenal contents. 	<p>Analysis of semen sperm count, motility, morphology and its importance in infertility treatment. .</p>	Lecture Discussion	SHORT ANSWER, BAQ
V- 1 hr Practical 1hr	<p>At the end of unit student are able to</p> <p>Cognitive: Describe laboratory tests for examination of urine and faeces.</p> <p>Psychomotor: Perform naked eye and microscopic examination of urine and feces.</p> <p>Affective: Collects and</p>	<p>Urine & Faeces:</p> <ul style="list-style-type: none"> Urine: Physical characteristics. Analysis. Culture and sensitivity.. Faeces: Characteristics. Stool examination: occult blood, ova, parasite and cyst, reducing substance etc. <p>Methods for collection of various tests., inference and normal values. .</p>			Lecture Discussion	SHORT ANSWER, BAQ, OBJECTIVE TYPE

	educates to collect the urine and feces sample correctly.					
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REFERENCES:

1. Pathology and genetics for nurses ; K. Swaminathan ; 2nd edition ; Jaypee Publication.
2. A text book of Pathology and Genetics for nurses ;Sonal Sharma; Geetika K Bhattacharya; Suresh D. Gangane
3. Pathophysiology of disease an introduction to clinical ,medicine; Stephen J. McPhee; William F. Ganong.International edition.

FORMATIVE/SUMMATIVE EVALUATION:

Summative evaluation :

MIDTERM EXAMINATION 20	PREFINAL 25	UNIVERSITY EXAMINATION 25
		External assessment: University Examination (Theory)
Section A-MCQ- 10 X 1/2 = 5	MCQ – 10 X 1/2 = 5	Section A- MCQ – 10 X 1/2 = 5
Section B – SAQ – 1 X 5 = 05	Section B – SAQ – 2X 5 = 10	Section B – SAQ 2X 5 = 10
Section C– LAQ – 1 X 10= 10	Section C – LAQ – 1 X 10= 10	Section C – LAQ – 1X 10= 10

KRISHNA INSTITUTE OF MEDICAL SCIENCES, DEEMED UNIVERSITY, KARAD
KRISHNA INSTITUTE OF NURSING SCIENCES, KARAD
SECOND YEAR BASIC B.SC. NURSING

SUBJECT:Pathology

Name of the Institute :-

Name of the student :-

Class :-

Date:-

Subject :-

Place:- **Marks: 25**

Evaluation criteria for Preparation of patient for diagnostic tests

Sr. No.	CRITERIA	Marks
1.	Organization	10
2.	Content	10
3.	Conclusion & References	05
Total		25

Strengths:

Weakness:

Signature of the student

Date:

Signature of Evaluator

Date:

KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY, KARAD
KRISHNA INSTITUTE OF NURSING SCIENCES (FONS)
GENETICS

Placement: Second year BASIC BSc.

Time: Theory — 15 hours

Course description

This course is design to enable student to acquire understanding of genetics and its role in causation and management of defects and diseases.

Specific objectives: At the end of the course students are able to:

1. Understand the basic concepts of genetics
2. Understand maternal, prenatal and genetic influences on development of defects and diseases
3. Understand the significance of genetic testing.
4. Understand genetic disorders in various age groups.
5. Appreciate services related to genetics.

UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS Must know:	Desirable to Know	Nice to Know	T/L METHOD	METHOD OF EVALUATION
I (3 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe the cellular division, chromosomes and sex determination.</p> <p>Psychomotor: Analyze the genetic impact for different disease conditions in clinical practice.</p> <p>Affective: Incorporate the Cognitive of chromosomes in identifying genetic impact for various disease conditions.</p>	<p>Introduction:</p> <ul style="list-style-type: none"> • Practical application of genetics in nursing. • Impact of genetic condition on family. • Review of cellular division: mitosis and meiosis. • Chromosomes – sex determination. • Chromosomal aberrations, patterns of inheritance: • Multiple allots and blood groups. • Sex linked inheritance. 	<p>Characteristics and structure of genes.</p> <p>Mendelian theory of inheritance. ½ hr.</p>	<p>Mechanism of inheritance</p> <ul style="list-style-type: none"> • Errors in transmission. 	<ul style="list-style-type: none"> • Lectures & Discussion 	<ul style="list-style-type: none"> • Objective Type

II (3 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Describe the mode of transmission of genetic diseases.</p> <p>Psychomotor: Counsels regarding role of consanguineous marriages in inheritance of diseases.</p> <p>Affective: Motivates individuals for genetic testing and thereby contribute in preventing hereditary diseases.</p>	<p>Maternal, prenatal and genetic influences on development of defects and diseases:</p> <p>Must know:</p> <ul style="list-style-type: none"> • Conditions affecting the mother: genetic and infections. • Consanguinity atrophy. • Prenatal nutrition and food allergies. • Maternal age. • Maternal drug therapy. • Infertility. 	<ul style="list-style-type: none"> • Prenatal testing and diagnosis. • Effects of radiation. <p>Energy resources: growing energy needs, renewable & non renewable energy sources use of alternate energy sources</p> <ul style="list-style-type: none"> • drugs and chemicals. • Down syndrome. 	<ul style="list-style-type: none"> • Spontaneous abortion. • Neural tube defects and the role of folic acid in lowering the risks. 	<p>Lecture</p> <p>Discussion</p> <p>Explain using charts, slides</p> <p>Case study</p>	Objective Type
III (2 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and explain congenital abnormalities.</p> <p>Psychomotor: Identify congenital abnormalities.</p> <p>Affective: Provide comprehensive nursing care to client having congenital abnormalities.</p>	<p>Genetic testing in neonates and children:</p> <p>Screening for:</p> <p>Congenital abnormalities, Developmental delay, Dysmorphism</p>	<ul style="list-style-type: none"> • (Trisomy 21) 		<p>Lecture</p> <p>Discussion</p> <p>Explain using charts, slides</p>	Short answers Objective type
IV (2 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and explain the genetic abnormalities, their causes and signs &</p>	<p>Genetic conditions of adolescents and adults:</p> <ul style="list-style-type: none"> • Cancer genetics – Familial cancer. • Inborn errors of metabolism. 	<ul style="list-style-type: none"> • Blood group alleles and haemochromatosis • Huntington's disease. 		<p>Lecture</p> <p>Discussion</p>	Short Answers Objective Type

	symptoms. Psychomotor: Identify the client with genetic disorders. Affective: Provide effective nursing care to such clients.	<ul style="list-style-type: none"> • Mental illness. - 				
V (5 Hrs)	At the end of unit students are able to Cognitive: Understand the Gene therapy. Psychomotor: Provide genetic counseling for genetic testing and assist in gene therapy. Affective: Perform nurses' role effectively.	Services related to Genetics: <ul style="list-style-type: none"> • Genetic testing. • Genetic counseling. • Role of Nurse. 	<ul style="list-style-type: none"> • The eugenics movement. • Legal and ethical issues. 	<ul style="list-style-type: none"> • Human genome project. Gene therapy. 	Lecture Discussion Explain using charts, slides	Short Answers

References:

1. A text book of genetics; S.S.Randhava; Jaypee publication.
2. Pathology and genetics for nurses ; K. Swaminathan ; 2nd edition ; Jaypee Publication.
- 3.A text book ofPathology and Genetics for nurses ;Sonal Sharma; Geetika K Bhattacharya; Suresh D. Gangane

INTERNAL ASSESSMENT EVALUATION SCHEME

Maximum Marks: 25

D. Theory

Sr.No.	Examination	Pharmacology	Genetics	Pathology	Marks (maximum)	Total theory marks sent to University
1.	Midterm examination	32	8	10	50	[A]
2.	Pre-final examination	45	8	22	75	

	TOTAL	125	15
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Summative evaluation:

MIDTERM EXAMINATION	PREFINAL	UNIVERSITY EXAMINATION
		External assessment: University Examination (Theory)
Section A-MCQ- 6 X 1/2 = 3	MCQ- 6 X 1/2 = 3	MCQ- 6 X 1/2 = 3
Section B – SAQ – 1X 5 = 5	Section B – SAQ – 1X 5 = 5	Section B – SAQ – 1X 5 = 5
		Pharmacology 45 M Pathology =22mark & genetics 8 marks grand total =75

KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES
MEDICAL AND SURGICAL NURSING- I
(Adult Including Geriatric)
MEDICAL AND SURGICAL NURSING– I(ADULT INCLUDING GERIATRICS)

Placement: Second Year

Theory: 210 Hrs. Practical: 720 Hrs

COURSE DESCRIPTION:

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

SPECIFIC OBJECTIVES:

At completion of the course the student is able to

- Describe the causes, signs and symptoms, treatment and prevention of medical surgical conditions.
- Demonstrate skill in carrying out nursing techniques and procedures in keeping with scientific principles.
- Discuss nursing process and provide nursing care to patients with various medical surgical conditions.

UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH ONE HOURLY DISTRIBUTION			T/L METHODS	METHODS OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
I (15Hrs)	At the end of unit students are able to: Cognitive: Describe the concept of health and illness. Psychomotor: Render comprehensive care to the client. Affective: Make self aware about the trends in nursing.	<ul style="list-style-type: none"> Introduction: Review of concepts of health and illness disease concepts, causation, classification – international classification diseases (ICD – 10 or later version.), acute illness chronic & acute, Terminal illness, stages of illness. Review of concepts of comprehensive nursing care in medical surgical conditions based on nursing process. Role and responsibilities of a nurse in medical surgical settings: Out - patient department. In - patient department. Intensive care 	<ul style="list-style-type: none"> Role of nurse patient and family in care of adult patient. Medical surgical asepsis- Inflammation and infection. Immunity, Wound healing. 	<ul style="list-style-type: none"> Introduction to medical surgical nursing- Evolution and trends of medical and Surgical nursing. 	<ul style="list-style-type: none"> Lectures & Discussion -films and slides Demonstrations Practisesessions Casediscussions Seminars Clinicalpractice <ul style="list-style-type: none"> Exposure to related procedures <ul style="list-style-type: none"> Drug book 	<ul style="list-style-type: none"> Essay type Short answers Objective type Skill assessment with check list Clinical work

		unit. Home and community settings. <ul style="list-style-type: none"> Care of surgical patients: Pre- operative. Intra operative. Post- operative. 				
II (15Hrs)	At the end of unit students are able to: Cognitive: Know and identify the common signs and symptoms of various disease conditions. Psychomotor: Assess the client's need and plan nursing care according to assessment. Affective: Develop the habit of planning need based nursing care.	<ul style="list-style-type: none"> Common signs and symptoms and management: <ul style="list-style-type: none"> Fluid imbalance. Electrolyte imbalance. Vomiting. Dyspnea. cough, Respiratory obstruction. Fever. Shock. Pain. Incontinence Edema. 	<ul style="list-style-type: none"> Unconsciousness, Syncope. 	<ul style="list-style-type: none"> Age related problems: geriatric. 	<ul style="list-style-type: none"> Lectures & Discussion Demonstrations Practicesessions Casediscussions / seminar 	Essay type <ul style="list-style-type: none"> Short answers Objective type of question Assessment of skill assessment with check list <ul style="list-style-type: none"> ClinicalWork

III (20Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Explain the anatomy, physiology, etiology, pathophysiology and diagnostic assessment of client with respiratory tract problems.</p> <p>Psychomotor: Perform physical assessment of client with respiratory problems and plan nursing care.</p> <p>Affective: Utilize theoretical Cognitive in practice of nursing.</p>	<p>• Nursing management of patients (adults including elderly) with respiratory problems:</p> <ul style="list-style-type: none"> • History & Physical assessment. • Etiology, Pathophysiology • Clinical manifestations, diagnosis. • Treatment modalities including elderly with: Upper Respiratory tract infections. • Bronchitis, Bronchiolitis. • Asthma. • Emphysema. Empyema. • Atelectasis. • Chronic obstructive. • Pulmonary Diseases(COPD) • Bronchiectasis. • Pneumonia Pulmonary tuberculosis. • Lung abscess. Pleural abscess, effusion. • Cysts & Tumors. • Chest injuries. Respiratory arrest. • ARDS & insufficiency. • -Pulmonary embolism Nursing Procedures. 	<ul style="list-style-type: none"> • Review of Anatomy & Physiology of respiratory system. • Drugs used in treatment of respiratory disorders. 	<ul style="list-style-type: none"> • Special therapies, alternative therapies. 	<ul style="list-style-type: none"> • Lectures& Discussion • Demonstrations • Practicesessions • Casediscussions / Seminar • ClinicalPractice • Drug book • Exposure to procedure- Xray - MRI , Endoscopy 	<ul style="list-style-type: none"> • Essay type Short answers • Objective type of questions Assessment of skills with assessment of patients with Clinical work Management problem
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IV (30Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Explain the anatomy, physiology, etiology, pathophysiology and diagnostic assessment of client with elementary tract problems.</p> <p>Psychomotor: Perform physical assessment of client with elementary tract problems and plan nursing care.</p> <p>Affective: Utilize theoretical Cognitive in practice of nursing.</p>	<ul style="list-style-type: none"> • Nursing management of patients (adults including elderly) with disorders of digestive system: <ul style="list-style-type: none"> • Nursing Assessment history & physical assessment. • Etiology, pathophysiology of digestive system. • Clinical manifestation, diagnosis, treatment modalities and medical & surgical treatment. <ul style="list-style-type: none"> • Disorders of: Oral cavity- Lips, gums. • Tongue, salivary glands and teeth disorders. • Esophagus- inflammation, stricture, • Obstruction, bleeding & esophageal tumor. • Stomach & Duodenum – hiatus hernia, gastritis • Peptic & duodenal ulcer, bleeding, tumor pyloric stenosis. • Small intestinal inflammation and infection - enteritis • mal absorption syndrome, Obstruction- • Tumors perforation. • Large Intestinal disorders: Colitis inflammations • Infection, obstruction, Tumors and lump. • Hernias • Appendix - Inflammation, mass, • Abscess, rupture. • Anal & Rectum: Fistulas, fissures, Hemorrhoids • Tumor. • Peritonitis • Acute abdominal. • Pancreas: Inflammation, cyst abscess, tumors. 	<p>Review of Anatomy & Physiology of digestive system.</p> <ul style="list-style-type: none"> • Drugs used in treatment of digestive system Disorder. 	<ul style="list-style-type: none"> • Special therapies, alternative therapies. 	<ul style="list-style-type: none"> • Lectures & Discussion • Charts, graphs models, films and slides • Demonstrations • Practice sessions • Case discussions • Seminars • Clinical practice • Drug book • Exposure to related Procedures. • Health Education Supervised Clinical practice • Drug Book / Presentation 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Skill assessment with check list • Clinical work assessment of patient management
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| | | <ul style="list-style-type: none">• Liver-Jaundice, hepatitis, cirrhosis, abscess, portal hypertension• Hepatic failure and tumors.• Biliary tract• Gallbladder: Cholecystitis, cholelithiasis and tumors.• Nursing Procedures. | | | | |
|--|--|---|--|--|--|--|

V (30 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Describe the signs and symptoms of client with cardiovascular problems.</p> <p>Psychomotor: Assess the client correctly and plan & implement nursing interventions.</p> <p>Affective: Incorporate this Cognitive in nursing practice and provide psychological support to the client and family members.</p>	<ul style="list-style-type: none"> • Nursing management of patients (adults including elderly) with blood and cardiovascular problems: <ul style="list-style-type: none"> • Review of Anatomy & Physiology of blood and cardiovascular system. • Nursing Assessment –history & Physical assessment. • Etiology, patho physiology, clinical manifestation, diagnosis, treatment modalities: medical, surgical, Nutritional & nursing management of: Heart. • Heart- <ul style="list-style-type: none"> -Coronary artery disease. -Ischemic heart disease. - Coronary atherosclerosis. -Angina pectoris. -Myocardial infarction. -Congestive cardiac failure. -Cor pulmonale. -Pulmonary Odema. -Cardiogenic shock. -Cardiac tamponade. - Endocarditis. -Myocarditis -Pericarditis. - Cardiomyopathies. • Valvular heart disease- <ul style="list-style-type: none"> -Congenital & acquired. -Rheumatic heart disease. -Mitral stenosis • Conduction system. <ul style="list-style-type: none"> -Cardiac dysarrhythmias& heart blocks. • Vascular systems. <ul style="list-style-type: none"> -Hypertension, hypotension -Raynaud's disease. -Aneurism and Peripheral vascular disorders. - Carcinogenic shock. -Cardiac arrest- ACLS, BLS. -Blood. -Anemia, Polycythemia. • Agranulocytosis 	<ul style="list-style-type: none"> • Review of Anatomy & Physiology of blood and cardiovascular system. • Management and counseling of blood donors, phlebotomy procedure, and post donation management, Blood bank functioning and hospital transfusion committee. • Drugs used in treatment of blood and cardiovascular disorder. 	<ul style="list-style-type: none"> • Special therapies, alternative therapies. <p>Role of nurse in organ donation. Retrieval and Banking.</p>	<ul style="list-style-type: none"> • Lectures & Discussion <ul style="list-style-type: none"> • Explain charts, Graphs models, films and slides • Demonstrations • Practice sessions • Case discussions /Seminars • Clinical practice • Drug book • Exposure to procedure visit to blood bank participation in blood bank, counseling 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Skill assessment with check list • Clinical work
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		<ul style="list-style-type: none">-Lymphomas & Myelomas- Bleeding & coagulating's disorders-Thrombocytopenia,Hemophilia.-Thalassemia, Leukemia, Leucopenia				
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<p>VI (10Hrs)</p>	<p>At the end of unit students are able to</p> <p>Cognitive: Describe the signs and symptoms of client with genito urinary tract disorders and plan need based nursing care.</p> <p>Psychomotor: Acquire proficiency in planning and providing comprehensive care to the client with genitourinary disorders.</p> <p>Affective: Appreciate the psychological feelings of the client and relatives.</p>	<ul style="list-style-type: none"> • Nursing management of patients (adults including elderly) with genito – urinary problems: <ul style="list-style-type: none"> • Nursing management of patients (adults including elderly) with genito – urinary problems: Nursing Assessment –history & physical assessment. • Etiology, pathophysiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of: Nephritis. Nephrotic syndrome. • Nephritis. Renal calculus. Tumors. Acute renal failure. • Chronic renal failure. End stage renal disease. Dialysis, renal transplant. • Disorders of ureter, congenital disorders, urinary infections benign prostate hypertrophy. Kidney: Polycystic kidney. • urinary bladder- urethra inflammation, infections, stricture, obstructions, • Tumors prostate. Nursing Procedures. 	<ul style="list-style-type: none"> • Review of Anatomy & Physiology of genito-urinary systems. • Drugs used in treatment of genito – urinary disorder. 	<ul style="list-style-type: none"> • Special therapies, alternative therapies. 	<ul style="list-style-type: none"> • Lectures & Discussion • Explain using charts, graphs models, films and slides • Demonstrations • Practice sessions • Case discussions/ Seminars • Supervised Clinical practice • Drug book/presentation • Exposure to procedure Health Education 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Skill assessment with checklist • Clinical work Assessment of Patient management problem
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VII (5 Hrs)	<p>At the end of unit the students are able to</p> <p>Cognitive: Explain The Pathophysiology, signs and symptoms and medical and nursing management of patient with reproductive system.</p> <p>Psychomotor: Assess the client and plan and implement the nursing care.</p> <p>Affective: Explain the feeling of the patients with congenital anomalies and sexual dysfunction.</p>	<ul style="list-style-type: none"> • Nursing management of disorders of male (adults including elderly) with reproductive system: <ul style="list-style-type: none"> • Nursing assessment history and physical assessment. Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical dietetics and nursing management of disorders of male reproductive system. • .Congenital malformations: cryptorchidism. Infections. Hypospadiasis, Epispadiasis. Infection Testis and adjacent structure. Penis. Prostate: infection, inflammation, hypertrophy, tumor. Sexual Dysfunction. Infertility. Contraception. Breast, gynecomastia, tumor. Climacteric changes. • Nursing procedures. 	<ul style="list-style-type: none"> • Review of anatomy and Physiology of male reproductive system • Drugs used in treatment of disorders of male • Reproductive system. 	- Special therapies, alternative therapies.	<ul style="list-style-type: none"> • Lecture • Discussion <p>Practicesession Casediscussion / seminarHealth EducationSupervise Clinicalpractice</p> <ul style="list-style-type: none"> •Drug book /presentation 	<ul style="list-style-type: none"> • Essay type • Shortanswer • Objectivetype <p>Assessmentof skills with checklist</p> <ul style="list-style-type: none"> • Assessment of Patientsmanagement problem
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VIII (10 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Describe clinical manifestations, pathophysiology and management of patient with endocrine disorders.</p> <p>Psychomotor: Identify the needs of patient with endocrine disorders.</p> <p>Affective: Incorporate this Cognitive in nursing practice.</p>	<ul style="list-style-type: none"> • Nursing management of patient (adults including elderly) with disorders of endocrine system: <ul style="list-style-type: none"> • Nursing management of patient (adults including elderly) with disorders of endocrine system: • Nursing assessment: history and physical assessment. • Etiology, pathophysiology, clinical manifestation, diagnosis, • Treatment modalities and medical management. • Surgical, dietetics and nursing management of Disorders of: Pituitary. • Thyroid and parathyroid. • Adrenal tumor. • - Diabetes mellitus. Diabetes insipidus. Nursing procedures. 	<ul style="list-style-type: none"> • Review of anatomy and physiology of endocrine system. 	<ul style="list-style-type: none"> • Drugs used in treatment of disorders of endocrine system. • Special therapies, alternative therapies. 	<ul style="list-style-type: none"> • Explain using Charts,graphs Models,films,slides • Demonstration Practicesession • Case discussion /seminar • Health education Supervised • Clinical practice Drug book/presentation 	<ul style="list-style-type: none"> •Essay type Short answer Objective type Assessment of Skills with check list •Assessment of patients management problem
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IX (10Hrs)	<p>At the end of the unit students are able to</p> <p>Cognitive: Explain the disorders of integumentary system.</p> <p>Psychomotor: Identify the disorders of integumentary system.</p> <p>Affective: Appreciate the feelings of client suffering from integumentary system and his family members</p>	<ul style="list-style-type: none"> • Nursing management of patients (adults including elderly) with disorders of Integumentary system: • Nursing management of patients (adults including elderly) with disorders of Integumentary system: Nursing assessment history and physical assessment. • Etiology, Pathophysiology, clinical Manifestation, diagnosis. 	<ul style="list-style-type: none"> • Treatment modalities and medical, surgical, dietetics and nursing management of disorders of skin and its appendages. Lesions and abrasions. • Infection and infestations: Dermatitis. Dermatitis; infectious and non-infectious, inflammatory dermatosis. Acne vulgaris. <ul style="list-style-type: none"> • Allergies and Eczema. Psoriasis. Alopecia. Leucoderma. • Nursing procedures. • Review of anatomy and physiology of skin and its appendages. • Care of patient with skin surgery. • Malignant melanoma. 	<ul style="list-style-type: none"> • Drugs used in treatment of disorders of integumentary system. • Special therapies, alternative therapies. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Practice session • Case discussion • Seminar • Drug book/ presentation 	<p>Essay type</p> <p>Short answer</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <p>•Assessment of patients management problem</p>
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X (15 Hrs)	<p>At the end of the unit students are able to</p> <p>Cognitive: Explain etiology, clinical manifestations, Pathophysiology, diagnostic tests and medical & nursing management of client with musculoskeletal disorders.</p> <p>Psychomotor: Render comprehensive care to the client suffering with musculoskeletal disorders.</p> <p>Affective: Appreciate the sufferings of congenital musculoskeletal anomalies and contribute effectively in rehabilitation.</p>	<ul style="list-style-type: none"> • Nursing management of patients (adults including elderly) with musculoskeletal problems: <ul style="list-style-type: none"> • Nursing management of patients (adults including elderly) with musculoskeletal problems: Nursing assessment history and physical assessment. • Etiology, Pathophysiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical. • Dietetics and nursing management of Disorders of: Muscles, ligaments and joints-inflammation, infection trauma. • Dislocation, sprain, fracture, tumor & trauma. • Osteomalacia and Osteoporosis. Arthritis. • Congenital deformities. • Spinal column – defects. • Deformities, tumor. • Prolapsed inter vertebral, disc. Pott's spine. • Paget's disease. • . Nursing procedures. 	<ul style="list-style-type: none"> • Review of anatomy and physiology of musculoskeletal system. • Drug used in treatment of disorders of musculoskeletal system. • Rehabilitation. 	<ul style="list-style-type: none"> • Special Therapies, alternative therapies. • Amputation, Prosthesis, transplant and replacement surgeries. 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using Charts, graphs Models, films, Slide • Demonstration Practicession Case discussion /seminar • Health education SupervisedClinical practice Drug book/presentation presentation 	<p>Essay type</p> <p>Short answers</p> <p>Objective type</p> <p>Assessment of skill with check list</p> <p>check list</p> <p>Assessme nt of patients managem ent problem</p>
XI (10 Hrs)	<p>At the end of the unit students are able to</p> <p>Cognitive: Describe the etiology, pathophysiology, clinical manifestations diagnostic measures and management of</p>	<ul style="list-style-type: none"> • Nursing management of Patient (adults including elderly) with Immunological problems: <ul style="list-style-type: none"> • Nursing management of Patient (adults including elderly) with Immunological problems: Nursing Assessment- History and physical assessment. • Etiology, Pathophysiology, clinical manifestations, diagnosis treatment modalities 	<ul style="list-style-type: none"> • Review of Immune system. • National AIDS control program NACO various. • National and international agencies. • Counseling. • Secondaryimmune deficiencies. 	<ul style="list-style-type: none"> • Epidemiology. • Drugs used in treatment of disorders of immunological systems. • Special therapies, alternative therapies. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration Practicession Case discussion /seminar • Health education SupervisedClinical practice Drug book/presentation 	<p>Essay type</p> <p>Short answer</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <p>Assessment of patient</p>

	<p>patients (adults including elderly) with disorders of immunological systems.</p> <p>Psychomotor: Identify the patients with immunological disorders and render effective care to immunologically compromised patients.</p> <p>Affective: Be sensitive to the psychological needs related to social discriminations of immunologically compromised patients.</p>	<p>and medical, surgical, dietetics and nursing management of Immunodeficiency disorder. Primary immunodeficiency. Phagocytic dysfunction. B-cell and T-cell deficiencies. Acquired.</p> <ul style="list-style-type: none"> Immunodeficiency syndrome (AIDS). Incidence of HIV & AIDS. Transmission-prevention of Transmission. Standard safely precautions. Roll of nurse, Health education and home care. Consideration. Infection control program. Rehabilitation. Nursing procedures. 				management problem
XII (20Hrs)	<p>At the end of the unit students are able to</p> <p>Cognitive: Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with communicable diseases.</p> <p>Psychomotor:</p>	<ul style="list-style-type: none"> Nursing management of patient (adults including elderly) with Communicable Diseases: <ul style="list-style-type: none"> Nursing management of patient (adults including elderly) with Communicable Diseases: Nursing Assessment-History and physical Assessment. Epidemiology, infectious process, clinical manifestations, Diagnosis, treatment. Prevention and dietetics. Control and eradication of common communicable diseases: Tuberculosis. Diarrheal diseases. 	<ul style="list-style-type: none"> Overview of infectious disease, the infectious process. Special infection control measures; Notification, Isolation, Quarantine. Immunization, Infectious Disease Hospitals. Drugs used in treatment of Communicable diseases. 	<ul style="list-style-type: none"> Special therapies, Alternative therapies. 	<ul style="list-style-type: none"> Lecture Discussion Demonstration <p>Practicesession</p>	<p>Essay type</p> <p>Short answer</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <ul style="list-style-type: none"> Assessment of patients management problem

	<p>Identify the clients with communicable diseases and renders efficient care to the clients suffering from various communicable diseases.</p> <p>Affective: Pay special attention to prevent the spread of communicable diseases.</p>	<p>Hepatitis A-E. Herpes. Chickenpox.</p> <ul style="list-style-type: none"> • Smallpox. Typhoid. Meningitis. • Gas gangrene. Leprosy. Dengue. Plague. • Malaria. Diphtheria. Pertussis. • Poliomyelitis. Measles. Mumps. Influenza. • Tetanus. Yellow fever. • Filariasis. • . HIV, AIDS. • Communicable diseases. • Reproductive Tract Infections. • Nursing procedures. 				
XIII (25 Hrs)	<p>At the end of the unit students are able to</p> <p>Cognitive: Identify and explain the uses of various instruments used in common surgeries.</p> <p>Psychomotor: Sterilize instruments, arrange operation trolley and assist minor surgeries.</p> <p>Affective: Follows aseptic technique strictly.</p>	<p>Peri Operative nursing: Members of the OT team.</p> <ul style="list-style-type: none"> • Duties and responsibility of nurse in OT. • Principles of health. • Operating room attire: Instruments. • Sutures and suture materials. • Equipments. • O.T. tables and sets for common surgical procedure. • Scrubbing procedures. • Gowning and gloving. • Preparation of O.T. sets. • Monitoring the patient's. • Maintenance of therapeutics environment in O.T. • Biomedical waste management. • Anesthesia –Types • Methods of administration • . Effects and stages. • Equipment, Drugs. • Cardio pulmonary 	<ul style="list-style-type: none"> • Organization and physical set up of the operation theatre: Classification. • O.T. DESIGN. Staffing. • Standard safely measures. • Prevention of accidents in OT. • Hazards in O.T. • Pain management techniques. 	<ul style="list-style-type: none"> • Legal Aspects during surgical procedures. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration <p>Practicesession Case discussion /seminar</p> <ul style="list-style-type: none"> • Health education <p>SupervisedClinical practice Drug book/presentation</p>	<p>Essay type Short answer Objective type Assessment of skills with check list</p>

EDUCATIONAL VISITS:**MEDICAL SURGICAL NURSING:**

1. Artificial Kidney Unit
2. C.S.S.D.
3. Waste Disposal Unit
4. Hospital Kitchen
5. Blood Bank
6. Radiology Department
7. Artificial Limb Center
8. Rehabilitation Center
- Physical
- Vocational

FORMATIVE/SUMMATIVE EVALUATION:

FORMATIVE EVALUATION					
SN	REQUIREMENT	PRESCRIBED NO.	MARKS FOR EACH	TOTAL MARKS	Sent to university
1.	Nursing Care Plan	03 ➤ Medical ward – 01 ➤ Surgical ward – 01, ➤ Ortho / any other – 01	25 Marks	75 Marks	
2.	Case Presentation	01 ➤ Medical or Surgical Ward	50 Marks	50 Marks	
3.	Case study	02 ➤ Medical Ward – 01 ➤ Surgical Ward – 01	50 Marks	100 Marks	
4.	Health Education	01 ➤ Medical or Surgical Ward	25 Marks	25 Marks	
5.	Therapeutic Diet	01	25 Marks	25 Marks	
6.	Clinical Evaluation	03	100 Marks	300 Marks	
7.	Practical Examinations (Midterm & Prefinal Exam)		50 Marks	100 Marks	
			GRAND TOTAL	675 Marks	100 Marks

SUMMATIVE EVALUATION				
MIDTERM 50		PREFINAL 75		University Examination 75
Section A-MCQ- $\frac{1}{2} \times 20 = 10$ Marks		Section A -MCQ – $\frac{1}{2} \times 30 = 15$ Marks		Section AMCQ – $\frac{1}{2} \times 30 = 15$ Marks
Section B – SAQ- $5 \times 4 = 20$ Marks		Section B – SAQ- $6 \times 5 = 30$ Marks		Section B – SAQ- $6 \times 5 = 30$ Marks
Section C – LAQ- $2 \times 10 = 20$ Marks		Section C – LAQ- $3 \times 10 = 30$ Marks		Section C – LAQ- $3 \times 10 = 30$ Marks
THEORY EXAMINATION: MIDTERM: 50 Marks PREFINAL: 75 Marks			GRAND TOTAL:	125 Marks
EXTERNAL ASSESSMENT : UNIVERSITY EXAMINATION: THEORY: 75 Marks			PRACTICAL: 50 Marks	

REFERENCE BOOKS:

- Joyce M. Black Janchokanson Hawks “ Medical-Surgical Nursing” For Positive Outcomes . Volume- I ,7th Edition.
- Harrison “Principal Of Internal Medicine Concept, Process & Practise”, 3rd Edition. International Edition.
- Basawanthappa Bt, Nursing Administration, Jaypee Brothers Medical Publishers (P) Ltd 2004, Edition 1st .
- Brunner & Siddhart's, The Text Book Of Medical Surgical Nursing; 10th Edition.
- Joyce M. Black, Medical Surgical Nursing; Saunders Harcourt Pvt. Ltd.; 6th Edition.
- Mehta, Medicine for nurses, P.J. Mehta; 1ST Edition.
- James, Pharmacology of nurses; Balliere Tindall, 5th Edition.

KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES

Community Health Nursing – I

Time: Theory- 90 Hours

Placement: Second Year

Practical - 135 hours

Course Description: This course is design for students to appreciate the principal of promotion and mentainence of health.

General Objectives

AT the end of the course students are able to --

1. Understand the concepts of community health and community health nursing
2. Appreciate the various factors influencing health in the community
3. Appreciate the concept, scope, uses and methods of epidemiology
4. Understand the epidemiology and nursing management of common communicable diseases.
5. Appreciate the concept and scope of demography
6. Understand the impact of population explosion and population control.
7. Understand about concept and functions of ecosystem.
- 8.Appreciate the genetics, species and ecosystem diversity.

Unit no. & total hours	Objectives	Contents with distributed hours	T/l method	A/v aids	Method of evaluation
I (6 Hrs)	At the end of unit students are able to: Cognitive: Define, understand and discuss the dimensions and determinants of health. Psychomotor: Contribute as a health team member in improving health indicators. Affective: Incorporate this Cognitive in nursing practice.	Must know Introduction: <ul style="list-style-type: none"> Community health nursing, Definition, concept and dimensions of health. (2 Hrs) Determinants of health. (2Hrs) Promotion of health indicators of health. (1 Hr) Desirable to know <ul style="list-style-type: none"> Maintenance of health. (1 hr) Nice to know	Method Lecture discussion	Explain using Charts, PPT	Short answers Essay type Short answers Objective type

II (20 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Enumerate health determinants and discuss the relationship with health.</p> <p>Psychomotor: Use this Cognitive in nursing practice and contribute as a efficient health team member in achieving National Goals.</p> <p>Affective: Educate and Motivate people in promoting their own health.</p>	<p>Must know</p> <p>Determinants of health:</p> <ul style="list-style-type: none"> Eugenics. Physical: Air, light. Environmental factors contributing Health: Ventilation, water, Housing, Sanitation; disposal of waste, disposal of dead bodies, Forestation, Noise, Climate. Bacterial & Viral: Agents, host carriers and immunity Arthropods and Rodents. Insect, Rodent & Parasite Control Noise Control □ □ Disposal of refuse/Sewage Disposal of human excreta. Disposal of the dead. (8 Hrs) Food hygiene: Food chains, food webs, and ecological pyramids Production, Preservation, Purchase, Preparation, consumption, Socio cultural aspects of nutrition in food hygiene. (4 Hrs). <p>ECOSYSTEMS</p> <ul style="list-style-type: none"> Concepts of an ecosystem Structure and function of an ecosystem Producers, consumers and decomposers Introduction, types , characteristics features, structure and function of the ecosystem:- a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem <p>BIODIVERSITY AND ITS CONSERVATION</p> <ul style="list-style-type: none"> Introduction- Definition: genetic, species and ecosystem diversity. Biogeographycal classification of India. <p>Desirable to know</p> <ul style="list-style-type: none"> Involvement of governmental and non-govern-mental organizations in 	Lecture discussion	<p>Explain using Charts, Graphs, Models, films slides Visits to water supply, sewage disposal, milk plants, slaughter house etc.</p>	
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		<p>environmental health. (1 Hr).</p> <ul style="list-style-type: none"> • Communication; Infrastructure facilities and Linkage. (1Hr) • Acts Regulating Food Hygiene, Prevention of food adulteration acts, Drugs and cosmetic act.(1 Hr) • Energy flow in the ecosystem • Ecological succession • Value of biodiversity: consumptive use, productive use, social, ethical, aesthetic and option values. • Biodiversity at Global, National and local levels. • India as a mega diversity Nation. • Hot spots of Biodiversity <p><i>Nice to know</i></p> <ul style="list-style-type: none"> • Act Regulation the environment: National Pollution Control board, Public health Laws related to environment & health. (1 Hr). • Financial Management, Income, Budget, Purchasing power, security. (1Hr) <ul style="list-style-type: none"> • Socio-Cultural: Customs, taboos, Marriage System, Family Structure, Status of special Group; Females, Children, Elderly, Challenged, Groups and Sick persons, Life Style, Hygiene, Physical Activity, Recreation and Sleep, Sexual life, Spiritual life philosophy, Self Reliance, Dietary pattern, Education, Occupation. (3 Hrs) • d) Aquatic ecosystem (ponds, streams, lakes, rivers, oceans, estuaries) • Threats to biodiversity: habitat loss, poaching of wild life, man wild life conflicts <p>Endangered and endemic species of India Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.</p> <p>Determinants of health</p>			
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		<p>Environment and human health :</p> <ul style="list-style-type: none"> • Multidisciplinary nature of environmental studies: Definition, scope and importance, Need for public awareness. • Environmental pollution : Definition , cause, effects and control measures of pollution ; Air, water, soil, Marine, Noise, Thermal and Nuclear pollution • Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust • Role of an individual in prevention of pollution • Acts regulating environment : Environment protection Act; Air (Prevention and control of pollution) Act; Water(Prevention and control of pollution) Act; Wild life protection Act; Forest Conservation Act. • Issues involved in enforcement of environmental legislation • Environmental ethics , issues and possible solutions • Role of individual in conservation of natural resources • Life style: equitable use of resources for sustainable life-style • Natural Resources and associated problems: <p>Renewable and non-renewable resources :</p> <p>a) Forest resources: Use and over-exploitation, deforestation, Timber extraction, mining, dams and their effects on forest and tribal people.</p> <p>b) Water resources : Use and over-utilization of</p>			
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		<p>surface and ground water, Floods, drought, conflicts over water, dams-benefits and problems. Water conservation, rain water harvesting, watershed management</p> <p>c) Mineral resources : Use and exploitation, environmental effects of extracting and using mineral resources</p> <p>d) Land resources: Land as a resource, land-degradation, man-induced land slides, soil erosion and desertification</p> <ul style="list-style-type: none"> Ecosystem : Concepts; Structure and function of an ecosystem; Producers, consumers and decomposers, energy flow in the ecosystem, ecological succession. Introduction, types, characteristics features, structure and function of the various ecosystems:- <ul style="list-style-type: none"> a) Forest ecosystem b) Grassland ecosystem c) Desert ecosystem d) Aquatic ecosystem (ponds, streams, lakes, rivers, oceans, estuaries) <p>Assignments: Field work report, project work and group work, arrangement of exhibition in the community.</p>			
III (12 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Define epidemiology; enumerate uses and state aims and terminologies used in epidemiology. Understand and explain epidemiological triad. Discuss the levels of prevention.</p> <p>Psychomotor: Contribute</p>	<p>Must know Epidemiology:</p> <ul style="list-style-type: none"> Definition, concept, Aims, scope, uses and terminology used in epidemiology. (1 Hr) Dynamics of Disease transmission: epidemiological triad. (1 Hr) Morbidity and mortality: Measurements. (1 Hr) Levels of Prevention. (1 Hr) <p>Desirable to know</p> <ul style="list-style-type: none"> Methods of epidemiology: Descriptive, Analytical and Experimental. (6 Hrs) <p>Nice to know</p>	Lecturer discussion	Explain using Charts, graphs, Models, films, slides	Essay type Short answers

	in epidemiological investigations. Affective: Incorporate and use this Cognitive in nursing practice.	<ul style="list-style-type: none"> • Epidemic investigation. (2 Hrs) • 			
IV (20 Hrs)	At the end of unit students are able to: Cognitive: Understand and describe the epidemiology of communicable diseases. Psychomotor: Contribute in research work. Affective: Incorporate Cognitive of epidemiology in nursing practice.	<p>Must know Epidemiology and nursing management of common communicable diseases, Respiratory infections:</p> <ul style="list-style-type: none"> • Small Pox, Chicken Pox, Measles, Influenza, Rubella, ARIs & Pneumonia, Mumps, Diphtheria, Whooping cough, Meningococcal, meningitis, Tuberculosis. (4 Hrs) • Intestinal Infections: Poliomyelitis, Cholera, Diarrhoeal diseases, Typhoid Fever, Food poisoning, Amoebiasis. (4 Hrs) • Arthropod infections: Dengue, Malaria, Filariasis, Zoonoses Viral: Rabies, Yellow fever, Japanese encephalitis. (2 Hrs) • Rickettsial diseases: Rickettsial Zoonoses, Scrub typhus, Murine typhus, Tick typhus fever, Surface infection, Trachoma, Tetanus, Leprosy, STD & RTI, Yaws, HIV. Any other. (4 Hrs) <p>Desirable to know</p> <ul style="list-style-type: none"> • Parasitic zoonoses: Taeniasis, Hydatid disease, Leishmaniasis. (1 Hr) <p>Nice to know</p> <ul style="list-style-type: none"> • Respiratory infections: SARS. Intestinal Infections: Viral Hepatitis, Dracunculiasis. (3 Hrs) Bacterial: Brucellosis, Plague, Human Salmonellosis, Anthrax, Leptospirosis. (Kysnur Forest Diseases. (2 Hrs) 	Lecturer discussion	Explain using Charts, Graphs Models, films, slides Seminar Supervised field Practice-health centers, clinics and homes Group projects/ Health Education	Essay type Short answers Objective Type
V (12 Hrs)	At the end of unit students are able to Cognitive: Understand and describe the epidemiology of non communicable diseases.	<p>Must know Epidemiology and nursing management of non – communicable diseases:</p> <ul style="list-style-type: none"> • Malnutrition: under nutrition, over nutrition nutritional deficiencies, Anemia, 	Lecture discussion	Explain using Charts, graphs, Models,	Essay type Short answers Objective Type

	<p>Psychomotor: Contribute in research work.</p> <p>Affective: Incorporate Cognitive Of epidemiology in nursing practice.</p>	<p>Hypertension, Stroke, Rheumatic Heart Diseases, Coronary Heart Diseases, Cancer, Diabetes mellitus, Blindness, Accidents, Mental illness(12 hours)</p> <ul style="list-style-type: none"> • <i>Desirable to know</i> - Obesity, Iodine Deficiency • <i>Nice to know</i> - Fluorosis, Epilepsy, Asthma, Arthritis. 		<p>films, slides, Seminar Supervised field Practice-health centers, clinics and homes group projects / Health Education</p>	
VI (10 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Define and understand the concept and scope of demography.</p> <p>Psychomotor: Maintain vital statistics and calculate various rates and ratios.</p> <p>Affective: Incorporate this Cognitive in improving quality of health services.</p>	<p>Must know Demography:</p> <ul style="list-style-type: none"> • Definition ,concept and scope • Demography cycle. (7 hours) <p><i>Desirable to know</i></p> <ul style="list-style-type: none"> • Methods of data collection, analysis and interpretation ofdemographic data. (2 hours) <p><i>Nice to know</i></p> <ul style="list-style-type: none"> • -Demographic rates and ratios (1 hours) 	Lecture discussion		<p>Essay type</p> <p>Short answers</p> <p>Objective type</p> <p>Assessment of survey report</p>
VII (10 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Define and understand the Population growth , variation among nations</p> <p>Population explosion and its impact on social economic development of individual society.</p>	<p>Population & its control</p> <p>Must know:</p> <p>Population growth , variation among nations</p> <p>Population explosion and its impact on social economic development of individual society and country.</p> <p>Population explosion : Family Welfare Programme& Population control Overall</p>	Lecture discussion	<p>Explain using Charts, graphs, Models,</p>	<p>Short answers</p> <ul style="list-style-type: none"> •Objective type

List
Books:

of

Recommended

	<p>Psychomotor: Contribute in Family Welfare Programme & Population control</p> <p>Overall development</p> <p>Affective: Educate and motivate the people for limiting family size and promotion of small family norm</p>	<p>development</p> <p>Desire to know: Women empowerment</p> <p>Social economic and educational development</p> <p>Population control:</p> <p>Limiting Family Size, introduction to National family welfare programme</p> <p>Promotion of small family norm</p> <p>Methods of contraceptions: spacing (natural, chemical, mechanical) etc.</p> <p>Nice to know:</p> <p>Terminal surgical method, emergency contraception</p>			
VIII (9 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Define and understand concept of Community health nursing.</p> <p>Psychomotor: Assess health needs of family. Carry out home visits following principles.</p> <p>Affective: Appreciates advantages of home visiting.</p>	<p>Must know</p> <p>Introduction to community Health nursing service:</p> <ul style="list-style-type: none"> Definition, Concepts & scope of community health nursing services. (2 Hrs) Introduction to family oriented health care assessment of individual & family. (2 Hrs) Home visit: concepts, steps, principles, advantages. (2 Hrs) <p>Desirable to know</p> <ul style="list-style-type: none"> Functions of urban & rural health centre including health Team Member. (2 Hrs) <p>Nice to know</p> <ul style="list-style-type: none"> Ethics in community health nursing practice. (1 Hr) Consumers Protection Act. (1 Hr) 	<p>Lecture discussion</p> <p>Counseling</p> <p>Demonstration</p> <p>Practice session</p> <p>Supervised field practice</p>	<p>Population survey</p>	<p>Lecture discussion</p> <p>Population survey</p> <p>Counseling</p> <p>Demonstration</p> <p>Practice session</p> <p>Supervised field practice</p>

- 'Park's Text Book of Preventive and Social Medicine' Banarasidas Bhanot Publishers, Jabalpur, India.
- 'Text Book of Preventive and Social Medicine' Dr. Gupta and others, Jaypee Brothers.
- 'Essentials of Community Health Nursing' S. Kamalam, Jaypee Brothers.
- 'Community Health Nursing Principles and practice', K. K. Gulhani, Kumar Publishing House, New Delhi.
- 'Community and Public Health Nursing' Maria Stanhope & Jeanette Lancaster, Mosby Publication.
- 'Community health Nursing' B.T. Basavanthappa, Jaypee Brothers.
- 'Hand book of Preventive and Social Medicine', Vidya Ratan, Jaypee Brothers.
- 'Pocket Manuel of Community Health Nursing', Maheshwari Jaikumar, Jaypee Brothers.

- 'Evaluating Community Nursing', Karl Atkin& Others, BailliereTindall, London.
- 'Comprehensive Community Health Nursing' Clement Stone & Others, Mosby, Elsevier.
- 'Community Health Nursing Mannuel', NajooKotwal, TNAl.
- 'An Introduction to Community Health Nursing' Kasturi Sunder Rao.
- 'Community Health Nursing' Swarnkar

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES**

COMMUNICATION & EDUCATION TECHNOLOGY

**Placement: Second Year Theory: 90 Hrs.
(Theory 60 Hrs + Lab 30 Hrs)**

Course Description:

This course is designed to help the students acquire an understanding of the principles and methods of communication and teaching. It helps to develop skill in communicating effectively, maintaining effective interpersonal and human relations, develop basic skills in guidance and counseling, principles of education, teaching individuals and groups in clinical community and health educational settings.

Specific objectives:

On completion of this course, the graduate nurse will be able to:

1. Understand the effective communication process using various communication techniques with individuals groups and health team members.
2. Establishes effective interpersonal and human relations with patients, families and health team members.
3. Acquires knowledge on concepts, principles on guidance and counseling and develop basic skills for counseling patients, nursing students and nursing personnel.

4. Understand the philosophy, principles of education and teaching learning process.
5. Demonstrate teaching skills using various teaching methods in classroom, clinical and community setup using different methods and media.
6. Demonstrate skill in preparing different types of assessment tools for knowledge attitude and skill.

Unit No. & total hours	Objectives	Contents			T/L METHOD	Method of evaluation
		Must know	Desirable to Know	Nice to Know		
I (5 Hrs)	At the end of unit student are able to Cognitive: Understand and describe process, elements and channels of communication. Psychomotor: Identify barriers of communication. Affective: Recognizes the effective techniques of communication.	Review of communication process: <ul style="list-style-type: none"> • Review of communication process. • Process elements • Channels. • Facilitators. Barriers • Methods of overcoming. Techniques. 			Lecture/ Discussions	LECTURE DISCUSSION
II (5Hrs)	At the end of unit student are able to Cognitive: Describe purpose & types of interpersonal relationship. Psychomotor: Identify barriers of IPR. Affective: Tries to maintain IPR.	Interpersonal relations: <ul style="list-style-type: none"> • Purpose and types. • Phases of Interpersonal relationship. • Johari Window. 	<ul style="list-style-type: none"> • Barriers to interpersonal relations. Methods of over-coming barriers. 		Lecture /discussions Sociometry Group Games	Psychometric exercises followed by discussions
III (5Hrs)	At the end of unit student are able to Cognitive: Understand and explain social behavior & Affective of	Human Relations: <ul style="list-style-type: none"> • Understanding self, social behavior, Social Affectives of individual and 	<ul style="list-style-type: none"> • Team Work. • Human relations in context of nursing. 	Group Dynamics	Lecture / discussions Group Games	Psychometric exercises followed by discussions

	individual and groups. Psychomotor: Promotes positive group formation. Affective: Apply this Cognitive in nursing.	Group <ul style="list-style-type: none"> • Groups and Individual. 				
IV (10 Hrs)	At the end of unit student are able to Cognitive: Understand and describe purpose, need and scope of counseling. Know and explain the principles and areas of counseling Psychomotor: Counsel the individuals. Affective: Identify the individuals who need counseling and either counsel them or refer them to professional counselor	Guidance and Counseling: <ul style="list-style-type: none"> • Definition, meaning, purpose, scope & need. • Basic Principles, Areas of counseling. • Types of Approaches to counseling. • Role and preparation of counselor • Issues for counseling in nursing: students and nursing practitioners • Counseling process steps & techniques 	<ul style="list-style-type: none"> • Organization of counseling services. Attributes and Psychomotors of counselor. • Tools for collecting information • Problem solving approaches. 	Management of crisis and referral.	Lecture / discussions	Role play on counseling in different situations followed by discussions
V (5Hrs)	At the end of unit student are able to: Cognitive: Know the philosophy and aim of education. Understand and describe the functions, principles of education. Explains principles of learning. Understand and describe domains of learning objectives.	Must know Principles of education & teaching learning process: Principles and maxims of learning <ul style="list-style-type: none"> • Domains of objectives & formulation of general and specific objective. 	<ul style="list-style-type: none"> • Meaning philosophy, aims, functions, & principles • Nature & characteristics of learning. 	Classroom management.	Lecture /discussion	Exercise on writing objectives Prepare lessons plan Micro Teaching

	<p>Psychomotor: Write lesson plan stating the learning objectives correctly.</p> <p>Affective: Appreciate the importance of teaching learning process in the field of nursing.</p>	<ul style="list-style-type: none"> • Lesson planning. 				
VI (10Hr)	<p>At the end of unit student are able to</p> <p>Cognitive: Understand and discuss various methods of teaching.</p> <p>Psychomotor: Select and use appropriate teaching method in professional practice.</p> <p>Affective: Change teaching method as per need of individual or /and situation.</p>	<p>Must know</p> <p>Methods of teaching:</p> <ul style="list-style-type: none"> • Lecture • demonstration, • Group discussions, Seminar, Symposium, panel discussion, • Role play, Project method, field trip, workshop, exhibition, • Computer assisted learning, programmed instructions, Micro-teaching, • Problem based learning, Self instructional module, simulation etc. • Clinical teaching methods: Bedside Clinics, Case Method, Nursing rounds Morning & afternoon reports, Field visits. 	<ul style="list-style-type: none"> • Conferences: Individual & group.(1 Hrs) 	Process recording. (1 Hrs)	Lecture discussions	Conduct 5 teaching sessions using different methods and media

VII (10Hr)	<p>At the end of unit student are able to</p> <p>Cognitive: Understand and describe various types of teaching aids.</p> <p>Psychomotor: Prepare and/or choose appropriate teaching material/ aid.</p> <p>Affective: Recognize the importance of teaching aids in learning process.</p>	<p>Must know</p> <p>Educational Media:</p> <ul style="list-style-type: none"> • Purposes and types of A.V Aids, • principles and sources etc • Graphic aids • Chalk board, chart, graph, poster, flash card, • Flannel graph, bulletin, and cartoon. • Printed aids: pamphlets & leaflets. • Projected aids: Slides, over head projector, films, T.V, V.C.R/V.C.D • Camera, microscope, LCD, Computer. Audio aids: tape recorder. 	<ul style="list-style-type: none"> • Three dimensional aids: objects, specimens, models, puppets. 	Public address system.	Lecture discussion	<p>Demonstration</p> <p>Prepare different teaching aids projected and non - projected</p> <p>Prepare a programme for the given topic</p> <p>Visit to dept of communication, & educational technology</p>
VIII (5Hrs)	<p>At the end of unit student are able to</p> <p>Cognitive: Know and understand the purpose and scope of evaluation. Understand and describe various method of assessment.</p> <p>Psychomotor: Develop various assessment tools correctly.</p> <p>Affective: Use various assessment tools effectively.</p>	<p>Assessment:</p> <ul style="list-style-type: none"> • Purpose and scope of evaluation & assessment. • Criteria for selection of assessment techniques and methods 	<p>Assessment of Cognitive: Essay type questions, short answers (SAQ), multiple choice questions (MCQ)</p> <p>Assessment of Psychomotors: Observation checklist, practical exam, Viva, Objective structured clinical examination (OSCE).</p>	Assessment of Affectives: Affective scales. (1Hr)	Lecture discussion	Exercise on writing different types of assessment tools

IX (5Hrs)	<p>At the end of unit student are able to</p> <p>Cognitive: Understand and explain the concept of education and communication for health.</p> <p>Psychomotor: Acquire proficiency in using various teaching methods for giving health education to individuals and communities</p> <p>Affective: Accept the behavior of people while planning and giving health education.</p>	<p>Information, Education & communication for health (IEC):</p> <ul style="list-style-type: none"> • Health behavior • Health education • Planning for health education. 	<ul style="list-style-type: none"> • Health education with individuals, groups and communities. • Communicating health messages. • Methods and media for communicating health messages 	<ul style="list-style-type: none"> • Using mass media 	Lecture discussion	Plan and conduct Health education sessions for individual group and communities
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REFERENCES

- Bhatia, Kamala & Bhatia B.D.: The Principles and Methods of Teaching: Delhi, Doaba House, 1977.
- Neeraja, Nursing Education, New Delhi, Jaypee Brother, 2004.
- Safaya, Raghunath & Shaيدا, B.D. Educational Theory & Practice, Delhi, Dhanpat Row & Sons, 1974.
- Bhatia, Hans Raj Elements of Educational Psychology, Bombay, Qnent Conpman, Sthed, 1973.

Evaluation Scheme:

Internal Assessment: 25 Marks

A) Theory: 15 Marks

i) Mid-term Examination: 50 Marks

ii) Pre-final Examination: 75 Marks

Total: 125 Marks

(125 Marks to be converted in to 15 Marks for Internal Assessment (Theory))

B} Assignment 10 Marks

Total IA marks to sent to University 15+10 = 25 Marks

External Assessment: (Theory)

University examination: 75 Marks

Anecdotal Record

Total 3 =10 Mark each = **30 Marks**

Evaluating Teaching Plan

Total 4 =25 Mark Each = **100 Marks**

A.V Aids 50 Marks

Assessment of tool 15 marks

Question Paper 15 marks

Check List 15 marks

Attitude Scale 15 marks

1) Format for Anecdotal Record

Name of the College:-

Name of Student observed:-

Class:-

Date:-

Subject:-

Place:-

Marks:-

Objective description of the incident as occurred.

Interpretation / comments of the observer.

Date:

Sign. of the observer

Note: 03 Incidents, 10 Marks each.

2) Evaluation Guideline for Teaching

Name of the college:-

Name of the student:-

Class:-

Subject: -

Topic of lesson: -

Date:-

Place:-

Marks:25

SR.NO	PARTICULAR	MARK ALLOWTED	MARK OBTAINED
I	Lesson Plan. · Objective lesson plan · Adequacy of content / Sequencing · Bibliography	2 2 2	
II	Presentations · Introduction · Speech Clarity/Voice/language · Relevance · Knowledge regarding topic · Co-relation with other subject. · Questioning technique · Group control	2 2 2 2 2 2 2	
III	AV AIDS · Appropriate · Skills in use(including black board) · Principles observed	1 1 1	
IV	Time Coverage & Summary & Assignments	2	
	TOTAL	25 Marks	

Strengths:

Weakness:

Sign of the student's

Sign of Evaluators

Date:

Date:

Note: Four Teachings, 25 Marks each.

3) Evaluation Guideline for Visual Aid Preparation

Name of the college :-

Name of the student :-

Class :-

Subject :-

Name of Evaluator :-

Date:-

Place:-

Marks : 50

SR.NO	PARTICULAR	1	2	3	4	5
01	Applicability to the topic.					
02	Appropriateness.					
03	Self prepared/ ready made.					
04	Materials used: economical/costly					
05	Attractiveness.					
06	Principles of visual aid preparation					
07	Display /visibility					
08	Message conveyed					
09	Relevance					
10	Effectiveness					
	TOTAL					

Strengths:

Weakness:

Evaluation Guideline for Assessment of Tool

(Preparation of Question Paper / Check List / Attitude Scale)

Name of the college:-

Name of the student:-

Class: -

Subject: -

Name of the Evaluator:-

Date:-

Place:-

SR.NO	PARTICULARS	MARL ALLOWTED	MARK OBTAINED
01	Preparation of blue print	3	
02	Content coverage	2	
03	Construction of item	2	
04	Principles followed for constructing items	2	
05	Objectivity	2	
06	Organizing & sequencing	2	
07	Marking scheme	2	
	TOTAL	15	

Note: Same format to be used for Preparation of Question Paper / Check List / Attitude Scale.

Strengths:

Weakness:

Sign of the student's

Date

Sign of Evaluators

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.**

**MEDICAL AND SURGICAL NURSING- I
(Adult Including Geriatric)
MEDICAL AND SURGICAL NURSING– I(ADULT INCLUDING GERIATRICS)**

Placement: Second Year Theory: 210 Hrs. Practical: 720 Hrs

COURSE DESCRIPTION:

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

SPECIFIC OBJECTIVES:

At completion of the course the student is able to

- Describe the causes, signs and symptoms, treatment and prevention of medical surgical conditions.
- Demonstrate skill in carrying out nursing techniques and procedures in keeping with scientific principles.
- Discuss nursing process and provide nursing care to patients with various medical surgical conditions.

UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH ONE HOURLY DISTRIBUTION			T/L METHODS	METHODS OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		

I (15Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Describe the concept of health and illness.</p> <p>Psychomotor: Render comprehensive care to the client.</p> <p>Affective: Make self aware about the trends in nursing.</p>	<ul style="list-style-type: none"> • Introduction: Review of concepts of health and illness disease concepts, causation, classification – international classification diseases (ICD – 10 or later version.), acute illness chronic & acute, Terminal illness, stages of illness. • Review of concepts of comprehensive nursing care in medical surgical conditions based on nursing process. • Role and responsibilities of a nurse in medical surgical settings: Out - patient department. In - patient department. Intensive care unit. Home and community settings. • Care of surgical patients: Pre- operative. Intra operative. Post- operative. 	<ul style="list-style-type: none"> • Role of nurse patient and family in care of adult patient. • Medical surgical asepsis- Inflammation and infection. • Immunity, Wound healing. 	<ul style="list-style-type: none"> • Introduction to medical surgical nursing- Evolution and trends of medical and Surgical nursing. 	<ul style="list-style-type: none"> • Lectures & Discussion -films and slides • Demonstrations • Practice sessions • Case discussions • Seminars • Clinical practice <ul style="list-style-type: none"> • Exposure to related procedures <ul style="list-style-type: none"> • Drug book 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Skill assessment with check list • Clinical work
II (15Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Know and identify the common signs and symptoms of various disease conditions.</p> <p>Psychomotor: Assess the client's need and plan nursing care according to assessment.</p> <p>Affective: Develop the habit of planning need based nursing care.</p>	<ul style="list-style-type: none"> • Common signs and symptoms and management: <ul style="list-style-type: none"> • Fluid imbalance. • Electrolyte imbalance. • Vomiting. • Dyspnea. • Cough, • Respiratory obstruction. • Fever. • Shock. • Pain. • Incontinence Edema. 	<ul style="list-style-type: none"> • Unconsciousness, • Syncope. 	<ul style="list-style-type: none"> • Age related problems: geriatric. 	<ul style="list-style-type: none"> • Lectures & Discussion • Demonstrations • Practice sessions • Case discussions / seminar 	<p>Essay type</p> <ul style="list-style-type: none"> • Short answers • Objective type of question <p>Assessment of skill assessment with check list</p> <ul style="list-style-type: none"> • Clinical Work

III (20Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Explain the anatomy, physiology, etiology, pathophysiology and diagnostic assessment of client with respiratory tract problems.</p> <p>Psychomotor: Perform physical assessment of client with respiratory problems and plan nursing care.</p> <p>Affective: Utilize theoretical Cognitive in practice of nursing.</p>	<p>• Nursing management of patients (adults including elderly) with respiratory problems:</p> <ul style="list-style-type: none"> • History & Physical assessment. • Etiology, Pathophysiology • Clinical manifestations, diagnosis. • Treatment modalities including elderly with: Upper Respiratory tract infections. • Bronchitis, Bronchiolitis. • Asthma. • Emphysema. Empyema. • Atelectasis. • Chronic obstructive. • Pulmonary Diseases(COPD) • Bronchiectasis. • Pneumonia Pulmonary tuberculosis. • Lung abscess. Pleural abscess, effusion. • Cysts & Tumors. • Chest injuries. Respiratory arrest. • ARDS & insufficiency. • -Pulmonary embolism Nursing Procedures. 	<ul style="list-style-type: none"> • Review of Anatomy & Physiology of respiratory system. • Drugs used in treatment of respiratory disorders. 	<ul style="list-style-type: none"> • Special therapies, alternative therapies. 	<ul style="list-style-type: none"> • Lectures& Discussion • Demonstrations • Practicesessions • Casesdiscussions / Seminar • ClinicalPractice • Drug book • Exposure to procedure- Xray - MRI , Endoscopy 	<ul style="list-style-type: none"> • Essay type Short answers • Objective type of questions Assessment of skills with assessment of patients with Clinical work Management problem
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IV (30Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Explain the anatomy, physiology, etiology, pathophysiology and diagnostic assessment of client with elementary tract problems.</p> <p>Psychomotor: Perform physical assessment of client with elementary tract problems and plan nursing care.</p> <p>Affective: Utilize theoretical Cognitive in practice of nursing.</p>	<ul style="list-style-type: none"> • Nursing management of patients (adults including elderly) with disorders of digestive system: <ul style="list-style-type: none"> • Nursing Assessment history & physical assessment. • Etiology, pathophysiology of digestive system. • Clinical manifestation, diagnosis, treatment modalities and medical & surgical treatment. <ul style="list-style-type: none"> • Disorders of: Oral cavity- Lips, gums. • Tongue, salivary glands and teeth disorders. • Esophagus- inflammation, stricture, • Obstruction, bleeding & esophageal tumor. • Stomach & Duodenum – hiatus hernia, gastritis • Peptic & duodenal ulcer, bleeding, tumor pyloric stenosis. • Small intestinal inflammation and infection - enteritis • mal absorption syndrome, Obstruction- • Tumors perforation. • Large Intestinal disorders: Colitis inflammations • Infection, obstruction, Tumors and lump. • Hernias • Appendix - Inflammation, mass, • Abscess, rupture. • Anal & Rectum: Fistulas, fissures, Hemorrhoids • Tumor. • Peritonitis • Acute abdominal. • Pancreas: Inflammation, cyst abscess, tumors. 	<p>Review of Anatomy & Physiology of digestive system.</p> <ul style="list-style-type: none"> • Drugs used in treatment of digestive system Disorder. 	<ul style="list-style-type: none"> • Special therapies, alternative therapies. 	<ul style="list-style-type: none"> • Lectures & Discussion • Charts, graphs models, films and slides • Demonstrations • Practice sessions • Case discussions • Seminars • Clinical practice • Drug book • Exposure to related Procedures. • Health Education Supervised Clinical practice • Drug Book / Presentation 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Skill assessment with check list • Clinical work assessment of patient management
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|--|--|---|--|--|--|--|
| | | <ul style="list-style-type: none">• Liver-Jaundice, hepatitis, cirrhosis, abscess, portal hypertension• Hepatic failure and tumors.• Biliary tract• Gallbladder: Cholecystitis, cholelithiasis and tumors.• Nursing Procedures. | | | | |
|--|--|---|--|--|--|--|

V (30 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Describe the signs and symptoms of client with cardiovascular problems.</p> <p>Psychomotor: Assess the client correctly and plan & implement nursing interventions.</p> <p>Affective: Incorporate this Cognitive in nursing practice and provide psychological support to the client and family members.</p>	<ul style="list-style-type: none"> • Nursing management of patients (adults including elderly) with blood and cardiovascular problems: <ul style="list-style-type: none"> • Review of Anatomy & Physiology of blood and cardiovascular system. • Nursing Assessment –history & Physical assessment. • Etiology, patho physiology, clinical manifestation, diagnosis, treatment modalities: medical, surgical, Nutritional & nursing management of: Heart. • Heart- <ul style="list-style-type: none"> -Coronary artery disease. -Ischemic heart disease. - Coronary atherosclerosis. -Angina pectoris. -Myocardial infarction. -Congestive cardiac failure. -Cor pulmonale. -Pulmonary Odema. -Cardiogenic shock. -Cardiac tamponade. - Endocarditis. -Myocarditis -Pericarditis. - Cardiomyopathies. • Valvular heart disease- <ul style="list-style-type: none"> -Congenital & acquired. -Rheumatic heart disease. -Mitral stenosis • Conduction system. <ul style="list-style-type: none"> -Cardiac dysarrhythmias& heart blocks. • Vascular systems. <ul style="list-style-type: none"> -Hypertension, hypotension -Raynaud's disease. -Aneurism and Peripheral vascular disorders. - Carcinogenic shock. -Cardiac arrest- ACLS, BLS. -Blood. -Anemia, Polycythemia. • Agranulocytosis 	<ul style="list-style-type: none"> • Review of Anatomy & Physiology of blood and cardiovascular system. • Management and counseling of blood donors, phlebotomy procedure, and post donation management, Blood bank functioning and hospital transfusion committee. • Drugs used in treatment of blood and cardiovascular disorder. 	<ul style="list-style-type: none"> • Special therapies, alternative therapies. <p>Role of nurse in organ donation. Retrieval and Banking.</p>	<ul style="list-style-type: none"> • Lectures & Discussion <ul style="list-style-type: none"> • Explain charts, Graphs models, films and slides • Demonstrations • Practice sessions • Case discussions /Seminars • Clinical practice • Drug book • Exposure to procedure visit to blood bank participation in blood bank, counseling 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Skill assessment with check list • Clinical work
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		<ul style="list-style-type: none">-Lymphomas & Myelomas- Bleeding & coagulating's disorders-Thrombocytopenia,Hemophilia.-Thalassemia, Leukemia, Leucopenia				
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<p>VI (10Hrs)</p>	<p>At the end of unit students are able to</p> <p>Cognitive: Describe the signs and symptoms of client with genito urinary tract disorders and plan need based nursing care.</p> <p>Psychomotor: Acquire proficiency in planning and providing comprehensive care to the client with genitourinary disorders.</p> <p>Affective: Appreciate the psychological feelings of the client and relatives.</p>	<ul style="list-style-type: none"> • Nursing management of patients (adults including elderly) with genito – urinary problems: <ul style="list-style-type: none"> • Nursing management of patients (adults including elderly) with genito – urinary problems: Nursing Assessment –history & physical assessment. • Etiology, pathophysiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of: Nephritis. Nephrotic syndrome. • Nephritis. Renal calculus. Tumors. Acute renal failure. • Chronic renal failure. End stage renal disease. Dialysis, renal transplant. • Disorders of ureter, congenital disorders, urinary infections benign prostate hypertrophy. Kidney: Polycystic kidney. • urinary bladder- urethra inflammation, infections, stricture, obstructions, • Tumors prostate. Nursing Procedures. 	<ul style="list-style-type: none"> • Review of Anatomy & Physiology of genito-urinary systems. • Drugs used in treatment of genito – urinary disorder. 	<ul style="list-style-type: none"> • Special therapies, alternative therapies. 	<ul style="list-style-type: none"> • Lectures & Discussion • Explain using charts, graphs models, films and slides • Demonstrations • Practice sessions • Case discussions/ Seminars • Supervised Clinical practice • Drug book/presentation • Exposure to procedure Health Education 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Skill assessment with checklist • Clinical work Assessment of Patient management problem
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VII (5 Hrs)	<p>At the end of unit the students are able to</p> <p>Cognitive: Explain The Pathophysiology, signs and symptoms and medical and nursing management of patient with reproductive system.</p> <p>Psychomotor: Assess the client and plan and implement the nursing care.</p> <p>Affective: Explain the feeling of the patients with congenital anomalies and sexual dysfunction.</p>	<ul style="list-style-type: none"> • Nursing management of disorders of male (adults including elderly) with reproductive system: <ul style="list-style-type: none"> • Nursing assessment history and physical assessment. Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical dietetics and nursing management of disorders of male reproductive system. • .Congenital malformations: cryptorchidism. Infections. Hypospadiasis, Epispadiasis. Infection Testis and adjacent structure. Penis. Prostate: infection, inflammation, hypertrophy, tumor. Sexual Dysfunction. Infertility. Contraception. Breast, gynecomastia, tumor. Climacteric changes. • Nursing procedures. 	<ul style="list-style-type: none"> • Review of anatomy and Physiology of male reproductive system • Drugs used in treatment of disorders of male • Reproductive system. 	- Special therapies, alternative therapies.	<ul style="list-style-type: none"> • Lecture • Discussion <p>Practicesession Casediscussion / seminarHealth EducationSupervise Clinicalpractice</p> <p>•Drug book /presentation</p>	<ul style="list-style-type: none"> • Essay type • Shortanswer • Objectivetype <p>Assessmentof skills with checklist</p> <ul style="list-style-type: none"> • Assessment of Patientsmanagement problem
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VIII (10 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Describe clinical manifestations, pathophysiology and management of patient with endocrine disorders. Psychomotor: Identify the needs of patient with endocrine disorders.</p> <p>Affective: Incorporate this Cognitive in nursing practice.</p>	<ul style="list-style-type: none"> • Nursing management of patient (adults including elderly) with disorders of endocrine system: <ul style="list-style-type: none"> • Nursing management of patient (adults including elderly) with disorders of endocrine system: • Nursing assessment: history and physical assessment. • Etiology, pathophysiology, clinical manifestation, diagnosis, • Treatment modalities and medical management. • Surgical, dietetics and nursing management of Disorders of: Pituitary. • Thyroid and parathyroid. • Adrenal tumor. • - Diabetes mellitus. Diabetes insipidus. Nursing procedures. 	<ul style="list-style-type: none"> • Review of anatomy and physiology of endocrine system. 	<ul style="list-style-type: none"> • Drugs used in treatment of disorders of endocrine system. • Special therapies, alternative therapies. 	<ul style="list-style-type: none"> • Explain using Charts,graphs Models,films,slides • Demonstration Practicesession • Case discussion /seminar • Health education Supervised • Clinical practice Drug book/presentation 	<ul style="list-style-type: none"> •Essay type Short answer Objective type Assessment of Skills with check list •Assessment of patients management problem
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IX (10Hrs)	<p>At the end of the unit students are able to</p> <p>Cognitive: Explain the disorders of integumentary system.</p> <p>Psychomotor: Identify the disorders of integumentary system.</p> <p>Affective: Appreciate the feelings of client suffering from integumentary system and his family members</p>	<ul style="list-style-type: none"> • Nursing management of patients (adults including elderly) with disorders of Integumentary system: • Nursing management of patients (adults including elderly) with disorders of Integumentary system: Nursing assessment history and physical assessment. • Etiology, Pathophysiology, clinical Manifestation, diagnosis. 	<ul style="list-style-type: none"> • Treatment modalities and medical, surgical, dietetics and nursing management of disorders of skin and its appendages. Lesions and abrasions. • Infection and infestations: Dermatitis. Dermatitis; infectious and non-infectious, inflammatory dermatosis. Acne vulgaris. <ul style="list-style-type: none"> • Allergies and Eczema. Psoriasis. Alopecia. Leucoderma. • Nursing procedures. • Review of anatomy and physiology of skin and its appendages. • Care of patient with skin surgery. • Malignant melanoma. 	<ul style="list-style-type: none"> • Drugs used in treatment of disorders of integumentary system. • Special therapies, alternative therapies. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Practice session • Case discussion • Seminar • Drug book/ presentation 	<p>Essay type</p> <p>Short answer</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <p>•Assessment of patients management problem</p>
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X (15 Hrs)	<p>At the end of the unit students are able to</p> <p>Cognitive: Explain etiology, clinical manifestations, Pathophysiology, diagnostic tests and medical & nursing management of client with musculoskeletal disorders.</p> <p>Psychomotor: Render comprehensive care to the client suffering with musculoskeletal disorders.</p> <p>Affective: Appreciate the sufferings of congenital musculoskeletal anomalies and contribute effectively in rehabilitation.</p>	<ul style="list-style-type: none"> • Nursing management of patients (adults including elderly) with musculoskeletal problems: <ul style="list-style-type: none"> • Nursing management of patients (adults including elderly) with musculoskeletal problems: Nursing assessment history and physical assessment. • Etiology, Pathophysiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical. • Dietetics and nursing management of Disorders of: Muscles, ligaments and joints-inflammation, infection trauma. • Dislocation, sprain, fracture, tumor & trauma. • Osteomalacia and Osteoporosis. Arthritis. • Congenital deformities. • Spinal column – defects. • Deformities, tumor. • Prolapsed inter vertebral, disc. Pott's spine. • Paget's disease. • . Nursing procedures. 	<ul style="list-style-type: none"> • Review of anatomy and physiology of musculoskeletal system. • Drug used in treatment of disorders of musculoskeletal system. • Rehabilitation. 	<ul style="list-style-type: none"> • Special Therapies, alternative therapies. • Amputation, Prosthesis, transplant and replacement surgeries. 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using Charts, graphs Models, films, Slide • Demonstration Practicession Case discussion /seminar • Health education SupervisedClinical practice Drug book/presentation presentation 	<p>Essay type</p> <p>Short answers</p> <p>Objective type</p> <p>Assessment of skill with check list</p> <p>check list</p> <p>Assessme nt of patients managem ent problem</p>
XI (10 Hrs)	<p>At the end of the unit students are able to</p> <p>Cognitive: Describe the etiology, pathophysiology, clinical manifestations diagnostic measures and management of</p>	<ul style="list-style-type: none"> • Nursing management of Patient (adults including elderly) with Immunological problems: <ul style="list-style-type: none"> • Nursing management of Patient (adults including elderly) with Immunological problems: Nursing Assessment- History and physical assessment. • Etiology, Pathophysiology, clinical manifestations, diagnosis treatment modalities 	<ul style="list-style-type: none"> • Review of Immune system. • National AIDS control program NACO various. • National and international agencies. • Counseling. • Secondaryimmune deficiencies. 	<ul style="list-style-type: none"> • Epidemiology. • Drugs used in treatment of disorders of immunological systems. • Special therapies, alternative therapies. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration Practicession Case discussion /seminar • Health education SupervisedClinical practice Drug book/presentation 	<p>Essay type</p> <p>Short answer</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <p>Assessment of patient</p>

	<p>patients (adults including elderly) with disorders of immunological systems.</p> <p>Psychomotor: Identify the patients with immunological disorders and render effective care to immunologically compromised patients.</p> <p>Affective: Be sensitive to the psychological needs related to social discriminations of immunologically compromised patients.</p>	<p>and medical, surgical, dietetics and nursing management of Immunodeficiency disorder. Primary immunodeficiency. Phagocytic dysfunction. B-cell and T-cell deficiencies. Acquired.</p> <ul style="list-style-type: none"> Immunodeficiency syndrome (AIDS). Incidence of HIV & AIDS. Transmission-prevention of Transmission. Standard safely precautions. Roll of nurse, Health education and home care. Consideration. Infection control program. Rehabilitation. Nursing procedures. 				management problem
XII (20Hrs)	<p>At the end of the unit students are able to</p> <p>Cognitive: Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with communicable diseases.</p> <p>Psychomotor:</p>	<ul style="list-style-type: none"> Nursing management of patient (adults including elderly) with Communicable Diseases: <ul style="list-style-type: none"> Nursing management of patient (adults including elderly) with Communicable Diseases: Nursing Assessment-History and physical Assessment. Epidemiology, infectious process, clinical manifestations, Diagnosis, treatment. Prevention and dietetics. Control and eradication of common communicable diseases: Tuberculosis. Diarrheal diseases. 	<ul style="list-style-type: none"> Overview of infectious disease, the infectious process. Special infection control measures; Notification, Isolation, Quarantine. Immunization, Infectious Disease Hospitals. Drugs used in treatment of Communicable diseases. 	<ul style="list-style-type: none"> Special therapies, Alternative therapies. 	<ul style="list-style-type: none"> Lecture Discussion Demonstration <p>Practicesession</p>	<p>Essay type</p> <p>Short answer</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <ul style="list-style-type: none"> Assessment of patients management problem

	<p>Identify the clients with communicable diseases and renders efficient care to the clients suffering from various communicable diseases.</p> <p>Affective: Pay special attention to prevent the spread of communicable diseases.</p>	<p>Hepatitis A-E. Herpes. Chickenpox.</p> <ul style="list-style-type: none"> • Smallpox. Typhoid. Meningitis. • Gas gangrene. Leprosy. Dengue. Plague. • Malaria. Diphtheria. Pertussis. • Poliomyelitis. Measles. Mumps. Influenza. • Tetanus. Yellow fever. • Filariasis. • . HIV, AIDS. • Communicable diseases. • Reproductive Tract Infections. • Nursing procedures. 				
XIII (25 Hrs)	<p>At the end of the unit students are able to</p> <p>Cognitive: Identify and explain the uses of various instruments used in common surgeries.</p> <p>Psychomotor: Sterilize instruments, arrange operation trolley and assist minor surgeries.</p> <p>Affective: Follows aseptic technique strictly.</p>	<p>Peri Operative nursing: Members of the OT team.</p> <ul style="list-style-type: none"> • Duties and responsibility of nurse in OT. • Principles of health. • Operating room attire: Instruments. • Sutures and suture materials. • Equipments. • O.T. tables and sets for common surgical procedure. • Scrubbing procedures. • Gowning and gloving. • Preparation of O.T. sets. • Monitoring the patient's. • Maintenance of therapeutics environment in O.T. • Biomedical waste management. • Anesthesia –Types • Methods of administration • . Effects and stages. • Equipment, Drugs. • Cardio pulmonary 	<ul style="list-style-type: none"> • Organization and physical set up of the operation theatre: Classification. • O.T. DESIGN. Staffing. • Standard safely measures. • Prevention of accidents in OT. • Hazards in O.T. • Pain management techniques. 	<ul style="list-style-type: none"> • Legal Aspects during surgical procedures. 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration <p>Practicesession Case discussion /seminar</p> <ul style="list-style-type: none"> • Health education <p>SupervisedClinical practice Drug book/presentation</p>	<p>Essay type Short answer Objective type Assessment of skills with check list</p>

		Resuscitation (CPR)				
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EDUCATIONAL VISITS:
MEDICAL SURGICAL NURSING:

1. Artificial Kidney Unit
 2. C.S.S.D.
 3. Waste Disposal Unit
 4. Hospital Kitchen
 5. Blood Bank
 6. Radiology Department
 7. Artificial Limb Center
 8. Rehabilitation Center
- Physical
 - Vocational

FORMATIVE/SUMMATIVE EVALUATION:

FORMATIVE EVALUATION					
SN	REQUIREMENT	PRESCRIBED NO.	MARKS FOR EACH	TOTAL MARKS	Sent to university
1.	Nursing Care Plan	03 ➤ Medical ward – 01 ➤ Surgical ward – 01, ➤ Ortho / any other – 01	25 Marks	75 Marks	
2.	Case Presentation	01 ➤ Medical or Surgical Ward	50 Marks	50 Marks	
3.	Case study	02 ➤ Medical Ward – 01 ➤ Surgical Ward – 01	50 Marks	100 Marks	
4.	Health Education	01 ➤ Medical or Surgical Ward	25 Marks	25 Marks	
5.	Therapeutic Diet	01	25 Marks	25 Marks	
6.	Clinical Evaluation	03	100 Marks	300 Marks	
7.	Practical Examinations (Midterm & Prefinal Exam)		50 Marks	100 Marks	
			GRAND TOTAL	675 Marks	100 Marks
SUMMATIVE EVALUATION					
MIDTERM 50		PREFINAL 75	University Examination 75		
Section A-MCQ- $\frac{1}{2} \times 20 = 10$ Marks		Section A -MCQ – $\frac{1}{2} \times 30 = 15$ Marks	Section AMCQ – $\frac{1}{2} \times 30 = 15$ Marks		
Section B – SAQ- $5 \times 4 = 20$ Marks		Section B – SAQ- $6 \times 5 = 30$ Marks	Section B – SAQ- $6 \times 5 = 30$ Marks		
Section C – LAQ- $2 \times 10 = 20$ Marks		Section C – LAQ- $3 \times 10 = 30$ Marks	Section C – LAQ- $3 \times 10 = 30$ Marks		
THEORY EXAMINATION: MIDTERM: 50 Marks PREFINAL: 75 Marks			GRAND TOTAL:	125 Marks	25 Marks
EXTERNAL ASSESSMENT : UNIVERSITY EXAMINATION: THEORY: 75 Marks PRACTICAL: 50 Marks					

REFERENCE BOOKS:

- Joyce M. Black Janehokanson Hawks “ Medical-Surgical Nursing” For Positive Outcomes .Volume- I ,7th Edition.
- Harrison “Principal Of Internal Medicine Concept, Process &Practise”, 3rd Edition.InternationalEdition.
- BasawanthappaBt, Nursing Administration, Jaypee Brothers Medical Publishers (P) Ltd 2004, Edition 1st .
- Brunner &Siddhart’s, The Text Book Of Medical Surgical Nursing; 10th Edition.
- Joyce M. Black, Medical Surgical Nursing; Saunders Harcourt Pvt. Ltd.; 6th Edition.
- Mehta, Medicine for nurses, P.J. Mehta; 1ST Edition.
- James, Pharmacology of nurses; BalliareTindall, 5th Edition.

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES**

CHILD HEALTH NURSING SYLLABUS

Placement: Third Year

**Time: Theory-90 Hrs.
Practical- 270Hrs
Internship -145 Hrs**

Course 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.

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

1. Explain the modern concept of child care and the principles of child health nursing.
2. Describe the normal growth and development of children in various age groups.
3. Explain the physiological response of body to disease conditions in Children.
4. Identify the health needs and problems of neonates and children, plan and implement appropriate nursing interventions.
5. Identify the various preventive, promotive and rehabilitative aspects of child care and apply them in providing nursing care to children in the hospital and in the community.

UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS	T/L METHOD	METHOD OF EVALUATION
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		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
I (15 Hrs) Introduction : Modern concept of child care.	At the end of unit students are able to: Cognitive: <ul style="list-style-type: none"> Describe national policy programmes & legislations in relation to child health & welfare. List major causes of death during infancy, early & late childhood. Psychomotor: <ul style="list-style-type: none"> Render comprehensive care to a hospitalized child. Affective <ul style="list-style-type: none"> Make self aware about the changing role of Paediatric nurse, modern concept of child care & principles Changing trends in Child health nursing. 	<ul style="list-style-type: none"> Differences between an adult & child. Hospital environment for a sick child. Impact of hospitalization on the child & family. Grief & bereavement. The role of a child health nurse in caring for a hospitalized child. Principles of pre & post-operative care of infants & children. 	<ul style="list-style-type: none"> Introduction to modern concept of child care & history, principles & scope of child health nursing. Internationally accepted rights of the children Child National policy & legislations in relation to child health & welfare. Child morbidity & mortality rates. 	<ul style="list-style-type: none"> National programmes related to child health & welfare. Agencies related to welfare services to the children. Changing trends in hospital care, preventive, promotive & curative aspects of child health. 	<ul style="list-style-type: none"> Lectures & Discussion Charts, graphs models, films and slides Seminars 	<ul style="list-style-type: none"> Short answers Objective type

UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			T/L METHOD	METHOD OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
II	At the end of unit students		<ul style="list-style-type: none"> Baby friendly 	<ul style="list-style-type: none"> Value of play 	Lectures	

(20 Hrs) The healthy child.	are able to: Cognitive: <ul style="list-style-type: none"> Describe the normal growth & development of children at different ages. Psychomotor: <ul style="list-style-type: none"> Assess physical, nutritional growth & development of children at different ages. Develop need based nursing care plan and implement nursing care to normal & sick children. Affective: <ul style="list-style-type: none"> Appreciate the role of play for normal & sick children. Appreciate the preventive measures & need of parental guidance. 	<ul style="list-style-type: none"> Principles of growth & development. Factors affecting growth & development. Growth & development from birth to adolescence. The needs of normal children through the stages of developmental & parental guidance. Nutritional needs of children & infants: Breast feeding, supplementary & artificial feeding & weaning. Preventive immunization, immunization programme & cold chain. 	hospital concept. <ul style="list-style-type: none"> Accidents: causes & prevention. Preventive pediatrics. 	& selection of play Material. <ul style="list-style-type: none"> Care of under five & under five clinics/ well baby clinic 	& Discussion <ul style="list-style-type: none"> Charts, graphs models, films and slides Demonstrations Practice sessions Case discussions / seminar 	
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UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			T/L METHOD	METHOD OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
III (15 Hrs)	Cognitive: <ul style="list-style-type: none"> Explain Kangaroo 	<ul style="list-style-type: none"> Nursing care of a 	<ul style="list-style-type: none"> Organization of neonatal care unit. 	<ul style="list-style-type: none"> Nursing management of 	Lectures & Discussion	Essay type <ul style="list-style-type: none"> Short answers

Nursing care of a neonate.	<p>mother care.</p> <p>Psychomotor:</p> <ul style="list-style-type: none"> • Provide care to normal & high risk neonates. • Develop skill of neonatal resuscitation. • Recognize & manage common neonatal problems. <p>Affective:</p> <ul style="list-style-type: none"> • Appreciate the feeling of the parents with congenital anomalies. 	<p>normal newborn/ Essential newborn care.</p> <ul style="list-style-type: none"> • Neonatal resuscitation. • Nursing management of a low birth weight baby & high risk babies. • Kangaroo mother care. • Control & prevention of infection in N.I.C.U. 	<ul style="list-style-type: none"> • Identification & nursing management of common neonatal problems. 	babies with common congenital malformations.	<ul style="list-style-type: none"> • Charts, graphs models, films and slides • Demonstrations • Practice sessions • Case discussions / seminar 	<ul style="list-style-type: none"> • Objective type of question • Assessment of skill-assessment with check list • Clinical Work
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UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			T/L METHOD	METHOD OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
IV (10 Hrs) Integrated management of neonatal	<p>Cognitive:</p> <ul style="list-style-type: none"> • Explain the concept of IMNCI & other health strategies initiated by National population policy 2000 	<ul style="list-style-type: none"> • Integrated management of infants & children with illnesses like diarrhea, A.R.I., malaria, measles & Malnutrition. • Nurses' role: IMNCI. • Operationalization of district newborn care, home based neonatal care. 	<ul style="list-style-type: none"> • RCH camps & RCH outreach schemes. • Border district cluster strategy. 	<ul style="list-style-type: none"> • Health strategies: National population policy- 	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Charts, graphs models, films and slides • Demonstrations • Practice sessions • Case 	<ul style="list-style-type: none"> • Short answers • Assessment of skill-assessment with check list • Clinical Work

& Childhood illnesses (IMNCI).	Psychomotor: <ul style="list-style-type: none"> • Develop need based nursing care plan and implement district newborn care and home based neonatal care Affective: <ul style="list-style-type: none"> • Appreciate the role of Nurses in IMNCI. 				discussions / seminar	
UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			T/L METHOD	METHOD OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
V (20hrs) Nursing management in common childhood diseases-	Cognitive: - Explain The Pathophysiology, signs and symptoms and medical, surgical and nursing management of child with care in common childhood diseases. Psychomotor: - Assess th child and plan andimplement	<ul style="list-style-type: none"> • Respirator disorders& infections. • Gastro-intestinal infections, infestations, & congenital disorders. • Cardio-vascular problems: congenital defects & rheumatic fever, rheumatic heart disease. • Genito-urinary disorders: acute glomerulo nephritis, nephritic syndrome, disorders. • Neurological infections&disordersconvulsio 	<ul style="list-style-type: none"> • Nutritional deficiency disorders. • Wilm's tumor, infections, calculi, & congenital defects • ITP. • Orthopedic disorders : club feet, hip dislocation & fracture. 	<ul style="list-style-type: none"> • Disorders of skin, eye & ears. • Common communicable diseases in children, their identification, nursing care in hospital & home & prevention. • Endocrine- other diseases 	Lectures & Discussion • C h a r t s , graphs models, films and slides • Demonstration ns • Practice sessions • Case discussions / seminar	Essay type • Short answers Assessment of skill- assessment with check list • Clinical Work

	<p>the comprehensive nursing care in common childhood diseases.</p> <p>Affective: - Appreciate the feeling of the parents and role of pediatric nurse. Identify measures to prevent common childhood diseases including immunization.</p>	<p>ns, meningitis, hydrocephalus, head injury.</p> <ul style="list-style-type: none"> Hematological disorders : anemia's, thalassemia, ITP, leukemia, hemophilia. Child health emergencies : poisoning, hemorrhage, burns & drowning. 	<ul style="list-style-type: none"> Nursing care of infant and children with HIV / AIDS Endocrine disorders : juvenile diabetes mellitus 			
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UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			T/L METHOD	METHOD OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
VI (10hrs) Management of behavioral & social Problems in children.	<p>Cognitive: --Explain the signs and symptoms and medical, and nursing -- management of child with behavioral & social problems</p> <p>Psychomotor: --Assess the child and plan and implement the comprehensive nursing care to the child with behavioral & social problems.</p>	<ul style="list-style-type: none"> Management of common behavioral disorders. Management of challenged children: Mentally, physically, & socially challenged. 	<ul style="list-style-type: none"> Welfare services for challenged children in India. Child guidance clinics. 	<ul style="list-style-type: none"> Management of common psychiatric problems. 	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> Charts, graphs, models, films and slides Case discussions / seminar 	<p>Essay type</p> <ul style="list-style-type: none"> Short Answers <ul style="list-style-type: none"> Field Trip/visits Clinical Work

	Affective: -Appreciate the feeling of the parents and role of pediatric nurse. - Identify measures to prevent and manage common behavioral & social Problems in children.					
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KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY, KARAD

KRISHNA INSTITUTE OF NURSING SCIENCES ,KARAD

PROGRAMME: 3RD YEAR BASIC BSC.NURSING

SUBJECT: CHILD HEALTH NURSING

I. INTERNAL ASSESSMENT:

Theory :Maximum marks 25

Marks

Midterm 50

Prefinal 75

FORMATIVE EVALUATION

SUMMATIVE EVALUATION				
MIDTERM 50	PREFINAL 75	University Examination 75		
Section A- MCQ- $\frac{1}{2} \times 20=10$ Marks	Section A -MCQ – $\frac{1}{2} \times 30 = 15$ Marks	Section A MCQ – $\frac{1}{2} \times 30 = 15$ Marks		
Section B – SAQ- $5 \times 4= 20$ Marks	Section B – SAQ- $6 \times 5= 30$ Marks	Section B – SAQ- $6 \times 5= 30$ Marks		
Section C – LAQ- $2 \times 10=20$ Marks	Section C – LAQ- $3 \times 10=30$ Marks	Section C – LAQ- $3 \times 10=30$ Marks		
THEORY EXAMINATION: MIDTERM: 50 Marks PREFINAL: 75 Marks		GRAND TOTAL:	125 Marks	25 Marks
EXTERNAL ASSESSMENT : UNIVERSITY EXAMINATION: THEORY: 75Marks				PRACTICAL: 50 Marks

S R N O	REQ UIRE MEN T	PRESC RIBED NO.	M A R K S F O R E A C H	T O T A L M A R K S	Se nd to un iv er sit y
1	Cas e pres enta tion	To ta l- 1 P a	5 0	5 0	

		e d M e di c al / S u rg ic al O 1 (P a e di at ri c M e di c al / P a e di at			
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		ri c S u rg ic al w ar d)			
2 .	Cas e stud y	➤ To ta l- 1 P a e d M e di c al / S u rg ic al 0 1 (P a e di	5 0	5 0	

		at ri c M e di c al / P a e di at ri c S u rg ic al w ar d)			
3 .	Nur sing care plan	➤ To ta l- 3 P a e d M ed	2 5	7 5	

		ic al – 01 (P a e d M ed ic al w ar d) ➤ P ae ds ur gi ca l – 01 , (P ae ds ur gi ca l w ar d) ➤ N IC			
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		U - 0 1 (N IC U)			
4	Clinical evaluation of comprehensive.	➤ Total-3 Paed Medical-01 (Paed Medical ward) ➤ Paeds	100	300	

		ur gi ca l – 01 , (P ae ds ur gi ca l w ar d) ➤ N IC U – 0 1 (paed. Medi cal / surgic al / P.I.C. U./ N.I.C. U.)			
5	Heal th	To ta	2	2	

.	Educ atio n	I- 1 (P a e d M ed ic al w ar d/ P a e ds ur gi ca l w ar d/ NI C U /P a e d. O P D)	5	5	
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6	Assessment of growth & development reports.	Total-5 (Neonate, infant, toddler, preschooler, & School age) (Paediatric Medical / Paediatric Surgical ward)	20	100	
7	Observation report of NICU /Paed surg	Total-1 (NICU /P	25	25	

	ery/ Pae d. Me dica l	a e d M ed ic al w ar d/ P a e ds ur gi ca l w ar d/)			
8 .	Prac tical Exa mina tions (Mid term &Pre final Exa	➤	5 0 5 0	1 0 0	

	m)	➤			
			G R A N D T O T A L:	7 2 5	10 0
THEORY EXAMINATION: MIDTERM: 50 Marks PREFINA L: 75 Marks			G R A N D T O T A L:	1 2 5	25
EXTERN			7 5 5		

AL ASSESS MENT : THEORY FINAL EXAM : PRACTIC AL FINAL EXAM :	0		
REFERENCE BOOKS: References- 1. GhaiO.p. et al. (2000) Ghai's Essentials of Paediatrics. 1 st edn. Mehta offset works. New Delhi. 2. Marlow Dorothy& Redding. (2001) Textbook ofPaed. Nsg. 6 th edn. HarbarcourtIndia ltd. New Delhi. 3. Parthsarathy et al. (2000) IAP Textbook of PaediatricNsg. Jaypee bros., 2 nd ed. New Delhi. 4. Vishwanathan& Desai. (1999) Achar's Textbook of Paediatrics. 3 rd ed. Orient Longman. Chennai. 5. Wong Dona et al.			

Whaley & Wong's Nursing
care of infants &
children. 6th edn. Mosby co.,
Philadelphia.

6. Dr. C.S. Waghale, Principles
and Practice of Clinical
Pediatrics, Vora publication
1996

KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES

MENTAL HEALTH NURSING

Placement: Third Year

Time: Theory: 90 Hrs

Practical: 270 Hrs

Internship -95 Hrs

Course Description:

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

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

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

Hrs.	Objective	Must know	Desirable to know	Nice to know	T/L Method	METHODS OF EVALUATION
1 (5 Hrs)	At the end of unit students are able to Cognitive: Understand historical development & current trend in mental health nursing.	Introduction: <ul style="list-style-type: none">• Mental Health Act. National Mental Health Policy vis a vis National Health Policy. National Mental health Programme.• Mental health team. Role and	Perspectives of Mental Health and Mental Health Nursing. Evaluation of Mental Health services, treatment and nursing practice. Prevalence	<ul style="list-style-type: none">• Nature and Scope of mental health nursing.	Lecture Discussion	Essay type <ul style="list-style-type: none">• Short answers• Objective type

	Understand the Act of mental health Psychomotor: Provide comprehensive care to mentally ill clients in various settings. Affective: Work effectively as a member of mental health team.	functions of mental health nurse in various settings and factors affecting the level of nursing practice. • Concepts of normal and abnormal behavior.	and incidence of mental health problems and disorders.			•BAQ •Clinical work
2 (5 Hrs)	At the end of unit students are able to: Cognitive:: Understand and describe definition, terminology, psychopathology & classification of psychiatric disorders. Psychomotor: Identify crisis conditions and deal efficiently and effectively in crisis conditions. Affective: Apply the principles of psychiatric nursing in clinical practice.	Principles and Concepts of Mental Health Nursing: • Definition of Mental Health Nursing and terminology used in Mental Health Nursing. ICD Classification of mental disorders. • Review of personality development, defense mechanism. Review of structures and functions of brain, limbic system and abnormal neurotransmission. Principles of mental health nursing. • Standards of mental health nursing practice.	• Maladaptive behavior of individuals and groups, stress, crisis and disaster(s). Psychopathology of mental health disorders.	Conceptual models and role of nurse: Existential Model, Psychoanalytical Model, Behavioral Model, Interpersonal Model.	Explain using Charts. Lecture discussion Review of personality development nt.	Essay type •Short answers •Objective type • •Clinical Work •BAQ
3 (8Hrs)	At the end of unit students are able to: Cognitive: Understand and explain mental status examination. Psychomotor: Conduct mental status examination correctly. Affective: Incorporate this knowledge in clinical practice.	Assessment of Mental Health Status: • History taking. Mental Status Examination. • Mini Mental Status Examination. • Mini Mental Status Examination. • Mini Mental Status Examination. • Neurological Examination. Role of Nurse.	• Investigations: Related Blood Chemistry, EEG, CT scan and MRI, Psychological tests.		Lecture Discussion Demonstration Practice session Clinical practice	Essay type •Short answers •Objective type ••BAQ
4 (6 Hrs)	At the end of unit students are able to: Cognitive: Understand the therapeutic communication. Psychomotor: Communicate effectively. Affective: Recognizes importance of effective therapeutic communication.	Therapeutic Communication and Nurse patient Relationship: • Therapeutic communication: types, techniques and characteristics. Types of relationship. • Elements of nurse patient contracts. • Goals, phases, tasks, therapeutic techniques.	Review of techniques of OPR – Johari Window Therapeutic impasse and its intervention.	Ethics and responsibilities.	Lecture discussion Demonstration Role play Process recording	

5 (14 Hrs)	At the end of unit students are able to: Cognitive: Understand and explain different treatment modalities in mental health disorders. Know and use pharmacotherapy effectively. Psychomotor: Observe, report and record actions and adverse actions of drugs used in mental health nursing practice. Affective: Appreciate importance and use of AYUSH in mental health nursing practice.	Treatment Modalities and Therapies used in Mental Disorders: <ul style="list-style-type: none"> • Psycho pharmacology. • Psychological therapies • Therapeutic community. • Psychotherapy- Individual: • psycho analytical • cognitive and supportive, • family, group, behavioral, play, psycho drama(• Music, dance, recreational and light therapy. • Occupational therapy. • Physical therapy: • Electro convulsive therapy. • Alternative system of medicine Role of nurse in above therapies. 	Geriatric considerations.	Relaxation therapies: Yoga, meditation, biofeedback.	Lecture Discussion Demonstration Group work. Practice session Clinical practice.	Essay type •BAQ
6 (5 Hrs)	At the end of unit students are able to: Cognitive: Understand and describe Schizophrenia and its management. Psychomotor: Provide comprehensive nursing care to schizophrenic client. Affective: Motivate family members for participation in treatment and rehabilitation of schizophrenic client.	Nursing Management of patient with Schizophrenia and other psychotic disorders: <ul style="list-style-type: none"> • Classification: ICD Etiology, psycho pathophysiology (1HR) • types, clinical manifestation. Nursing Assessment – History, physical and mental assessment. (1HR) • Treatment modalities and nursing management of patient with schizophrenia and other psychotic disorders. (1HR) 	<ul style="list-style-type: none"> • Geriatric considerations. • Follow up, home care and rehabilitation. 	Diagnosis of Schizophrenia and other psychotic disorders. (1 Hr)	Lecture discussion Case presentation Clinical practice	Essay type •Short answers •Objective type •Clinical Work •BAQ
7 (5 Hrs)	At the end of unit students are able to: Cognitive:: Understand and explain various types of mood disorders. Psychomotor: Identify client with mood disorder and deal effectively with such client. Affective: Incorporate this knowledge in day to day activities.	Nursing Management of Patient with Mood Disorders: <ul style="list-style-type: none"> • Mood Disorders: Bipolar affective disorder, Mania, Depression and Dysphasia, etc. • Etiology, Psycho pathophysiology, clinical manifestations and diagnosis. • Nursing Assessment- History, physical and mental assessment. Nursing management of patient with mood disorders. 	<ul style="list-style-type: none"> • Treatment modalities, Follow up, home care and rehabilitation. 	Geriatric considerations.	Lecture discussion Case discussion	Essay type •Short answers •Objective type •Skill assessment with check list •Clinical work

8 (8 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand the neurotic, stress related disorders.</p> <p>Psychomotor: Provide comprehensive nursing care to neurotic and stress related disorders.</p> <p>Affective: Develops considerate affective towards client with neurotic and stress related disorder and his family members.</p>	<p>Nursing management of patients with neurotic, stress related and somatization disorders:</p> <ul style="list-style-type: none"> • Anxiety disorders, Phobias, Dissociation and Conversion disorder • Obsessive Compulsive disorder, Somatoform • Disorder, Post traumatic stress disorder. • Etiology, Psycho pathophysiology, clinical manifestations and diagnosis. • Nursing Assessment- History, physical and mental assessment. • Nursing management of patients with neurotic, stress related and somatization disorders. 	Follow up, home care	<ul style="list-style-type: none"> • Treatment modalities. 	<ul style="list-style-type: none"> • Lecture • discussion • Case presentation 	<p>Essay type</p> <ul style="list-style-type: none"> • Short answers • Objective type • Skill assessment with check list • Clinical Work • BAQ
9 (5 Hrs)	<p>At the end of unit students are able to</p> <p>Cognitive: Know and understand the medical and nursing management of client with substance abuse.</p> <p>Psychomotor: Identify the problems of the client and provide effective nursing care to such clients'</p> <p>Affective: Understand the importance of team approach in management of substance abuse client. Motivates family members and community to participate in management of substance abuse clients.</p>	<p>Nursing Management of patient with Substance use disorders:</p> <ul style="list-style-type: none"> • Commonly used psychotropic substance: Classification, forms, routes, action, intoxication and withdrawal. • Etiology of dependence: tolerance, psychological and physical dependence, withdrawal syndrome, diagnosis. • Nursing Assessment- History, physical and mental assessment and drug assay. Nursing management of patient with substance use disorders. 	<p>Geriatric considerations.</p> <p>Follow up, home care and rehabilitation.</p>	<p>Treatment: (Detoxification Antabuse and narcotic antagonist therapy and harm reduction) (1 Hr)</p>	<p>Lecture discussion Case presentation Case discussion</p>	<p>Essay type</p> <ul style="list-style-type: none"> • Short answers • Objective type • Clinical Work • BAQ
10 (4 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand and describe the sexual, personality and eating disorders.</p> <p>Psychomotor: Provide comprehensive care to</p>	<p>Nursing Management of Patient with Personality, Sexual and Eating Disorders:</p> <ul style="list-style-type: none"> • Classification of disorders. Etiology, psycho pathology, characteristics and diagnosis. • Nursing Assessment- History, mental and physical assessment • Nursing management of patient with 		<ul style="list-style-type: none"> • Nice to know:- Treatment Modalities 	<p>Lecture discussion Case discussion</p>	<ul style="list-style-type: none"> • Short answers • Objective type • Skill assessment with check

	client with such disorders.	personality, Sexuality and Eating disorders. Geriatric Considerations				list •Clinical work
11 (6Hrs)	At the end of unit students are able to: Cognitive:: Understand and describe the childhood mental health problems. Psychomotor: Provide comprehensive care to children having mental health problems. Affective: Help parents to learn about such children.	Nursing management of childhood and adolescent disorders including mental deficiency: <ul style="list-style-type: none"> • Classification, Psycho - pathophysiology, characteristics and diagnosis. • Nursing Assessment- History, physical, nursing management of Childhood disorders including mental deficiency. 	Mental and IQ assessment. <ul style="list-style-type: none"> • Follow up, home care and rehabilitation. 	Treatment Modalities.	Lecture discussion Case discussion Case presentation Clinical practice	Essay type •Short answers •Objective type •Skill assessment with check list •Clinical work
12 (6 Hrs)	At the end of unit students are able to: Cognitive: Understand and describe organic brain disorders. Psychomotor: Provide comprehensive nursing care to client having organic brain disorders. Affective: Incorporate this knowledge in nursing practice.	Nursing Management of Organic Brain Disorders: <ul style="list-style-type: none"> • Classification: ICD • Etiology, psychopathology, clinical features, Nursing Assessment- History, physical, mental and • Neurological assessment. • Treatment modalities and nursing management of organic brain disorders. 	<ul style="list-style-type: none"> • Desirable to know:- Geriatric Considerations. • Follow up, home care and rehabilitation. 	Nice to know:- Diagnosis and differential diagnosis (Parkinson's and Alzheimer's).	Lecture discussion Case discussion Care presentation Clinical practice	<ul style="list-style-type: none"> •Short answers •Objective type •Skill assessment with check list •Clinical Work •BAQ
13 (4 Hrs)	At the end of unit students are able to: Cognitive: Understand and discuss psychiatric emergencies. Psychomotor: Handle psychiatric emergencies efficiently. Affective: Work as efficient team member in handling psychiatric emergencies.	Psychiatric Emergencies and Crisis Interventions: <ul style="list-style-type: none"> • Types of psychiatric emergencies and their management. • Principles, techniques of counseling. • Types of crisis • Crisis intervention: Principles, technique and process. • Role and responsibilities of nurse. 	<ul style="list-style-type: none"> • Desirable to know:- Stress adaptation model: Stress and stressors, coping, resources and mechanism. • Geriatric consideration. 	<ul style="list-style-type: none"> • Nice to know:- Grief: Theories of grieving process. 	Lecture discussion Demonstration Practice session Clinical practice	<ul style="list-style-type: none"> •Short answers •Objective type •Skill assessment with check list •Clinical Work •BAQ

14 (4 Hrs)	At the end of unit students are able to: Cognitive: Know the Mental health laws and follow admission and discharge procedures. Affective: Follow laws and contribute in controlling illegal drug trafficking.	Legal Issues in Mental Health Nursing: <ul style="list-style-type: none"> • The Mental Health Act 1987: The Act, Sections, Articles and their implications, etc. • Indian Lunacy Act 1912. Admission and Discharge procedures. 	<ul style="list-style-type: none"> • Rights of mentally ill clients. Forensic psychiatry. Role and responsibilities of nurse. (2 Hrs)	Acts related to narcotic and psychotropic substances and illegal drug trafficking.	Lecture discussion Case discussion	Essay type •Short answers •Objective type •Clinical work
15 (4 Hrs)	At the end of unit students are able to: Cognitive: Know the importance of community mental health nursing. Psychomotor: Create awareness among individuals and community about prevention of mental health problems. Affective: Contribute effectively in mental health problem prevention drive.	Community Mental Health Nursing: <ul style="list-style-type: none"> • National Mental health programme. • Institutionalization Vs Deinstitutionalization. • Model of preventive psychiatry: Levels of prevention. Mental Health Services- Availability at primary, secondary and tertiary levels including rehabilitation. 	<ul style="list-style-type: none"> • :- Development of community mental health services. Mental Health Agencies: Government and voluntary, National and International. Role of nurse. 	Mental Health Nursing Issues for: Children, Adolescence, women, Elderly, Victims of violence and abuse, handicapped, HIV and AIDS, etc.	Lecture discussion Clinical/field practice Field visits to mental Health service agencies.	Essay type •Short answers •Objective type •Skill assessment with check list •Clinical Work •BAQ

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Internal assessment

Theory **send to university Maximum marks 25**

Midterm 50
Pre-final 75

Total 125

Final Theory Exam:-75 marks

Practical **send to university Maximum marks 50**

ASSIGNMENT	NUMBER	MARKS
Nursing care plan	2 x25	50
Case presentation	1x 50	50
Case study	1x 50	50
Health teaching	1 x 25	25
History taking	2x20	40
Mental status examination	2 x 20	40
Process recording	2 x 10	20
Observation report of Various therapies in psychiatry	1x 25	25
Clinical Evaluation	2 x 100	200
Total marks: - 500		

Practical examination

Mid term 100
Prefinal 100

Total mark 200

500 CLINICAL ASSIGNMENT + 200 PRACTICAL MARKS TOTAL= 700)

Out of 700 send to university:-50 internal practical marks.

EVALUATION SCHEME:

INTERNAL ASSESSMENT: 25 Marks

A) Theory: 15 Marks

i) Mid-term Examination: 50 Marks

ii) Pre-final Examination: 75 Marks

Total: 125 Marks

(125 Marks to be converted in to 15 Marks for Internal Assessment (Theory))

B} Assignment 10 Marks

Total IA marks to sent to University $15+10 = 25$ Marks

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.**

MIDWIFERY AND OBSTETRICAL NURSING

Placement: Fourth Year (N)

Time: Theory-90 Hours

Practical-180 Hours (+ 180 hours of 4th year)

Course Description:

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

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

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

UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			T/L METHODS	METHODS OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
Unit I (3 Hrs)	At the end of unit students are able to: Cognitive: Understand and describe regarding trends in midwifery & obstetric nursing. Know the legal and ethical aspects. Psychomotor: Educate the couple regarding preparation of parenthood. Affective: Discuss expanded role of midwife in Maternity and obstetric nursing practice.	Introduction to Midwifery and Obstetrical Nursing: • Trends in midwifery and obstetrical nursing. Role of nurse in midwifery and obstetrical care. Maternal morbidity, mortality and fertility rates. Perinatal morbidity and mortality rates. Pre conception care and preparing for parenthood	• Introduction to concepts of midwifery and obstetrical nursing. National policy and legislation in relation to maternal health and welfare.	• Historical perspectives and current trends. Legal and ethical aspects.	* Lecture discussion	Short answers *Objective Type Assessment of skills with check list *Assessment of patient management problems
Unit II (8 Hrs)	At the end of unit students are able to: Cognitive: Understand and	Review of Anatomy and Physiology of Female Reproductive System and Fetal Development:		Review of Genetics.		

	<p>explain the anatomy of female reproductive system and explain fertilization, fetal growth and development.</p> <p>Affective: Explain the features of female pelvis and examine the placenta correctly.</p> <p>Psychomotor: Recognize placenta, liquor amni and umbilical cord.</p>	<ul style="list-style-type: none"> • Female pelvis: General description of the bones, joints. Ligaments, planes of pelvis, diameters of the true pelvis, • important landmarks, variations in the pelvis shape. • Female organs of reproduction: External genitalia, internal genital organs and their anatomical relations, musculature, blood supply, nerves, lymphatics, pelvic cellular tissue, pelvic peritonium. • Physiology of menstrual cycle. • Human sexuality. Foetal development: Conception, Review of fertilization, implantation (embedding of the ovum), • development of the embryo and placenta at term, functions, abnormalities, the 				
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		foetal sac, amniotic fluid, the umbilical cord, foetal circulation, foetal skull, bones, sutures and measurements.				
III (8 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand and describe physiological changes during pregnancy and diagnose the pregnancy. Know the adaptation procedure.</p> <p>Psychomotor: Demonstrate mechanism of labour. Identify physiological changes during pregnancy and detect minor disorders of pregnancy and provide appropriate care.</p> <p>Affective: Perform antenatal</p>	<p>Must know</p> <p>Assessment and Management of Pregnancy: (Antenatal)</p> <ul style="list-style-type: none"> • Normal pregnancy. Physiological changes during pregnancy: Reproductive system, Cardio vascular system. • Respiratory system, Urinary system, Gastro Intestinal system, metabolic system, skeletal system, Skin changes, Endocrine system, Psychological changes, Discomforts of pregnancy. • Diagnosis of pregnancy: Signs, differential diagnosis, confirmatory tests. • Antenatal Care: Objectives. Assessment: History 	<ul style="list-style-type: none"> • Screening and assessment for high risk. Risk approach. Adjustment to pregnancy, unwed • mothers, single parents, Teenage pregnancy, Sexual violence. 	<p>Nice to Know</p> <ul style="list-style-type: none"> • Adoption. 		

	<p>assessment of pregnant women and fetus. Provide nursing care to unwed, teenage mothers and child</p>	<p>and physical examination, Antenatal examination, signs of previous child birth, relationship of fetus to uterus and pelvis, lie, Affective, presentation, position, per vaginal examination.</p> <ul style="list-style-type: none"> • History and physical examination. Modalities of diagnosis: Invasive and noninvasive, • ultrasonic, cardiotomography, NST, CST. • Antenatal Preparation: Antenatal Counseling, Antenatal Exercises, Diet, Substance abuse, Education for child birth, Husband and family, preparation for safe confinement, prevention from radiation. • Psychosocial and cultural aspect of pregnancy. 				
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IV (12 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand and analyze partograph. Describe the stages of labour and manage the labour.</p> <p>Psychomotor: Record partograph. Identify and differentiate stages of labour and manage the labour effectively. Assess the new born and perform new born resuscitation.</p> <p>Affective: Implement and utilize partograph labour process.</p>	<p>Assessment and Management of Intra natal Period:</p> <ul style="list-style-type: none"> • Physiology and Mechanism of labour. Management of Labour: • First Stage: Signs of onset of labour: normal and abnormal Duration. • Preparation of labour room, women. • Assessment and observation of women in labour . • : Partogram- maternal and fetal monitoring. Active management of labour. • Induction of labour. Pain relief and comfort in labour. • Second Stage: Signs and symptoms- normal and abnormal Duration. Conduct of delivery: principles and techniques. • Episiotomy: Definition, 				

		<p>Indications, types, procedure and after care.</p> <ul style="list-style-type: none"> • Receiving the new born: Neonatal resuscitation-Initial steps and subsequent resuscitation. Care of umbilical cord. Immediate assessment including screening for congenital abnormalities. Identification, bonding, initiates feeding, screening and transporting new born. • Third stage: Signs and symptoms-normal and abnormal, Duration. Placental expulsion-Management-principles and methods. Examination of placenta. Examination of perineum. Maintaining record and reports <p>Fourth stage.</p>				
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V (5 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand and discuss the physiology of puerperium and its management.</p> <p>Psychomotor: Provide effective care to new born.</p> <p>Affective: Motivate mother and family to adopt small family norms.</p>	<p>Assessment and Management of Women during Post Natal Period:</p> <ul style="list-style-type: none"> • Normal puerperium-physiology, duration. • Postnatal assessment and management: promoting physical and emotional well being, Immunization. • Family welfare methods, counseling and services. Record and reports. 	<ul style="list-style-type: none"> • Follow up. 	<ul style="list-style-type: none"> • Family dynamics after child birth. 		
VI (6 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand and describe normal physiology of normal new born.</p> <p>Affective: Display confidence while caring new born. Motivate mother for exclusive breast feeding.</p> <p>Psychomotor: Assess neonate</p>	<p>Assessment and Management of Normal Neonates:</p> <ul style="list-style-type: none"> • Normal Neonate-Physiological adaptation, Initial and daily assessment, essential new born care, • Thermo regulation, Breastfeeding, • prevention of infections, immunization. • Reports and records. • 	<ul style="list-style-type: none"> • Minor disorders of new born and its management. • 	<ul style="list-style-type: none"> • Levels of neonatal care (Level I, II and III) at primary, secondary and tertiary levels. 		

	correctly.					
VII (10 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand and describe methods of identifying high risk pregnancy.</p> <p>Psychomotor: Differentiate high risk pregnancy.</p> <p>Affective: Provide effective nursing care to high risk pregnant client</p>	<p>High Risk Pregnancy:</p> <ul style="list-style-type: none"> • Assessment and Management - Screening and assessment - USG, CT scan, NST, CST, non invasive and invasive, newer modalities of diagnosis. High risk approach. • Disorders of pregnancy: Hyper emesis gravidarum, bleeding in pregnancy, abortion, ectopic pregnancy. • vesicular mole, antepartum hemorrhage. Uterine abnormalities and displacement. • Diseases complicating pregnancy: Medical and Surgical conditions, infections, RTI (STD), HIV, TORCH. • Gynecological conditions complicating pregnancy. Pregnancy induced hypertension 	<ul style="list-style-type: none"> • Levels of care- Primary, secondary and tertiary levels. Multiple pregnancies. • Abnormalities of pregnancy & cord. 	<p>Assessment and Management - USG, CT scan, NST, CST, non invasive and invasive, newer modalities of diagnosis.</p>		

		<p>and diabetes, Toxemia of pregnancy, hydraminosis, Rh incompatibility. Mental disorders.</p> <ul style="list-style-type: none"> • Adolescent pregnancy, early primi and grand multipara. Intra uterine growth retardation. • Nursing management of mothers with high risk pregnancy. Maintenance of records and reports. • 				
VIII (10 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand and explain abnormal labour and provide effective care to the client with abnormal labour.</p> <p>Psychomotor: Identify mal presentation by palpation.</p> <p>Affective: Incorporate this</p>	<p>Abnormal Labour – Assessment and Management:</p> <ul style="list-style-type: none"> • Disorders in labour- CPD and contracted pelvis, • mal positions and mal presentations, • premature labour, disorders of uterine actions- precipitate labour, prolonged labour. • Obstetrical procedures and operations: induction of labour, 	<ul style="list-style-type: none"> • Obstetrical emergencies and their management: Presentation and prolapsed of cord, Vasa previa, • amniotic fluid embolism, rupture of uterus, shoulder dystocia, obstetrical shock 	<ul style="list-style-type: none"> • Complications of third stage of labour- injuries to birth canal 		

	Cognitive in nursing practice.	forceps, vacuum version, <ul style="list-style-type: none"> • manual removal of placenta, caesarean section, destructive operations. • Nursing management of women undergoing Obstetrical operations and procedures. • 				
IX (4 Hrs)	At the end of unit students are able to: Cognitive: Understand abnormalities during post natal period, its causes and management. Psychomotor: Assess the involution of uterus. Affective: Provide nursing care effectively to client having abnormal labour.	Abnormalities during Post Natal Periods: <ul style="list-style-type: none"> • Assessment and Management of women with post natal complications: Puerperial infections, • breast engorgement & infections. • UTI, Thrombo embolic disorders, post partum hemorrhage, Eclampsia and sub involution. 	<ul style="list-style-type: none"> • Psychological complications- Post partum blues, depression and psychosis. 			
X (10 Hrs)	At the end of unit students are able to: Cognitive:	Assessment and Management Of High Risk New Born: <ul style="list-style-type: none"> • Admission of 	<ul style="list-style-type: none"> • Infection control in neonatal intensive care unit. 	Monitoring of high risk neonates, feeding of high		

	<p>Understand and describe the assessment of high risk new born.</p> <p>Psychomotor: Develop proficiency in caring high risk new born.</p> <p>Affective: Incorporate this Cognitive while caring high risk new born.</p>	<p>neonates in the neonatal intensive care units,</p> <ul style="list-style-type: none"> • its protocols. • Nursing management of low birth weight babies, infections, • respiratory problems, hemolytic disorders, • birth injuries, malformations. • Reports and record. • 		<p>risk neonates,</p> <ul style="list-style-type: none"> • management and organization of neonatal intensive care unit. 		
XI (4 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand and describe the pharmac therapies in obstetrical nursing.</p> <p>Psychomotor: Use the pharmac therapy effectively while rendering nursing care.</p> <p>Affective: Remains responsible and accountable while administering</p>	<p>Pharmaco Therapies in Obstetrics: Indications, dosages, action, contraindications, interactions and side effects of drugs. Nursing responsibilities in the administration of drugs in obstetrics – Oxytocins, antihypertensive, diuretics, tocolytic agents, anticonvulsants. Analgesia and an aesthesia in obstetrics.</p>	Effects of drugs on pregnancy, labour and puerperium.	Effects of maternal medication on fetus and neonate		

	drugs.					
XII (10 Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive: Understand and explain family welfare programme at National and International level and contribution of voluntary organizations in it.</p> <p>Psychomotor: Acquire Psychomotor in Cu T insertion. Affective: Contribute effectively in National Family Welfare programme.</p>	<p>Family Welfare Programme:</p> <ul style="list-style-type: none"> • Concepts, aims, importance and history of family welfare programme. • Concepts, aims, importance and history of family welfare programme. • National family welfare programme: RCH, ICDS, MCH and safe motherhood. • Methods of contraception: spacing, temporary and permanent, emergency contraception. • Infertility and its management. • Counseling for family welfare. Role of nurse in family welfare programme. Training, supervision, Collaboration with other functionaries in community like ANM's, MPHW's, LHV's, Health 	<ul style="list-style-type: none"> • Population trends and problems in India. • National population-dynamics, policy and education. • Organization and administration at national, state, district, block and village level. 	<ul style="list-style-type: none"> • Latest research in contraception. • Maintenance of vital statistics. <p>Role of national, international and voluntary organization</p>		

		Assistants, Anganwadi workers and Trained birth attendants.				
SUMMATIVE						
MID- TERM :75 M	PREFINAL 75M	UNIVERSITY EXAMINATION				
MCQ- 10-5 M: 15	MCQ- 15 M: 15	A Section				
LAQ-1- 10M	LAQ-1M10					
LAQ-1- 10M	LAQ-1M10					
BAQ-10- 2M-20	BAQ-8M16					
SAQ-5- 4M:-20	SAQ-6M:24					

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY,
KRISHNA INSTITUTE OF NURSING SCIENCES, KARAD.**

SUBJECT: MIDWIFERY & OBSTETRIC PRATICE

Placement: Fourth year

**Theory: 90 Hrs.
Practical: 600 HRS.**

INTERNAL ASSESSMENT EVALUATION SCHEME

Maximum Marks : 25

A. Theory

Sr.No.	Examination	Marks (maximum)	Total theory marks sent to University [A]
1.	Midterm examination	75	
2.	Pre-final examination	75	
	TOTAL	150	15

B. ASSIGNMENT

Sr.No.	Assignment	Marks (maximum)	Total theory marks sent to University [B]
1.	Seminar 01	50	
2.	Drug study	50	
	TOTAL	100	10

Internal assessment marks sent to university=A+B=25
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**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY,
KRISHNA INSTITUTE OF NURSING SCIENCES, KARAD.**

SUBJECT: MIDWIFERY & OBSTETRIC PRATICE

Placement: Fourth year

Theory: 90 Hrs.

Practical: 600 HRS.

INTERNAL ASSESSMENT EVALUATION SCHEME

A. Practical

Maximum Marks: 50

Sr.No.	Activity	Marks	Total Practical marks sent to University [A]
1.	Case presentation 01	50	
2.	Antenatal ward / postnatal ward Care study 03x50		
	Antenatal ward -01	150	
	Postnatal ward 01		

	Newborn		
3.	Health education 01	25	
4.	Newborn Assessment 01	25	
5.	Case book (4th year and internship)	100	
6.	Clinical evaluation 04 (100 marks each)		
	ANC ward 01	400	
	PNC ward 01		
	Nursery 01		
	Labor room 01		
	TOTAL	750	

B. Practical Examination

Sr.No.	Examination	Marks	Total Practical marks sent to University [B]
1.	Periodical viva	50	
2.	Midterm examination	50	
3.	Pre-final examination	50	
	TOTAL	150	50

Internal assessment marks sent to university =A+B= 750+150= 900 sent to university out of 50

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY,
KRISHNA INSTITUTE OF NURSING SCIENCES, KARAD.
SUBJECT: MIDWIFERY & OBSTETRIC PRATICE**

SEMINAR EVALUATION CRITERIA

NAME :-

DATE :-

AUDIENCE :-

TIME :-

TOPIC :-

MARKS :-

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

Overall Observation

Signature of Teacher

Signature of the Candidate

Signature of Principal

Drug study

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

Evaluation criteria

Planning and organization -----	10
Content -----	20
Nursing responsibility -----	10
Conclusion & References -----	10
Total	50

ANC CASE STUDY / PRESENTATION FORMAT

Identification data

Patient: Name, Age in years, Dr's unit, reg.no
education, occupation, income, religion, marital
status, duration of marriage
Gravida, para, abortion, living, blood group
Husband: Name, Age, education, occupation, income

Present complaints

History of illness

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

Contraceptive history:

Antenatal attendance:

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

Obstetric history:

H/O Previous pregnancy / deliveries,
Period of pregnancy, type of labour/delivery, birth weight, PNC condition, remarks

Present pregnancy:

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

Past medical, surgical history:

Family history:

Diet history:

Socioeconomic status

Personal habits

Psychosocial status

Physical assessment:

General examination: head to foot

Obstetric palpation, Auscultation

Conclusion

Investigation

Ultrasonography

Treatment

Description of disease

Therapeutic diet plan

Nursing care plan

Nurse's notes

Discharge planning

Antenatal advice

Evaluation of care

References

PNC CASE STUDY / PRESENTATION FORMAT

Identification data

Patient: Name, Age in years, Dr's unit, reg.no

Education, occupation, income, religion, marital

Status, duration of marriage

Gravida, para, abortion, living, blood group

Husband: Name, Age, education, occupation, income

Present complaints

History of illness

Menstrual history: age of menarche, duration of menstrual cycle, duration of cycle

in days, regularity, amount of flow, LMP, EDD, associated complaints

Contraceptive history:

Antenatal attendance:

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

Obstetric history:

H/O Previous pregnancy / deliveries,

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

Present pregnancy:

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

Past medical, surgical history:

Family history:

Diet history:

Socioeconomic status

Personal habits

Psychosocial status

Physical assessment:

Mother: General examination: head to foot

Baby: new born assessment

Conclusion

Investigation

Ultrasonography

Treatment

Description of disease

Therapeutic diet plan

Nursing care plan

Nurse's notes

Discharge planning

Antenatal advice

Evaluation of care

References

NEW BORN CASE STUDY FORMAT

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

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

General examination: head to foot

Daily observation chart

Nursing care plan

EVALUATION CRITERIA CASE STUDY

SR.NO	CONTENT	ALLOTED MARKS	OBTAINED MARKS
1	Assessment / Introduction	5	
2	Knowledge & understanding of disease / condition	15	
3	Nursing care plan	20	
4	Discharge plan	5	
5	Summary & evaluation	3	
	Bibliography	2	
TOTAL		50	

EVALUATION CRITERIA CASE PRESENTATION

SR.NO	CONTENT	ALLOTTED MARKS	OBTAINED MARKS
1	Assessment / Introduction	5	
2	Knowledge & understanding of disease / condition	10	
3	Presentation skill	10	
4	Nursing care plan	15	
5	A.V. aids	5	
6	Summary & evaluation	2	
	Time	1	
	Bibliography	2	
TOTAL		50	

**EVALUATION FORMAT
FOR HEALTH TALK**

NAME OF THE STUDENT: -----

AREA OF EXPERIENCE:

PERIOD OF EXPERIENCE:

SUPERVISOR:

Total 100 Marks

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

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

* 100 marks will be converted into 25

Case book

Note: 1. Case book contents

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

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

CLINICAL EVALUATION MATERNITY NURSING

Area: Labour Room

(Maximum Marks – 100)

SN	Criteria	1	2	3	4
	KNOWLEDGE , SKILL & APPLICATION				
1	Demonstration , Sound scientific knowledge & understanding in her dealings with the patient & family				
2	Demonstrate ability & skill in history taking of maternity patients				
3	Demonstrate ability to perform general , abdominal & pervaginal examination				
4	Demonstrate ability to analyze & interpret the data collected for nursing care planning				

5	Demonstrate the ability to identify the needs of maternity patients & neonates				
6	Demonstrate ability in planning nursing care & implement according to the needs of the patient				
7	Displays skill in trolley setting & assisting in instrumental deliveries & other procedures				
8	Confident & Skillful in conducting normal deliveries with episiotomy & immediate post natal care				
9	Identifies risk factors & manages emergency situations effectively				
10	Works independently & makes prompt , relevant decisions in all situations				
11	Able to carry out health takes & incidental health teaching effectively				
12	Demonstrates sound knowledge of drug used in obstetrics & gynaec practice				
13	Able to establish therapeutic relationship with the patient & family				
14	Able to perform & assist in diagnostic procedure & treatment modalities				
15	Makes relevant observation & records & reports them promptly & effectively				
	Personality Aspects				
16	Professional grooming & turn – cut in uniform				
17	Patient , keen & attentive listener				
18	Courteous , tactful & considerate in all her dealings with colleagues , Seniors , Patient & family				
19	Expresses ideas / concepts concisely				
20	Enthusiastic & interested , takes interest in clinical setting				
21	Follows instructions & exhibits positive behavioral changes as and when required				
22	Displays emotional maturity in all her dealings in the clinical setting				
23	Demonstrates evidence or self learning by additional reading of current literature				
24	Displays percussive , assertive & compulsive leadership behavior , affecting changes in patients behavior in clinical setting				
25	Practices economy in relationship to time effort & Material in all aspects of care				

Year – 4th Year B.BSc (N)

Duration Experience:

Positive & Negative aspects

Signature of Student
Signature of clinical Supervisor

CLINICAL
EVALUATION
MATERNITY
NURSING

Area : Post Natal Ward
(Maximum Marks –

100)

Year – 4th Year B.BSc (N)

Duration Experience :

SN	Criteria	1	2	3	4
	KNOWLEDGE , SKILL & APPLICATION				

1	Demonstration , Sound scientific knowledge & understanding in her dealings with the patient & family				
2	Demonstrate ability & skill in history taking of postnatal mothers				
3	Demonstrate Skill in postnatal assessment				
4	Demonstrate Skill in identifying the needs & problems of post natal mothers & neonates				
5	Demonstrate the ability to analyze & plan care for postnatal mothers & neonates				
6	Demonstrate ability to implement the planned care to post natal mothers & neonates				
7	Demonstrate ability in care of post LSCS patients				
8	Able to perform & assist in diagnostic & treatment modalities				
9	Demonstrate Skill in immediate newborn assessment & care				
10	Makes relevant observations & record & reports them promptly & effectively				
11	Identifies risk factors & manages emergency situations effectively & promptly				
12	Works independently & makes prompt , relevant decisions in all situations				
13	Able to carry out health talks & incidental health teachings effectively				
14	Demonstrate sound knowledge of drug used in obstetrics & gynaec practice				
15	Able to establish therapeutic relationship with the patient & family				
	Personality Aspects				
16	Professional grooming & turn – cut in uniform				
17	Patient , keen & attentive listener				
18	Courteous , tactful & considerate in all her dealings with colleagues , Seniors , Patient & family				
19	Expresses ideas / concepts concisely				
20	Enthusiastic & interested , takes interest in clinical setting				
21	Follows instructions & exhibits positive behavioral changes as and when required				
22	Displays emotional maturity in all her dealings in the clinical setting				
23	Demonstrates evidence or self learning by additional reading of current literature				
24	Displays percussive , assertive & compulsive leadership behavior , affecting changes in patients behavior in clinical setting				
25	Practices economy in relationship to time effort & Material in all aspects of care				

Positive & Negative aspects

Signature of Student

Signature of clinical Supervisor

CLINICAL EVALUATION MATERNITY NURSING

Area : Newborn Nursing

(Maximum Marks – 100)

Year – 4th Year B.Sc (N)

Duration Experience :

SN	Criteria	1	2	3	4
	KNOWLEDGE , SKILL & APPLICATION				
1	Performing hand – Scrub correctly before touching infants when first entering nursery				
2	Take and record : Temperature, heart rate , respirations and report abnormal values to the nurse per agency policy				
3	Weigh and measure infant				
4	Assist in / observe an assessment , then conducts newborn assessments				
5	Provide care for the normal newborn including following Provide care for the normal newborn including following				
6	Cord Care				
7	Skin Care				
8	Transporting infant to the mother for feeding				
9	Feeding and burping infant				
10	Diaper care				
11	Recording Activities and observation according to facility policy				
12	Assist with clinical examination and procedures				
13	Participate actively in instructing the mother on care of her newborn				
14	Identify and implement security measures for newborn i.e. proper identification of newborn / mother				
15	Be able to state the action and side effects medications used in the nursery				
16	Ability to analyze and plan care for				

	Personality Aspects				
17	Professional grooming & turn out in uniform				
18	Patient keen and Attentive listener				
19	Courteous , tactful and considerate in all dealing with colleagues , seniors , patients & family				
20	Express ideas / concepts concisely				
21	Enthusiastic interested and takes interest to learn in clinical setting				
22	Update knowledge with current literature				
23	Displays emotional maturity in all dealings in clinical setting				
24	Follows instruction and exhibits positive behavioral changes when required				
25	Displays persuasive assertive and compulsive leadership & decision making ability				
26	Practices economy in relation to time effort & material in all aspects of care				

Positive & Negative aspects

Signature of Student

Signature of clinical Supervisor

CLINICAL EVALUATION MATERNITY NURSING

Area : Ante Natal Ward

(Maximum Marks – 100)

Year – 4th Year B.Sc (N)

Duration Experience:

SN	Criteria	1	2	3	4
	KNOWLEDGE , SKILL & APPLICATION				
1	Demonstrate ,sound scientific , knowledge & understanding in her dealings with the				

	patient & Family				
2	Demonstrate ,ability & skill in history taking of antenatal mothers				
3	Demonstrate , skill in antenatal assessment				
4	Demonstrate , skill in identifying the needs & problems of antenatal mothers				
5	Demonstrate , ability to analyze & plan care for antenatal mothers				
6	Demonstrate , ability to implement the planned care to antenatal mothers				
7	Demonstrate , ability in preparing patients for surgical intervention if necessary				
8	Able to perform and assist in diagnostic & treatment modalities				
9	Demonstrate , skill in intrauterine fetal monitoring				
10	Makes relevant observation & record & reports them promptly & effectively				
11	Identifies risk factors & manages emergency situations effectively & promptly				
12	Works independently & makes prompt , relevant decisions in all situations				
13	Able to carry out health talks & incidental health teachings effectively				
14	Demonstrate , sound knowledge of drug used safely during antenatal period				
15	Able to establish therapeutic relationship with the patient & family				
	Personality Aspects				
16	Professional grooming & turn out in uniform				
17	Patient , keen & attentive listener				
18	Courteous , tactful & considerate in all her dealings with colleagues , seniors , patients & family				
19	Expresses ideas / concepts , concisely				
20	Enthusiastic & interested , takes interest in clinical setting				
21	Follows instructions & exhibits positive behavioral changes as and when required				
22	Displays emotional maturity in all her dealings in the clinical setting				
23	Demonstrate , evidence of self learning by additional readings of current literature				
24	Displays persuasive , assertive & compulsive leadership behavior , affecting changes in patient behavior in clinical setting				
25	Practice economy in relation to time effort & material in all aspects of care				

Positive & Negative aspects

Signature of Student

Signature of clinical Supervisor

KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES

COMMUNITY HEALTH NURSING – II

Placement: Fourth Year

Theory – 90 hours
Practical – 135 hour

Course description:

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

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

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

UNIT NO. & TOTAL HRS.	Objectives	Content	MUST KNOW (60%)	DESIRE TO KNOW (30%)	NICE TO KNOW (10%)	T/L METHOD	METHOD OF EVALUATION
1 4hrs.	At the end of unit student are able to Cognitive : Define Community Health and community health Nursing. Explain concepts, scope & principles of CHN. Describe historical development of Community Health and community health Nursing. Psychomotor: Practice community health Nursing in different setting. Affective: differentiates Pre & Post independence health status & concept of health.	Introduction Definition, concept & scope of Community Health and Community Health Nursing • Historical development of Community health, Community health Nursing. - Pre-independence - Post-independence Professional responsibility in community health care Ethical principles Application of ethics in Community health practice Govt & legal influence on community health nursing practice Law in community health nursing	Definition, concept & scope of Community Health and Community Health Nursing Professional responsibility in community health care Ethical principles Application of ethics in Community health practice Govt & legal influence on community health nursing practice Law in community health nursing (2 Hr)	Historical development of Community health, Community health Nursing. - Pre-independence - Post-independence (2 Hr)	-----	Lectures & Discussion • films and slides • Seminars • Clinical practice	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type

2 unit 6hrs	<p>At the end of unit student are able to</p> <p>Cognitive :</p> <p>Describe health plans, policies, various health committees and health problems in India</p> <p>Psychomotor:</p> <p>Identify the changing pattern in health problems</p> <p>Affective:</p> <p>participates in implementing health plans, policies effectively.</p>	<p>Health planning and policies and problems :</p> <p>National health planning in India- Five Year Plans ,</p> <p>Various committees and commissions on health and family welfare</p> <p>Central council for health and family welfare (CCH and FW)</p> <p>Women & Child Welfare.</p> <p>(1 Hr)</p> <p>National health policies (1983, 2002)</p> <ul style="list-style-type: none"> • National population policy Rural health mission • Health problems in India <p>(3 hrs)</p>	<p>National health planning in India - five year plans</p> <p>Central council for health and family welfare (CCH and FW)</p> <p>Women & Child Welfare.</p> <p>(1 Hr)</p> <p>National health policies (1983, 2002)</p> <ul style="list-style-type: none"> • National population policy Rural health mission • Health problems in India <p>(3 hrs)</p>	<p>Various committees and commissions on health and family welfare</p> <p>(2 Hr)</p>	-----	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Chart s , graphs models, films and slides • seminar •Clinical practice 	
3 unit 15hr	<p>At the end of unit student are able to</p> <p>Cognitive :</p> <p>understands & Describe health care delivery system of India. List the functions of various levels and their staffing pattern</p> <p>Describe the chain of referral system</p>	<p>Delivery of community health services</p> <p>Planning, budgeting and material management of SCs , PHC and, CHC</p> <p>Rural: Organization, staffing and functions of rural health services provided by government at:</p> <p>Village , Sub centre , Primary health centre</p> <p>Community health center / sub divisional Hospitals , District, State, Center</p> <ul style="list-style-type: none"> • Urban: Organization, staffing and functions of 	<p>Rural: Organization, staffing and functions of rural health services provided by government at:</p> <ul style="list-style-type: none"> • Village • Sub centre • Primary health centre • Community health center / sub divisional Hospitals , District, State, Center <p>(5 hrs)</p> <p>Urban: Organization, staffing and functions of urban health services provided by government at: Slums, Dispensaries</p> <ul style="list-style-type: none"> • Maternal and child health centers • Special Clinics Hospitals <p>Corporation / Municipality / Board</p> <p>Components of health services</p>	<p>Planning, budgeting and material management of SCs, PHC and, CHC.</p> <p>Allopath</p> <p>Systems of medicine and health care</p> <ul style="list-style-type: none"> • Allopath • Indian System of Medicine and Homeopathy <p>Alternative health care systems like</p>	<p>National health programmes ,</p> <ul style="list-style-type: none"> • School health services •Occupational health • Defenses services • Institutional services <p>(2 hrs)</p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Chart s , graphs models, films and slides • seminar •Clinical practice • debate • problem based 	<ul style="list-style-type: none"> • Essay type •Short answers • Objective type <p>Skill assessment with check list</p>

	<p>Psychomotor:</p> <p>Contributes in improving health status of the community.</p> <p>Affective:</p> <p>appreciates the utility & acceptance of Alternative health care systems of medicine.</p>	<p>urban health services provided by government at: Slums, Dispensaries Maternal and child health centers, Special Clinics, Hospitals Corporation / Municipality / Board</p> <p>Components of health services</p> <p>Environmental sanitation , Health education , Vital statistics</p> <p>M.C.H.-antenatal, natal, postnatal, MTP Act, female feticide act, child adoption act , Family Welfare</p> <p>National health programmes</p> <p>School health services</p> <p>Occupational health</p> <p>Defense services</p> <p>Institutional services</p> <p>Systems of medicine and health care</p> <p>Allopathy</p> <p>Indian System of Medicine and Homeopathy,</p> <p>Alternative health care systems like yoga, meditation, social and spiritual healing etc</p> <p>Referral system</p>	<ul style="list-style-type: none"> • Environmental sanitation • Health education • Vital statistics • M.C.H.-antenatal, natal, postnatal, MTP Act, female feticide act, child adoption act Family Welfare •Referral system (5 hrs) 	<p>yoga, meditation, social and spiritual healing etc</p> <p>(3hrs)</p>		learning	
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4unit 25 Hrs.	<p>At the end of unit student are able to</p> <p>Cognitive : Describe Community health Nursing approaches and concepts Describe the roles and responsibilities of Community health nursing personnel</p> <p>Psychomotor: Planning & organizing in-service education programme for personnel in health care system. Affective: Apply principles of adult learning in planning & implementing in-service education programme.</p>	<p>Community health nursing approaches, concepts and roles and responsibilities of nursing personnel</p> <ul style="list-style-type: none"> • Approaches • Nursing theories And Nursing process • Epidemiological approach • Problem solving approach • Evidence based approach • Empowering people to care for themselves • Concepts of Primary Health Care: • Equitable distribution • Community participation • Focus on prevention • Use of appropriate technology • Multi-sectoral approach • Roles and responsibilities of Community health nursing personnel in • Family health services • Information Education Communication (IEC) • Management Information System (Mis): Maintenance of Records & reports • Training and supervision of various categories of health workers • National Health Programmes <p>Environmental sanitation:</p> <ul style="list-style-type: none"> • Solid waste management: causes, 	<p>Approaches</p> <ul style="list-style-type: none"> • Nursing theories And Nursing process • Epidemiological approach • Problem solving approach • Evidence based approach • Empowering people to care for themselves <p>(5hrs)</p> <p>• Concepts of Primary Health Care:</p> <ul style="list-style-type: none"> • Equitable distribution • Community participation • Focus on prevention • Use of appropriate technology • Multi-sectoral approach (2hrs) • Roles and responsibilities of Community health nursing personnel in • Family health services • Information Education Communication (IEC) • Management Information System (Mis): Maintenance of Records & reports <p>(3 hrs)</p> <ul style="list-style-type: none"> • Training and supervision of various categories of health workers (5hrs) <p>Organization of clinics, camps: Types, Preparation, planning, conduct and evaluation</p> <p>(4hrs)</p> <p>Waste management in the center, clinics etc.</p> <p>(1hrs)</p> <p>Job Description of Community health</p>	<p>National Health Programmes</p> <p>Environmental sanitation: Solid waste management: causes, effects and control measures of urban and industrial waste</p> <ul style="list-style-type: none"> • Maternal and child health and Family welfare • Treatment of Minor ailments • School Health Services • Occupational Health (2hrs) 	<p>Home visit: Concept, Principles, Process, Techniques: Bag technique home visit. Qualities of Community Health Nurse (2hrs)</p>	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Chart s , graphs models, films and slides • seminar • Clinical practice • debate problem based learning , group discussion <p>Demonstration</p> <ul style="list-style-type: none"> • Practice sessions <p>Health Education Supervised clinical practice</p>	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type <p>Skill assessment with check list</p> <p>Clinical work Assessment</p>
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		<p>effects and control measures of urban and industrial waste</p> <ul style="list-style-type: none"> • Maternal and child health and Family welfare • Treatment of Minor ailments • School Health Services • Occupational Health • Organization of clinics, camps: Types, Preparation, planning, conduct and evaluation • Waste management in the center, clinics etc. <p>Home visit: Concept, Principles, Process, Techniques: Bag technique home visit.</p> <p>Qualities of Community Health Nurse</p> <p>Job Description of Community health nursing personnel</p>	nursing personnel(1hrs)				
5 unit 15 Hrs.	<p>At the end of unit student are able to</p> <p>Cognitive : -assess & interpret health status of individuals, family & community.</p> <p>Psychomotor: -organize & provide need</p>	<p>Assisting individuals and groups to promote and maintain their health</p> <p>Empowerment for self care of individuals, families and groups in</p> <p>A. Assessment of self and family</p> <ul style="list-style-type: none"> • Monitoring growth and development <p>Mile stones</p> <p>Weight measurement</p> <p>Social development</p> <ul style="list-style-type: none"> • Temperature and Blood pressure monitoring 	<p>Empowerment for self care of individuals, families and groups in</p> <p>Assessment of self and family</p> <p>Monitoring growth and development</p> <p>Mile stones</p> <p>Weight measurement</p> <p>Social development</p> <p>Temperature and Blood pressure monitoring</p> <p>Menstrual cycle, Breast self examination and testicles, Warning Signs of various diseases</p> <p>Tests : Urine for sugar and albumin, blood sugar</p> <p>(5hrs)</p>	<p>Sensitize and handle social issues affecting health and development for self and family</p> <ul style="list-style-type: none"> • Women Empowerment • Women and child abuse • Substance abuse • Abuse of elders 	<p>Utilize community resources for self and family</p> <p>Trauma services</p> <ul style="list-style-type: none"> • Old age homes • Orphanage • Homes for physically and mentally challenged 	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Charts, graphs models, films and slides • seminar • Clinical practice • debate problem based 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type <p>Skill assessment with check list</p> <p>Clinical work Assessment</p>

	<p>based health services</p> <p>Affective: appreciate the activities of community health nurse in assisting individuals and groups to promote and maintain their health</p>	<ul style="list-style-type: none"> • Menstrual cycle • Breast self examination and testicles • Warning Signs of various diseases • Tests : Urine for sugar and albumin, blood sugar <p>B. Seek health services for</p> <ul style="list-style-type: none"> • Routine checkup • Immunization • Counseling • Diagnosis • Treatment • Follow up <p>C. Value Education</p> <p>D. Maintenance of health records for self and family</p> <p>D. Continue medical care and follow up in community for various diseases and disabilities</p> <p>E. Carryout therapeutic procedures as prescribed! required for self and family</p> <p>F. Waste Management</p> <ul style="list-style-type: none"> • Consumerism And Waste Products • Collection and disposable of waste at home and community <p>G. Disaster Management: floods, earth quakes cyclone & landslide.</p> <p>H. Sensitize and handle social issues affecting health and development for self and family</p> <ul style="list-style-type: none"> • Women Empowerment 	<p>Seek health services for</p> <ul style="list-style-type: none"> • Routine checkup • Immunization • Counseling • Diagnosis • Treatment • Follow up (1hrs) <p>Maintenance of health records for self and family (1hrs)</p> <p>Continue medical care and follow up in community for various diseases and disabilities (1hrs)</p> <p>Carryout therapeutic procedures as prescribed! required for self and family (1hrs)</p> <p>Waste Management</p> <p>Consumerism And Waste Products</p> <ul style="list-style-type: none"> • Collection and disposable of waste at home and community (2hrs) <p>Disaster Management: floods, earth quakes cyclone & landslide. (1hrs)</p>	<ul style="list-style-type: none"> • Female Foeticide • Commercial sex workers • Food adulteration • Value education (2 hrs) 	<p>individuals</p> <ul style="list-style-type: none"> • Homes for destitute <p>(2 hrs)</p>	<p>learning , group discussion</p> <p>Demonstration</p> <ul style="list-style-type: none"> •Practice sessions <p>Health Education</p> <p>Supervised clinical practice</p>	<p>(Assignments : Group work ,arrangement of exhibition in the community).</p>
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		<ul style="list-style-type: none"> • Women and child abuse • Abuse of elders • Female Foeticide • Commercial sex workers • Food adulteration • Substance abuse <p>I. Utilize community resources for self and family</p> <p>Trauma services</p> <ul style="list-style-type: none"> • Old age homes • Orphanage • Homes for physically and mentally challenged individuals • Homes for destitute 					
6 unit 20 hrs.	<p>At the end of unit student are able to</p> <p>Cognitive : Discuss National Health and Family Welfare Programmes and Role of Nurse</p> <p>Psychomotor: Motivate health team members to achieve the targets</p> <p>Affective: appreciates the importance of effective contribution of community</p>	<p>National Health & Family Welfare Programmes and the Role of Nurse</p> <p>National ARI Programme</p> <p>Revised National Tuberculosis Control Programme (RNTCP)</p> <p>National Anti-Malaria Programme</p> <p>National Filaria control Programme</p> <p>National Guinea worm eradication Programme</p> <p>National Leprosy Eradication Programme</p> <p>National AIDS Control Programme</p> <p>STD Control Programme</p> <p>National Programme for Control of Blindness</p> <p>Iodine Deficiency Disorder Programme</p> <p>Expanded Programme on Immunization</p>	<p>National ARI Programme</p> <p>Revised National Tuberculosis Control Programme (RNTCP)</p> <p>National Anti-Malaria Programme</p> <p>National Filaria control Programme</p> <p>National Guinea worm eradication Programme</p> <p>National Leprosy Eradication Programme</p> <p>National AIDS Control Programme</p> <p>STD Control Programme</p> <p>National Programme for Control of Blindness</p> <p>Iodine Deficiency Disorder Programme</p> <p>Expanded Programme on Immunization</p> <p>National Family Welfare Programme – RCH Programme</p> <p>Historical Development, Organization, Administration, Research, Constraints.</p>	<p>Health Schemes</p> <p>-ESI</p> <p>-CGHS</p> <p>-Health Insurance</p> <p>(2 hrs)</p>	-----	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Chart s , graphs models, films and slides • seminar group discussion 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type <p>Clinical work Assessment</p>

	health nurse in achieving national health goals.	National Family Welfare Programme – RCH Programme Historical Development, Organization, Administration, Research, Constraints. National Water Supply & Sanitation Programme Minimum need programme National Diabetics Control Programme Polio Eradication: Pulse Polio Programme National Cancer Control Programme Yaws eradication programme National Nutritional Anemia Prophylaxis Programme 20 Point Programme ICDS Programme Mid-day Meal Applied Nutritional Programme National Mental Health Programme Health Schemes -ESI -CGHS -Health Insurance	National Water Supply & Sanitation Programme Minimum need programme National Diabetics Control Programme Polio Eradication: Pulse Polio Programme National Cancer Control Programme Yaws eradication programme National Nutritional Anemia Prophylaxis Programme 20 Point Programme ICDS Programme Mid-day Meal Applied Nutritional Programme National Mental Health Programme (18 hrs)				
7 unit 5 hrs.	At the end of unit student are able to Cognitive : -Enlist the various national and	Health Agencies International - WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, DANIDA, European Commission (BC), Red cross, USAID, UNESCO, Colombo Plan, ILO, CARE etc. (3 hrs)	WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, DANIDA, European Commission (BC), Red cross, USAID, UNESCO, Colombo Plan, ILO, CARE etc. (3 hrs) National - Indian Red Cross, Indian Council for child welfare, Family Planning Association of	-----	-----	Lectures & Discussion • Chart s , graphs models, films and slides	Essay type •Short answers • Objective type

<p>International health Agencies & their roles & functions.</p> <p>Psychomotor:</p> <p>- Utilizes assistance of national & international health agencies in improving health status of the community.</p> <p>Affective:</p> <p>seeks assistance of national & international health agencies whenever needed.</p>	<p>National - Indian Red Cross, Indian Council for child welfare, Family Planning Association of India (FPAI), Tuberculosis Association India, Hindu Kusht Nivaran Sangh, Central Social Welfare Board, All India women's conference, Blind Association of India etc.</p>	<p>India (FPAI), Tuberculosis Association India, Hindu Kusht Nivaran Sangh, Central Social Welfare Board, All India women's conference, Blind Association of India etc. (2 hr)</p>				<p>• seminar group discussion</p>	
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NOTE: - **RED COLOUR** indicates additional syllabus

Student References:

1. Jayawanti, TNAI Nursing Manual, TNAI publication
2. K.Park, 'Text Book Of Preventive & Social Medicine'
3. K.Park, Essentials Of Community Health Nursing,
4. Rao Kasturi, 'An Introduction To Community Health Nursing', I publications.
5. Freeman Ruth, 'Community Health Nursing Practice'
6. Stanthope Lancaster, 'Community Health Nursing Process & Practice', Popular publication.
7. Basvantappa B.T, 'Community Health Nursing'

Bibliography

- 1) Anderson, 'Community as Partner, Theory & Practice'.
- 2) Allender, 'Community Health Nursing' B.I. Publications
- 3) Harpson, 'Hand Book of Community Health Nursing'
- 4) Shastr , 'Preventive & Social Medicine', National Publications
- 5) Sathe , 'Epidemiology & management of Health Care', Popular Publications
- 6) Vasundhara & Basvantappa , 'Community Health Nursing', Jaypee Publication
- 7) Mc. Evens M. 'Community based Nursing', Sanmdess publication
- 8) Kulkarni & Baride, 'Text Book of Community medicine', Vora Publications.
- 9) Cookfair Joan, 'Nursing Care in Community', Moby Publications
- 10) Maxey Public, 'Health & Preventive Medicine', Applin Colage Publications
- 11) Lippincotts, 'Community Health Nursing', Lrppincotts Publications
- 12) K.Park , 'Text Book of Preventive & Social Medicine'
- 13) Saunder, 'Essentials of Community based Nursing', Jones & Balet Publications
- 14) Mahajan Gupta, 'Textbook of Preventive & Social Medicine', Jaypee Publications
- 15) Walton, 'Community Concepts & Practice', Scuzt Foresmen Publications
- 16) Ghai Gupta, 'Essential Preventive Medicine', Vikas Publications
- 17) Babu Sheshu, 'Review in Community Medicine', Paras Publication
- 18) Lancaster, 'Community Health Nursing Process and Practice for Promoting Health', Morby Publications
- 19) Bhalerao, 'Synopsis in Preventive & Social Medicine', National Publications
- 20) Fromer Margareg, 'Community Health care & the Nursing Process', CV Mosby & Company Publications
- 21) Clarke, 'Preventive & Community Medicine', Boston Little Brown Company.

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.**

COMMUNITY HEALTH NURSING – II

PLACEMENT: FOURTH YEAR BASIC B.SC.

Time: Theory- 90 Hours

Practical - 135 hours

ADDED INC SYLLABUS

UNIT-	INC UNIT	ADDED SYLLABUS
UNIT-I Introduction Definition, concept & scope of Community Health and Community Health Nursing	Unit-7 Human populationand the environment	Human rights
UNIT-II Health Planning and Policies and Problems	Unit-7 Human populationand the environment	Women & Child Welfare.
UNIT-IV Community health nursing approaches,	UNIT-5 Environmental pollutions	<ul style="list-style-type: none"> Solid waste management: causes, effects and control measures

<p>concepts and roles and responsibilities of nursing personnel</p> <p>UNIT-IV Community health nursing approaches, concepts and roles and responsibilities of nursing personnel</p>	<p>Unit-7 Human population and the environment</p>	<p>of urban and industrial waste</p> <ul style="list-style-type: none"> • <u>Role of Information Technology In Environment & Human Health</u>
<p>UNIT-V Assisting individuals and groups to promote and maintain their health</p>	<p>Unit-7 Human population and the environment</p> <p>UNIT-6 Social issues and the environment</p>	<p>Consumerism And Waste Products</p>
		<ul style="list-style-type: none"> •
<p>UNIT-V Assisting individuals and groups to promote and maintain their health</p>	<p>UNIT-5 Environmental pollutions</p> <p>Unit-7 Human population and the environment</p>	<p>G. Disaster Management: floods, earth quakes cyclone & landslide.</p> <ul style="list-style-type: none"> • Value Education

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.**

SUBJECT : COMMUNITY HEALTH NURSING_-I

2ND YEAR B.BSc (N)

ADDED SYLLABUS

UNIT	INC	ADDED SYLLABUS
UNIT-2 Determinants of Health	Unit-2 – Natural resources: Renewable and non-renewable resources: (a,b, c,f,)	Determinants of Health <ul style="list-style-type: none"> • Soil pollution, Marine pollution, Thermal pollution. nuclear pollution, Pollution (1Hrs) • Forest resources- use and over exploitation, deforestation, case studies, • Timber extraction, mining , dams, and their effects on forest and tribale people. • Water resources- use and over utilization of surface and ground water, floods, drought, conflicts over water , dams- benefits and problems. • Land Resources- Land as a resource, land degradation, man induced land slides, soil erosion and desertification. • Mineral resources- use and exploitation, environmental effects of extracting and using mineral resources , case studies. <ul style="list-style-type: none"> - ACT-Environmental protection , - Air,water, wild life protection act, forest conservation act, issues involved in enforcement of environmental legislation - Public awareness. - Role of an individual in prevention of pollution.

<p>UNIT-II</p> <p>Determinants of Health</p>	<p>Unit-7</p> <p>Human Population And The Environment</p> <p>Unit- -6 Social issues and the environment</p> <p>UNIT-3</p> <p>Ecosystems</p>	<ul style="list-style-type: none"> - Environment and human health - Environmental ethics-issues and possible solutions - Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. - Wasteland reclamation <p>ECOSYSTEMS</p> <ul style="list-style-type: none"> • Concepts of an ecosystem • Structure and function of an ecosystem • Producers, consumers and decomposers (1Hr) • Introduction, types , characteristics features, structure and function of the ecosystem:- • a) Forest ecosystem • b) Grassland ecosystem • c) Desert ecosystem • d) Aquatic ecosystem (ponds, streams, lakes, rivers, oceans, estuaries) (1Hr) • Energy flow in the ecosystem • Ecological succession • Role of an individual in conservation of natural resources. <p>Equitable use of resources for sustainable life styles. (1Hr)</p>
<p>Unit-VII</p> <p>Population & Its Control</p>	<p>Unit-VII</p> <p>Human Population And The Environment</p>	<p>Population growth, variation among nations.</p> <p>Population Explosion:</p> <p>family welfare programme</p>

INTERNAL ASSESSMENT EVALUATION SCHEME

Placement : Fourth Year

Theory: 90 Hrs.

Practical: 270 HRS.

Maximum Marks : 25

C. Theory

Sr.No.	Examination	Marks (maximum)	Total theory marks sent to University [A]
1.	Midterm examination	75	
2.	Pre-final examination	75	
	TOTAL	150	15

D. ASSIGNMENT

Sr.No.	Assignment	Marks (maximum)	Total theory marks sent to University [B]
1.	Seminar	50	
	TOTAL	50	10

Internal assessment marks sent to University = A + B = 15 + 10 = 25
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A. Practical

Sr.No.	Activity	Marks	Total marks	Total practical marks sent to University [A]
1.	Family care study – 1	50	50	
2.	Health Teaching : 1	100	100	

3.	Procedure evaluation	50	50	
4.	Family Folders	5X10	50	
5.	Clinical Evaluation Community health Nursing Practice-	2X100	200	
	TOTAL		450	

B. Practical examination

Sr.No.	Examination	Marks	Total marks	Total practical marks sent to University [B]
1.	Viva voce	25	25	
2.	Midterm	50	50	
3.	Prefinal	50	50	
	TOTAL		125	

Internal assessment marks sent to University = A + B = 450 + 125 = 50
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KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES

MANAGEMENT OF NURSING SERVICE & EDUCATION

PLACEMENT: FOURTH YEAR.

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

Course Description:

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

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

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

UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS			T/L METHODS	METHODS OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
I (4 hrs)	At the end of the course the students are able to Cognitive: Understand the concept of management and explain different theories of management. Psychomotor: Practice principles of management	Must know Introduction to management in nursing: <ul style="list-style-type: none"> Definition, concepts (1 hrs) and theories. (1 hrs) Functions of management. Principles of Management. (1 hrs) Role of Nurse as a manager (1 				

	while managing variety of people. Affective: Adapt to different roles of nurse manager.	hrs)				
II (5hrs)	At the end of the course the students are able to Cognitive: Describe management process & Understand leadership roles and functions of nurse manager. Psychomotor: Identify staffing requirements and participate in human resource management effectively. Affective: Strive for economic and cost effective management strategies.	Must know Management process: <ul style="list-style-type: none"> • Planning: Mission, philosophy, objectives, operational plan (1 hrs) • Material management : equipment and supplies (1 hr) Staffing: Philosophy, staffing study, norms, activities, patient classification systems, scheduling. (1 hr) 	Desirable to Know Human recourse management; recruiting, selecting, deployment, retaining, promoting, superannuation etc. (1 hr)	Nice to Know <ul style="list-style-type: none"> • Program Evaluation Review Technique (PERT), Bench marking, Activity Plan (Gantt Chart) (1 hr) 		
III (8hrs)	To understand the modern concepts, components	Must know Hospital Organization <ul style="list-style-type: none"> • Definition, types (1 hr) 	Desirable to Know <ul style="list-style-type: none"> • Role of hospital in comprehensi 	Nice to Know <ul style="list-style-type: none"> • Development of new management practices: (1 hr) Marketing of 		

	and changing trends in hospital organization	Functions of hospital(1 hr) · Governing body- Hospital administration(1 hr) Control & line of authority(1 hr) · Hospital statistics including hospital utilization indices(1 hr)	ve health care(1 hr)	Hospitals,Special ty Hospitals(1 hr)		
IV (8 hrs)	<p>At the end of the course the students are able to</p> <p>Cognitive: Understand and explain the job responsibilities of different categories of personnel in times of emergency and peace.</p> <p>Psychomotor: Renders managerial support and prompt goal directed services.</p> <p>Affective: Incorporates humanness while functioning as a nurse manager.</p>	<p>Must know</p> <p>Management of nursing services in the hospital and community:</p> <p>Planning: Hospital and patient care units including ward management. Emergency and disaster management. (1 hr)</p> <p>Budgeting: Proposal, projecting requirements for staff, equipments and supplies for: Hospital and patient care units, (1 hr)</p> <p>Emergency and disaster management</p> <p>Controlling / Evaluation: Nursing</p>	<p>Desirable to Know</p> <p>Material Management: procurement, inventory control, auditing and maintenance in Hospital and patient care units</p> <p>Emergency and disaster management(1 hr)</p> <ul style="list-style-type: none"> Human recourse management: Recruiting, selecting, deployment, retaining, promoting, superannuation etc. Categories of 	<ul style="list-style-type: none"> ○ Nice to Know • Directing and leading: delegation, participatory management • Assignment, rotations, delegations • Supervision & guidance • Implement Standards, policies, procedures and practices • Maintenance of discipline (1 hr) • Patient/ population classification systems <p>Patients/population assignment and Nursing care responsibilities.(1Hr)</p>		

		Rounds/ visit Nursing Protocols, Manuals (1 hr) Quality Assurance Model, documentation. Records and reports Performance appraisal. (1 hr)	nursing personnel including job descriptio n of all levels Staff development and welfare (1 hr)			
V (5 hrs)	At the end of the course the students are able to Cognitive: Understand and describe organization al behavior and leadership styles and role of human relations in an organization. Psychomoto r: Develops effective interpersona l relationships as leader in an organization al setting. Affective: Incorporates her professional Cognitive for professional team building.	Must know Organizational behavior and human relations: <ul style="list-style-type: none"> • Concepts and theories of organization al behavior. Leadership styles. (1 hr) Group dynamics. (1 hr) • Public relations in context of nursing. (1 hr) • Public relations in context of nursing. (1 hr) 	Desirable to Know <ul style="list-style-type: none"> • Review of Motivati on; • concepts and theories • Relations with professio nal associatio ns and employee unions and Collective bargainin g (1 hr) 	Nice to Know <ul style="list-style-type: none"> • Review of Channels of communicatio n • Techniques of ; • Communicatio n; and Interpersonal relationship Human relations. (1 hr) 		
VI	At the end of	Must know	Desirable	Nice to Know		

(5 hrs)	<p>the course the students are able to</p> <p>Cognitive: Understand the nature and scope of in service education.</p> <p>Psychomotor: Plan and implement in-service education programme.</p> <p>Affective: Incorporates principles of adult learning while planning In-service education programme.</p>	<p>In service education:</p> <ul style="list-style-type: none"> Nature & scope of in service education programme, (1 hr) Organization of in service education. (1 hr) 	<p>to Know</p> <p>Planning for in service education programme, techniques, (1 hr)</p> <p>methods & evaluation of staff education programme. Preparation of report. (1 hr)</p>	<ul style="list-style-type: none"> Principles of adult learning (1 hr) 		
VII (10 hrs)	<p>At the end of the course the students are able to</p> <p>Cognitive: Understand and explain the management of different education institutions.</p> <p>Psychomotor: Practice INC norms and guidelines while managing nursing education institutions.</p> <p>Affective: Co-ordinates with</p>	<p>Must know Management of nursing educational institutions:</p> <ul style="list-style-type: none"> Establishment of Nursing educational institution – (1 hrs) INC norms and guidelines (1 hrs) Budgeting (1 hr) Equipments and supplies: audio visual equipments , laboratory equipment, books, 	<p>Desirable to Know</p> <ul style="list-style-type: none"> Curriculum; Planning, implementation and evaluation, Clinical facilities Transport facilities (1 hr) Institutional Records and reports-administrative, faculty, staff and students (1 hr) 	<p>Nice to Know</p> <ul style="list-style-type: none"> Co-ordination with: Regulatory bodies. Accreditation. Affiliation. Philosophy/objective. Organizational Structure & Committees. (1 hr) Physical facilities: College /School. Hostel.(1 hr) 		

	different authorities effectively and participates in curriculum planning.	<p>journals etc. (1 hr)</p> <ul style="list-style-type: none"> Students Selection, Admission. Guidance and Counseling. Maintaining discipline. (1 hr) Faculty and staff: Selection, Recruitment, Placement. Job description. Performance appraisal. Development and welfare (1 hr) 				
VIII (10 hrs)	<p>At the end of the course the students are able to</p> <p>Cognitive: Understands nursing as a profession, its philosophy and practice standards.</p> <p>Psychomotor: Develops in defining aims and objectives of nursing at various levels of functioning.</p> <p>Affective: Practice</p>	<p>Must know Nursing as a profession:</p> <ul style="list-style-type: none"> Nursing as a profession. (1 hr) Philosophy; nursing practice. Aims and objectives. (1 hr) Characteristics of a professional nurse. (1 hr) Regulatory bodies; INC, SNC Acts; constitution, functions 	<p>Desirable to Know</p> <ul style="list-style-type: none"> Legal Aspects in Nursing Legal terms related to practice; registration and licensing (1 hr) <p>Laws related to nursing practice; Breach and penalties. (1 hr)</p>	<p>Nice to Know</p> <ul style="list-style-type: none"> Consumer protection act. (1 hr) 		

	nursing ensuring safety of patients and self.	(1hr) <ul style="list-style-type: none"> Professional ethics: Code of ethics; INC, ICN . (1 hr) Code of Professional conduct; INC, ICN(1 hr) Practice standards for Nursing; INC. (1 hr)				
IX (3 hrs)	At the end of the course the students are able to Cognitive: Understands the concept of collective bargaining and continuing education in nursing. Psychomotor: Participates in research activities. Affective: Identifies career opportunities for personal & professional growth.	Must know Professional Advancement: Continuing education. Collective bargaining. Participation in research activities. (1 hr)	Desirable to Know <ul style="list-style-type: none"> Career Opportunities Publications; Journals, newspapers etc. (1 hr) 	Nice to Know <ul style="list-style-type: none"> Membership with Professional organizations; National and International. (1 hr) 		
MID-TERM :50 M		PREFINAL:75M	University Examination			
MCQ- 10 M: 10		MCQ- 1-15 M: 15	MCQ – 15 X1 = 15 Marks			
LAQ-1-10M		LAQ-1-10M	Section B – 5 X 6 = 30 Marks			
LAQ-1-10M		LAQ-1-10M	Section C – 3 X 10 = 30			

		Marks			
BAQ-4-2M08	BAQ-8-2M16				
SAQ-3-4M:12	SAQ-6-4M:24				
Assignment:			SENT TO UNIVERSITY		
Seminar	1	100m			
Ward management	1	25m			
Diet sheet	1	25m			
Clinical evaluation	1	100m			
TOTAL		250	50		

KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES

Nursing Research and Statistics

Placement: Year 3rd yr B.Sc

Total Hours: Theory – 45 Hours
 Practical – 45 Hours

Course description:

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

Total marks – 100

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

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

Unit No. & Total Hours	Objectives:	Contents With Distributed Hours			T/L Method	A/V Aids	F/S Evaluation
		Must know	Desired to know	Nice to know			

I (4 Hrs)	At the end of unit students are able to: Cognitive: Discuss meaning, purpose and importance of research in nursing. Psychomotor: Use appropriate terminologies. Affective: Develops positive Attitude towards use of scientific approach in nursing practice.	Research & research process Introduction & need for nursing Research (1Hrs)	-	-	Lecture Discussion .	Power point Presentation	Essay type Short answers
		Definition of research & nursing Research (1Hrs) Steps of scientific method . Characteristics of good research (1Hrs)	-	-	Lecture Discussion . Lecture Discussion	Power point Presentation PPT	
		Steps of research process - overview(1Hrs)	-	-	Lecture Discussion .	Power point Presentation	
II (3Hrs)	At the end of unit students are able to: Cognitive: Discuss the problem area. & Problem statement in research process. Psychomotor: Use the problem	Research Problem/Question Stating objectives of the research problem. (1 Hr)	Desirable to Know • Identification of problem area. (1 Hr). & Problem statement.(1 Hr)	-	Lecture Discussion .	Power point Presentation	Essay type Short answers Prepare Problem statement

	solving approach in nursing practice. Affective: Contribute in ongoing research activities while working.						
III (3Hrs)	At the end of unit students are able to: Cognitive: Elaborate the uses of nursing research in nursing practice. Psychomotor: Find and read appropriate literature for research. Affective: Does and accepts critique on research work which contributes in enhancing quality.	Review of Literature Steps in review of literature Keeping a record(1Hrs) Writing the review of literature Writing of Bibliography(1Hrs)	<ul style="list-style-type: none"> Identification of Publication(1Hrs) 		Lecture Discussion	Power point Presentation	Essay type Short answers
IV (4 Hrs)	At the end of unit students are able to Cognitive:	Research approaches and designs	Qualitative and Quantitative designs (1Hrs)	Limitations of experimental studies,	Lecture Discussion	Power point Presentation	Essay type Short answers

	Understand and discuss various research designs. Psychomotor: Choose correct research design, analyze and develop research tools correctly. Affective: Understand the limitations of each research design.	Historical, survey approaches(1Hrs)		observational studies and historical (1Hrs)			
		experimental approaches(1Hrs)			Lecture Discussion	Power point Presentation	
V (8 Hrs)	At the end of unit students are able to Cognitive: Understand and explain the methods of data presentation. Psychomotor: Present research data effectively. Affective: Develop research	Sampling and data collection Definition of Population, Sample, Sampling criteria, (1Hrs)	<ul style="list-style-type: none"> instruments (1) Questionnaire, (1Hrs) 		Lecture Discussion <i>Prepare the tool in respect to the selected</i>	Power point Presentation	Tool presentation of their group project
		Factors influencing sampling process, (1Hrs)	<ul style="list-style-type: none"> interview, records & reports and other techniques (1Hrs) 		Lecture Discussion	Power point Presentation	
		types of			Lecture	Power	

	attitude for improving the quality of nursing care.	sampling techniques. (1Hrs)			Discussion	point Presentation	
		Data collection Methods (1Hrs)			Lecture Discussion	Power point Presentation	
		Validity & Reliability of the instrument (1Hrs)			Lecture Discussion	Power point Presentation	
		Pilot Study (1Hrs)			Lecture Discussion	Power point Presentation	
VI (15 Hrs)	At the end of unit students are able to Cognitive: Cognitive: Define Biostatistics and Vital statistics. Discuss the uses of statistics in nursing practice. Psychomotor: Calculate the mean, median and mode.	Introduction to statistics Definition, use of statistics, (1hr)	<ul style="list-style-type: none"> Inferential statistics (1Hrs) 	<ul style="list-style-type: none"> Normal probability .(1Hrs) 	·Lecture, discussion	Power point Presentation	Essay type Short answers Assignment
		scales of measurement (1hr)	Inferential statistics (1Hrs)	tests of significance (1Hrs)	·Lecture, discussion	Power point Presentation	
		Frequency distribution .(1hr)	types Statistical packages • and its application (1Hrs)		Lecture, discussion	Black board	
		graphical presentation of data(1Hrs)	types Statistical packages • and its application (1Hrs)		Practice on graphical presentations		
		graphical presentation of			Practice on graphical		

		data(1Hrs)			presentatio ns		
		Mean, Median, (1 Hrs)			Practice on computati on of measures of central tendency,		
		Mode, (1Hrs)			Practice on computati on of measures of central tendency,		
		standard deviation(1Hrs)			Practice on computati on of measures of central tendency,		
		Coefficient of correlation. (1Hrs)			Lecture Discussion	Power point Presentati on	
VII (4hrs)	At the end of unit students are able to Cognitive: Understand Compilation, Tabulation, Classificatio n of data	Analysis of Data Compilation, Tabulation(1H rs)			Lecture Discussion	Power point Presentati on	Essay type Short answers
		Classification, (1Hrs)			Lecture Discussion	Power point Presentati on	
		summarization , (1Hrs)			Lecture Discussion	Power point Presentati	

						on	
		presentation, interpretation of data (1Hrs)			Lecture Discussion	Power point Presentati on	
VIII (4hrs)	At the end of unit students are able to Cognitive: Understand and explain importance of communicati ng research findings. Psychomoto r: Communicat e research findings effectively. Affective: Conduct research studies and/or contribute effectively in other's research studies.	Communicatio n and utilization of Research Communicatio n of research findings - Verbal report - Writing research report(1Hrs)	Critical review of published research(1Hrs)	Writing scientific article/ paper- (1Hrs)	Lecture Discussion	Power point Presentati on	Essay type Short answers
		Utilization of research findings(1Hrs)			Lecture Discussion	Power point Presentati on	

Formative And Summative Evaluation:		
Internal Assessment: (Theory Exams) Maximum Marks: 25marks.		
Midterm Examination	75marks	
Pre Final Examination	75 Marks	
Total	150 Marks.	
(150 Marks To Be Converted In To 15 Marks For Internal Assessment (Theory)).		
Group Project	100marks	
(100 Marks To Be Converted In To 10 Marks For Internal Assessment)		
External Assessment: (Theory) -University Examination: 75 Marks		
Midterm 75	Prefinal 75	University Examination
MCQ-1X15=15MARKS	MCQ-1X15=15MARKS	MCQ-1X15=15MARKS
LAQ-1X10=10MARKS	LAQ-1X10=10MARKS	SECTION C-10X2=20MARKS
LAQ-1X10=10MARKS	LAQ-1X10=10MARKS	
BAQ-2X10=20MARKS	BAQ-2X10=20MARKS	SECTION B-2X10=20MARKS
SAQ4X5=20MARKS	SAQ4X5=20MARKS	SECTION B-4X5=20MARKS

REFERENCES

1. Polit, Denise F. & Hungler., Benadelte. P., Essentials of Research., 8th J. B. Lippiricoti company, Philadelphia, 2002.
2. Sundar Rao. P. S. S. jesudian G. Richard J – An introduction to Biostatistics, 2nd Edition, 1989, Christian Medical College, Vellore.

3. Chirs Metzger Mcquiston. Adele A. Webb, Foundations of Nursing Theory, Sage Publication, London. 1995.
4. B.T. Basavanthappa – Nursing Research, Jaypee Brother Publication, New Delhi, 1st Edition, 1998.
5. R. Kothari. Research Methodology”, Wishwa Prakashan Publication, New Delhi. 2nd Edition, 1990.
6. Ruby L. Weslye, “Nursing Theories Models”, Spring House Publication Pennsylvania, 2nd Edition, 1995

Guideline for Research Project

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

II Objectives : Preparing nursing research proposal

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

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

- 1) Selection of research problem : Select your interest area of research, based on felt need, issues, social concern in nursing field.
 - a) State the problem, brief concise, clear.
 - b) State the purpose of selected study & topic
 - c) State objective of study/proposal/project.

- d) State the hypothesis if necessary (optional).
 - e) Prepare conceptual framework based on operational definition (optional).
 - f) Write scope and delimitation of Research Proposal.
- 2) Organizing for Review of Literature
- a) It adds in to needs to conduct Research project.
 - b) To study related and relevant literature which helps to decide conceptual framework and research design to be selected for your study.
 - c) To add specific books, bulletins, periodicals, reports, published and unpublished dissertations, encyclopedia, text books.
 - d) Organize literature as per operational definition.
 - e) To prepare summary table for review of literature. (Optional)
- 3) Research Methodology : To determine logical structure & methodology for research project
- a) Decide and state approach of study i.e. experimental or non experimental.
 - b) To define/findout variables to observe effects on decided items & procedure (optional)
 - c) To prepare simple tool or questionnaire or observational check list to collect data.
 - d) To determined sample and sampling method.
 - i) mode of selection
 - ii) Criterias
 - iii) Size of sample
 - iv) Plan when, where and how data will be collected
 - e) To test validity of constructed tool (To check content in tool in relation to stated objectives) with experts / teachers opinion.
 - f) To check reliability by implementing tool before pilot study (10% of sample size)
 - g) to conduct pilot study by using constructed tool for 10% selected sample size.
- 4) Data Collection : To implement prepared tool
- a) To implement constructed tool
 - b) Decide location
 - c) Time

- d) Write additional information in separate exercise book to support inferences and interpretation.
- 5) Data analysis and processing presentation
 - a) Use appropriate method of statistical analysis i.e. frequency and percentage.
 - b) Use clear frequency tables, appropriate tables, graphs and figures.
 - c) Interpretation of data :
 - i) In relation to objectives
 - ii) Hypothesis (Optional)
 - iii) Variable of study or project (Optional)
 - iv) Writing concise report
- 6) Writing Research report
 - a) Aims :
 - i) To organize materials to write project report
 - ii) To make comprehensive full factual information
 - iii) To use appropriate language and style of writing
 - iv) To make authoritative documentation by checking footnotes, references & bibliography
 - v) To use computers.
 - b) Points to remember
 - a) Develop thinking to write research report.
 - b) Divide narration of nursing research report.
 - c) Use present tense and active voice
 - d) Minimize use of technical language
 - f) Use simple, straightforward, clear, concise language
 - g) Use visual aids in form of table, graphs, figures
 - h) Treat data confidentially i) Review, rewrite if necessary

EVALUATION CRITERIA FOR PROJECT REPORT

Maximum Marks: 100

SN		Criteria	Rating	Remarks
----	--	----------	--------	---------

I		Statement of the problem	1	2	3	4	5	
	1	Significance of the problem selected						
	2	Framing of title and objectives						
II		Literature Review						
	3	Inclusion of related studies on the topic, and its relevance						
	4	Operational definition						
III		Research Design						
	5	Use of appropriate research design						
	6	Usefulness of the research design to draw the inferences among stud variables / conclusion						
IV		Sampling design						
	7	Identification and description of the target population						
	8	Specification of the inclusion and exclusion criteria						
	9	Adequate sample size justifying he study design to draw conclusions.						
V		Data Collection Procedure						
	10	Preparation of appropriate tool						
	11	Pilot study including validity and reliability of tool						
	12	Use of appropriate procedure / method for data collection						
VI		Analysis of Data & Interpretation						
	13	Clear and logical organization of the findings						
	14	Clear presentation of the tables (Title, table & Column heading)						
	15	Selection of appropriate statistical tests						
VII		Ethical Aspects						
	16	Use of appropriate consent process						
	17	Use appropriate steps to maintain ethical aspects and principles (physical harm etc.)						
VIII		Interpretation of the findings						
	18	Consistent and appropriate discussion of the results						
IX		Conclusion						
	19	Summary and recommendations for to Nursing practice / Education / Administration						

X		Presentation / Report writing						
	20	Organization of the project work including language and style of presentation						

Remarks by the Supervisor / Guide

Date & Signature

Signature of the students

Date

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SYLLABUS



POST BASIC

B. Sc. NURSING

2012 - 13

CONTENT

SN	CONTENT	PAGE NO
1	Philosophy	1
2	Aims & objective	2
4	Courses Of Study	3
5	Scheme of examination	4

6	Nursing foundation	8
7	Nutrition & Dietetics	13
8	Biochemistry	18
9	Biophysics	26
10	Psychology	33
11	Microbiology	41
12	Maternal Nursing	49
13	Child health nursing	61
14	Medical-surgical nursing	85
15	English	103
16	Sociology	106
17	Community health nursing	114
18	Mental health nursing	123
19	Introduction to nursing services & education	129
20	Introduction to nursing service Administration	137
21	Introduction to Nursing research & statistics	150

SN	CONTENT	PAGE NO
1.	Philosophy	1
2.	Aims & objective	2
3.	Courses Of Study	3
4.	Scheme of examination	4
5.	Nursing foundation	7
6.	Nutrition & Dietetics	12
7.	Biophysics	16
8.	Psychology	24
9.	Microbiology	33
10.	Maternal Nursing	42
11.	Child health nursing	52
12.	Medical-surgical nursing	75
13.	English	98
14.	Sociology	102
15.	Community health nursing	112
16.	Mental health nursing	119
17.	Introduction to nursing services & education	126

18.	Introduction to nursing service Administration	132
19.	Introduction to Nursing research & statistics	147
20.	Biochemistry	155

Philosophy

KIMSDU believes in proper systematic teaching, training and research in Modern Medical Sciences and uniformity in various courses in medical and allied health sciences. The philosophy of the P. B. B. Sc.(N) is incorporated by MUHS at par of Indian Nursing Council.

Indian Nursing Council believes that, Health is a state of well-being that enables a person to lead a psychologically, socially and economically productive life.

Nursing contributes to the health services in vital and significant way in the health care delivery system. It organizes national health goals and is committed to participate in the implementation of National Health policies and programmes. It aims at identifying health needs of the people , planning and providing quality care in collaboration with other health professionals and community groups.

Scope of nursing practice encompasses provision of promotive, preventive, curative and rehabilitative aspects of care to people across their life span in wide variety of health care settings. Practice of Nursing is based upon application of basic concepts and principles derived from the physical, biological, behavioral sciences.

Undergraduate nursing program at the post basic level is a broad based education within an academic framework, which builds upon the skills and competencies acquired at the diploma level. It is specifically directed to the upgrading of critical thinking skills, competencies & standards required for practice of professional nursing and midwifery as envisaged in National Health Policy 2002.

The teachers have the responsibility to be role models and create learning environment that enables students to acquire inquiry driven, self directed learning and foster attitude of life long learning.

Under graduate nursing education program at the post basic level prepares its graduates to become exemplary citizen 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.

Aims:

The aim of the undergraduate nursing program at the post basic level is to upgrade the diploma (GNM) nurses to:

Assume responsibilities as professional, competent nurses and midwives at basic level in providing promotive, preventive, curative and rehabilitative services.

Make independent decisions in nursing situations, protect the rights of and facilitate individuals and groups in pursuit of health, function in the hospital, community nursing services, and conduct research studies in the areas of nursing practice. They are also expected to assume the role of teacher, supervisor, manager in a clinical/public health setting.

Objectives:

On completion of B.Sc. Nursing (Post-Basic) degree programme the graduates will be able to:

1. Assess health status, identify nursing needs, plan, implement and evaluate nursing care for patients / clients that contribute to health of individuals, families and communities.
2. Demonstrate competency in techniques of nursing based on concepts and principles from selected areas of nursing, physical, biological and behavioral sciences.
3. Participate as members of health team in the promotive, preventive, curative and restorative health care delivery system of the country.
4. Demonstrate skills in communication and interpersonal relationship.
5. Demonstrate leadership qualities and decision-making abilities in various situations.
6. Demonstrate skills in teaching to individuals and groups in community health settings.
7. Demonstrate managerial skills in community health settings.
8. Practice ethical values in their personal and professional life.
9. Participate in research activities and utilize research findings in improving nursing practice.
10. Recognize the need for continued learning for their personal and professional development.

Course of study:

Sr. No.	Subject	Theory Hours	Practical Hours	Total Hours
1st Year				
1.	Nursing Foundation	45	030	075
2.	Nutrition & Dietetics	30	015	045
3.	Biochemistry & Biophysics	60	-	060
4.	Psychology	60	015	075
5.	Maternal Nursing	60	240	300
6.	Child Health Nursing	60	240	300
7.	Microbiology	60	030	090
8.	Medical & Surgical Nursing	90	270	270
9.	English (Qualifying)	60	-	060
Total		525	840	1215

2nd Year

10.	Sociology	60	-	060
11.	Community Health Nursing	60	240	300
12.	Mental Health Nursing	60	240	300
1.	Introduction to Nursing	60	075	135
	Education			
2.	Introduction to Nursing	60	180	240
	Administration			
3.	Introduction to Nursing	45	120	165
	Research & Statistics			
	Total	345	855	1200

Scheme of examination:

1st Year

Paper	Subject	Duration	Internal Assessment	External Assessment	Total Marks
	Theory				
1.	Nursing Foundation	2	15	35	050
2.	Nutrition & Dietetics	2	15	35	050
3.	Biochemistry &	3	25	75	100
	Biophysics				
4.	Psychology	3	25	75	100
5.	Microbiology	3	25	75	100
6.	Maternal Nursing	3	25	75	100
7.	Child Health Nursing	3	25	75	100
8.	Medical & Surgical	3	25	75	100
	Nursing				
9.	* English (Qualifying)	--		100	100
	Practical				
1.	Medical & Surgical		50	50	100
	Nursing				
2.	Child Health Nursing		50	50	100
3.	Maternal Nursing		50	50	100

2nd Year					
Paper	Subject	Duration	Internal	External	Total
	Theory		Assessment	Assessment	Marks
10.	Sociology	3	25	75	100
11.	Community Health	3	25	75	100
	Nursing				
12.	Mental Health Nursing	3	25	75	100
13.	Introduction to Nursing	3	25	75	100
	Education				
14.	Introduction to Nursing	3	25	75	100
	Service Administration				
15.	Research Statistics	2		50	050
Practical					
4.	Community Health		50	50	100
	Nursing				
5.	Mental Health Nursing		50	50	100
6.	Introduction to Nursing		50 (Research Project)		050
	Research Statistics				

N.B.:

1. Teaching of Anatomy, Physiology, Pharmacology and Pathology will be integrated with clinical subjects.
2. A minimum of 80% attendance in theory and practical/clinicals in each clinical area is essential before award of degree.
3. 100 % attendance in practical / clinicals in each clinical area is essential before award of degree.
4. 50% of minimum marks in each theory and practical paper separately is required for passing.
5. Examination in the 'English' subject of 1st year P.B.B.Sc. Nursing course will be a college level Internal Assessment Qualifying Examination with minimum passing of 33% Marks. Student who fails or student who secures less than 33% Marks in the 'English' subject will not become eligible to appear in any subject of the University's final examination. Marks of 'English' subject are to be send to the University along with Internal Assessment Marks of other subjects for inclusion in the Mark Sheet.
6. Examination in the 'Introduction to Nursing Research and Statistics' subject of 2nd year P.B.B.Sc. Nursing course will be a college level Internal Assessment Qualifying Examination with minimum passing of 50% Marks. Student who fails or student who secure less than 50% Marks each i.e. independently in the Internal Assessment (Theory) Head and independently in the Internal Assessment (Practical) Head of the 'Introduction to Nursing Research and Statistics' subject will not become eligible to appear in any subject of the University's final examination. Marks of 'Introduction to Nursing Research and Statistics' subject are to be send to the University along with Internal Assessment Marks of other subjects for inclusion in the Mark Sheet.

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Nursing Foundation

Time Allotted 45 Hr

Course description

This course will help student develop and understanding of the philosophy, objectives and responsibility of nursing as a profession

The purpose of the course is to orient to the current concept involved in the practice of the nursing.

Objectives

At the end of the course the student will,

- Identify professional accept of nursing
- Explain theories of nursing
- Identify ethical aspect of nursing profession
- Utilise steps of nursing process

Unit No.	Objectives	Contents	T/L Methods	Methods
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& Total Hrs		Must Know	Desirable To Know	Nice To Know		Of Evaluation
I (6hrs)	At the end of unit students are able to Knowledge: Understand and explain philosophy, objectives and responsibilities of graduate nurse and Know the professional organization and its working. Skill: Able to write philosophy and objectives of nursing programme. Attitude: Incorporate this knowledge in nursing practice	Development Of Nursing As A Profession <ul style="list-style-type: none"> - it's Philosophy Objectives – Responsibilities of a graduate nurse & Expanded role of the nurse– Code of ethics professional conduct for nurses. 	<ul style="list-style-type: none"> Development of nursing education in India and trends in nursing education Professional organizations, career planning. 	<ul style="list-style-type: none"> Trends influencing nursing practice . 	Lecture Discussion	Essay type <ul style="list-style-type: none"> •Short answers •Objective type
II 12 hours	At the end of unit students are able to	<ul style="list-style-type: none"> Concepts of health and illness effects of illness on the 	Developmental Concepts, Needs, Roles	Health care concepts and	Lecture Discussion	Essay type <ul style="list-style-type: none"> •Short answers

	<p>Knowledge: Understand and describe ethical legal and other issues in the profession and Know concepts of health and illness.</p> <p>Skill: Apply this knowledge in professional practice.</p> <p>Attitude: Incorporate this knowledge for providing optimum care to the client.</p>	<p>person [Risk Factors of health]</p> <ul style="list-style-type: none"> • Stress and adaptation • Stress and adaptation 	<p>And Problems Of The Developmental Stages Of Individual</p> <ul style="list-style-type: none"> • Newborn • Infant • Toddler • Pre Adolescent • Adolescent • Adulthood, Middle-Age • Old Age. 	nursing care concept.		•Objective type
III 5 hours	<p>At the end of unit students are able to</p> <p>Knowledge: Understand paradigm of nursing bus.</p> <p>Skill: Write nursing process by applying</p>	<ul style="list-style-type: none"> • Meta paradigm of nursing – characterized by four central concepts i.e. Nurse, Person (client/patient). Health and Environment <ul style="list-style-type: none"> ➤ Nursing theory • Florence Nightingale • Virginia Henderson Betty Newman, • Martha Rogers, 		-----	Lecture Discussion	<p>Essay type</p> <ul style="list-style-type: none"> •Short answers •Objective type

	nursing theories and provide care to the client. Attitude: Read different theories of nursing and implement in nursing process	Dorothea Orem	----		Lecture Discussion	
IV 10 hours	At the end of unit students are able to Knowledge: Define nursing process. and Understand & describe importance of nursing process. Skill: Apply nursing process in day today's work. Attitude: Recognizes importance of evaluation of nursing care.	<ul style="list-style-type: none"> • Definition, Purpose of nursing process. • Assessment; tools for assessment, methods recording • Nursing Diagnosis • Definitions, concepts, statements, • Nursing Diagnosis • types, interpretation <ul style="list-style-type: none"> • Planning: techniques for planning care, types of care plans.	<ul style="list-style-type: none"> • Implementation: different approaches to care • Organizations and Implementation of care, recording. Evaluation: <ul style="list-style-type: none"> • tools for evaluation • process of evaluation. • Nursing Process 	-----	Demonstration Bed side clinic	Essay type •Short answers •Objective type
V 06 hours	At the end of unit students are able to	<ul style="list-style-type: none"> • Quality assurance: • nursing standards, , • Quality assurance: 	<ul style="list-style-type: none"> • Role of council and professional bodies in maintenance of 	-----		Essay type •Short answers

	<p>Knowledge: Understand and describe important of quality assurance in nursing and role of a statutory bodies.</p> <p>Attitude: Maintains quality standards and contributing improving quality care.</p>	<ul style="list-style-type: none"> • nursing standards • nursing audit , • total quality Management , 	<p>standards. Role of council and professional bodies in maintenance of standards.</p>		Lecture Discussion	•Objective type
VI (6hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Understand and describe various methods and approaches to nursing care.</p> <p>Skill: Apply this knowledge in selecting appropriate care to the client.</p>	<ul style="list-style-type: none"> • Holistic nursing • Problem oriented nursing • Progressive patient care • Team nursing 	<ul style="list-style-type: none"> • Primary health care concepts& Community oriented nursing. • primary nursing 	Family oriented nursing concepts. (1 hour)	Lecture Discussion	<p>Essay type</p> <ul style="list-style-type: none"> •Short answers •Objective type

	Attitude: Incorporate this knowledge in professional practice					
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Midterm Examination Total Marks – 25

Section-- A : (MCQ) -- 5 Marks

$$5 \times 1 = 5$$

Section – B: (SAQ) – 10 Marks

$$2 \times 5 = 10 \text{ Marks}$$

Section – C : (LAQ) - 10 Marks

$$1 \times 10 = 10 \text{ Marks}$$

Pre final Examination Total Marks – 35

Section – A : (MCQ)- 7 Marks

$$14 \times \frac{1}{2} = 7$$

Section – B (SAQ) – 16 Marks

$$4 \times 4 = 16$$

Section – C (LAQ) - 12 Mark

$$1 \times 12 = 12$$

Paper	Subject Nursing Foundation	Duration	Internal Assessment	External Assessment	Total Marks
1.	Theory	2	15	35	050

Internal Assessment: 15 Marks

(Out of 15 Marks to be send to the University)

Mid-Term: 25 Marks

Prelim: 35 Marks

Total: 60 Marks

(60 Marks from mid-term & prelim (Theory) to be converted into 15 Marks)

External Assessment (Theory): 35 Marks

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Nutrition and Dietetics

Time Allotted: Theory – 30 Hrs

Course Description:-

- This course is designed to provide the student with a wide knowledge of dietetics in Indian setting. That the practice of teaching optimum and realistic dietary planning can become an integral part of nursing practice.

OBJECTIVES:-

At The End Of The Course ,The Student

- Explain The Principles And Practices Of Nutrition And Dietetics
- Plan Therapeutic Diets In Different Setting
- Identify Nutritional Needs Of Different Age Group And Plan Diet Accordingly
- Prepare Meals Using Different Methods Utilizing Cookery Rules.

Unit No. & Total Hrs	Objectives	Contents			T/L Methods	Methods Of Evaluation
		Must Know	Desirable To Know	Nice To Know		
I (08 hours)	At the end of unit students are able to Cognitive: Understand and	<ul style="list-style-type: none">Balanced diet,Factors On Which It Depends.Review of nutrients –)	<ul style="list-style-type: none">Factors to be considered in	Introduction to Nutrition and	Lectures & Discussion •Demonstrations	Essay type •Short answers •Objective

	<p>describe various types of diets and important of nutrition.</p> <p>Psychomotor: Plan the diet in a various disease conditions.</p> <p>Affective: Dietary hobbies of the clients.</p>	<ul style="list-style-type: none"> • Micro Nutrients) Macro. Nutrients (1 hour) 	<p>planning. Food Hygiene, preparation and preservation</p>	<p>dietetics. Guides available for planning.</p>	<ul style="list-style-type: none"> • Case discussions • Seminars • Clinical practice 	<p>type</p> <ul style="list-style-type: none"> • Skill assessment with check list • Clinical work
II (08 hours)	<p>At the end of unit students are able to</p> <p>Cognitive: Know the important of therapeutic diet.</p> <p>Psychomotor: Prepare therapeutic diet.</p> <p>Affective: Appreciate cultural values.</p>	<p>Introduction: - to diet therapy</p> <ul style="list-style-type: none"> • Therapeutic diet under each unit i.e. Cardiovascular diseases, Gastrointestinal diseases • Renal disorders, • Endocrine and metabolic disorders) • Allergy, Infections and fevers, • Pre and post-operative stage deficiency disease • malnutrition, overweight) • and underweight 	<ul style="list-style-type: none"> • Routine hospital diets.) 		<ul style="list-style-type: none"> • Lectures & Discussion • Demonstrations • cookery 	<p>Essay type</p> <ul style="list-style-type: none"> • Short answers • Objective type of question <p>Assessment of skill assessment with check list</p>
III (08 hours)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe nutritional requirements of children and feed them.</p> <p>Psychomotor: Prepare</p>	<p>infant and child nutrition</p> <ul style="list-style-type: none"> • Feeding of normal infants: factors to be considered in planning,) • Nutritional requirements. <ul style="list-style-type: none"> • Supplementary feeding of infants: Advantage and method of introduction) 	<ul style="list-style-type: none"> • Psychology of infant and child feeding. Feeding pre-school child: nutritional needs, factors to be considered in planning diets. 	<ul style="list-style-type: none"> • Feeding of premature infants, Factors to be considered in planning and 	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Demonstrations • Practice sessions / Seminar • Clinical 	<p>Essay type</p> <p>Short answers</p> <ul style="list-style-type: none"> • Objective type of questions <p>Assessment of skills with</p>

	<p>e various types of foods for children.</p> <p>Affective: Appreciate s likings and disliking of children</p>	<ul style="list-style-type: none"> • Weaning effects on mother and child. • Feeding the sick child. Diet in diseases of infancy and childhood. • Deficiency states – malnutrition, under nutrition, other nutrients deficiency. 	Problems in feeding School Lunch Programme, Advantages, Need in India	nutritional requirement (1 hr)	Practice • Drug book .case discussion	assessment of patients with diet.
IV (06 hours)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe national feeding programmes and nutritional needs of special groups.</p> <p>Psychomotor: Develop ability to teach individuals and families to prepare low cost nutritive foods.</p> <p>Affective: Appreciate s socio cultural and economic background of individual and families.</p>	<ul style="list-style-type: none"> • Need for community nutrition programme. • Nutritional needs for special groups: infant, child, adolescent • Pregnant and lactating mother and old people. • Selection of cheap and nutritious foods. Nutrition education needs and methods. • Current nutritional problems and national programmes (mid day meal etc.) 	Methods of assessing nutritional status of individual / group / community.	<ul style="list-style-type: none"> • Substitutes for non-vegetarian foods. 	<p>Lectures & Discussion</p> <ul style="list-style-type: none"> • Demonstrations • Practice sessions • Case discussions • Seminars • Clinical practice Procedures. • Health Education Supervised Clinical practice Presentation 	<p>Essay type</p> <ul style="list-style-type: none"> • Short answers • Objective type • Skill assessment with check list • Clinical work assessment of patient management

Practicum:-

- I. Methods OF cooking and cookery rules.,
 1. Simple preparation of beverages, soups, cereals and pulses eggs, vegetables meat.

2. menu plans

II. Preparation of supplementary food for infant.

1. Food for toddlers.
2. low cost nutrition dishes for vulnerable groups
3. Dietary case study of patient on special diet and planning of low cost dietary instruction for home adaptations.

4. Planning of therapeutic diets.

INTERNAL ASSESSMENT

Sn No	Requirement	Marks For Each	Total Marks	Sent To University
1 theory examination:	midterm: prefinal:	35 marks 35marks	70	15
external assessment : university examination: theory: 35 marks				

References :-

1. Clinical Dietetics And Nutrition, Anita 4th Ed.
2. Nutritive Value Of Indian Foods , Gopalan , 1st Ed
3. Ktauses Foods, Nutrition And Diet Therapy , Mahan , 11th Ed.
4. Nutration A Diet Therapy , Williams
5. Clinical Dietics And Nutrition Philap

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SECTION 'B'-BIOCHEMISTRY

Placement: First Year

Theory – 30 hours

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

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

- 1) To understand normal biochemistry of human body
- 2) To understand biochemical changes occurring in illness
- 3) To assist with simple biochemical test, interpret the results and draw inference.

Unit No. & total hours	Objectives	Contents			T/L METHOD	METHOD OF EVALUATION
		Must know	Desirable to know	Nice to know		
I (3 hours)	At the end of unit students are able to Cognitive: Understand and explain importance of biochemistry. Psychomotor: Draw the structure of cell and its components.	<ul style="list-style-type: none"> • Definition and importance of Biochemistry in Nursing (1 hour) • Study the structure of cell and its various components. • Prokaryotes and Eukaryotes Cells organization. • Microscopy. (2 hour) 			Lecture discussion	OBJECTIVE TYPE SAQ
II (06 hours)	At the end of unit students are able to Cognitive: Understand and describe structure and functions of cell and its components.	<ul style="list-style-type: none"> • Fluid mosaic & Model tight junction. Cytoskeleton. Transport mechanism; diffusion, osmosis filtration, active channel, sodium pump. (4 hrs) • Acid base balance – Maintenance and diagnostic test, PH buffers. (2 hours) 			LECTURE DISCUSSION	OBJECTIVE TYPE SAQ LAQ OBJECTIVE TYPE SAQ , BAQ

III (06 hours)	At the end of unit students are able to Cognitive: Understand and describe composition of metabolism of carbohydrates. Affective: In corporate this Cognitive in nursing practice.	Types, structure, composition and uses (2hrs) <ul style="list-style-type: none"> Monosaccharides, Disaccharides, Polysaccharides. Oligosaccharides. Metabolism. Pathways of glucose: (2 hours) <ul style="list-style-type: none"> Glycolysis. Glycogenolysis. Regulation of blood glucose level. Investigation and their interpretations. 	Glyconeogenesis:- Cori's cycle. ricarbolxylic acid (TCA) cycle. Pentose phosphate pathways (Hexose mono phosphate).(2 hours)		Lecture discussion	
IV (04 hours)	At the end of unit students are able to Cognitive: Understand and explain composition, metabolism and types of lipids. Affective: In corporate this Cognitive in nursing practice.	Composition and metabolism lipids: (3 hours) <ul style="list-style-type: none"> Types, structure, composition and uses: fatty acids. Nomenclature, Rules and prostaglandins. Metabolism of fatty acids. Breakdown and synthesis. Metabolism Triacycloglycerol. Cholesterol metabolism. Bio synthesis and its regulation. Bile salt and bilirubin , Vit. D, Steroids and hormones. Lipoproteins and their functions –VLDL's, IDLS's, LDL's, HDL's. Transport of lipids 		Atherosclerosis Investigations and their interpretations (1 hours)	Lecture Discussion	OBJECTIVE TYPE SAQ

V (06 hours)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe composition and metabolism of amino acids.</p> <p>Affective: Incorporate this Cognitive while rendering care to the patients.</p>	Composition and metabolism of Amino acids and proteins:	<p>Types, structure, composition and uses of amino acids and proteins. Metabolism of amino acids and proteins. Protein synthesis: Targeting and glycosylation. (2 Hrs)</p> <p>Metabolism of nitrogen: (2 Hrs)</p> <p>Fixation and assimilation. Urea cycle. Hems and chlorophylls. Enzymes and co-enzymes. Classifications, properties, kinetics and inhibition, control.</p> <p>Chromatography, Electrophoresis, Sequencing. (1 hour)</p>	Investigation and their interpretation (1 hour)	Lecture discussion	
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VI (02 hours)	At the end of unit students are able to Cognitive: Understand and explain the importance of vitamin and minerals. Affective: Incorporate this Cognitive in day today's work.	Vitamins and minerals: (2 hours) <ul style="list-style-type: none"> • Structure, Classification, Properties, Absorption, Storage and transportation, Normal concentration. 		Investigation and their interpretation	Lecture Discussion	
VII (03 hours)	At the end of unit students are able to Cognitive: Know the immune chemistry.	<ul style="list-style-type: none"> • Immune response • Structure and classification of immunoglobulin's • Mechanism of antibody production • Antigen; HLA typing • Free radical and anti oxidants (2 hours) <p>-</p>		Specialized protein; collagen elastin, keratin, myosin, lens protein Electrophoretic and quantitative determination of immunoglobulin ELISA etc, Investigation and their interpretation (1hr)	Lecture discussion	

FORMATIVE				SUMMATIVE		
	MidTerm3 0M	Prefinal 30M	Total	Send to university theory	Send to university	Final examination University
Laboratory (Practicum): 25M Average Out of 25 send 5 & Nutrition out of 25 =send to university 5	MCQ 06 =6 marks BAQ-3M:2 = 6 marks LAQ-1 =10marks SAQ-2M:4 =8	MCQ 06 =6 marks BAQ-3M:2= 6 marks LAQ-1 =10marks SAQ-2M:4 =8	From biochemistry MidTerm3 0M Prefinal 30M Total =60	Out of 150 theory send to university =15	25	MCQ 06 =6 marks BAQ-3M:2 = 6 marks LAQ-1 =10marks SAQ-2M:4 =8
Total practical 10	30	30	Nutrition 90+biochemistry 60 =150			

External Assessment:

Nutrition: 45 M, Biochemistry 30 marks

Evaluation criteria for Biochemistry journal

Name of the student :-

Class :-

Date:-

Subject :-

Place:-

MAXIMUM=25marks

Sr. No.	Items	Marks Allotted	Marks Obtained
1.	Investigations related to altered CHO metabolism	5	
2.	Investigations related to altered protein metabolism	5	
3.	Investigations related to altered lipid metabolism	5	
4.	Investigations related to altered Vitamins & Minerals	5	
5.	Investigations related to altered immunochemistry	5	
	TOTAL	25	

(25 to be converted into 5 marks for nutrition assignments)

Strengths:

Weakness:

Signature of the student

Signature of Evaluator

Scheme of internal assessment
Subject: Nutrition & Biochemistry

Subject	Nutrition	Biochemistry	Total
Midterm	45	30	75
Pre Final	45	30	75
Total	90	60	150
Send to university THEORY	Out of 150		15
cookery practical	25(5)	-	5
Assignment (Writing journal)	-	25(5)	5
Send to university PRACTICAL			10
Total send to university			15+10=25
External Examination	45	30	75

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES
BIOPHYSICS**

Time Allotted : 30 Hrs

Course Description:

The broad goal of teaching Biophysics to Nursing students is to enable them to understand, the application of physics principles while providing nursing care to the patients

COURSECONTENTS :

<i>Unit No. & total hours</i>	<i>Objectives</i>	<i>Contents</i>			T/L METHODS	METHODS OF EVALUATION
		<i>Must know</i>	<i>Desirable to know</i>	<i>Nice to know</i>		
I (02 hours)	At the end of unit students are able to Knowledge: Understand and describe the	<ul style="list-style-type: none"> • Introduction: Concepts of unit and measurements • Fundamental and derived units Unit 			<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Practice session • Case discussion 	<ul style="list-style-type: none"> • Essay type • Short answer • Objective type Assessment of skills with check

	concepts of unit and measurements. Skill: Able to use measurements in nursing practice. Attitude: Recognizes the importance of units.	length, weight, mass, time. - -			<ul style="list-style-type: none"> • Seminar presentation 	list <ul style="list-style-type: none"> • Assessme of Patients management Problem <ul style="list-style-type: none"> • Essay type • Short answer • Objective type Assessment of skills with check list <ul style="list-style-type: none"> • Assessme of Patients management Problem <ul style="list-style-type: none"> • Essay type • Short answer • Objective type Assessment of skills with check list
II (02 hours)	At the end of unit students are able to Knowledge: Understands and describes vector, speed, velocity and accelerations. Skill: Able to apply law of motion while proving care to the patients. Attitude: Incorporate knowledge into practice.	<ul style="list-style-type: none"> • Vector and scalar motion, speed, velocity and acceleration • Newton's law of motion 			<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Practice session • Case discussion • Seminar presentation 	list <ul style="list-style-type: none"> • Assessme of Patients management Problem <ul style="list-style-type: none"> • Essay type • Short answer • Objective type Assessment of skills with check list <ul style="list-style-type: none"> • Assessme of Patients management Problem <ul style="list-style-type: none"> • Essay type • Short answer • Objective type Assessment of skills with check list
III (03 hours)	At the end of unit students are able to Knowledge: Understand and describe various aspects of gravity. Skill: Apply principles of gravity in nursing	<ul style="list-style-type: none"> • Application of principles of gravity in nursing. 	Gravity: Specific gravity, centre of gravity, principles of gravity. <ul style="list-style-type: none"> • Effect of gravitational forces on human body. 		<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Practice session • Case discussion • Seminar presentation. 	

IV (03 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Understand describe concept of force, work, and energy.</p> <p>Skill: Apply principles of mechanics while providing tractions to the patients.</p> <p>Attitude: Recognizes the importance of body mechanics in nursing practice.</p>	<ul style="list-style-type: none"> • Type and transformation of energy, forces of the body, Static forces • Principles of machines, friction and body mechanics. • Simple mechanics – lever and body mechanics, pulley and traction, incline plane, screw. Application of these principles in nursing. 	<ul style="list-style-type: none"> • Force, work, Energy: Their units of measurement. 	-	<ul style="list-style-type: none"> • . Lecture • Discussion • Demonstration • Practice session • Case discussion • Seminar presentation 	<ul style="list-style-type: none"> • Essay type • Short answer • Objective type <p>Assessment of skills with check list</p> <ul style="list-style-type: none"> • Assessme of Patients management problem
V (03 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Understand and describe nature and effects of heat,</p>	<ul style="list-style-type: none"> • Heat : Nature, measurement, transfer of heat , Effects of heat on matter • Relative humidity, specific heat 	<ul style="list-style-type: none"> • Use of heat for sterilization 		<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Practice session • Case discussion • Seminar 	<ul style="list-style-type: none"> • Essay type • Short answer • Objective type <p>Assessment of skills with check list</p> <ul style="list-style-type: none"> • Assessme of

	relative humidity, and regulation of body temperature. Skill: Regulate temperature and humidity while providing care to patients. Attitude: Identify deviations in body temperature.	<ul style="list-style-type: none"> • Temperature scales • Regulation of body temperature • Application of these principles in nursing 			presentation.	Patients management problem
VI (03 hours)	At the end of unit students are able to Knowledge: Understand and describe laws of reflection, elements of the eye, and use of light in therapy. Skill: Uses light in therapies. Attitude: Recognizes the importance of light in patient care.	<ul style="list-style-type: none"> • Focusing elements of the eye, defective vision and its correction, use of lenses • Relationship between energy, frequency and wavelength of light. • Use of light in therapy. • Application of these principles in nursing. 	<ul style="list-style-type: none"> • Light: Laws of reflection • Biological effects of light 		<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Practice session • Case discussion • Seminar presentation. 	<ul style="list-style-type: none"> • Essay type • Short answer • Objective type Assessment of skills with check list <ul style="list-style-type: none"> • Assessment of Patients management problem
VII (03 hours)	At the end of unit students are able to Knowledge: Understand and describe various principles of osmotic pressure. Skill: Able to apply the principles of osmotic pressure providing nursing	Pressures: Atmospheric pressure, hydrostatic pressure, osmotic pressure <ul style="list-style-type: none"> • Measurements of pressures in the body. • Arterial and venous blood pressures, Ocular pressure • Intracranial pressure- 		-	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Practice session • Case discussion • Seminar presentation. 	<ul style="list-style-type: none"> • Essay type • Short answer • Objective type Assessment of skills with check list <ul style="list-style-type: none"> • Assessment of Patients management problem

	care. Attitude: Recognizes the importance of osmotic pressure.	<ul style="list-style-type: none"> • applications of these principles in nursing. 				
VIII (02 hours)	At the end of unit students are able to Knowledge: Understand and describe various aspects of sound. Skill: Able to apply the principles of sound in providing nursing care. Attitude: Appreciates socio cultural and economic background of individual and families.	<ul style="list-style-type: none"> • Sound : Frequency, Velocity and Intensity • Vocalization and hearing • Use of ultrasound. • Noise pollution and its prevention • Application of these principles in nursing - 			<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Practice session • Case discussion • Seminar presentation 	<ul style="list-style-type: none"> • Essay type • Short answer • Objective type <p>Assessment of skills with check list</p> <ul style="list-style-type: none"> • Assessme of Patients management problem
IX (05 hours)	At the end of unit students are able to Knowledge: Understand and describe Electricity and Electromagnetism. Skill: Assist in the procedures such as ECG, EEG, EMG, and ECT. Attitude: Recognizes the importance of	<ul style="list-style-type: none"> • Electricity and Electromagnetism: Nature of Electricity, Voltage, Current, Resistance and their Units. • Electricity and human body • ECG, EEG, EMG, ECT • Pace makers and defibrillators. • M.R.I. Scanning, CAT 	<p>Flow of electricity in solids, electrolytes, gases and vacuum.</p> <ul style="list-style-type: none"> • Magnetism and electricity. 		<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Practice session • Case discussion • Seminar presentation 	<ul style="list-style-type: none"> • Essay type • Short answer • Objective type <p>Assessment of skills with check list</p> <ul style="list-style-type: none"> • Assessme of Patients management problem

	principles of electricity.	Scan				
X (02 hours)	At the end of unit students are able to Knowledge: Understand and describe the principles of radioactivity. Skill: Apply principles of radioactivity in nursing care.	<ul style="list-style-type: none"> Atomic Energy: Structure of Atom, Isotopes and Isobars. Radiation protection units and limits, instruments used for detection of ionizing radiation. X-rays. 	Radioactivity : Use of radioactive isotopes		<ul style="list-style-type: none"> Lecture Discussion Demonstration Practice session Case discussion Seminar presentation. 	<ul style="list-style-type: none"> Essay type Short answer Objective type Assessment of skills with check list <ul style="list-style-type: none"> Assessme of Patients management problem
XI (02 hours)	At the end of unit students are able to Knowledge: Understand s and describe the principles of electronics.	<ul style="list-style-type: none"> Principles of Electronics: Common electronic equipments used in patient care. 			<ul style="list-style-type: none"> Lecture Discussion Demonstration Practice session Case discussion Seminar presentation 	<ul style="list-style-type: none"> Essay type Short answer Objective type Assessment of skills with check list <ul style="list-style-type: none"> Assessme of Patients management problem

Practicum:-

- experiments and tests should be demonstrated wherever applicable evaluation
-

Summative evaluation				Internal assessment: - 25 marks
midterm 25	Prefinal 38	university examination 38		
section a- mcq-1 x5=5 marks	section a- mcq-1 x8=8 marks	section a- mcq-1 x8=8 marks		
section b – saq- 2x5= 10 marks	section b – saq- 3x5= 15marks	section b – saq- 3x5= 15marks		
section c – laq-1x10=10marks	section c – 1x8=8 1x7=7 total = 15 marks	section c – 1x8=8 1x7=7 total = 15 marks		
theory examination: midterm: 25 marks prefinal: 38marks		grand total:	63 marks	12 Marks
external assessment : university examination: theory: 38 marks				

Out of 25 Marks to be send to the University

	Section –B Biophysics
Mid- term	25
Prelim	38
Total	63
Average out of	12

(75 marks from biochemistry (mid-term & prelim) to be converted into 13marks and 75 Marks from Biophysics (midterm & prelim) to be converted into 12 Marks)

External assessment (Theory): 75 Marks

(University Examination)

Section –A: Biochemistry 37 Marks

Section –B: Biophysics 38 Marks

Total Marks: 75 Marks

KRISHNA INSTITUTE OF MEDICAL SCIENCES UNIVERSITY, KARAD

KRISHNA INSTITUTE OF NURSING SCIENCES, KARAD

1st Year Post Basic BSc

PSYCHOLOGY

Placement: - 1ST YEAR POST BASIC BSC

TIME ALLOTTED THEORY: 60HRS

Practical: 15 Hrs.

COURSE DESCRIPTION:

This course is designed to orient students with regards to psychological principles, and widen their knowledge of the fundamentals of psychology. The course offers Students and opportunity to understand the psychodynamics of patient behavior and to apply theoretical concepts in practical settings.

OBJECTIVES: The course aims towards the developing students skills in –

- Understanding herself and others
- Analyzing her own thought and behavior patterns
- Using psychological principles to improve her efficiency in nursing care
- Applying psychological principles while performing nursing duties
- Distinguishing psychological processes during health and sickness
- Planning nursing care with regards to psychological needs and concerns
- Participating in psychological assessment of patient

Unit No. & Total Hrs.	Objectives	Contents			T/L Method	Method Of Evaluation
		Must Know	Desirable To Know	Nice To Know		
Unit :1 (3Hrs)	At the end of unit students are able to: Cognitive: Define psychology Psychomotor:	INTRODUCTION TO PSYCHOLOGY- <ul style="list-style-type: none"> ○ Definition, history and scope Branches and methods(1hr)	<ul style="list-style-type: none"> ○ Psychology and the student nurse ○ Habits and skill(1hr) 		Lecture cum Discussion PPT Presentation. Group discussion Experiments	<ul style="list-style-type: none"> • MCQ, • Short Answers, • Long answers.

	<p>Explain the branches of psychology.</p> <p>Affective:</p> <p>Describe nursing implication in psychology.</p>	<ul style="list-style-type: none"> -Relationship with other subjects(1hr) 				
Unit :II (8Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive:</p> <p>Definition attention, & factors affecting on attention</p> <p>Psychomotor:</p> <p>Explain types &difficulties and problem in perceptions.</p> <p>Affective:</p> <p>Utilize knowledge of perception in clinical field.</p>	<p>sensation, attention and perception :</p> <p>Process In Sensation</p> <ul style="list-style-type: none"> Problems in sensation (1hr). <p>Attention-</p> <p>Definition, characteristics and types Factors affecting attention. (1hr)</p>	<ul style="list-style-type: none"> Perception – Definition and characteristics of <ul style="list-style-type: none"> Perception form, depth and movement. (1hr). Types and difficulties in perception Problems and nursing care. (1hr). 	<ul style="list-style-type: none"> Distraction and sustaining attention. (1hr). 	<p>Lecture cum Discussion</p> <p>PPT Presentation.</p> <p>Group discussion</p> <p>Experiments</p>	<ul style="list-style-type: none"> MCQ, Short Answers, Long answers Seminar. Assignments.
UNIT III (5Hrs)	<p>At the end of unit students are able to:</p> <p>Cognitive:</p> <p>Explain definition, nature, of learning.</p> <p>Psychomotor:</p> <p>Explain laws and types of learning.</p> <p>Affective:</p> <p>Application of this</p>	<p>TOPIC: LEARNING</p> <p>Definition, Nature And (1hr)</p> <p>Conditioning : Learning (1hr)</p> <p>Process,</p> <p>Laws And Types And Factors affecting on learning(1hr)</p>	<ul style="list-style-type: none"> Learning During Health And Sickness(1hr) 	<ul style="list-style-type: none"> Learning Theories. (1hr) 	<ul style="list-style-type: none"> Lecture cum Discussion. <ul style="list-style-type: none"> PPT Presentation. Group discussion. 	<ul style="list-style-type: none"> MCQ, Short Answers, Long answers Seminar. Assignments.

	knowledge in learning					
UNIT IV (5Hrs)	At the end of unit students are able to: Cognitive: Explain memory, Definition, its nature, its factors. Psychomotor: Students will acquire the different ways for to retain memory. Affective: Student will utilize this knowledge in clinical area. & memory during illness	MEMORY AND FORGETTING. Memory – Definition And Nature ○ Memory Models -And Factors Affecting(1hr) Memory Methods to improve memory. (1hr) • Forgetting – Definition, explanation of forgetting. (1hr)	<ul style="list-style-type: none"> Memory during Health and Sickness. Forgetting During Health and Sickness (1hr) 	-	<ul style="list-style-type: none"> Lecture cum Discussion. PPT Presentation. Group discussion. 	<ul style="list-style-type: none"> MCQ, Short Answers, Long answers Seminar. Assignments. <p>Unit test</p>
UNIT V (5Hrs)	At the end of unit students are able to understand : Cognitive Define motivation. Psychomotor: Affective: Application of this knowledge in nursing care.	TOPIC: MOTIVATION. Definition, Nature And Needs And Motives – Biological And Social	<ul style="list-style-type: none"> Frustration and conflicts Types of conflicts Self actualization ○ Application in nursing care 	<ul style="list-style-type: none"> Theories of motivation. 	<ul style="list-style-type: none"> Lecture cum Discussion. PPT Presentation. Group discussion. 	<ul style="list-style-type: none"> MCQ, Short Answers, Long answers Seminar. Assignments.
UNIT VI (5Hrs)	At the end of unit students are able to understand : Cognitive: Define Emotion.	EMOTION: Definition And Meaning, Expressions and perceptions.	<ul style="list-style-type: none"> Emotions in Sickness, Nursing Care. 	<ul style="list-style-type: none"> Theories of Emotion. 	<ul style="list-style-type: none"> Lecture cum Discussion. 	<ul style="list-style-type: none"> MCQ, Short Answers, Long answers

	Psychomotor: Positive attitude towards patient care Affective: Application of this knowledge in nursing care.				PPT Presentation. • Group discussion.	Seminar. Assignments.
UNIT VII: (5Hrs)	At the end of unit students are able to understand : Cognitive: Define attitude. Psychomotor: Affective:	ATTITUDES: Definition And Nature, • Factors influencing attitude formation.	• Role of Attitudes In Health And Sickness.	Theories of attitude.		
UNIT VIII: (5Hrs)	At the end of unit students are able to understand : Cognitive: Define intelligence. Psychomotor: Demonstrate psychological testing & measurement. Affective: Develops positive attitude towards patients In clinical area.	Intelligence And Abilities: • Definitions And Nature, • Mental Retardation and IQ.	▪ Theories of Intelligence And Abilities.	• Psychological Testing And Measurement Intelligence And Abilities during Sickness.	• Case discussion • Lecture cum Discussion. • PPT Presentation. • Group discussion.	• MCQ, • Short Answers, • Long answers • Seminar. • Assignments. Unit test
UNIT IX: (5Hrs)	At the end of unit students are able to understand : Cognitive Define personalities explain its nature & factors affecting on personality Psychomotor: Differentiate personality disorder.	PERSONALITY: Definition, nature, factors influencing personality.	- Defense mechanism - Psychological problems - Personality disorders and nursing.	Theories of personality development.	• Case discussion • Lecture cum Discussion. • PPT Presentation. • Group discussion.	• MCQ, • Short Answers, • Long answers • Seminar. • Assignments.

	Affective: Implication of this knowledge during clinical area.				Practical session.	
UNIT X: (5Hrs)	At the end of unit students are able to understand : Cognitive Define individual differences its significance Psychomotor: implication of different role of nurse in health and sickness. Affective: Develops positive attitude towards different types of personality while giving care to the client.	INDIVIDUAL DIFFERENCE: - Definition and significance - Heredity and environment - Role in health and sickness - Implications in nursing.	Explain individual differences, Effects on health.		<ul style="list-style-type: none"> • Case discussion • Lecture cum • Discussion. <ul style="list-style-type: none"> • PPT Presentation. • Group discussion. Practical session.	<ul style="list-style-type: none"> • MCQ, • Short Answers, • Long answers • Seminar. • Assignments. Unit test
UNIT XI: (5Hrs)	At the end of unit students are able to understand : Cognitive. Define psychological aspects in nursing Psychomotor: Acquire knowledge for different kinds of personality. Affective: Implication of good	PSYCHOLOGICAL ASPECTS OF NURSING. Psychological needs of child, adolescent, adult, aged Chronically ill and attendants.	Behaviour during sickness - Understanding the client - Psychological approach in nursing care	-	<ul style="list-style-type: none"> • Case discussion • Lecture cum • Discussion. <ul style="list-style-type: none"> • PPT Presentation. • Group discussion. Practical session.	<ul style="list-style-type: none"> • MCQ, • Short Answers, • Long answers • Seminar. • Assignments.

	nursing care in clinical practice.					
UNIT XII: (5Hrs)	At the end of unit students are able to understand : Cognitive Define good mental health. Psychomotor: Acquired knowledge regarding good mental health .	MENTAL HYGIENE: Concepts and meaning of mental hygiene Factors Influencing Mental Health.	Characteristics Of A Mentally Healthy Person	-	Unit test • Case discussion • Lecture cum • Discussion. • PPT Presentation. • Group discussion. Practical session.	<ul style="list-style-type: none"> • MCQ, • Short Answers, • Long answers • Seminar. • Assignments.
REFERENCES: 1. Bhatia, B.D. and Craig, M: Elements of psychology and mental hygiene for nurses; Chennai : Orient Longman Pvt. Ltd 2. Dandekar, W.N. : Fundamentals of experimental psychology ; Kolhapur : Moghe Prakashan 3. Hurlock, E. : Developmental psychology ; Singapore :Tata McGraw Hill Book Co., 4. McGhee, A : Psychology as applied to nursing ; London : Churchill Livingstone 5. Morgan, C.T. and King, R.A.: Introduction to psychology ; Singapore : McGraw Hill Book Co.,						

Internal assessment evaluation scheme

A. Theory

Sr.no.	Examination	Marks (maximum)	Total theory marks sent to university [a]
1.	Midterm examination	75	
2.	Pre-final examination	75	
	Total	150	15

B. Practical

Formative evaluation:
Assignment =1x10marks (a)

Internal assessment marks sent to University =	A + B = 15 +10 = 25
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evaluation criteria for assignment: 10 marks

Sr. No.	Item	Maximum marks	Mark allotted
1	objectives	02	
2	Content matter	02	

3	Formulation of ideas	02	
4	Organization of content	02	
5	Summary and conclusion	01	
6	Bibliography	01	
		10	

Signature of student

Signature of teacher

Date

summative evaluation		
midterm 50 marks	prefinal 75marks	university examination 75m
section a –mcq-1/2 x20 =10marks	section a –mcq-1/2 x30 =15marks	section a –mcq-1/2 x30 =15marks
section b –saq-5x4 =20marks	section b –saq-6x5 =30marks	section b –saq-6x5 =30marks
section c-laQ-2x10 = 20marks	section c-laQ-3x10 = 30marks	section c-laQ-3x10 = 30marks

theory examination : midterm :50marks prefinal : 75marks		grand total :-125marks (b)
external assessment :university examination theory :-75marks		
internal assessment :a+b= 10+15= 25marks		

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.**

MATERNAL NURSING

Time Allotted Theory : 60 Hrs
Practical: 240

Course Description :

The course is designed to widen the student's knowledge of obstetrics during pregnancy, labour and puerperium. It also helps to acquire knowledge and to develop skill in rendering optimum nursing care to a child bearing mother in a hospital or in community and help in the management of common gynaecological problems.

Objectives:

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

1. Describe the physiology of pregnancy, labour, and puerperium.
2. Manage normal pregnancy, labour and puerperium.
3. Explain the physiology of lactation, and advice on management of breast feeding.
4. Provide pre- and post operative nursing care in obstetric conditions.
5. Identify and manage high risk pregnancy including appropriate referrals.
6. Propagate the concept and motivate acceptance of family planning methods.
7. Teach, guide and supervise auxiliary midwifery personnel.

Unit No. & Total Hrs.	Objectives	Contents			T/L Methods	Methods Of Evaluation
			Desirable To Know	Nice To Know		
I (05 hours)	At the end of unit students are able to Knowledge: Understand and describe trans cultural maternity nursing, role of nurse in family welfare programmes. Skill: To apply legislation	INTRODUCTION AND HISTORICAL REVIEW Maternity care and practices in various cultures across the world. Expanded role of the midwife in maternity. Safe motherhood initiative.	Early history of midwifery and evolution of obstetrics. Legislation related to maternal benefits, MTP acts, Family planning (1 hr)	Family welfare programme	lecture discussion	

	related to maternal benefits, MTP act and family planning. Attitude: Describe expanded role of midwife in maternity care.	Maternal mortality, morbidity and perinatal mortality.				
II (06 hours)	At the end of unit students are able to Knowledge: Review anatomy and physiology of female reproductive system. Explain fertilization, fetal growth and fetal circulation. Skill: Demonstrate fetal skull and female pelvis. Attitude: Recognizes placenta, liquor amnii, umbilical cord.	ANATOMY AND PHYSIOLOGY OF FEMALE REPRODUCTIVE SYSTEM Review of anatomy and physiology of female reproductive system. Female pelvis and foetal skull. Female pelvis and foetal skull. Human reproduction, gametogenesis, fertilization, embryo. Placenta, liquor amnii, umbilical cord The foetus: foetal growth, foetal circulation.	Menstrual cycle.			
III (08 hours)	At the end of unit students are able to Knowledge: Understands and describe physiological changes during pregnancy, physiology of lactation, diagnosis of pregnancy and antenatal care. Skill: Demonstrate mechanism of normal labor. Attitude: Perform antenatal assessment of fetal well being.	NORMAL PREGNANCY Physiological changes during pregnancy. Diagnosis of pregnancy and antenatal care. Antenatal assessment of fetal well being. (1 hour) Physiology of normal labour. Mechanism of normal labour. Management of I, II, and III stages of labour. Physiology of normal puerperium. Management of normal puerperium.)	Desirable to know Physiology of lactation and breast feeding.			
IV	At the end of unit students are able to	NEWBORN BABY Immediate care of newborn,	Organization of NICU	Still birth – incidence,		

(06 hours)	<p>Knowledge: Understand and describe asphyxia neonatrum, respiratory distress, neonatal jaundice, birth injuries and newborn infections.</p> <p>Skill: Demonstrate newborn assessment and newborn resuscitation.</p> <p>Attitude: Practice immediate care of newborn. Identify the organization of NICU.</p>	including SGA & LGA. Normal characteristics and essential care of newborn. Newborn Resuscitation. Asphyxia Neonatrum, respiratory distress. Jaundice in newborn. Birth injuries, infection in newborn.		causes and prevention.		
V (05 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Explains various medical and gynecological disorders during pregnancy.</p> <p>Skill: Perform antenatal and post natal assessment for high risk cases.</p> <p>Attitude: Identify various factors responsible for high risk pregnancy.</p>	<p>MEDICAL DISORDERS IN PREGNANCY</p> <p>Toxemias' during Pregnancy: Pre-eclampsia, Eclampsia.</p> <p>Anemia in pregnancy.</p> <p>Diabetes mellitus in pregnancy. (1 hr)</p> <p>Heart diseases during pregnancy. (1hr) Pregnancy with STD, HIV / AIDS (1hr)</p>	Renal disorders in pregnancy	Jaundice in pregnancy .Pulmonary TB.		
VI (10 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Understand and describe the management of high risk pregnancy.</p> <p>Skill: Perform abdominal palpation on high risk patients.</p> <p>Attitude: Recognizes various factors responsible for high risk pregnancy.</p>	<p>HIGH RISK PREGNANCY</p> <p>Abortions.</p> <p>Hydatidiform mole. Ectopic pregnancy. Ante partum hemorrhage – Placenta praevia, Abruptio placenta. Hyper emesis Gravidarum. Multiple pregnancies. Hydramnios: Oligohydramnios. ,Polyhydramnios. Preterm labour, Postdatism. Premature rupture of membrane. IUGR. Uterine Fibroid during pregnancy.</p>	<p>Pregnancy in Rh negative women.</p> <p>Pregnancy with previous caesarean section.</p>	Ovarian tumor during pregnancy		

VII (03 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Understand and describe abnormal uterine action, obstructed labour, rupture of uterus, cord prolapsed.</p> <p>Skill : Demonstrate abnormal presentations</p> <p>Attitude : Identify women with contracted pelvis and CPD.</p>	<p>HIGH RISK LABOUR</p> <p>Abnormal presentation – Unstable lie, Occipito posterior, face, brow, Breech, compound presentation.</p> <p>Abnormal uterine action.</p> <p>Contracted pelvis and CPD.</p> <p>Obstructed labour, rupture of uterus, injuries of maternal birth canal, cord Prolapse.</p>				
VIII (04 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Understand and describe puerperal pyrexia, puerperal sepsis, PPH.</p> <p>Skill: Demonstrate skill in nursing management of postnatal complications.</p> <p>Attitude: Identify various patients with breast complications.</p>	<p>ABNORMALITIES OF PUERPERIUM</p> <p>Post partum hemorrhage Breast complications – Breast engorgement, breast abscess, acute mastitis.</p>	<p>Puerperal pyrexia and puerperal sepsis.(1hour)</p> <p>Psychiatric disorders in puerperium.(1hour)</p>			
IX (03 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Describe operative emergencies.</p> <p>Skill: Perform various nursing procedures during obstetrical complications.</p> <p>Attitude: Identify instrumental deliveries. Display confidence while caring operative patients. Recognize various instruments used in operative obstetrics.</p>	<p>OBSTETRIC EMERGENCY AND OPERATIVE OBSTETRICS</p> <p>Uterine rupture, cervical tear D & E , S & E</p> <p>Use of instruments – Forceps, Vacuum.</p> <p>Caesarean section</p> <p>Destructive operations.</p>				

X (02 hours)	At the end of unit students are able to Knowledge: Describe the use of oxytocins, prostaglandins and anesthetic agents in obstetrics. Skill: Calculate the doses of drugs. Identify the side effects of drugs used in obstetrics. Attitude: Differentiate various drugs used in obstetrics. Recognizes nurses' responsibilities in administering drugs.	Oxytocin, Prostaglandins – use in obstetrics. Anesthesia and analgesics used in obstetrics.				
XI (02 hours)	At the end of unit students are able to Knowledge: Describe USG, NST, CTG and radiography. Skill: Provide nursing care during special investigations. Attitude: Determine various principles used in special investigations.	USG, NST, CTG(1 hour) Radiography. (1 hour)				
XII (04 hours)	At the end of unit students are able to Knowledge: Explain common gynecological problems. Skill: Demonstrate skill and providing nursing care to women with gynecological problems.	- National Programmes for women, National family welfare programme. (1 Hr) infertility, genetic counseling.	Advances in maternity care.	Unwanted pregnancy. -		

	Attitude: Recognizes signs and symptoms of common gynecological problems.					
XIII (04 hours)	At the end of unit students are able to Knowledge: Understand and describe National Programmes, infertility, genetic counseling and unwanted pregnancies. Skill: Plan genetic counseling sessions for the couples. Attitude: Determine various advancements in infertility treatment and genetic counseling.	GYNAECOLOGICAL NURSING Common Gynaecological Problems. (1 hour) Fibroids, Uterine and Cervical Prolapse. (1hour)	Cervical erosions, Carcinoma. Uterine Inversion etc.	Unwed mothers.		

Internal Assessment Evaluation Scheme

Maximum Marks: 25

E. Theory

Sr.No.	Examination	Marks (maximum)	Total theory marks sent to University [A]
1.	Midterm examination	50	
2.	Pre-final examination	75	
	TOTAL	125	25

F. Practical

Sr.No.	Practical Examination	Marks (maximum)	Total Practical marks sent to University [A]
1.	Midterm examination	50	
2.	Pre-final examination	50	
	TOTAL	100	

Clinical Evaluation & clinical Assignment

	Sr.No.	Activity	Marks	Total marks	Total practical marks sent to University [B]
Internal assessment marks sent to University	1.	Case study Two (50 marks each)	100	100	
	2.	Case Presentation :One	50	50	
	3.	Clinical Evaluation 3 (100 Marks each)	3x100	300	
	4.	Group Health teaching (one)	25	25	
	5.	Nursing Care plan (Gyanae :One)	25	25	
		TOTAL		500	

evaluation format for health talk

Name of the student

Area of experience.....

Period of experience

Supervisor.....

Total 100 Marks

Scores 5= Excellent, 4 = Very Good, 3= Good, 2= Satisfactory, /Fair, 1= poor

Sr No	Particular	1	2	3	4	5	Score

1	<p>Planning & organizing</p> <ul style="list-style-type: none"> a) Formulation of attainable objectives b) Adequacy of content c) Organization of subject matter d) Current knowledge related to subject Matter e) Suitable A.V aids <p>II) Presentation</p> <ul style="list-style-type: none"> a) Interesting b) Clear Audible c) Adequate explanation d) Group Involvement e) Effective use of A.V.Aids f) Time Table <p>III) Personal qualities</p> <ul style="list-style-type: none"> a) Self confidence b) Personal appearance c) Language d) Mannerism e) Self awareness of strong & weak points <p>IV) Feedback</p> <ul style="list-style-type: none"> a) Recapitulation b) Effectiveness c) Group response <p>V) submits assignments on time</p>						
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- 100 marks will be converted into 25

EVALUATION CRITERIA CASE STUDY

Assessment / Introduction	5
Knowledge and understanding of disease	15
Nursing care plan	20
Discharge plan	5
Summary &evaluation	3
Bibliography	2
Total	50

Evaluation Criteria Case Study Presentation

Assessment / Introduction	5
Knowledge and understanding of disease	10
Presentation skill	10
Nursing care plan	15
A.V aids	5
Over all	5
Summary & Evaluation	2
Time	1
Bibliography	2
Total	50

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.**

SUBJECT: - CHILD HEALTH NURSING

Placement :- 1st year PBBSc

Time allotted :- 60hrs

Practical :- 240 hrs

COURSE DESCRIPTION :-

This Course is aimed at developing an understanding of the modern approach to child care, the principles of child health nursing and the common problems of neonates and children in health and sickness.

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

1. Explain the modern concept of child care and the principles of child health nursing
2. Describe the normal growth and development of children in various age groups.
3. Explain the physiological response of body to disease conditions in children.
4. Identify the health needs and problems of neonates and children, plan and implement appropriate nursing interventions.
5. Identify the various preventive, promotive and rehabilitative aspects of child care and apply them in providing nursing care to children in the hospital and in the community.

Unit No. with total hours	Objectives	Contents with distributed hours			T/L METHODS	METHODS OF EVALUATION
		Must know	Desirable to know	Nice to know		
I (08 hours)	At the end of unit students are able to Knowledge: Know the basic care of child health nursing Skill: Organize the principles of pre and post operative care of child health nursing.	<ul style="list-style-type: none"> Modern concept of child care, internationally accepted rights of the child. Changing trends in hospital care, preventive, promotive and curative aspects of child health Child morbidity and mortality rates Differences between adult and child care. Hospital environment for a sick child Role of a pediatric nurse in caring for the hospitalized child. Principles of pre and post operative care of infants and children. Pediatric nursing procedures Collection of specimen, calculation & administration of drugs, adm of oxygen, nebulization, exchange transfusion 	<ul style="list-style-type: none"> National policy and legislation's in relation to child health and welfare. National programmes related to child health and welfare. 	-	<ul style="list-style-type: none"> Lecture Discussion Demonstration Practice session Case discussion Seminar Drug book/ presentation 	<ul style="list-style-type: none"> Essay type Short answer Objective type <p>Assessment of skills with check list</p> <ul style="list-style-type: none"> Assessment of Patients management problem
II (12 hours)	At the end of unit students are able to Knowledge: Know the normal growth and development of the child. Skill: Develop the	Growth & development: <ul style="list-style-type: none"> Principles & factors affecting growth & development. Assessment of growth and development. Growth & development from birth to adolescence, needs of normal children through stages of development and parental guidance. Nutritional needs of infants and children principles of pediatric nutrition. 	<ul style="list-style-type: none"> Role of play in children - Need, importance and value of play, selection of play material and nurse's role. 	-	<ul style="list-style-type: none"> Lecture Discussion Demonstration Practice session 	<ul style="list-style-type: none"> Essay type Short answer Objective type <p>Assessment of skills with check list</p>

	nursing care regarding the nutritional needs. Attitude: Have a positive attitude regarding the preventive humanization.	<ul style="list-style-type: none"> Breast feeding, Artificial feeding & Weaning Infancy, toddler, pre-schooler, school age child and adolescents. Preventive immunization 			<ul style="list-style-type: none"> Case discussion Seminar Drug book/ presentation 	<ul style="list-style-type: none"> Assessment of Patients management problem
III (04hours)	At the end of unit students are able to Knowledge: Know the comprehensive nursing care of neonatal problems. Skill: Develop the skill of prevention of neonatal problems. Attitude: Predict and explain the critical care concept in child health.	<ul style="list-style-type: none"> Characteristics and care of a newborn. Asphyxia neonatorum. Low birth weight infants. Nursing management of common neonatal disorders. Neonatal jaundice & photo therapy. Neonatal sepsis & hypoglycemia. Organization of Neonatal units, Prevention & Control of infection. Critical care concept in child health 	<ul style="list-style-type: none"> Neonatal resuscitation 	-	<ul style="list-style-type: none"> Lecture Discussion Demonstration Practice session Case discussion Seminar Drug book/ presentation 	<ul style="list-style-type: none"> Essay type Short answer Objective type <p>Assessment of skills with check list</p> <ul style="list-style-type: none"> Assessment of Patients management problem
IV (32hours)	At the end of unit students are able to Knowledge: Know the different types of diseases in all the body systems. Skill: Develop nursing care	<p>a) Nutritional deficiency disorders.</p> <ul style="list-style-type: none"> Protein energy malnutrition Vitamin deficiency disorders (Rickets, scurvy, Vit. A deficiency disorders) <p>b) Respiratory diseases & disorders:</p> <ul style="list-style-type: none"> Acute bronchitis & Bronchiolitis Pneumonia Bronchial Asthma (1hour) <p>c) Disorders of the gastro-intestinal system:</p> <ul style="list-style-type: none"> Acute gastroenteritis 	<p>Endocrine Disorders:</p> <ul style="list-style-type: none"> Juvenile Diabetes Mellitus <p>Orthopedic Disorders</p> <ul style="list-style-type: none"> CTEV (Club foot), Congenital hip 	-	<ul style="list-style-type: none"> Lecture Discussion Demonstration Practice session Case discussion 	<ul style="list-style-type: none"> Essay type Short answer Objective type <p>Assessment of skills with check list</p> <ul style="list-style-type: none"> Assessment of Patients

	<p>according to disease aspect. Attitude: Identify the children who are in vulnerable group.</p>	<p>Tracheo esophageal fistula Cleft lip and palate, Hypertrophic Pyloric Stenosis</p> <ul style="list-style-type: none"> • Hirschsprung's disease & Intestinal Obstruction • Anorectal anomalies <p>d) Cardiovascular system:</p> <ul style="list-style-type: none"> • Rheumatic fever • Congenital heart diseases • Congestive cardiac failure. <p>e) Disorders of Genito urinary System:</p> <ul style="list-style-type: none"> • Acute glomerulo nephritis • Nephrotic Syndrome • Wilm's tumour & Congenital disorders <p>f) Neurological disorders:</p> <ul style="list-style-type: none"> • Convulsions in children & Epilepsy • Meningitis & Encephalitis • Hydrocephalus, • Meningocele and meningocele <p>g) Haematological disorders:</p> <ul style="list-style-type: none"> • Anaemia & Thalassemia • Idiopathic thrombocytopenic Purpura & Hemophilia • Leukaemia <p>h) Disorders of Skin, Eye & ENT</p> <p>i) Skin : Eczema, urticaria, scabies, pediculosis, worm infestations</p> <p>j) Eye & ENT : Tonsillitis, Deafness, Otorrhoea, Otitis Media, Congenital Cataract, hypertelorism</p> <p>k) Communicable Diseases in Children:</p> <ul style="list-style-type: none"> • Measles/rubella, Chicken pox. Diphtheria, whooping cough. Tetanus, Poliomyelitis AIDS Tuberculosis <p>l) Paediatric Emergencies:</p> <ul style="list-style-type: none"> • Accidents, Poisoning, Stings & Bites 	<p>dislocation</p> <ul style="list-style-type: none"> • Fractures. 		<ul style="list-style-type: none"> • Seminar Drug book/ presentation 	management problem
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		<ul style="list-style-type: none"> Foreign bodies, Haemorrhage & Drowning, Burns 				
V (04 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Know the health deviation of children.</p> <p>Skill: Describe the health problems of children when it is deviated.</p>	<p>Must know</p> <p>Management of challenged children:</p> <ul style="list-style-type: none"> Enuresis, Encopresis, temper tantrums somnambulism, juvenile delinquency, speech defects, tics, pica, antisocial behavior. <p>Socially challenged – Child abuse & child labour</p> <p>-</p>	<ul style="list-style-type: none"> Need for early diagnosis, treatment and rehabilitation of Mentally challenged Mental retardation Physically challenged Cerebral palsy. 		<ul style="list-style-type: none"> Lecture Discussion Demonstration Practice session Case discussion Seminar Drug book/ presentation 	<ul style="list-style-type: none"> Essay type Short answer Objective type <p>Assessment of skills with check list</p> <ul style="list-style-type: none"> Assessment of Patients management problem

2012-13

INTERNAL ASSESSMENT PROFORMA & GUIDELINE CHILD HEALTH NURSING

I P.B. B.Sc. Nursing EVALUATION

Internal Assessment:

Theory:

Practical:

Total:

Details as follows:

SUMMATIVE EVALUATION				
MIDTERM 50	PREFINAL 75	University Examination 75		
Section A- MCQ- $\frac{1}{2} \times 20 = 10$ Marks	Section A -MCQ – $\frac{1}{2} \times 30 = 15$ Marks	Section A MCQ – $\frac{1}{2} \times 30 = 15$ Marks		
Section B – SAQ- $5 \times 4 = 20$ Marks	Section B – SAQ- $6 \times 5 = 30$ Marks	Section B – SAQ- $6 \times 5 = 30$ Marks		
Section C – LAQ- $2 \times 10 = 20$ Marks	Section C – LAQ- $3 \times 10 = 30$ Marks	Section C – LAQ- $3 \times 10 = 30$ Marks		
THEORY EXAMINATION: MIDTERM: 50 Marks PREFINAL: 75 Marks		GRAND TOTAL:	125 Marks	25 Marks
EXTERNAL ASSESSMENT : UNIVERSITY EXAMINATION: THEORY: 75 Marks PRACTICAL: 50 Marks				

Formative Evaluation

Internal assessment (Practicum):

50 Marks

(Out of 50 Marks to be send to the University)

Practical Exam

1) Mid-Term exam

050 Marks

2) Prelim

050 Marks

3) Clinical Evaluation & Clinical Assignment:500 Marks

i) Case study (two):

100 Marks

(One Paediatric Medical &

One paediatric surgical-50 marks each)

ii) Case presentation (one)

050 Marks

iii) Clinical evaluation of compressive nursing care-

300 Marks

(One paediatric medical, Onepaediatric surgical& One NICU-100 Marks each)

iv) Health teaching

025 Marks

Total:

P B. B. Sc nursing : child health nursing

Proforma & guideline for case study

I] Patient's Biodata

Name, Age, Sex, Religion, Marital status, Occupation, Source of health care, Date of admission, Provisional Diagnosis, Date of surgery if any.

II] Presenting complaints

Describe the complaints with which the child has been admitted to the ward.

III] Child's Personal data:

- Obstetrical history of mother
- Prenatal & natal history
- Growth & Development (compare with normal)
- Immunization status
- Dietary pattern including weaning
- Nutritional status
- Play habits
- Toilet training habits
- Sleep pattern
- Schooling

IV] Socio-economic status of the family:

Monthly income, expenditure on health, food, education

V] History of Illness

- History of present illness – onset, symptoms, duration,

- precipitating/ aggregating factors Illnesses, hospitalizations, surgeries, allergies.
- History of past illness – • Family history – Family tree, family history of illness, risk factors, congenital problems, psychological problems.

VI] Diagnosis :- Provisional & confirm.

VII] Description of disease: Includes the followings:

1. Definition
2. Related anatomy and physiology
3. Etiology & risk factors
4. Path physiology
5. Clinical features

VIII] Physical Examination of Patient

IX] Investigations:-

X] Management - Medical / Surgical

Aims of management

Objectives of Nursing Care Plan

XI] Medical Management

XII] Nursing management (Use Nursing Process) (Short Term & Long Term Plans).

XIII] Complications

Prognosis of the patient

XIV] Day to day progress report of the patient

XV] Discharge planning

XVI] References:

Clinical features present in the book	present in the patient

Date	Investigation done	Result	Normal value	Inference

EVALUATION CRITERIA FOR CASE STUDY

(Maximum Marks: 50+50=100)

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

Assessment	Nursing Diagnosis	Objective	Plan of care	Rational e	Implementation	Evaluation

Note :- One

I P B BSc NURSING: CHILD HEALTH NURSING
PROFORMA & GUIDELINE FOR CASE PRESENTATION

I] Patient Biodata

Name, Age, Sex, Religion, Marital status, Occupation, Source of health care, Date of admission, Provisional Diagnosis, Date of surgery if any.

II] Presenting complaints

Describe the complaints with which the child has been brought to the hospital

III] Child's Personal data:

- Obstetrical history of mother
- Prenatal & natal history
- Growth & Development, compare with normal (Refer Assessment Proforma).
- Immunization status
- Dietary pattern including weaning (Breast feeding relevant to age)
- Play habits
- Toilet training
- Sleep pattern
- Schooling

IV] Socio-economic status of the family: Monthly income, expenditure on health,

food, education etc.

V] History of Illness

- i) History of present illness – onset, symptoms, duration, precipitating/ aggravating factors
- ii) History of past illness – Illnesses, surgeries, allergies, medications
- iii) Family history – Family tree, history of illness in the family members, risk factors, congenital problems, psychological problems.

VI] Diagnosis: (Provisional & confirmed).

Description of disease: Includes the followings

- 2. Definition.
- 3. Related anatomy and physiology
- 4. Etiology & risk factors
- 5. Path physiology
- 6. Clinical features.

VII] Physical Examination of Patient (Date & Time)

Physical examination: with date and time.

VIII] Investigations

IX] Management - (Medical /Surgical)

- Aims of management
- Objectives of Nursing Care Plan

X] Treatment:

- Surgical management
- Nursing management

XI] Nursing Care Plan: Short Term & Long Term plan.

XII] Discharge planning:

Clinical features present in the book	Present in the patient

It should include patient.

XIII] Prognosis of the patient:

XIV] Summary	Date	Investigation done	Results	Normal value	Inference
XV] References					

EVALUATION CRITERIA FOR CASE PRESENTATION
(Maximum Marks – 50)

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

Assessment	Nursing Diagnosis	Objective	Plan of care	Rationale	Implementation	Evaluation

CLINICAL EVALUATION: CHILD HEALTH NURSING

Area :-Paed. Medical / Paed.Surgical Nursing.

Maximum Marks – 100

Name of the Student

Year: I Year P. B. B.Sc Nursing

Duration of Experience

Note: Same format to be used for assessment of Paed. Medical &Paed. Surgical Nursing

Positive & Negative aspects.

Signature of Student

Signature of Clinical supervisor

SN	Criteria	1	2	3	4
	KNOWLEDGE, SKILL & APPLICATION				
1.	Possess sound knowledge of principles of PaedNsg				
2.	Has an understanding of the modern trends and current issues in paednsg practice				
3.	Has knowledge of normal growth and development of children				
4.	Has adequate knowledge of paed nutrition and applies principles of normal therapeutic diet				
5.	Able to elicit health history of child and family accurately				
6.	Identifies need/problems of Children with Medical & Surgical problems				
7.	Able to plan, implement and evaluate care both preoperatively and post operatively				
8.	Able to calculate and administer medications to children accurately				
9.	Recognizes the role of play in children & facilitates play therapy for hospitalized children				
10.	Acts promptly in paediatric emergencies				
11.	Makes relevant observations, maintain records & reports promptly & effectively.				
12.	Skilful in carrying out physical examination, developmental screening and detecting deviations from normal				
13.	Able to carry out therapeutic regime related to children in accordance with principles of paediatricNsg				
14.	Identifies opportunities for health education & rehabilitation and encourages parent participation in the care of the child				
15.	Demonstrates evidence of self learning by reading of current literature/seeking help from experts.				
	Personality aspects				
16.	Professional grooming & turn-out				
17.	Able to think logically, alert, attentive and well informed				
18.	Communicates effectively				
19.	Enthusiastic & takes interest in clinical setting				
20.	Trust worthy and reliable				
21.	Courteous, tactful & considerate in all her dealings with colleagues, seniors, patients & family				
22.	Displays emotional maturity and leader ship qualities.				
23.	Follows instructions & exhibits positive behavioral changes as and when required				

CLINICAL EVALUATION: CHILD HEALTH NURSING

Area :- NICU

Name of the Student

Year: I Year P.B B. Sc Nursing

Positive & Negative aspects.

Signature of Student

(Maximum Marks – 100)

Duration	S. No	Criteria	1	2	3	4
		KNOWLEDGE SKILL & APPLICATION.				
	1.	Possess sound knowledge of principles of PaedNsg and the modern trends and current issues in PaedNsg practice				
	2.	Is familiar with the NICU protocol for maintenance of asepsis and prevention of cross infection in NICU				
	3.	Has knowledge and skill in assessment & care of New born				
	4.	Possess knowledge and demonstrates skill in neonatal resuscitation				
	5.	Has adequate knowledge, identifies needs and exhibit skill and efficiency in caring for the LBW infants				
	6.	Makes relevant observations, maintains records & reports promptly & effectively				
	7.	Has adequate knowledge regarding feeding and follows safe feeding practices				
	8.	Able to calculate and administer medications to neonates accurately				
	9.	Demonstrates ability to care for neonates in incubator and on ventilator.				
	10.	Acts promptly in paediatric emergencies				
	11.	Able to apply principles of paednsg in the management of neonates under phototherapy.				
	12.	Has knowledge of exchange transfusion				
	13.	Able to identify early manifestations of common neonatal problems and manage accordingly				
	14.	Identifies opportunities for health education and encourages parent participation in the care of the child				
	15.	Demonstrates evidence of self learning by reading of current literature/seeking help from experts.				
		PERSONALITY ASPECTS.				
	16.	Professional grooming & turn-out				
	17.	Able to think logically, alert, attentive and well informed				
	18.	Communicates effectively				
	19.	Enthusiastic & takes interest in clinical setting				
	20.	Trust worthy and reliable				
	21.	Courteous, tactful & considerate in all her dealings with colleagues, seniors, patients & family				
	22.	Displays emotional maturity and leadership qualities.				
	23.	Follows instructions & exhibits positive behavioral changes as and when required				
	24.	Practices economy in relation to time, effort & material in all aspects				

1st YEAR P. B. B. Sc. NURSING.
PROFORMA & GUIDELINE FOR HEALTH TEACHING.

Topic Selected :-

1. Name of the Student Teacher.
2. Name of the Supervisor.
3. Venue.
4. Date.
5. Time
6. Group.
7. Previous knowledge group.
8. General objectives.
9. Specific objectives.
10. A. V. Aids. used.

Plan for Health Teaching.

References.

EVALUATION CRITERIA FOR HEALTH TEACHING.
(Maximum Marks – 25)

Signature of Student

SN	Time	Specific objectives	Content	Teaching learning activities	A. V. Aids	Evaluation.

Signature of Clinical supervisor

SN	Criteria	Marks Allotted.	Marks Obtained	Total
01.	Lesson plan.	6		
02.	Presentation.	5		
03.	Communication skill	3		
04.	A. V. Aids.	4		
05.	Relevance to the topic.	3		
06.	Group participation.	2		
07.	Bibliography / References.	2		
	Total	25		

I P B BSc NURSING: CHILD HEALTH NURSING

PROFORMA & GUIDELINE FOR EXAMINATION AND ASSESSMENT OF NEW BORN (Preterm Baby)

I] Biodata of baby and mother

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

II] Examination of the baby :

	Characteristics	In the Baby	Comparison with the normal
1.	Weight		
2.	Length		
3.	Head circumference		
4.	Chest circumference		
5.	Mid-arm		

8. Respiration

Head :

- Forceps marks (If any) _____:

matoma/ caput succedaneum s (If any)	:	

Eyes : Face:

Cleft lip/ palate

Ear Cartilage :

Trunk:

- Breast nodule

- Umbilical cord

- Hands :

Feet/Sole creases :

Legs :

Genitalia :

Muscle tone :

Reflexes

- Clinging =

- Laughing/sneezing =

- Sucking =

- Rooting =

- Gagging =

- Grasp =

- Moro =

- Tonic neck reflex =

Cry: Good/ week

APGAR scoring at birth =

First feed given =

Type of feed given =

Total requirements of fluid & calories :

Amount of feed accepted :

Special observations made during feed :

Care of skin :

Care of eyes, nose, ear, mouth :

Care of umbilicus and genitalia :

Meconium passed/ not passed :

Urine passed/ not passed :

IV] Identification of Health Needs in Baby & Mother.

V] Health education to mother about Breast feeding :

Care of skin, eye, and umbilicus ect.

V]Bibliography

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Evaluation Criteria :Examination& Assessment of Newborn

(Maximum Marks : 25)

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

		Total 25

(Note: To be counted out of 20 Marks)

I P B BSc NURSING: CHILD HEALTH NURSING
PROFORMA & GUIDELINE FOR ASSESSMENT OF GROWTH & DEVELOPMENT
(Infant)

I] Identification Data

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

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

Anthropometry **In the Child** **Normal**

Weight
 Height
 Chest circumference
 Head circumference
 Mid arm circumference

Dentition	Developmental milestones	In Child	Comparison with the normal
III] Milestones	1. Responsive smile 2. Responds to Sound 3. Head control 4. Grasps object 5. Rolls over 6. Sits alone 7. Crawls on creeps		

IV] Social, Emotional & Language Development:

Social & emotional development	In Child	Comparison with the normal
<p>Responds to closeness when held</p> <p>Smiles in recognition</p> <p>Recognizes mother</p> <p>Coos and gurgles</p> <p>Seated before a mirror, regards image</p> <p>V] Play habits</p> <p>Child's favourite</p> <p>Does he play</p> <p>VI] Toilet training</p> <p>Is the child toilet trained</p> <p>Has the child toilet training</p> <p>Does the child toilet training</p> <p>VII] Nutritional habits</p> <ul style="list-style-type: none"> Plays with doll Gives full name <p>Can help put things away</p> <p>Understands difference between boy & girl</p> <p>Meal patterns</p> <p>Sample of a day's diet</p> <p>Breakfast:</p> <p>Feeds himself/herself</p> <p>Repeats with number</p> <p>Understands under, behind, inside, outside</p> <p>Dresses and undresses</p>		

VIII] Immunization status & schedule of completion of immunization.

IX] Sleep Pattern

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

Any sleep problems observed & how it is handled:

X] Schooling

Does the child attend school?

If Yes, which grade and report of school performance:

XI] Parent child relationship

How much time do the parents spend with the child?

Observation of parent-child interaction:

XII] Explain parental reaction to illness and hospitalization

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

XIV] Identification of needs on priority

XV] Conclusion

XVI] Bibliography

Evaluation Criteria :Assessment of Growth & Development (New born baby)

(Maximum Marks : 25)

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

	Total	25

Note: 1.

2.

To be counted out of 20 Marks. Assessment of growth and development:100 Marks
Same format to be used for (Preterm baby, Infant, Toddler, Preschlolar,
assessment of Toddler, Preschooler andschoolar (Marks 20 each).
child **675 Marks**
&Schooler child.

(675 Marks from Practicum to be converted into 50 Marks)

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.**

MICROBIOLOGY

Placement : 1st Year

Time allotted : theory 60 Hrs

Practical -30 hrs

COURSE DESCRIPTION

This course is reorients the students to the fundamentals of Microbiology and its various sub-divisions. It provides opportunities to gain skill in handling and use of microscope for identifying various micro-organisms. It also provides opportunities for safe handling materials containing harmful bacteria and methods of destroying microorganisms.

OBJECTIVES

At the end of the course, the student will

1. Identify common disease producing micro-organisms.
2. Explain the basic principles of microbiology and their significance in health and disease.
3. Demonstrate skill in handling specimens
4. Explain various methods of dis-infection and sterilization
5. Identify the role of the nurse in hospital infection control

Unit No And Total Hrs	Objectives	Contents			T/L Methos	Method Of Evaluation
		Must Know	Desire To Know	Nice To Know		
I (03 hours)	At the end of unit students are able to Knowledg e: Understand and describe the basic concepts of microbiolo gy.	Structure and classification of Microbes: <ul style="list-style-type: none"> Morphological types Size and form of bacteria.	-Motility - classification of microorganis m		lecture discussio n	
II (03 hours)	At the end of unit students are able to Knowledg e: Know the identificati on of microorgan isms	Identification of micro-organism: <ul style="list-style-type: none"> Discussion of laboratory methods Diagnosis of bacterial diseases 			lecture discussio n	

III (04 hours)	At the end of unit students are able to Knowledge: Understand and describe growth and nutrition of microorganisms.	<ul style="list-style-type: none"> • Growth and nutrition of Microbes: • Temperature. • Moisture. • Blood. 			lecture discussion	
IV (06 hours)	At the end of unit students are able to Knowledge: Understand describe disinfection and sterilization. Skill: Perform disinfection of the care giving areas. Attitude: Recognizes the importance of disinfection in nursing practice.	Destruction of micro-organism: <ul style="list-style-type: none"> • Chemotherapy antibiotics • Hospital infection control procedure • role of nurses. 	<ul style="list-style-type: none"> • Sterilization and disinfections. Effect of heat and cold. 		lecture discussion	

V (10 hours)	At the end of unit students are able to Knowledge: Understand and describe various disease producing microorganisms.	Disease producing micro-organisms: introduction: <ul style="list-style-type: none"> • Gram positive Bacilli . • Description Anaerobes • Anaerobes Cocci. • Cont.. Description Cocci. • Spirochetes . Rickettsae . 	<ul style="list-style-type: none"> • Tuberculosis leprosy. 		lecture discussion	
VI (04 hours)	At the end of unit students are able to Knowledge: Understand and describe various disease producing fungi.	Pathogenic fungi: <ul style="list-style-type: none"> • Dermatophytes • Systemic Mycotic infection • Cont. Description. Systemic Mycotic infection Laboratory diagnosis of Mycotic infection.			lecture discussion	

VII (06 hours)	At the end of unit students are able to Knowledge: Understand and describe immunity, hypersensitivity, and antigen antibody reactions. Attitude: Recognizes the importance of immunity.	Immunity: <ul style="list-style-type: none"> • Immunity • hypersensitivity –Skin test • Antigen reaction • anti body reaction • Immunization shedulde • of disease 			lecture discussio n	
VIII (10 hours)	At the end of unit students are able to Knowledge: Understand and describe various parasites and vectors.	Parasites and vectors: <ul style="list-style-type: none"> • Characteristic s • classification of parasites. • Protozoal infection including amoebiasis • Helminthes infection • Cont.. Helminthes infection • parasitic infection • Diagnosis of parasitic infection 	<ul style="list-style-type: none"> • Vector(• diseases transmitte d by them 		LECTUR E DISCUSSI ON	
IX (08 hours)	At the end of unit students are able to Knowledge: Understand and	Viruses: <ul style="list-style-type: none"> • Classification • viruses general characteristics of viruses • Diseases caused by 			LECTUR E DISCUSSI ON	

	describe classification and characteristics of viruses.	viruses in men <ul style="list-style-type: none"> • Cont.. Diseases caused by viruses in men • Cont.. Diseases caused by viruses in animal • Preventive measurestheir control 				
X (06 hours)	At the end of unit students are able to Knowledge: Understand and describe the microorganisms transmitted through food.	Micro-organisms transmitted through foods: <ul style="list-style-type: none"> • Introduction Food poisoning. • Classification Food poisoning. • Nursing responsibility Food poisoning. • Introduction Food borne infections. • Classification Food borne infections. • Prevention of Food borne infections. 			LECTURE DISCUSSION	

sr.no	practical	30 marks
1)	use and care of microscope common examination: smear, blood, mouldes, yeasts.	6marks
2)	staining techniques-gram staining, acid fast staining. hanging drop preparation.	6marks
3)	preparation of media and culture techniques. -collection handling and transportation of various specimens.	6marks
4)	sterilization methods- physical, chemical and mechanical	4marks
5)	identification and study of the following bacteria : strepto cocci, pneumococci and staphylococci,corynebacteria spirochetes and gonococci. enteric bacteria. posting in infection control department.	3marks
6)	demonstration of serological methods	3marks
7)	identification of parasites and vectors.	2marks

summative evaluation

mid term	pre final	university examination
MCQ : $\frac{1}{2}$ MARKS $\times 20 = 10$ MRS	MCQ - $15 \times 1 = 15$ Marks	Section B - SAQ - $5 \times 3 = 15$ Mark SAQ - $3 \times 5 = 15$ Marks Section C - LAQ - $2 \times 15 = 30$ Marks
SAQ : 5 MARKS $\times 4 = 20$ MARKS	SAQ - $5 \times 3 = 15$	
LAQ : 10 MARKS $\times 2 = 20$ MARKS	SAQ - $3 \times 5 = 15$ Marks	
	LAQ - $2 \times 15 = 30$ Marks	

internal assessment:

theory: 15 marks

journal assignment: 10 marks

total: 25 marks

(out of 25 marks to be send to the university

theory examination: midterm 50 marks

prefinal 75 marks

Method of evaluation

1. written tests
2. assignments
3. practical and oral test

References

1. Ananthanarayanan R. "Text Book of Microbiology", Bombay, Orient Jaym Panickat, C. K. Longman, 1981.
2. Probisher, "Fundamentals of Microbiology", Philadelphia, W. B. Saunders Co., 1952.
3. Stewai, Beswick — Bacteriology, Virology, Immunity" London> The English Language Book Society, 1977.
4. Wilson, M. E. Helen Eckel Mizer and Josephine A Mo cue "Microbiology in Patient Care", U.S.A., Mac Milan Co., 1979.

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.**

MEDICAL –SURGICAL NURSING

Placement: Ist Yr.P.B.Bsc
Practical: 270hrs.

Allotted Theory: 90hrs.

COURSE DESCRIPTION:

The purpose of this course is to widen the students' knowledge and develop proficiency in caring for patients with Medical Surgical problems. This course includes review of relevant anatomy & physiology, pathophysiology in Medical Surgical disorders & the nursing management of these conditions.

OBJECTIVES:

At the end of the course, the F.Y.P.B.Sc. Nursing students will-

1. explain relevant Anatomy & Physiology of various systems of the body.
2. Explain etiology, pathophysiology & manifestations of various disorders.
3. explain the actions, side-effects & nursing implications in administering drugs for various disorders.
4. discuss the recent advancement in the investigations, treatment & care of patients with Medical Surgical conditions.
5. develop skill in giving comprehensive nursing care to patients following the steps of nursing process.
6. assist the patients & their families in identifying & meeting their own health needs.
7. provide planned & incidental health education on various aspects related to disorder & relevant care.
8. appreciate the role of the nurse in the Medical Surgical health team.

UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH ONE HOURLY DISTRIBUTION			T/L METHODS	METHODS OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW		
I (2 hrs)	At the end of unit students are able to Knowledge: Understand concept of comprehensive nursing care. Attitude: Render effective care to the client.	<ul style="list-style-type: none"> Review of concepts of comprehensive nursing care in medical surgical conditions. Nurse, patient and his/her family. Functions of nurse in the outpatient department. Clients' needs and nursing care in intensive care unit. 	<ul style="list-style-type: none"> Introduction to Medical surgical nursing. 	-Intensive care unit. Staff requirements.	<ul style="list-style-type: none"> Lectures & Discussion -films and slides Demonstrations Practicesessions Casediscussions Seminars Clinicalpractice <ul style="list-style-type: none"> Exposure to related Procedures -Drug book 	<ul style="list-style-type: none"> Essay type Short answers Objective type Skill assessment with check list Clinical work
II (9 hrs)	At the end of unit students are able to Knowledge: Understand and describe nursing management of patient with specific problems like pain, shock etc. Skill: Acquire proficiency in providing comprehensive care to patients with specific problems. Attitude: Integrate this knowledge in professional practice.	Nursing management of patients with specific problems: Fluid and electrolyte imbalance. Dyspnea, cough Respiratory. Fever.Shock. Pain. Acute illness, chronic pain Illness, Terminal illness. Age and related illness Patient undergoing surgery.	-Incontinence.	---	<ul style="list-style-type: none"> Lectures & Discussion Demonstrations Practicesessions Casediscussions / seminar 	Essay type <ul style="list-style-type: none"> Short answers Objective type of question Assessment of skill assessment with check list <ul style="list-style-type: none"> Clinical Work

III (10 hrs)	<p>At the end of unit students are able to</p> <p>Knowledge: Understand and explain the nursing management of patient with neurological conditions.</p> <p>Skill: Identify the nursing care needs of client and provide quality care.</p> <p>Attitude: Maintain respect and dignity of patient with neurological disorders.</p>	<p>Nursing management of patients with Neurological and neuro-surgical conditions:</p> <ul style="list-style-type: none"> -Pathophysiology and management of Cerebro vascular Accident. Cranial, Spinal and peripheral neuropathies. Headache and intractable pain. -Epilepsy. -Infectious & Inflammatory diseases - Trauma of the nervous system <ul style="list-style-type: none"> • Common disorders of the system -Recent advances in diagnostic and treatment modalities. -Drugs used in these disorders 	-Review of anatomy and physiology of nervous system.	- Diagnostic procedures. Tumors of brain and spinal cord, - Congenital malformations, degenerative diseases.	<ul style="list-style-type: none"> •Lectures& Discussion •Demonstrations •Practicesessions •Casediscussions / Seminar •ClinicalPractice •Drug book • Exposure to procedure- Xray - MRI , Endoscopy 	<ul style="list-style-type: none"> •Essay type Short answers •Objective type of questions Assessment of skills with assessment of patients with Clinical work Management problem
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IV (10 hrs)	<p>At the end of unit students are able to</p> <p>Knowledge: Understand and describe nursing management of patient with cardiovascular disorders.</p> <p>Skill: Identify the health needs of the patients with cardiovascular problems and tries to fulfill them.</p> <p>Attitude: Learns to appreciate importance of time management and working under stress while rendering care to such patients.</p>	<p>Nursing management of patients with Cardiovascular problems</p> <ul style="list-style-type: none"> • Pathophysiology, diagnostic procedures and management of:- Ischemic • Heart Disease. Congestive heart Failure. Rheumatic and other Valvular diseases. Endocarditis. <p>-Cardiomyopathies, Congenital heart diseases, Hypertension, Heart Block. Cardiac emergency-Cardiac arrest'</p> <p>- Acute pulmonary edema.</p> <p>-Cardiogenic Shock</p> <p>-Peripheral vascular disorders</p>	<p>-Review of anatomy and physiology of cardiovascular system.</p> <p>-Cardiac Arrhythmias</p>	<p>- Cardiac tamponade.</p> <p>-Aneurysm.</p> <p>Recent advancement in cardiology</p>	<ul style="list-style-type: none"> •Lectures& Discussion Charts, graphs models, films and slides •Demonstrations •Practice sessions •Case discussions •Seminars •Clinical practice •Drug book •Exposure to related Procedures. • Health Education Supervised Clinical practice • Drug Book / Presentation 	<ul style="list-style-type: none"> •Essay type •Short answers •Objective type •Skill assessment with check list •Clinical work assessment of patient management
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V (6 hrs)	<p>At the end of unit students are able to</p> <p>Knowledge: Understand and describe nursing management of patient with respiratory problems.</p> <p>Skill: Identify the health needs of the patients with respiratory problems and tries to fulfill them.</p> <p>Attitude: Incorporate this knowledge in rendering care to the patient.</p>	<p>Nursing management of patients with Respiratory problems</p> <ul style="list-style-type: none"> • Upper respiratory tract infection <ul style="list-style-type: none"> • Bronchitis • Asthma • Emphysema, Empyema, COPD <ul style="list-style-type: none"> • Bronchiectasis • Pneumonia • Pulmonary tuberculosis • Pleural effusion • Chest injuries <ul style="list-style-type: none"> • Respiratory arrest and insufficiency • Pulmonary embolism 	<ul style="list-style-type: none"> • Review of anatomy and physiology of respiratory system • Patho-physiology, diagnostic procedures. <p>Drugs used in management of these patients.</p>	<p>- Management of:-</p> <ul style="list-style-type: none"> ☐ Atelectasis, ☐ Lung abscess ☐ Tumors and cysts ☐ Special respiratory therapies. 	<ul style="list-style-type: none"> • Lectures & Discussion • Explain charts, Graphs models, films and slides • Demonstrations • Practice sessions • Case discussions / Seminars • Clinical practice • Drug book • Exposure to procedure visit to blood bank participation in blood bank, counseling 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Skill assessment with check list • Clinical work
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VI (5 hrs)	<p>At the end of unit students are able to</p> <p>Knowledge: Understand and describe nursing management of patient with genitor urinary problem.</p> <p>Skill: Perform nursing activities with competency while working in genito-urinary unit.</p> <p>Attitude: Appreciate the professional role of nurse.</p>	<p>Must know</p> <p>Nursing management of patients with Genito-urinary problems</p> <p>-Nephritis</p> <p>-Renal Calculus</p> <ul style="list-style-type: none"> • Acute renal failure • Chronic renal failure • End stage renal disease • Congenital disorders, urinary tract infections <ul style="list-style-type: none"> • Benign Prostate Hypertrophy 	<p>Review of anatomy and physiology Patho-physiology, diagnostic procedures.</p> <p>Drugs used in the management of these patients.</p>	-Special procedures, Dialysis, Renal transplant.	<ul style="list-style-type: none"> • Lectures & Discussion • Explain using charts, graphs, models, films and slides • Demonstrations • Practice sessions • Case discussions/ Seminars • Supervised Clinical practice • Drug book/ presentation • Exposure to procedure -Health Education 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Skill assessment with check list • Clinical work Assessment of Patient management problem
VII (10 hrs)	<p>At the end of unit students are able to</p> <p>Knowledge: Understand and describe nursing management of patient with digestive problem.</p> <p>Skill: Provide quality care to such patients.</p> <p>Attitude: Appreciate special needs of patients with digestive problems.</p>	<p>Nursing management of patients with digestive problems:</p> <p>-G.I Bleeding, Peptic ulcer</p> <ul style="list-style-type: none"> • Infections. Colitis. Diarrhea <p>-Dysentery. Cholecystitis Hepatitis</p> <p>.Hepatic Coma</p> <p>-Cirrhosis of Liver. Portal Hypertension.</p> <p>-Pancreatitis. Tumors, hernias, fistulas, fissures,</p> <p>-Hemorrhoids</p> <p>-Mal- absorption syndrome.</p> <ul style="list-style-type: none"> • Drugs used in the management of such patients. 	<p>-Review of anatomy and Pathophysiology, diagnostic procedures.</p> <p>-Acute Abdomen.</p>	-----	<ul style="list-style-type: none"> • Lecture • Discussion <p>Practice session</p> <p>Case discussion / seminar</p> <p>Health Education</p> <p>Supervise Clinical practice</p> <ul style="list-style-type: none"> • Drug book /presentation 	<ul style="list-style-type: none"> • Essay type • Short answer • Objective type Assessment of skills with check list • Assessment of Patients management problem

VIII (4 hrs)	<p>At the end of unit students are able to</p> <p>Knowledge : Understand nursing management of patient with endocrine problem</p> <p>Skill: Contribute in special diagnostic test and educating the patients.</p> <p>Attitude: Consider specific needs of patients.</p>	<p>Must know</p> <p>Nursing management of patients with Endocrine problems</p> <ul style="list-style-type: none"> • Thyroid disorders -Diabetes Mellitus . Pituitary disorders . • Nursing management of the patient with the above problems. 	<p>Desirable to know</p> <ul style="list-style-type: none"> -Review of anatomy and physiology of endocrine system. -Patho-physiology, diagnostic procedures. -Diabetes insipidus • Adrenal tumor Diagnostic procedures 	-Drugs used in Endocrine problems.	<ul style="list-style-type: none"> • Explain using Charts, graphs Models ,films ,slides • Demonstration Practice session • Case discussion /seminar • Health education Supervised • Clinical practice Drug book/ presentation 	<ul style="list-style-type: none"> •Essay type Short answer Objective type Assessment of Skills with check list •Assessment of patients management problem
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IX (4 hrs)	<p>At the end of unit students are able to</p> <p>Knowledge: Know the management of patient with musculoskeletal disorders.</p> <p>Skill: Develop competency in caring patients with musculoskeletal disorders.</p> <p>Attitude: Appreciate specific skill and knowledge required for caring such patients.</p>	<p>Nursing management of patients with Musculoskeletal problems</p> <p>-Arthritis, osteomyelitisFractures, dislocation and trauma</p> <ul style="list-style-type: none"> • Osteomalacia and osteoporosis • Amputation • Rehabilitation. 	<p>-Review of anatomy and physiology and Patho-physiology</p> <p>-Prolapsed disc, Diagnostic procedures.</p> <p>-Prosthesis</p>	<p>-Bursitis.</p> <p>-Tumor</p> <p>-Transplant and replacement surgeries.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Practice session • Case discussion • Seminar • Drug book/ presentation 	<p>Essay type</p> <p>Short answer</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <ul style="list-style-type: none"> •Assessment of patients management problem
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X (3 hrs)	<p>At the end of unit students are able to</p> <p>Knowledge: Understand and explain nursing management of female patients with reproductive disorders.</p> <p>Skill : Communicate properly with patients to understand the problems</p> <p>Attitude: Considerate socio cultural values and beliefs in caring such patients.</p>	<p>Nursing management of patients with disorders of the female reproductive tract:</p> <ul style="list-style-type: none"> -Disorders of menstruation. - Infection of the genital tract -Benign and malignant tumors of the genital tract <p>R.V.F.,V.V.F</p>	---	-Climacteric changes and associated problems.	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using Charts, graphs Models, films, Slide • Demonstration <p>Practice session Case discussion /seminar</p> <ul style="list-style-type: none"> • Health education <p>Supervised Clinical practice Drug book/ presentation presentation</p>	<p>Essay type</p> <p>Short answers</p> <p>Objective type</p> <p>Assessment of skill with check list</p> <p>check list</p> <p>Assessment of patients management problem</p>
XI (5 hrs)	<p>At the end of unit students are able to</p> <p>Knowledge: Acquire knowledge of nursing management of a patient with oncological disorders.</p> <p>Skill: Contribute in special diagnostic procedure.</p> <p>Attitude: Maintain patient's dignity and respect.</p>	<p>Nursing management of patients with Oncological disorders</p> <ul style="list-style-type: none"> • Types of neoplasms • Modalities of treatment and nurses role <p>Preventive measures and other therapies.</p> <p>-Diagnostic procedures.</p>	<p>-Special therapies.</p> <p>-Chemotherapies and radiotherapies.</p>	-Patho physiology	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration <p>Practice session Case discussion /seminar</p> <ul style="list-style-type: none"> • Health education <p>Supervised Clinical practice Drug book/ presentation</p>	<p>Essay type</p> <p>Short answer</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <p>Assessment of patient management problem</p>

XII (3 hrs)	<p>At the end of unit students are able to</p> <p>Knowledge: Understand and describe nursing management patients with burns.</p> <p>Skill: Maintain the asepsis and prevent infections.</p> <p>Attitude: Develops learning attitude while caring for such patients.</p>	-Nursing management of patients with burns.	-----	-Nursing management of patient with reconstructive surgeries.	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration <p>Practice session</p>	<p>Essay type</p> <p>Short answer</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <ul style="list-style-type: none"> • Assessment of patients management problem
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XIII (5 hrs)	<p>At the end of unit students are able to</p> <p>Knowledge: Understand and describe the nursing management of a patient with common communicable diseases and STDs.</p> <p>Skill: Acquire skill required for caring immunologically compromised patients.</p> <p>Attitude: Maintain confidentiality.</p>	<p>-Nursing management of patients with common communicable diseases& STDs</p> <p>-Nursing management of patients with Immunological disorders</p> <p>-Including HIV&AIDS.</p>	-----	-----	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration <p>Practicesession Case discussion /seminar</p> <ul style="list-style-type: none"> • Health education <p>SupervisedClinical practice Drug book/presentation</p>	<p>Essay type</p> <p>Short answer</p> <p>Objective type</p> <p>Assessmen t of skills with check list</p>
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XIV (5 hrs)	<p>At the end of unit students are able to</p> <p>Knowledge: Acquire knowledge of nursing management.</p> <p>Skill: Assist in performing diagnostic test.</p> <p>Attitude: Maintain dignity and respect of patient.</p>	Nursing management of patients with diseases of eye,ear,nose, throat& skin.	-----	-----	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration <p>Practicesession Case discussion /seminar</p> <ul style="list-style-type: none"> • Health education <p>SupervisedClinical practice Drug book/presentation</p>	<p>Essay type</p> <p>Short answer</p> <p>Objective type</p> <p>Assessmen t of skills with check list</p>
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XV (06 hrs)	<p>At the end of unit students are able to</p> <p>Knowledge: Understand and describe nursing management of patients with blood disorders.</p> <p>Skill: Maintain asepsis, prevent infection.</p> <p>Attitude: Provide emotional support to the patients.</p>	<p>Nursing management of patient with blood Disorders:</p> <p>Anemia. Leukemia.Bleeding disorders. Purpura etc.</p> <p>-Blood transfusion, safety checks, -Procedure and requirements, management of adverse transfusion reaction,records of blood transfusion. -Bio safety and waste management in relation to blood transfusion</p>	<p>-Review of the anatomy and physiology of blood and blood products. Patho-physiology, diagnostic procedures.</p>	<p>- Hemophilia Blood bank functioning and hospital transfusion committee. Management and counseling of Blood donors,phlebotomy procedure and post donation management</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration <p>Practicesession Case discussion /seminar</p> <ul style="list-style-type: none"> • Health education <p>SupervisedClinical practice Drug book/presentation</p>	<p>Essay type Short answer Objective type Assessment of skills with check list</p>
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XVI (03 hrs)	<p>At the end of unit students are able to</p> <p>Knowledge: Enlist nursing emergency and describe management of such emergency.</p> <p>Skill: Work effectively as a emergency team member.</p> <p>Attitude: Appreciate time management devotion.</p>	<p>Nursing in emergencies</p> <ul style="list-style-type: none"> Cardiac emergencies. Trauma. Poisoning. 	----	<p>-Crises Management :-</p> <p>Thyroid crises, Hypertensive ,crises, adrenal crises</p>	<ul style="list-style-type: none"> Lecture Discussion Demonstration <p>Practicesession Case discussion /seminar</p> <ul style="list-style-type: none"> Health education <p>SupervisedClinical practice Drug book/presentation</p>	<p>Essay type Short answer Objective type Assessment of skills with check list</p>
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FORMATIVE/SUMMATIVE EVALUATION:

FORMATIVE EVALUATION					
SN	REQUIREMENT	PRESCRIBED NO.	MARKS FOR EACH	TOTAL MARKS	Sent to university
1.	Nursing Care Plan	05 ➤ Medical ward – 01 ➤ Surgical ward – 01 ➤ Orthopedic Ward – 01 ➤ Neurology ward-01 ➤ Oncology ward-01	25 Marks	125 Marks	
2.	Case Presentation	02 ➤ Medical or Surgical Ward	50 Marks	100 Marks	
3.	Case study	02 ➤ Medical Ward – 01 ➤ Surgical Ward – 01	50 Marks	100 Marks	
6.	Clinical Evaluation	03 (Medical, Surgical, Critical care unit)	100 Marks	300 Marks	
7.	Practical Examinations (Midterm & Prefinal Exam)		50 Marks	100 Marks	
			GRAND TOTAL	725 Marks	100 Marks
SUMMATIVE EVALUATION					
MIDTERM 50		PREFINAL 75		University Examination 75	
Section A-MCQ- $\frac{1}{2} \times 20 = 10$ Marks		Section A -MCQ – $\frac{1}{2} \times 30 = 15$ Marks		Section AMCQ – $\frac{1}{2} \times 30 = 15$ Marks	
Section B – SAQ- $5 \times 4 = 20$ Marks		Section B – SAQ- $6 \times 5 = 30$ Marks		Section B – SAQ- $6 \times 5 = 30$ Marks	
Section C – LAQ- $2 \times 10 = 20$ Marks		Section C – LAQ- $3 \times 10 = 30$ Marks		Section C – LAQ- $3 \times 10 = 30$ Marks	
THEORY EXAMINATION: MIDTERM: 50 Marks PREFINAL: 75 Marks			GRAND TOTAL:	125 Marks	25 Marks
EXTERNAL ASSESSMENT : UNIVERSITY EXAMINATION: THEORY: 75 Marks PRACTICAL: 50 Marks					

REFERENCE BOOKS:

- Joyce M. Black Janehokanson Hawks “ Medical-Surgical Nursing” For Positive Outcomes .Volume- I ,7th Edition.
- Harrison “Principal Of Internal Medicine Concept, Process &Practise”, 3rd Edition.InternationalEdition.
- BasawanthappaBt, Nursing Administration, Jaypee Brothers Medical Publishers (P) Ltd 2004, Edition 1st .
- Brunner &Siddhart’s, The Text Book Of Medical Surgical Nursing; 10th Edition.
- Joyce M. Black, Medical Surgical Nursing; Saunders Harcourt Pvt. Ltd.; 6th Edition.
- Mehta, Medicine for nurses, P.J. Mehta; 1ST Edition.
- James, Pharmacology of nurses; BalliareTindall, 5th Edition.

KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.
ENGLISH

Time allotted: Theory -60 Hrs

COURSE DESCRIPTION

The course is designed to help the student understand and usage of English language required for their professional work

OBJECTIVES

1. Ability to speak and write grammatically correct English
2. Effective skill in reading and understanding the English language
3. Skill in reporting.

Unit No and Total Hrs	Objectives	Contents			T/L Methos	Method Of Evaluation
		Must Know	Desire To Know	Nice To Know		
Unit I 20 hrs	At the end of unit students are able to Explain the Ability to speak and write grammatically correct English	-remedial study of grammar.4 hrs -review of grammar vocabulary 4 hrs effective use of dictionary .2 hrs -prepare task oriented seminar 3 hrs	-symposia3 hrs panel discussion . 4 hrs		Oral presentations Writing assignments. LECTURE DISCUSSION	
Unit II 10 hrs	At the end of unit students are able ability	-The ability to understand selected	reading and comprehensio			

	to understand selected passage and express meaning in one's own words .	passage 2 hrs express meaning in one's own words . 4 hrs	n of prescribe books 4 hrs			
Unit III 15 hrs	At the end of unit students are able to know the various forms of compositions.	-the study of various forms of composition -- Note taking 2 hrs - Diary 2 hrs - nurses notes, 3 hrs anecdotal records 3 hrs -writing of summary 2 marks	3 hrs - Nurses reports on health problems		oral presentations writing assignments. lecture discussion	
Unit IV 15 hrs	At the end of unit students are able to know the Effective skill in reading and understanding the English language	-verbal communication 4 hrs oral reports 3 hrs summarization of discussion -debates 3 hrs	-listening comprehension -film cassette and radio . 3 hrs	2 hrs The student will submit one sample of each item from her own practical experience .	Oral presentations Writing assignments. lecture discussion	

Practicum

- The clinical experience in the wards and bed side nursing will provide opportunity for students to fulfill the objectives of learning language

- Assignment on writing and conversation through participation in discussion debates seminars and symposia. The students will gain further skills in task oriented communication.

Summative evaluation

mid term	pre final	university examination
MCQ : ½ MARKS × 20 = 10 MRS	MCQ – 15 X 1 = 15 Marks	Section B – SAQ – 5 X 3 = 15 Mark SAQ – 3 X 5 = 15 Marks Section C – LAQ – 2 X 15 = 30 Marks
SAQ : 5 MARKS × 4 = 20 MARKS	SAQ – 5 X 3 = 15	
LAQ : 10 MARKS × 2 = 20 MARKS	SAQ – 3 X 5 = 15 Marks	
	LAQ – 2 X 15 = 30 Marks	

- internal assessment:
- theory: 15 marks
- journal assignment: 10 marks
-
-
- total: 25 hrs
-
-
- (out of 25 marks to be send to the university
- theory examination: midterm 50 marks
prefinal 75 marks

REFERENCES

1. Selva Rose. 1997, Career English for Nurses. Cheiu;ai: Oient Longrnan Ltd.
2. Oxford advanced Leaiiers Dictionary, 1996.
3. Quirk, Randolph and (Jreenbaum Sidney, 1987. A University Grammar of English, Hong Kong: Longman group (FE) Ltd.
4. Thomson A. J. and Maitüiet A. V. 1987, A licticl English Grammar, Delhi: Oxford University Press.
5. Gimson A. E. 1986, An Introduction to pronunciation of English. Hong kong: Wing King Tong Ca. Ltd.

6. O' Connor J. D, 1986. Better English h'onuwiatiōn. Cambridge: University Press.
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**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.**

SUBJECT: SOCIOLOGY

Theory: 60 Hrs

Course description:

This Course Is To Reorient Students To Sociology Related To Community Of Social Institutions In India And Its Relationship With Health, Illness And Nursing.

Objectives:

At the end of the course, the student will

- describe sociological concepts applicable to nursing
- determine role of sociology in nursing as related to social institutes in india.
- develop positive attitudes towards individual family and community.

Unit No. & Hrs.	Objectives	Contents			T/L Method	Method Of Evaluation
		Must Know	Desirable to Know	Nice to Know		
I (02 Hrs)	At the end of unit students are able to Cognitive: Understand the importance of sociology in nursing. Psychomotor: Identify the impact of society and its relationship with others. Affective: Develop understanding for societal theories in sociology and its implication in community.	Introduction : Importance of study of sociology in nursing.	Relationship of anthropology, sociology etc.	-----	<ul style="list-style-type: none"> • Lectures & Discussion • Charts, graphs Seminars. • Group Discussion 	
II (08 Hrs)	At the end of unit students are able to Cognitive: Explain fundamental concept and interdependence of individual and the society. Psychomotor: Identify the areas of interdependence of society and its relation with. With	individual and the society Socialization Importance's of sociology elements of socialization and Characteristic of socialization	Personal disorganization Differentness between society and community(1hr) Elements Characteristic of & of community	Interdependence of the individual and society Theories of man and society	<ul style="list-style-type: none"> • Lectures & Discussion • Charts, graphs Seminars. • Group Discussion 	

	others. Affective: Appreciate societal norms for socialization. And for social stratification.					
III (08 Hrs)	At the end of unit students are able to Cognitive: Explain fundamental concept of culture Psychomotor: Recognize the cultural behavior in disease conditions Affective: Application of this while working with community.	Nature of culture Characteristic of culture & types of culture Nature and functions of culture	Diversity and uniformity of culture Cultural lag. Culture affects health and disease	Evolution of culture Civilization and culture & ethnocentrism in culture-	Lectures & Discussion • Charts, graphs Seminars. • Group Discussion	Essay type • Short answers • Objective Assignments
IV (14Hrs)	At the end of unit students are able to Cognitive: Understand and explain various social groups, social institutions, and their role in health and disease. Psychomotor: Identify the roles and functions of different social groups and institutions and support them for the enhancement	Social organization :- Social institutions : The family- Types, functions & importance's & marriage of family education religion arts economic organization political organization The urban & rural community in India- (Ecology, characteristics of	Social groups crowds and public groups nations race Social stratification : Class and caste Characteristics ,functions of social stratification		Lectures & Discussion ○ Charts, graphs Seminars. • Group Discussion • Roll Plays • Community awareness	Essay type • Short answers • Objective Assignments.

	of health of people. Affective: Articulates the help to different social groups and institutions.	the village characteristics of the town and city.(4hrs)			programme.	
V (8Hrs)	At the end of unit students are able to Cognitive: Describe social process and its aspects. Psychomotor: Identify social process in nurse patient relationship and establish therapeutic N-P R. Affective: Use social interaction for dissemination of health information and during social interaction..	social process & interaction - Social interactions – meanings, factors, influencing interaction, definition, Importance.	Social process – meaning, definitions, co-operation, competition, conflicts, Accommodation, assimilation, revolution and war.	Concepts of social control meaning definition type of social control socialization(1hr) religion and sanctions, agencies of social control family, peer groups, schools, Neighborhood, communication. Adult socialization, realization(2hrs) .	Lectures & Discussion ○ Charts, graphs Seminars. ● Group Discussion ● Roll Plays Community awareness programme.	Essay type •Short answers •Objective Assignments
VI (8Hrs)	At the end of unit students are able to Cognitive: Describe social change and its implication to health sector. Psychomotor: Provide need based service to the society. Affective: Appreciate impact of science and technology on social change.	Social change and progress: Social change, meanings, definitions, factors influencing social change. Causes of social change,(3hrs) theories, type of social change – planned and natural (2hrs)	Factors affecting social change – demographic, technological, agricultural development.	Social change in India - Dr. M.N. Srinivas's concept of sanskritization, westernization and modernization. - Education, urbanization, industrialization, development of transportation and Communication (3hrs).	Lectures & Discussion ○ Charts, graphs Seminars. ● Group Discussion ● Roll Plays	Essay type •Short answers •Objective Assignments

VII (10 Hrs)	<p>At the end of unit students are able to</p> <p>Knowledge: Understand the reasons for social problems and their nature.</p> <p>Skill: Identify social problems and intervene promptly.</p> <p>Attitude: Strive to prevent social problems.</p>	<p>Social problems and disorganization :- Meaning and definition of organization and disorganization, causes of disorganization,</p> <p>types of disorganization – individual, family, community, effect of disorganization on</p> <p>Individual, family and community</p> <p>- Disorganization in the Society causes, type of crime, health related problems</p> <p>- Juvenile delinquency meaning, causes, children act, Government remedial measures and</p> <p>NGO role in the management problem. Child abuse, child labour, related health Problems.</p>	<p>Prostitution – meaning, history, type, causes welfare steps, health related problems.</p> <p>- Alcohol drug and substance abuse causes history, impact on adolescent, family. Health related problems</p> <p>- Poverty, unemployment, history causes Remedial measures, Health related problems</p> <p>- Beggary meaning, causes, history Remedial measures and health related problems.</p> <p>- Population growth and related problems- population explosion and causes,</p> <p>Consequences of rapid growth, remedies to control the growth. Eg. Population</p>		<p>Lectures & Discussion</p> <ul style="list-style-type: none"> ○ Charts, graphs Seminars. ● Group Discussion ● Roll Plays <p>Community awareness programme.</p>	<p>Essay type</p> <ul style="list-style-type: none"> ● Short answers ● Objective Assignments

			education, contraceptive, motivation, women's e			
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REFERENCES:

1. MacIver & Page : Society; India : Macmillan, 1964
2. MacIver & Page : Society: An introductory analysis; London, 1956
3. Murdock: Social structure; New york,1944
4. Fairchild, H.P.:Dictionary of sociology; New York, 1944
5. Barnes, H.E. : Social institutions; New York, 1946
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8. Agarwal, K.C. 2001 Environmental Biology, Nidi Publ. Ltd. Bikaner.
- 9) Bharucha Erach, The Biodiversity of India, Mapin Publishing Pvt. Ltd.,
10. Ahmedabad – 380 013, India, Email:mapin@icenet.net (R)
- 11) Brunner R.C., 1989, Hazardous Waste Incineration, McGraw Hill Inc. 480p
- 12) Clark R.S., Marine Pollution, Clanderson Press Oxford (TB)
- 13) Cunningham, W.P. Cooper, T.H. Gorhani, E & Hepworth, M.T. 2001,
- 14.) Environmental Encyclopedia, Jaico Publ. House, Mumabai, 1196p
- 15) De A.K., Environmental Chemistry, Wiley Eastern Ltd.
- 16) Down to Earth, Centre for Science and Environment (R)

- 17) Gleick, H.P. 1993. Water in crisis, Pacific Institute for Studies in Dev.,
 18) Environment & Security. Stockholm Env. Institute Oxford Univ. Press. 473p
 19) Hawkins R.E., Encyclopedia of Indian Natural History, Bombay Natural
 20).History Society, Bombay (R)
 21)) Heywood, V.H & Waston, R.

Evaluation:

Paper subject	Sociology duration internal	Assessment	external	assessment	Total
10	theory	3	25	75	100

Internal assessment: 25 marks
 Theory: 15 marks
 Clinical assignment: 10 marks
 Total: 25 marks
 (out of 25 marks to be send to the university)
 Internal assessment (theory): 15 marks
 Mid-term:50 marks
 Prelim: 75 marks
 Total: 125 marks
 (125 marks from mid-term & prelim to be converted into 15 marks)
 Clinical assignments: 10 marks
 External assessment (theory): 75 marks
 (university examination)

Evaluation criteria for assignment

10 marks

Sr. No.	Item	Maximum Marks	Mark allotted
1	Objectives	02	
2	Content matter	02	
3	Formulation of ideas	02	
4	Organization of content	02	
5	Summary and conclusion	01	

6	Bibliography	01	
		10	

Signature of teacher

Signature of student

Date

Summative evaluation		
Midterm 50 marks	Prefinal 75marks	University examination 75m
Section a –mcq-1/2 x20 =10marks	Section a –mcq-1/2 x30 =15marks	Section a –mcq-1/2 x30 =15marks
Section b –saq-5x4 =20marks	Section b –saq-6x5 =30marks	Section b –saq-6x5 =30marks
Section c-laQ-2x10 = 20marks	Section c-laQ-3x10 = 30marks	Section c-laQ-3x10 = 30marks
Theory examination : midterm :50marks prefinal : 75marks		Grand total :-125marks (b)
External assessment :university examination theory :-75marks		
internal assessment :a+b= 10+15= 25marks		

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.**

COMMUNITY HEALTH NURSING

Placement : 2nd Year P.B BSC
Hrs

Time allotted : Theory -60

Practical - 240 hrs

COURSE DESCRIPTION

The course enables the students to understand the national health care delivery system and to participate in the delivery of community health nursing.

OBJECTIVES

At the end of the course, the student will

1. Explain the concept of various factors contributing to health individual family and community.
2. Identify the role of community health nurse
3. Describe national health care delivery system
4. Describe epidemiological methods and principles of prevent and control of illness in the community
5. Identify the role of personnel working in the community health set up.
6. Plan the work of community health nurse and supervise and train health workers

Unit No And Total Hrs	Objectives	Content			Teaching learning activity	Method of evaluation
		Must To Know	Nice To Know	Desire To Know		
UNIT I (6Hrs)	At the end of unit students are able to Knowledge:	Introduction to: <ul style="list-style-type: none">Community health concepts, principles, elements of primary	principles of community health nursing.		Lecture Discussion	Essay type Short answer type Objective

	<p>Explain the community health nursing and discuss the principles of primary health care.</p> <p>Attitude: Incorporate the principles of primary care in daily practice.</p>	<p>health care. Introduction to community health nursing.</p> <p>Concepts of community health nursing – community nursing process. Objectives, scope.</p>				<p>type question</p> <p>Assessment of skill with assessment of patients with clinical work management</p>
UNIT II(10Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Differentiate community health nursing practice from hospital nursing practice.</p> <p>Skill: Provide effective nursing care to the individual and families in community settings.</p> <p>Attitude: Develops working relationship with individuals and families for improving health status.</p>	<p>Family health services:</p> <ul style="list-style-type: none"> • Concepts, objectives, scope and principle. • Individual, family and community as a unit of service. • Principles and techniques of home visiting. Care of the sick, physically handicapped in the home. • and mentally challenged in the home. 	<ul style="list-style-type: none"> • Establishing working relationship with family. • Working with families with relation to prevention of disease promotion of health. 	<p>• Surveillance and monitoring.</p>	<p>Lecture</p> <p>Discussion</p>	<p>Essay type</p> <p>Short answer type</p> <p>Objective type question</p> <p>Assessment of skill with assessment of patients with clinical work management</p>

UNIT III (10Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Discuss the National Health policy, organization and administration of health services in India.</p> <p>Skill: Promotes team building activities and develops dedicated team to provide effective health services.</p> <p>Attitude: Appreciate the importance of contribution of each team member in achieving the goals.</p>	<p>Organization and administration of health services in India</p> <p>Health care delivery system in India. Health team concept in – Centre, State, District, Urban health services, rural health services.</p> <p>Role of voluntary health organizations and international health agencies. Role of health personnel in the community.</p>	<ul style="list-style-type: none"> • System of medicines. • Centrally sponsored health schemes. 	<ul style="list-style-type: none"> • National health policy • Public health legislations. 	Lecture Discussion	<p>Essay type</p> <p>Short answer type</p> <p>Objective type question</p> <p>Assessment of skill with assessment of patients with clinical work management</p>
UNIT IV (5 Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understand and discuss the importance and principles of health education.</p> <p>Skill: Plan and</p>	<p>Health Education:</p> <ul style="list-style-type: none"> • Aims of health education. Concepts and scope of health education. • Methods and media for health education programme. Planning for health education and role 	Communication technique.	National plan for health education.	Lecture Discussion	<p>Essay type</p> <p>Short answer type</p> <p>Objective type question</p> <p>Assessment of skill with assessment of patients with clinical work</p>

	<p>provide effective health education to the individuals, families and community.</p> <p>Attitude: Recognize and acknowledge the importance of culture, traditions and habits while providing health education.</p>	of nurse.				management
UNIT V (12Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Elaborate the role of various categories of nursing personnel in implementing national health programmes.</p> <p>Skill: Participate effectively in implementation on national health programmes.</p> <p>Attitude: Appreciate the importance of inter sectoral coordination in effective implementation of</p>	<p>Role of the community health nurse National health programmes :</p> <p>Maternal programmes.</p> <ul style="list-style-type: none"> • child health programmes. • Family welfare services • school health services. Describe health team • As a member of the health team 	<ul style="list-style-type: none"> • Describe Occupational health Under occupational health services. <p>Training of health care workers. supervision of health care workers</p>		Lecture Discussion	<p>Essay type</p> <p>Short answer type</p> <p>Objective type question</p> <p>Assessment of skill with assessment of patients with clinical work management</p>

	national health programmes.					
UNIT VI {10 Hrs}	At the end of unit students are able to: Knowledge: Understand the concept of epidemiology and its uses in community health nursing practice. Skill: Apply the knowledge of epidemiology while practicing community health nursing. Attitude: Contribute in research & epidemiological studies.	Epidemiology: <ul style="list-style-type: none"> • meaning Definition, concepts, aims, objectives, methods • Methods principle. 	Epidemiology theories and models.	Application of epidemiology principles and concepts in community health	Lecture Discussion	Essay type Short answer type Objective type question Assessment of skill with assessment of patients with clinical work management
VII (7Hrs)	At the end of unit students are able to: Knowledge: Understand the meaning and uses of biostatistics and vital statistics. Skill: Maintain the records and reports correctly. Attitude: Appreciate the	<ul style="list-style-type: none"> • Biostatics and vital statistics. • Introduction, • definition and scope, • legislation. Methods of presenting data. 	<ul style="list-style-type: none"> • Definition and method of compounding vital statistic . 	<ul style="list-style-type: none"> • report,recordingand compiling of vutal statistics at level the local,state,national and internation level.. 	Lecture Discussion	Essay type Short answer type Objective type question Assessment of skill with assessment of patients with clinical work management

	importance of biostatistics and vital statistics.					
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PRACTICUM

- Each student will prepare a community profile.
- The students will be allotted families for gaining experience in identifying family health needs health counseling and guidance and family budgeting for optimum health
- The students will participate in the activities of primary health centre Sub-centre MCH Centre
- Visits will be made to selected health and welfare agencies, water purification plant and sewage disposal plant Infectious disease hospital
- Conduct health educational programmes for individual / groups / community

METHODS OF EVALUATION:-

- 1. Assignment.
- 2. Project.
- 3. Field report.
- 4. Written test.
- 5. Practicals.

Summative Evaluation

Mid-Term: 50 Marks	Prelim:75 Marks	University Examination
MCQ : $\frac{1}{2}$ MARKS $\times 20 = 10$ MRS	MCQ - $15 \times 1 = 15$ Marks	University Examination MCQ - $15 \times 1 = 15$ Marks Section B - SAQ - $5 \times 3 = 15$ Mark SAQ - $3 \times 5 = 15$ Marks Section C - LAQ - $2 \times 15 = 30$ Marks
SAQ4X5=20	SAQ-6X5=30	
LAQ2X10=20	LAQ-2X15=30	

Formative evaluation

Details as follows:

Internal assessment (theory): 25 marks

(out of 25 marks to be send to the university)

Mid-term: 50 marks

Prelim: 75 marks

Total: 125 mark

(125 marks from mid-term & prelim (theory) to be converted into 25 marks)

Internal assessment (practical): 50 marks

Practical exam:

Mid-term exam: 50

Marks

Prelim exam: 50 marks

Audio-visual aids

Overhead Projector, Charts, CD, Samples, Floppy, etc.,

REFERENCES :

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**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.**

Mental Health Nursing

**Theory : 60 hrs.
Practical: 240 hrs.**

Course description

This course enables the students to recognize and appreciate the causes, symptoms and process of abnormal human behavior. It also introduces the student to the present day treatment modalities in the light of psychological, social and cultural factors affecting human behavior. This course helps the student to learn principles of mental health and psychiatric nursing and to Develop skills in the management of the mentally ill in hospital and community.

Objecitves:

At the end of course, the student will

1. Identify and describe the philosophy and principles of mental health nursing.
2. Describe the historical development of mental health and psychiatric nursing.
3. Classify mental disorders.
4. Develop skills in history taking and performing mental status examination.
5. Describe etiological factors, psycho-pathology, clinical features, diagnostic criteria and treatment methods used for mental disorders.
6. Manage the patients with various mental disorders.
7. Communicate therapeutically with patients and their families.
8. Identify role of the nurse in preventive psychiatry.
9. Identify the legal aspects in practice of mental health and psychiatric nursing.

Unit No. & total hours	Objectives	CONTENT			T/L METHOD	F/S EVALUATION
		Must know	Desirable to know	Nice to know		
1 (5 Hrs)	At the end of unit students are able to: Knowledge: Understand the historical development of mental health nursing. Skill: Apply this knowledge in patient care. Attitude: Incorporate this knowledge for better patient care.	Introduction and historical development: <ul style="list-style-type: none"> Philosophy, principles of mental health and psychiatric nursing. Role and qualities of mental health and psychiatric nurse. Mental health team and functions of team members 	<ul style="list-style-type: none"> Concepts of normal and abnormal behavior Legal aspects in psychiatry and mental health services. 	<ul style="list-style-type: none"> Historical development. History of psychiatry Historical development of mental health nursing. -	LECTURE DISCUSSION	Essay type <ul style="list-style-type: none"> Short answers Objective type Clinical work BAQ
2 (5 Hr s.)	Knowledge: Understand and describe classification and terminology used in mental health nursing and Know the etiology & Pathophysiology of mental disorders. Skill: Apply this knowledge in clinical practice. Attitude: Incorporate with care.	Classification and Assessment of mental disorders: <ul style="list-style-type: none"> Etiological factors and psychopathology of mental disorders. History taking and assessment methods for mental disorders 	Classification of mental disorders.	Terminology used in psychiatry.	LECTURE DISCUSSION	Essay type <ul style="list-style-type: none"> Short answers Objective type BAQ
3 (4 Hrs.)	Knowledge: Understand the process of therapeutic communication. Skill: Conduct interview of	Therapeutic communication: <ul style="list-style-type: none"> therapeutic communication 	<ul style="list-style-type: none"> Communication process. 	Interview skills	LECTURE	Short answers <ul style="list-style-type: none"> Objective type

	<p>patient and family members effectively.</p> <p>Attitude: Incorporate this knowledge in nursing practice.</p>	<p>technique, nurse patient relationship,</p> <ul style="list-style-type: none"> • therapeutic impasses and its management, • Process recording 			DISCUSSION	BAQ
<p>4 20 Hrs.</p>	<p>Knowledge: Understand and describe etiology, treatment and nursing management of various mental disorders.</p> <p>Skill: Prepare nursing care plan as per disease condition.</p> <p>Attitude: Incorporate this knowledge in various types of setting.</p>	<p>Management of mental disorders:</p> <ul style="list-style-type: none"> • Etiological factors, psychopathology, types, clinical features, diagnostic criteria, treatment and nursing management. <p>Nursing management of patient with following disorders:</p> <ul style="list-style-type: none"> • Neurotic Disorders: Anxiety neurosis, Depressive neurosis, Obsessive Compulsive Neurosis, Phobic and Somatoform disorders. • Psychotic Disorders: Schizophrenic form, affective and organic psychosis. Organic brain syndrome, psychosomatic disorders. Personality disorders. 	<ul style="list-style-type: none"> • Disorders of childhood and adolescence. 	-	<p>Lecture</p> <p>Discussion</p>	<p>Short answers</p> <ul style="list-style-type: none"> •Objective type •Clinical work <p>Essay type</p> <p>BAQ</p>

5 (3 Hrs.)	<p>Knowledge: Understand and explain the substance use disorder.</p> <p>Skill: Differentiate substance use disorders from other mental health disorders.</p> <p>Attitude: Contribute effectively in management of substance abuse disorder.</p>	<p>Management of patient with substance use disorders:</p> <ul style="list-style-type: none"> • Substance use and misuses. Dependence, intoxication and withdrawal. • Psychopathology – clinical features, diagnostic criteria. Treatment and nursing management of patient with substance abuse disorders. Preventive and rehabilitative aspect of substance abuse 	<p><i>Desirable to know</i></p> <ul style="list-style-type: none"> • Classification of psychoactive substances. • Etiology and contributory factors. • 	-	Lecture Discussion	<p>Short answers</p> <ul style="list-style-type: none"> •Objective type •Clinical work <p>Essay type</p> <p>BAQ</p>
6 (2 Hrs.)	<p>Knowledge: Know and explain the classification, etiology, psychopathology and management of mental sub normality.</p> <p>Skill: Identify the mental sub normality.</p> <p>Attitude: Provide effective nursing care.</p>	<p>Management of mental sub normality:</p> <ul style="list-style-type: none"> • Classification of mental sub normality. • Etiological factors, psychopathology, psychometric assessment, diagnostic criteria and management of sub normality. 	-	-	Lecture Discussion	<p>Short answers</p> <ul style="list-style-type: none"> •Objective type •Clinical work <p>Essay type</p> <p>BAQ</p>
7 (4 Hrs.)	<p>Knowledge: Understand and explain the psychiatric emergencies and its management.</p> <p>Skill: Manage psychiatric emergencies effectively.</p>	<p>Psychiatric emergencies:</p> <ul style="list-style-type: none"> • Types of emergencies, psychopathology, clinical features, assessment and diagnosis, treatment 	-	-	LECTURE DISCUSSION	<ul style="list-style-type: none"> •Objective type •Clinical work <p>Essay type</p>

	Attitude: Motivate community to cooperate in dealing with psychiatric emergencies.	and nursing management of patient with psychiatric emergencies. • Crisis intervention therapy				BAQ
8 12 Hrs.	Knowledge: Understand and explain different therapeutic modalities in psychiatric nursing. Skill: Practice different therapies. Attitude: Develops positive attitude towards AYUSH.	Therapeutic modalities: • Principles, indications, contraindications and role of nurse in various treatment methods. Therapeutic community and Milieu therapy. Occupational therapy. Psychotherapy. Behavior therapy. Group therapy. Family therapy. Pharmacotherapy. Electro convulsive therapy	Other miscellaneous therapies.	-	LECTURE DISCUSSION	Short answers •Objective type BAQ Essay type
9 (5 Hrs.)	Knowledge: Understand and describe preventive psychiatric measurement. Skill: Recognizes early signs and symptoms of mental disorder. Attitude: Contribute effectively in National Mental Health Programme.	Preventive psychiatry: • Models of prevention. Role of nurse in preventive psychiatry. Community mental health nursing. National mental health programmes.	Desirable to know • Community mental health agencies.	Nice to know Psychiatric social work.	LECTURE DISCUSSION	

Evaluation theory

Internal assessment (theory) sends to university: 25 marks
(out of 25 marks to be send to the university)

Mid-term: 50 marks

Prelim: 75 marks

Total: 125 mark

(125 marks from mid-term & prefinal (theory) to be converted into 25 marks)

Internal assessment (practical):

Mid-term exam 50 marks

Prefinal exam 50 marks

Total:-100

Clinical evaluation & clinical assignment: 625 marks

1. History taking:	Two (50 marks each) 100 Marks
2. MSE:	Two (50 marks each) 100 Marks
3. Process Recording: Two (25 marks each)	50Marks
4. Nursing Care Plan: Two (50 marks each)	100 Marks
5. Clinical performance evaluation	100 Marks
6. Case Study:	One 50 Marks
7. Case Presentation:	One 50 Marks
8. Drugs study	50 Marks
9. Health Education:	One 25 Marks
Total:-625 marks	

Clinical evaluation & clinical assignment: 625 marks+ practical exam100 marks=725 marks.(725 marks from practical to be converted into 50 marks send to university)

	EXTERNAL ASSESSMENT: (Theory) -University examination: 75 Marks	
MIDTERM 50	PREFINAL 75	UNIVERSITY EXAMINATION
MCQ-1/5 X20=10Marks	MCQ-1X15=15Marks	MCQ-1X15=15Marks
LAQ-2X10=20Marks	LAQ-1X10=10Marks	Section B-2X10=20Marks
SAQ4X5=20Marks	LAQ-1X10=10MARKS	Section B-4X5=20Marks
	BAQ-2X10=20Marks	Section C-10X2=20Marks
	SAQ4X5=20Marks	

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
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INTRODUCTION TO NURSING SERVICE ADMINISTRATION

**Theory : 60 hours
Practical: 180 hours**

Course Description:

This course is designated to give an opportunity to the students to gain an understanding of the principles of administration and its application to nursing service. It is also intended to assist the students to develop an understanding of the need for professional leadership.

Objectives :

At the end of the course, the student will enable the students to:-

- 1 Identify the Principles of administration.
- 2 Describe the Principles and techniques of supervision.
- 3 Explain the Principles and Methods of personnel management.
- 4 Explain the principles of Budgeting.
- 5 Organize and manage a Nursing Unit effectively.

Unit No. & total hours	Objectives	Contents			T/L Method	F/S Evaluation
		Must know	Desirable to know	Nice to know		
I (10 Hrs)	At the end of unit students are able to: Knowledge: Understand the principles of administration. Skill: Practice the principles of administration. Attitude: Adapt as per the roles and take responsibilities appropriate to the role while working in clinical settings.	Principles and practice e of administration: • Significance, elements	Organization of hospital – definition, aims, functions, classification		Lecture, discussion	Essay type Short answers
		• Principles of administration.	Health team.		Lecture, discussion	
		• Policies of hospital,			Lecture, discussion	
		• different department with special emphasis to department of nursing and			Lecture, discussion	
		• Office management.			Lecture, discussion	
		• Responsibilities of nursing personnel especially of ward sister			Lecture, discussion	

		<ul style="list-style-type: none"> • medico legal aspects 			Lecture, discussion	
		<ul style="list-style-type: none"> • Concept of cost effectiveness. 			Lecture, discussion	Assignment
II (10 Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understand the factors that influence the quality of nursing care.</p> <p>Skill: Assign patients on priority of needs and demand of degree of care.</p> <p>Attitude: Maintain accurate records and reports promptly to appropriate authorities. Strive to maintain therapeutic environment.</p>	<p>Nursing unit management:</p> <ul style="list-style-type: none"> • Factors affecting the quality of nursing care. 	<ul style="list-style-type: none"> • Physical layout of nursing unit and necessary facilities 		Lecture, discussion	Essay type Short answers
		Maintenance of therapeutic environment	<ul style="list-style-type: none"> • Maintenance of quality of nursing care 		Lecture, discussion	
		<ul style="list-style-type: none"> • Administration of unit – management of patient care. 	<ul style="list-style-type: none"> • nursing audit 		Lecture, discussion	
		<ul style="list-style-type: none"> • Maintenance of physical environment. Assignment of duties and time plan 			Lecture, discussion	
		Patient assignment, safety measures. Prevention of accidents and infections			Lecture, discussion	

		<ul style="list-style-type: none"> Maintenance of patient records and reports 			Lecture, discussion	
		<ul style="list-style-type: none"> legal responsibilities. 			Lecture, discussion	
III (10 Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understand the staff recruitment, selection procedures and explain the staffing norms.</p> <p>Skill: Demonstrate innovative ideas while preparing rotation plans and assigning duties.</p> <p>Attitude: Develop self for managing discipline problems.</p>	Personnel management: <ul style="list-style-type: none"> Staff recruitment and selection, 	<ul style="list-style-type: none"> Staff welfare and management of discipline problems. 		Lecture, discussion	Essay type Short answers Assignment
		<ul style="list-style-type: none"> appointment, promotions, 			Lecture, discussion	
		<ul style="list-style-type: none"> Personnel policies and job description, Job analysis. 			Lecture, discussion	
		<ul style="list-style-type: none"> Staffing the unit, 			Lecture, discussion	
		<ul style="list-style-type: none"> staffing norms, 			Lecture, discussion	
		<ul style="list-style-type: none"> rotation plan, 			Lecture, discussion	
		<ul style="list-style-type: none"> rotation plan, 			Lecture, discussion	
		<ul style="list-style-type: none"> leave planning, performance appraisal, 			Lecture, discussion	
IV (9 Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understand and explain nature of supervision and different tools used for supervision.</p>	Supervision: <ul style="list-style-type: none"> Principles of supervision, 	<ul style="list-style-type: none"> Leadership 		Lecture, discussion	Essay type Short answers
		<ul style="list-style-type: none"> nature and objectives 	<ul style="list-style-type: none"> Leadership development. 		Lecture, discussion	

	Skill: Practices principles of supervision and encourages staff develop skills. Attitude: Participate and strive to organize staff development programmes.	<ul style="list-style-type: none"> Tools and technique of supervision. Evaluation. 	<ul style="list-style-type: none"> Problem solving process 		Lecture, discussion	
		<ul style="list-style-type: none"> Nursing audit. 			Lecture, discussion	
		<ul style="list-style-type: none"> Staff development orientation programme. 			Lecture, discussion	
		<ul style="list-style-type: none"> Skill training. 			Lecture, discussion	
V (9 Hrs)	At the end of unit students are able to: Knowledge: Understand and explain the principles of material management. Skill: Manage materials effectively. Attitude: Demand quality material and manage them efficiently.	Material management	<ul style="list-style-type: none"> Inventory, 		Lecture, discussion	Essay type Short answers
		<ul style="list-style-type: none"> Principles of material management. 	<ul style="list-style-type: none"> Inventory methods 		Lecture, discussion	
		<ul style="list-style-type: none"> Quality assurance. 	<ul style="list-style-type: none"> Inventory methods 		Lecture, discussion	
		<ul style="list-style-type: none"> Role of nursing personnel in material management. 	<ul style="list-style-type: none"> care of equipments, 		Lecture, discussion	
			safe keeping			
VI (3 Hrs)	At the end of unit students are able to: Knowledge: Understand the principles and process of budgeting. Skill: Practice principles of budgeting while participating in budgeting process in different settings.	Financial management:			Lecture, discussion	Essay type Short answers
		<ul style="list-style-type: none"> Budgeting, 				
		<ul style="list-style-type: none"> principles of budgeting 				

	Attitude: Demonstrate skill in budgeting for the unit.					
VII (9 Hrs)	At the end of unit students are able to: Knowledge: Understand and explain group dynamics and methods of records and reports. Skill: Enhance public relations through quality care and empathetic approach towards patients. Attitude: Maintain accurate and comprehensive records and reports appropriately.	Organizational behavior,			Lecture, discussion	Essay type Short answers
		• Group dynamics	• Public relations			
		• human relations,	• Leadership		Lecture, discussion	
		• Organizational communication.	• Leadership Style and functions.		Lecture, discussion	
		• Methods of reporting.			Lecture, discussion	
		• Maintaining record			Lecture, discussion	

FORMATIVE AND SUMMATIVE EVALUATION:		
INTERNAL ASSESSMENT: (Theory Exams) Maximum Marks: 25Marks.		
Mid term Examination	50 Marks	
Pre final Examination	75 Marks	
Total	125 Marks.	
(125 Marks to be converted in to 15 Marks for Internal Assessment (Theory)).		

Clinical assignment	400marks(to be converted into 100)	
Seminar	100marks	
(200 Marks to be converted in to 10 Marks for Internal Assessment)		
EXTERNAL ASSESSMENT: (Theory) -University examination: 75 Marks		
MIDTERM 50	PREFINAL 75	UNIVERSITY EXAMINATION
MCQ-1X10=10Marks	MCQ-1X15=15Marks	MCQ-1X15=15Marks
LAQ-1X10=10Marks	LAQ-1X10=10Marks	Section C-10X2=20Marks LAQ-1X10=10MARKS
LAQ-1X10=10MARKS	LAQ-1X10=10MARKS	
SAQ4X5=20Marks	LAQ-1X10=10MARKS	
	SAQ6X5=30Marks	Section B-6X5=30Marks

REFERENCES

1. Tomey Ann Marrier, Guide to Nursing Management and Leadership, 6th Edition, 2000, Mosby, St. Louis;.
2. B.T. Basavanthappa. Nursing Administration, 2002, Jaypee Brothers, Medical. Publishers P L Ltd., New Delhi.
3. Gupta Sakthi and Major Kant Sunil, Hospital and Health Care Administration, 1998, Jaypee Brothers, Bangalore.
4. D. Chandra Bose, Principles of Management and Administration, 2002, Prentice Hall of India Pvt. Ltd., New Delhi- 1.
5. Katherine W. Vestal, Nursing Management Concepts and issues, Second Edition, 1, 13. Lippincott Company, Philadelphia

ASSIGNMENT FORMAT FOR WRITING WARD MANAGEMENT DAY & NIGHT REPORT:

- a) Introduction – Name of the ward, duration of the experience with date, objectives of the ward management experience.
- b) Organization chart of the ward – Draw the organization structure of the ward depicting staff position, communication channels and hierarchical lines.
- c) Draw the ward lay out, type of ward, Physical facilities and compare it with the standards of the ideal ward.
- d) Records and reports- Describe the various records and reports maintained in the ward, special reporting procedures. Study these documents critically and observe for completeness, accuracy and relevance and attach a brief report of your findings.
- e) Procedures and policies – Study the policies and procedures in the following areas and describe them briefly :-
 - Indenting procedure for drugs, supplies and equipments
 - Admission and discharge including emergency
 - SIL / DIL , Death - Visitors, out pass and absconding patient
 - Treatments, special procedures, referrals, operations and consent
 - Emergency care, reporting on conditions of critically ill patients, New admissions, special events in the wards
 - SOP'S for anaphylaxis, needle stick injuries, HIV infections, Hospital waste management and other medical procedures
 - Security of the ward, patient and his belongings
 - Fire drills
- f) Classify the various drugs, supplies and equipments in the ward. Study the procedure for indenting, accounting, maintenance and deletion of drugs, stores, supplies and equipment.
- g) Conclusion
- h) references

SUBJECT : INTRODUCTION TO NURSING SERVICE ADMINISTRATION
EVALUATION CRITERIA FOR WRITING WARD MANAGEMENT DAY & NIGHT REPORT
(Maximum Marks : 100)

SN	Criteria	Marks Allotted	Obtained Marks	Total
1	Introduction	15		
2	Organization of content	35		
3	Statistical data	10		
4	AV Aids	20		
5	Conclusion	10		
6	References	10		
	Total	100		

Remarks & signature of supervisor
Date :

Signature of student
Date :

II) ASSIGNMENT FORMAT FOR WRITING PERFORMANCE

APPRAISAL:-

Guidelines:

- 1 Define the purpose of assessment
- 2 Decide as to which groups are to be assessed
- 3 Select and define the qualities to be assessed on a Five point Rating scale.
- 4 Include the following areas
 - Quality of performance - Quantity of work
 - Quality of work
 - Mental qualities
 - Ability to learn
 - Adaptability
 - Originality
 - Reasoning powers
 - Supervisory qualities
 - Leadership
 - Organizing ability
 - Cooperation
 - Personal qualities
 - Honesty
 - Self control

- Initiative
- Appearance
- Attitude towards fellow workers
- Attitude towards work
- Capacity for further development
 - Intelligence
 - Acceptance of responsibility
 - To Lead a group

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**SUBJECT : INTRODUCTION TO NURSING SERVICE ADMINISTRATION
EVALUATION CRITERIA FOR WRITING PERFORMANCE APPRAISAL
(Maximum Marks : 50)**

SN	Criteria	Marks Allotted	Obtained Marks	Total
1	Preparation of Tool	20		
2	Content	10		
3	Comprehension	10		
4	Conclusion	05		
5	References	05		
	Total	50		

Remarks & signature of supervisor
Date :

Signature of student
Date :

III) ASSIGNMENT FORMAT FOR SEMINAR

Introduction to the topic
 Unit background
 Concept, definition
 History
 Subject matter
 Application in Nursing field
 Summary
 Conclusion
 References

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SUBJECT : INTRODUCTION TO NURSING SERVICE ADMINISTRATION EVALUATION CRITERIA FOR SEMINAR PRESENTATION

Subject
 Topic
 Name of student
 Group

Date
 Time

Maximum Marks : 100

S. N.	Criteria	Rating					Remarks
1.	Introduction	1	2	3	4	5	

2.	Organization of Content						
3.	Presentation of topic						
4.	Relevant examples						
5.	Relevant statistical data						
6.	Group participation						
7.	Control of group						
8.	AV Aids						
9.	Appropriate to subject						
10.	Proper use of A/V Aids						
11.	Self explanatory						
12.	Attractive						
13.	Planning and preparation						
14.	Use of Modern technology Physical facilities						
15.	Environment						
16.	Classroom preparation						
17.	Over lay out Personal Appearance						
18.	Voice & clarity						
19.	Mannerisms						
20.	References						

Remarks & signature of supervisor

Date :

Signature of student

Date :

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SUBJECT : INTRODUCTION TO NURSING SERVICE ADMINISTRATION

CLINICAL EVALUATION PERFORMS NURSING SERVICE ADMINISTRATION

Name of the student

Field placement

Period:

Name of the supervisor

DECECTION :- To facilitate the use of the clinical evaluation performs, typical activities behavior are described on a five point scale. The direction of all scale is from lowest (1) to highest (5). Mark your evaluation by placing a tick mark in the column, describing the student's standing in relation to other students in the general level experiences:-

1 Poor 2 Fair 3 Good 4 Very good 5 Excellent

Marks : 100

S. N.	Supervisor Tasks	Rating					Remarks
1.	Organizing ability	1	2	3	4	5	
2.	Leadership						
3.	Responsibility for equipments & supplies						
4.	Maintenance of cleanliness of ward						
5.	Assisting in Ward activity (Pharmacy, Dietary etc)						
6.	Written & oral report						
7.	Teaching						
8.	Supervision of nonprofessional workers						
9.	Problem solving ability						
WORK PERFORMANCE							
10.	Knowledge						
11.	Skill (Accuracy & speed)						
12.	Maintaining nursing & scientific principles						
PERSONAL QUALITIES							
13.	Communication skill						
14.	Attitude towards work						
15.	Self confidence						
16.	Inter – personal relationship						
17.	Emotional stability						
18.	Punctuality						
19.	Cooperation						

20.	Reliability						
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Remarks & signature of supervisor
Date :

Signature of student
Date :

V) ASSIGNMENT FORMAT FOR WRITING REPORT ON DUTIES AND PESPONSIBILITIES OF NURSING PERSONNEL (NURSING SUPERINTENDENT, WARD IN CHARGES).

Introduction

Aim of the assignment

Objectives of the study

Qualification

Total years of service

Experience in Administration

Date of appointment in the Hospital for the assignment

Write the job description of each of the categories of the above employees in the hospital under Administrative, Supervisory, Clinical, Teaching, Records, Reports & Returns and other duties such as staff welfare, committee procedures

Conclusion
References

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**SUBJECT : INTRODUCTION TO NURSING SERVICE ADMINISTRATION
EVALUATION CRITERIA FOR WRITING REPORT ON DUTIES AND RESPONSIBILITIES OF NURSING PERSONNEL
(Maximum Marks : 50)**

SN	Criteria	Marks Allotted	Obtained Marks	Total
1	Introduction	10		
2	Organization of content	20		
3	Comprehension	10		
4	Conclusion	05		
5	References	05		
	Total	50		

Remarks & signature of supervisor
Date :

Signature of student
Date :

VI) ASSIGNMENT FORMAT FOR WRITING VISIT REPORT TO HOSPITALS Introduction to the hospital

Historical Background

Write the Philosophy of the Hospital

Write the Aim and Objectives of the visit

Draw the Organization chart of the hospital

Explain the staffing of the hospital

Explain the recruitment procedure for the Nursing employee (staff nurses).

Explain the various departments and Nursing department in detail

Explain the Admission and Discharge procedures for the patients including emergency admission & Discharge

Explain the procedure for payment of various services in the hospital

Explain the special equipments and services rendered by the hospital departments

Discuss the Disaster / Emergency plan of the hospital Identify and describe the various research programmes under taken by the Nursing Department

Identify and describe In – Service education programmes going on the Nursing personnel

Staff welfare activities

Staff guidance and counseling

Discuss the conflict and grievances management system in the hospital

Performance appraisal system followed in the hospital for nurses

Describe the hospital policies in relation the Employee promotions, transfers, Higher Education, special appointments, deputations, courses.

Public relations maintained by the hospital

List out VIP visits to the hospital in the recent / past two years

Does the hospital have a School / College of Nursing attached to it If yes then –

- Explain the organizational structure.
- Staffing of the School
- Describe the Philosophy / Mission statement of the School
- Explain the courses conducted at the School/ College of Nursing
- Is the School / College recognized by the INC / MNC
- Date of last visit of INC / MNC Inspectors
- Does the School / College have a students hostel

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SUBJECT : INTRODUCTION TO NURSING SERVICE ADMINISTRATION
EVALUATION CRITERIA FOR WRITING VISIT REPORT TO HOSPITALS
 (Maximum Marks: 100)

SN	Criteria	Marks Allotted	Obtained Marks	Total
1	Introduction	15		
2	Organization of content	35		
3	Presentation of Report	10		
4	A.V. Aids	20		
4	Conclusion	10		
5	References	10		
	Total	100		

Remarks & signature of supervisor

Date :

Signature of student

Date :

VII) ROTATION PLAN FOR STAFF DUTIES Make a rotation plan based on the Principles of preparing rotation plan for one month duty of

nursing staff for hospital you have visited for study for an Acute Medical Surgical ward of 55 patients. Work out the staff requirements for day and night duties.

Marks 25

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY,
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INTRODUCTION TO NURSING EDUCATION

Time allotted Theory : 60 hrs

Practical: 75 hrs

Course description :-

This course introduces the students to Principles and concepts of Education, curriculum development and methods and media of teaching. It also describes the steps in curriculum development and implementation of educational programme in Nursing.

OBEJECTIVES:

At the end of the course, the students will

1. Describe the philosophy and principles of education
2. Describe the process of a nursing curriculum development
3. Explain the teaching learning process
4. Develop the ability to teach, using various methods and media
5. Describe the process of assessment
6. Describe the administrative aspects of school of nursing, College of Nursing
7. Develop basic skills in counseling and guidance
8. Participate in planning and organizing an in-service education programme

Unit No. & Total Hrs.	Objectives	Contents			T/L Methods	Methods Of Evaluation
		Must Know	Desirable To Know	Nice To Know		
I (5 Hrs)	At the end of unit students are able to: Knowledge: Understand and explain meaning of education, its aim and functions and principles. Skill: Practice principles of education and write aims and objectives for different learning experiences. Attitude: Develop awareness of factors influencing education.	Introduction to education: <ul style="list-style-type: none"> • Meaning of education, aims, functions principles. • Philosophy of education factors affecting development Philosophy of nursing education • Nursing profession – definition, concept, importance and characteristics of nursing profession • Development of nursing education programme in India- basic, post certificate, degree, post graduate and Ph. D • High power committee recommendation for nursing education Qualities, role and responsibilities of nursing teacher	<ul style="list-style-type: none"> • Factors influencing development of philosophy of nursing education. 			Essay type <ul style="list-style-type: none"> •Short answers •Objective type •Clinical work BAQ
II (8 Hrs)		Nursing curriculum development	clinical components of nursing education			

		<ul style="list-style-type: none"> • Organization of Nursing curriculum • development of Nursing curriculum • Curriculum types, curriculum committee • curriculum planning • Formulating philosophy and objective • Selecting learning experiences • Evaluation of curriculum 				
III (5 Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understand and explain Nature and characteristics of learning.</p> <p>Skill: Prepare systematic lesson plans.</p> <p>Attitude: Incorporate maxims of learning while organizing learning experiences.</p>	<p>Teaching learning process:</p> <ul style="list-style-type: none"> • meaning of education, aims, functions principles of teaching Nature and characteristics of learning. • Principles and maxims of teaching. • Lesson planning. 	<ul style="list-style-type: none"> • Formulating objectives 			<p>Essay type</p> <ul style="list-style-type: none"> •Short answers •Objective type •Clinical work <p>BAQ</p>
IV (10 Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understand and explain various methods of teaching.</p>	<p>Methods of teaching :</p> <p>Lecture. Demonstration Discussion. Group discussion. Project. Role play.</p>	<ul style="list-style-type: none"> • Conference (individual and group). • Recording of interaction process. 			

	<p>Skill: Practice teaching using different methods of teaching.</p> <p>Attitude: Recognize the need for a specific method of teaching for given topic.</p>	<p>Panel discussion. Symposium. Seminar. Field trip. Workshop.</p> <ul style="list-style-type: none"> Exhibition. Programmed instructions. Computer aided learning. <p>Clinical teaching methods – Case method, Case presentation. Nursing rounds and reports. Bedside clinic</p>				
V (5 Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Describe different educational media and their use in nursing education.</p> <p>Skill: Develop skills in preparing and using different educational media.</p> <p>Attitude: Appreciate the effect of educational media on learning.</p>	<p>Educational media:</p> <ul style="list-style-type: none"> Purpose and types of audio visual aids. Graphic aids: Chalk board, charts, Graphs, posters, flash cards, flannel graphs/ khadigraphs, bulletin, cartoon. Three dimensional aids: objects, specimen, models, puppets. Printed aids; Pamphlets and leaflets Projected aids: Slides, films and television, VCR, VCP, Overhead projector, camera, microscope. 	<ul style="list-style-type: none"> Audio Aids; Tape recorder, public address system, computers. 	<ul style="list-style-type: none"> The communication process: factors affecting communication. 		<p>Essay type</p> <ul style="list-style-type: none"> Short answers Objective type Clinical work BAQ

VI (10 Hrs)	At the end of unit students are able to: Knowledge: Understand various methods of assessment. Skill: Demonstrate competence in assessment with different measures. Attitude: Be objective in assessment.	Methods of assessment: <ul style="list-style-type: none"> • Purpose of evaluation and assessment. • Scope of evaluation and assessment. • Criteria for selection of assessment techniques Methods. • Blue print • Assessment of knowledge: Essay type questions, • Short answer questions • Multiple choice questions. • Assessment of skills: Observational, • Scoring of answer paper, checklist practical examination, viva, objective structured clinical examination. 	Assessment of attitude: attitude scale. Reforms in nursing educational system			Essay type •Short answers •Objective type •Clinical work BAQ
VII (8Hrs)	At the end of unit students are able to: Knowledge: Understand and explain various areas of management f a school of nursing. Skill: Participate in recruitment and	Management of school of nursing: <ul style="list-style-type: none"> • Recruitment of staff, budget, Administrative planning for students • facilities for the school, • student selection and 	<ul style="list-style-type: none"> • Planning and organization of school of nursing. • planning for welfare services for students 			

	budget for a school of nursing. Attitude: Incorporate INC guidelines for managing school of nursing.	admission procedure, welfare services for students <ul style="list-style-type: none"> • administrative maintenance of school records • preparation of annual reports INC guidelines for school of nursing				
VIII (5 Hrs.)	At the end of unit students are able to: Knowledge: Understand the process of guidance and counseling. Skill: Identify the counseling needs of students. Attitude: Develop counseling skills.	Guidance and counseling : <ul style="list-style-type: none"> • Introduction Definition, • Basic principles, • organization of guidance and Counseling services, counseling process. 		Managing disciplinary problems, management of crisis.		Essay type <ul style="list-style-type: none"> •Short answers •Objective type •Clinical work BAQ
IX (5 Hrs.)	At the end of unit students are able to: Knowledge: Understand and explain the need for in-service education in nursing. Skill: Plan and organize in-service education. Attitude: Learn various technique and	In- service education: <ul style="list-style-type: none"> • Introduction to nature and Scope of in service education programme. • Principles of adult learning. • Planning in service education programme. Evaluation of in service education programme.	Techniques and methods of staff education programme.			

	methods of staff education.					
Mid-Term: 50 Mark	Prefinal:75 Marks	University Examination				
MCQ-20X1/5 =10	MCQ-15X1=15	MCQ – 15 X 1 = 15 Marks				
SAQ4X5=20	SAQ-6X5=30	Section B – SAQ – 5 X 6 = 30 Marks				
LAQ2X10=20	LAQ-2X15=30	Section C – LAQ – 3 X 10 = 30 Marks				

Evaluation scheme:

Internal assessment: 25 marks

A) Theory: 15 marks

I) Mid-term examination: 50 marks

Ii) Pre-final examination: 75 marks

Total: 125 marks

(125 marks to be converted in to 15 marks for internal assessment (theory))

B} assignment 10 marks

Total marks to sent to university $15+10 = 25$ marks

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY,
KRISHNA INSTITUTE OF NURSING SCIENCES, KARAD.**

INTRODUCTION TO NURSING RESEARCH & STATISTICS

Placement:-Second Year

Time Allotted:- Theory-45Hrs

Practical-120Hrs

Course Description:-

The course is designed to assist the students to develop an understanding of basic concepts of research and statistics, use the findings of nursing research in nursing practice, apply the knowledge in conducting projects and solve problems related to nursing using scientific method.

Objectives:-

At the end of the course, the students will:-

1. Define the terms and concepts of nursing research.
2. Identify needs and scope of nursing research.
3. Identify and define a research problem.
4. Locate and list sources of literature for a specific study.
5. Describe different research approaches, methods of data collection and sampling techniques with a special reference to survey method.
6. Develop tool for data collection.
7. Enumerate steps of data analysis and present data summary in tabular form.
8. Use descriptive and co-relational statistics in data analysis.

9. Conduct a group of research project.

UNIT NO. & TOTAL HOURS	OBJECTIVES	CONTENTS			T/L METHOD	EVALUATION
		Must know	Desirable to know	Nice to know		
A) INTRODUCTION TO RESEARCH METHODOLOGY						
I (03 hours)	At the end of unit students are able to Cognitive: Understand concept of nursing research, its need etc. Psychomotor: Apply principles of research to research project Affective: Contribute in improving the quality of nursing practice.	<ul style="list-style-type: none">Steps of scientific methodsDefinition of researchNeed for nursing research	<ul style="list-style-type: none">Characteristics of good research. Research process.		-Lecture -Discussion	Essay type <ul style="list-style-type: none">Short answersObjective typeClinical work BAQ
II (05 hours)	At the end of unit students are able to Cognitive: Understand research problem, purpose and objectives Psychomotor: Apply for effective research work. Affective: Incorporate Cognitive into practice.	<ul style="list-style-type: none">Statement of research problemStatement of purpose and objectives.Review of literature.	<ul style="list-style-type: none">Definition of research terms.		-Lecture -Discussion	Essay type <ul style="list-style-type: none">Short answersObjective typeClinical work BAQ
III (09 hours)	At the end of unit students are able to Cognitive: Understand concept of research approaches.	<ul style="list-style-type: none">Research approaches:Historical<ul style="list-style-type: none">Historical research methodsSource			-Lecture -Discussion	Essay type <ul style="list-style-type: none">Short answersObjective typeClinical work BAQ

	Psychomotor: Affective: Incorporate Cognitive into practice.	<ul style="list-style-type: none"> • Survey • Experimental <ul style="list-style-type: none"> - Characteristics - Advantages & Disadvantages - Classification of research design. - Qualitative design. - Quantitative design. - Non experimental research 				
IV (05 hours)	At the end of unit students are able to Cognitive: Understand concept of sampling techniques and methods of data collection. Psychomotor: Apply the methods of data collection in nursing practice. Affective: Incorporate Cognitive into practice.	<ul style="list-style-type: none"> • Sampling techniques and methods of data collection • Sampling 	<ul style="list-style-type: none"> • Instruments-questionnaire. Interview • Observation schedule, records, measurements 	<ul style="list-style-type: none"> • Reliability and validity of instruments 	-Lecture -Discussion	Essay type <ul style="list-style-type: none"> •Short answers •Objective type •Clinical work BAQ
V (4 hours)	At the end of unit students are able to Cognitive: Understand concept of data analysis Psychomotor: Apply cognitive for interpretation of data. Affective: Recognizing the different data.	<ul style="list-style-type: none"> • Analysis of data: Tabulation <ul style="list-style-type: none"> - Classification and summarization - Presentation - Interpretation of data 			-Lecture -Discussion	

VI (4 hours)	At the end of unit students are able to Cognitive: Understand concept of communication of research findings. Psychomotor: Prepare reports related to patient care effectively. Affective: Contribute in improving the quality of nursing practice.	<ul style="list-style-type: none"> • Communication of research findings • Writing report 			-Lecture -Discussion -Practice session					
B) INTRODUCTION TO STATISTICS										C) INTRODUCTION TO STATISTICS
VII (6 hours)	At the end of unit students are able to Cognitive: Understand concept of different statistical measures such as mean, mode and median Psychomotor: Apply it to different statistical data. Affective: Incorporate Cognitive into practice.	<ul style="list-style-type: none"> • Frequency distribution:- Types of measure- <ul style="list-style-type: none"> - Frequencies - Class interval - Graphic method of describing frequency • Measures of central tendency:- <ul style="list-style-type: none"> - Mode - Median - Mean • Measures of variability:- <ul style="list-style-type: none"> - Range - Standard deviation 	<ul style="list-style-type: none"> • Introduction to normal probability 	<ul style="list-style-type: none"> • Descriptive statistics 	-Lecture -Discussion	Essay type <ul style="list-style-type: none"> •Short answers •Objective type •Clinical work BAQ 				
VIII	At the end of unit students are able to	<ul style="list-style-type: none"> • Correlation. 	<ul style="list-style-type: none"> • Uses of 		-Lecture -Discussion					

(03 hours)	Cognitive: Understand concept of correlation Psychomotor: Apply correlation in different data analysis. Affective: Simplify the statistical problems	<ul style="list-style-type: none"> • Computation by rank difference methods. 	correlation coefficient			
IX (02 hours)	At the end of unit students are able to Cognitive: Understand concept of crude rates and standerized rates. Psychomotor: Apply it for the estimation of trends etc. Affective: Incorporate Cognitive into practice.	<ul style="list-style-type: none"> • Biostatistics: <ul style="list-style-type: none"> - Crude rates and standardized rates. - Ratio and estimation of the trends. 			-Lecture -Discussion	
X (04 hours)	At the end of unit students are able to Cognitive: Understand use of computers in different practices. Psychomotor: Apply it for ease in presenting the data effectively for nursing practices. Affective: Contribute in improving the quality	<ul style="list-style-type: none"> • Introduction to computers in nursing • Introduction to computers and disk operating system • Introduction to word processing. • Introduction to data base • Windows application:- <ul style="list-style-type: none"> - Word 	<ul style="list-style-type: none"> • Use of statistical packages • Computer aided teaching and testing 		-Lecture -Discussion - Demonstration -Practice session	

	of nursing practice.	<ul style="list-style-type: none"> - Excel - Power-point - Multimedia • Introduction to Internet and use of electronic mail. 				
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FORMATIVE EVALUATION				
RESEARCH PROJECT				50MARKS
SUMMATIVE EVALUATION				COLLEGE EXAMINATION
MIDTERM 25	PREFINAL 50	COLLEGE EXAMINATION		
MCQ- 1/2x10=05Marks	MCQ- 1/2X20 =10 Marks	MCQ- 1/2X20 =10 Marks		
SAQ- 2x5= 10 Marks	SAQ- 4x5= 20 Marks	SAQ- 4x5= 20 Marks		
LAQ-1x10=10 Marks	LAQ-2x10=20 Marks	LAQ-2x10=20 Marks		
THEORY EXAMINATION: MIDTERM: 25 Marks PREFINAL: 50 Marks				25 Marks

REFERENCES:

1. Polit, Denise F. & Hungler, Benadette P., Essentials of Research., 8th J. B. Lippincott company, Philadelphia, 2002.
2. Sundar Rao. P. S. S.

jesudian G. Richard J – An introduction to Biostatistics, 2nd Edition, 1989, Christian Medical College, Vellore.

3. Chirs Metzger Mcquiston. Adele A. Webb, Foundations of Nursing Theory, Sage Publication, London. 1995.

- 4.T. Basavanthappa – Nursing Research, Jaypee Brother Publication, New Delhi, 1st Edition, 1998.
 5. R. Kothari. Research Methodology”, WishwaPrakashan Publication, New Delhi. 2nd Edition, 1990.
- Ruby L. Weslye, “Nursing Theories Models”, Spring House Publication Pennsylvania, 2nd Edition, 1995.

EVALUATION CRITERIA FOR PROJECT REPORT

Maximum Marks: 100

SN		Criteria	Rating					Remarks
I		Statement of the problem	1	2	3	4	5	
	1	Significance of the problem selected						
	2	Framing of title and objectives						
II		Literature Review						
	3	Inclusion of related studies on the topic, and its relevance						
	4	Operational definition						
III		Research Design						
	5	Use of appropriate research design						
	6	Usefulness of the research design to draw the inferences among stud variables / conclusion						
IV		Sampling design						
	7	Identification and description of the target population						
	8	Specification of the inclusion and exclusion criteria						
	9	Adequate sample size justifying he study design to draw conclusions.						
V		Data Collection Procedure						
	10	Preparation of appropriate tool						
	11	Pilot study including validity and reliability of tool						
	12	Use of appropriate procedure / method for						

		data collection						
VI		Analysis of Data & Interpretation						
	13	Clear and logical organization of the findings						
	14	Clear presentation of the tables (Title, table & Column heading)						
	15	Selection of appropriate statistical tests						
VII		Ethical Aspects						
	16	Use of appropriate consent process						
	17	Use appropriate steps to maintain ethical aspects and principles (physical harm etc.)						
VIII		Interpretation of the findings						
	18	Consistent and appropriate discussion of the results						
IX		Conclusion						
	19	Summary and recommendations for to Nursing practice / Education / Administration						
X		Presentation / Report writing						
	20	Organization of the project work including language and style of presentation						

Maximum marks 100 Marks

obtained Marks sent to University /50

Remarks by the Supervisor / Guide

Date & Signature

Signature of the students Date

KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED TO BE UNIVERSITY'S

KRISHNA INSTITUTE OF NURSING SCIENCES KARAD.

SYLLABUS



M.Sc. (NURSING)

2012-13

CONTENT

SN	CONTENT	PAGE NO
1	Philosophy	2
2	Aim /Objectives	3
3	Scheme of Examination	5
FIRST YEAR		
4	Nursing Education	6
5	Advance Nursing Practice	17
CLINICAL SPECIALITY-I		
	- Medical Surgical Nursing	28
	- Obstetric &Gynecological Nursing	49
	- Child Health (Pediatric) Nursing	71
	- Mental Health (Psychiatric) Nursing	107
	-Community Health Nursing	119
	Nursing Research & Statistics	126
SECOND YEAR		
	Nursing Management	132
CLINICAL SPECIALITY -II		
	Medical Surgical Nursing	146
	- Cardio Vascular & Thoracic Nursing	
	- Obstetric &Gynecological Nursing	173
	- Pediatric (Child Health) Nursing	187
	- Psychiatric (Mental Health) Nursing	216

	- Community Health Nursing	235
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**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.**

NURSING EDUCATION

Placement: I Year M.SC. Nursing

Theory 150 Hours
Practical 150 Hours
Total: 300 Hours

Course Description:

This course is designed to assist students to develop a broad understanding of Fundamental Principles, concepts, trends and issues related to education and nursing education. Further, it would provide opportunity to students to understand, appreciate and acquire skills in teaching and evaluation, curriculum development, implementation, maintenance of standards and accreditation of various nursing educational programs.

Objectives;

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

1. Explain the aims of education, philosophies, trends in education and health: its impact on nursing education.
2. Describe the teaching learning process.
3. Prepare and utilize various instructional media and methods in teaching learning process.

4. Demonstrate competency in teaching, using various instructional strategies.
5. Critically analyze the existing nursing educational programs, their problems, issues and future trends.
6. Describe the process of curriculum development, and the need and methodology of curriculum change, innovation and integration.
7. Plan and conduct continuing nursing education programs.
8. Critically analyze the existing teacher preparation programs in nursing.
9. Demonstrate skill in guidance and counseling.
10. Describe the problems and issues related to administration of nursing curriculum including selection and organization of clinical experience.
11. Explain the development of standards and accreditation process in nursing education programs.
12. Identify research priorities in nursing education.
13. Discuss various models of collaboration in nursing education and services.
14. Explain the concept, principles, steps, tools and techniques of Evaluation

Unit no and hours	Objectives	Content			T/L Method	Method Of Evaluation
		Must know	Desirable to know	Nice to know		
I T- 10hours	At the end of unit students are able to Knowledge: Understand the aims of education , philosophies and trends in nursing education Gain knowledge regarding impact of nursing education. Skill: quality education Attitude: Incorporate in theory & clinical for better learning	Introduction : □ Education :Definition, aims, concepts, philosophies & their education implications, □ Impact of Social, economical, political & technological changes on	<ul style="list-style-type: none"> Professional organizations and unions-self defense. individual and collective bargaining. Educational preparations, Continuing Education, career opportunities professional advancement & Role and 	reforms and National Educational policy, various educational commissions-reports	<ul style="list-style-type: none"> Charts , graphs models, films and slides Seminars 	IA-25 EA-75 TOTAL-100

		<p>education: Professional education</p> <ul style="list-style-type: none"> • Current trends and issues in education • Educational Trends in development of nursing education in India 	<p>scope of nursing education. Role of research, leadership and management.</p>			
<p>II T- 20 hours P-30</p>	<p>At the end of unit students are able to</p> <p>Knowledge: Understand the teaching learning process, theories of teaching .</p> <p>Skill: Use appropriate resources of IEC give effective health education. Operate telemedicine system.</p>	<p>Teaching – Learning Process</p> <ul style="list-style-type: none"> □ Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning.(2 hr) □ Educational aims and objectives; types, domains, levels, elements and writing of educational objectives □ Competency based education(CBE) and outcome based education(OBE) □ Instructional design: Planning and designing the lesson, writing lesson plan : meaning, its need and importance, formats. □ Instruction strategies – Lecture, 	<p>micro teaching, computer assisted instruction(CAI), computer assisted learning (CAL)</p>		<ul style="list-style-type: none"> • Lectures & Discussion • Charts , graphs models, films and slides • Seminars 	<p>Essay type</p> <ul style="list-style-type: none"> • Short answers • Objective type of question <p>Assessment of skill- assessment with check list</p> <ul style="list-style-type: none"> • Clinical Work <p>Construct, administer and evaluate various tools for assessment of Knowledge, skill, and attitude.</p>

		discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, problem based learning (PBL), workshop, project, role- play(sociodrama), clinical teaching methods, programmed instruction, self directed learning(SDL),				
III T- 10hours P-10	A t the end of unit students are able to Knowledge: Understand the instructional media and methods. Gain knowledge of basic concept of selection and use of media in education. Skill: Use appropriate resources of IEC give effective education.	Instructional media and methods <input type="checkbox"/> Key concepts in the selection (2hrs) and use of media in education(2hrs) <input type="checkbox"/> Developing learning resource material using different media(2hrs) <input type="checkbox"/> Instructional aids – types, uses, selection, preparation, utilization.((2hrs) <input type="checkbox"/>	Teacher's role in procuring and managing instructional Aids – Project and non-projected aids, multi media, video-tele conferencing etc (2hrs)		Lectures & Discussion • Charts , graphs models, films and slides • Seminars	
IV T-12 hours	A t the end of unit students are able to Knowledge: Measurement and evaluation: Concept and nature of measurement and evaluation, meaning, process Attitude: Apply measurement and evaluation teaching learning process.	Measurement and evaluation: <input type="checkbox"/> Concept and nature of measurement and evaluation,(2hrs) meaning, process, (2hrs) purposes, problems in evaluation and measurement.(2hrs) <input type="checkbox"/> Principles of assessment, formative and summative assessment- internal assessment external(2hrs) –	Criterion and norm referenced evaluation, (2hrs) •	examination, advantages and disadvantages(2hrs)	Lectures & Discussion • Charts , graphs models, films and slides • Seminars	
V.	A t the end of unit students are able to	Standardized and non-standardized	Question bank-preparation,	Developing a system for	Lecture cum	• Lectures &

T-12 hours P-10	<p>understand the Standardized and non-standardized tests :</p> <p>□ Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of tests</p> <p>Skill: Able to construction of tests for the nursing students</p> <p>Attitude: Incorporate with clinical and class room learning practice for better care.</p>	<p>tests :</p> <p>□ Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of tests-(2hrs)</p> <p>• Essay, short answer questions and multiple choice questions.(2hrs)</p> <p>• Rating scales, checklist, OSCE/OSPE(Objective structured clinical/practical examination)(2hrs)</p> <p>• Differential scales, and summated scales, sociometry, anecdotal record, attitude scale,(2hrs)</p> <p>critical incident technique(2hrs)</p>	validation, moderation by panel, utilization .(1hours	maintaining confidentiality .(1hours)	discussion Seminar	
VI T-8hours P-5	<p>A t the end of unit students are able to</p> <p>Knowledge: Understand Administration, Scoring and Reporting</p> <p>Administering a test; scoring, grading versus marks etc.</p>	<p>Administration, Scoring and Reporting</p> <p>□ Administering a test; scoring, grading versus marks(2hrs)</p> <p>□ Objective tests, scoring essay test, methods of scoring, Item analysis -(2hrs)</p>	Objective tests, scoring essay test, (2hrs)	` methods of scoring, Item analysis(2hrs)	<p>Lectures & Discussion</p> <p>• Charts , graphs models, films and slides</p> <p>•Seminars</p>	<p>•Lectures & Discussion</p> <p>• Charts , graphs models, films and</p>
VII T-12hours P-6	<p>A t the end of unit students are able to</p> <p>Knowledge: Understand Standardized Tools process.</p> <p>Skill: Develop skill in implementing Standardized Tool.</p> <p>Attitude: Incorporate knowledge of tool and process for implementation for nursing</p>	<p>Standardized Tools(2hrs)</p> <p>□ Tests of intelligence (2hrs)aptitude, interest, personality,(2hrs)</p> <p>achievement, socio-economic status scale, (2hrs)</p>	tests for special mental and physical (2hrs)abilities and disabilities. -(2hrs)	-	<p>Lectures & Discussion</p> <p>• Charts , graphs models, films and slides</p>	

	students.				•Seminars	
VIII T- 5 hours P-6	At the end of unit students are able to Knowledge: Understand Nursing Educational programs Perspectives of nursing education: Global and national . Attitude: Incorporate with Nursing Educational programs Current need of the community.	Nursing Educational programs □ Perspectives of nursing education: Global and national. □ Patterns of nursing education and training programmes in India. Non-university and University programs: ANM, GNM, Basic B.Sc. Nursing, Post Certificate B.Sc. Nursing, M.Sc(N) programs, M.Phil and Ph.D) in Nursing,(2hrs)	post basic diploma programs, nurse	practitioner programs.	Lectures & Discussion • Charts , graphs models, films and slides •Seminars	
IX T-12 hours P-25	At the end of unit students are able to Knowledge: Understand Continuing Education in Nursing Skill: Able to prepare different models of EBP and its applications. Attitude: Incorporate Program planning, implementation and evaluation of continuing education programs .	Continuing Education in Nursing □ Concepts – Definition, importance, need scope,(2hrs) principles of adult learning, assessments of learning(2hrs) needs, priorities, resources.(2hrs) □ Program planning, implementation and evaluation of continuing education programs.(2hrs)	Research in continuing education. (2 hours)	Distance education in nursing. (2 hours	Lectures & Discussion • Charts , graphs models, films and slides •Seminars	
X T-10 hours P-10	At the end of unit students are able to Knowledge: Understand the importance of use of Curriculum Development Skill: Use of Curriculum Development in professional practice. Attitude: Incorporate this Curriculum Development in professional and day today's life.	<i>Must know</i> Curriculum Development □ Definition, curriculum determinants, process and steps of curriculum development, (2hrs)Curriculum models, Types and framework. □ Formulation of philosophy, objectives, (2hrs)selection and organization of learning experiences; master plan,	<i>Desirable to know</i> administrators, statutory bodies and	•Nice to know other stakeholders. □ Equivalency of courses: Transcripts, credit system.	Lecture cum discussion Seminar	

		<p>course plan, unit plan.(2hrs)</p> <p><input type="checkbox"/> Evaluation strategies, process of curriculum change, role of students, faculty, (2hrs)</p>				
<p>XI</p> <p>T-8 hours</p> <p>P-4</p>	<p>At the end of unit students are able to</p> <p>Knowledge: Understand the Teacher preparation</p> <p>Teacher roles & responsibilities, functions, characteristics, competencies, qualities,</p> <p>Skill: Able to do Teacher preparation, Teacher roles & responsibilities</p>	<p>Teacher preparation</p> <p><input type="checkbox"/> Teacher – roles & responsibilities, functions,(2hrs)</p> <p>characteristics, competencies, qualities,</p> <p><input type="checkbox"/> Preparation of professional teacher(2hrs)</p> <p><input type="checkbox"/> Organizing professional aspects of teacher preparation programs</p> <p><input type="checkbox"/> Evaluation: self and peer(2hrs)</p>				
<p>XII</p> <p>T-10 hours</p> <p>P- 5</p>	<p>At the end of unit students are able to</p> <p>Knowledge: Understand the Guidance and counseling</p> <p><input type="checkbox"/> Concept, principles, need, difference between guidance and counseling , counseling.</p> <p>Skill: Able to do Guidance and counseling.</p>	<p>Guidance and counseling</p> <p><input type="checkbox"/> Concept, principles, need, difference between guidance and counseling , (2hrs)</p> <p>trends and issues. Different models of collaboration between education and service,(2hrs</p> <p><input type="checkbox"/> Guidance and counseling (2hrs)services : diagnostic and remedial.</p> <p><input type="checkbox"/> Coordination and organization of services.(2hrs)</p> <p><input type="checkbox"/> Techniques of counseling : Interview, case work, characteristics of counselor, problems in counseling.</p> <p><input type="checkbox"/></p>				
<p>XIII</p> <p>T-15 hours</p>	<p>At the end of unit students are able to</p> <p>Knowledge: Understand the Administration of Nursing Curriculum</p>	<p>Administration of Nursing Curriculum</p> <p><input type="checkbox"/> Role of curriculum coordinator –</p>				

P-10	<p>Role of curriculum coordinator planning,, implementation and evaluation. Skill: Able to do Administration of Nursing Curriculum.</p>	<p>planning,,(2hrs) implementation and evaluation.,(2hrs) <input type="checkbox"/> Evaluation of educational programs in nursing course and program.,(2hrs) <input type="checkbox"/> Factors influencing faculty staff relationship and techniques of working together.,(2hrs) <input type="checkbox"/> Concept of faculty supervisor (dual) position.,(2hrs) <input type="checkbox"/> Curriculum research in nursing.,(2hrs)</p>				
XIV T-10 hours	<p>A t the end of unit students are able to Knowledge: Understand the Management of nursing educational institutions . Skill: Able to do Management of nursing educational institutions Planning, organizing, staffing, budgeting recruitment, discipline, public relation, performance appraisal.</p>	<p>Management of nursing educational institutions <input type="checkbox"/> Planning, organizing, (2hrs) staffing, budgeting,(2hrs) recruitment, discipline, public relation, (2hrs) performance appraisal, welfare,(2hrs)</p>				
XV T-5 hours T-5	<p>A t the end of unit students are able to Knowledge: Development and maintenance of standards and accreditation in nursing education programs . Skill: Able to do basic Development and maintenance of standards in nursing education.</p>	<p>Development and maintenance of standards and accreditation in nursing education programs. <input type="checkbox"/> Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University.. <input type="checkbox"/> Role of Professional associations and unions..</p>				

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NURSING EDUCATION

Activities :

- Framing philosophy, aims and objectives.
- Lesson Planning.
- Micro teaching-2.
- Conduct practice teachings using different teaching strategies -10 (like lecture cum discussion, demonstration- lab method, field trips, seminars, project, role play, panel discussion, clinical methods etc)
- Preparation and utilization of instructional Aids using different media.
- Develop course plans, unit plans, rotation plans.
- Conduct a continuing education workshop.
- Annotated bibliography.
- Critical evaluation of any nursing education program offered by a selected institution.
- Planning and Organizing field visits.
- Educational visits.
- Field visits (INC/SNRC) to get familiar with recognition/registration process.
- Construct, administer and evaluate tools (objective & essay type test, observation checklist, rating scale etc)
- Observe and practice application of various non-standardized tests (Intelligence, Aptitude, Personality, Sociometry, physical & mental disabilities tests.)

Methods of Teaching

- Lecture cum discussion
- Demonstration/ Return demonstration
- Seminar / Presentations
- Project work
- Field visits
- Workshop

Methods of evaluation

- Tests
- Presentation
- Project work
- Written assignments

Evaluation:

Internal Assessment:

Theory:

Sr no	Requirement	Prescribed no.	Marks for each	Send to university
1.	Assignment (a.v. aids)	2	25	
2.	Seminar / presentation	2	25	
3.	Annotated bibliography	5	10	
4.	Journal presentation	5	15	
5.	Midterm exam	1	50	
6.	Prefinal exam	1	75	
	Total		225	25

Practical :

Sr No	Requirement	Prescribed No.	Marks	Send To University

1.	Learning resource material [SIM]	1	25	
2.	Curriculum Planning	1	25	
3.	Practice teaching	10	50	
4.	Conduct Workshop / Short Term Course(CNE)	1	25	
	Total		125	50

Theory External Assessment- 75 Marks

Practical External Assessment:

- Practice teaching- 1 - 50 Marks
- Preparation/use of learning resource material-1 -25 Marks
- Construction of tests/rotation plan. -25 Marks

Total – 100 Marks

PLACEMENT: 1ST YEAR M.Sc. NURSING

TOTAL MARKS = 75 (+ 10 marks optional)

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.**

ADVANCED NURSING PRACTICE

Placement: I year MScN

Hours of Instruction
Theory 150 Hours
Practical 200 Hours
Total: 350 Hours

Course Description

The course is designed to develop an understanding of concepts and constructs theoretical basis of advanced nursing practice and critically analyze different theories of nursing and other disciplines.

Objectives:

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

1. Appreciate and analyze the development of nursing as a profession.
2. Describe ethical, legal, political and economic aspects of health care delivery and nursing practice.
3. Explain bio- psycho- social dynamics of health, life style and health care delivery system
4. Discuss concepts, principles, theories, models, approaches relevant to nursing and their application.
5. Describe scope of nursing practice.
6. Provide holistic and competent nursing care following nursing process approach.
7. Identify latest trends in nursing and the basis of advance nursing practice.
8. Perform extended and expanded role of nurse.
9. Describe alternative modalities of nursing care.
10. Describe the concept of quality control in nursing.
11. Identify the scope of nursing research.
12. Use computer in patient care delivery system and nursing practice.
13. Appreciate importance of self-development and professional advance

Unit No. & Total Hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
I (9 hours)	At the end of unit students are able to Knowledge: <ul style="list-style-type: none"> Understand the history of development of nursing, code of ethics and professional conduct and role of regulatory bodies. Gain knowledge regarding professional organizations Understand quality assurance. Attitude: Incorporate in clinical field for better patient care. 	<ul style="list-style-type: none"> History of development of nursing profession, characteristics, criteria of the profession, respective of nursing profession-national, global. Code of ethics (INC), code of professional conduct (INC), Autonomy and accountability, assertiveness, visibility of nurses, legal considerations. Role of regulatory bodies 	<ul style="list-style-type: none"> Professional organizations and unions-self defense, Individual and collective bargaining. Educational preparations, Continuing Education, career opportunities professional advancement & Role and scope of nursing education. Role of research, leadership and management. Quality assurance in nursing 	<ul style="list-style-type: none"> Futuristic nursing. (1 hour) 	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments
II (10 hours)	At the end of unit students are able to <ul style="list-style-type: none"> Knowledge: Understand the healthcare delivery system at all levels in India. Gain knowledge 	<ul style="list-style-type: none"> Health care delivery system-national, state, District and local level. Major stakeholders in the health care 	<ul style="list-style-type: none"> Health care delivery concerns, national health and family welfare programs, inter-sectoral 	<ul style="list-style-type: none"> Health care environment, economics, constraints, planning process, policies, Political process 	Panel Discussion Debate	

Unit No. & Total Hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
	regarding stake holders in the health care system, pattern of nursing care delivery system in India and different family welfare programmes. <ul style="list-style-type: none"> Gain knowledge of telemedicine. Skill: Use appropriate resources of IEC give effective health education. Operate telemedicine system. 	system- Government, non- govt., <ul style="list-style-type: none"> Industry and other professionals. Patterns of nursing care delivery in India. 	coordination, role of non- governmental agencies. <ul style="list-style-type: none"> Information, education and communication (IEC) 	vis a vis nursing profession. (1 hour) Tele- medicine.		Seminar SAQ/LAQ Assignments
III (10hours)	At the end of unit students are able to Knowledge: <ul style="list-style-type: none"> Understand the cellular division, mutation and the law of inheritance. Gain knowledge of basic concept of genes, chromosomes, DNA, common genetic disorders and prenatal diagnosis Understand important of genetic counseling. 	<ul style="list-style-type: none"> Basic concepts of Genes, Chromosomes & DNA. Approaches to common genetic disorders. Common genetic disorders. Genetic counseling. 	<ul style="list-style-type: none"> Review of cellular division, Mutation and law of inheritance, Approaches to common genetic disorders. Human genome project, The Genomic era. Approaches to common genetic disorders. Genetic testing- 	<ul style="list-style-type: none"> Practical application of genetics in nursing. 	Case Presentation Exposure to Scientific Conferences Field Visits	Seminar SAQ/LAQ Assignments

Unit No. & Total Hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
	Skill: <ul style="list-style-type: none"> Able to do basic genetic counseling. 		basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis & screening, Approaches to common genetic disorders. Ethical, legal issues in genetic testing. (1 hour) psychosocial issues in genetic testing.			
IV (12 hours)	At the end of unit students are able to <ul style="list-style-type: none"> Knowledge: Understand scope, epidemiological approaches morbidity, mortality and concept of causation of disease. Understand the health informatics and role of nurse. Attitude: Apply epidemiology in health care delivery system. 	<ul style="list-style-type: none"> Epidemiology Scope, Epidemiological approach methods Application of epidemiology in health care delivery, Health surveillance Health informatics. Role of nurse. 	<ul style="list-style-type: none"> Morbidity, Mortality. Concepts of causation of diseases Screening. 		Case Presentation Exposure to Scientific Conferences Field Visits	Seminar SAQ/LAQ Assignments
V	At the end of unit students	<ul style="list-style-type: none"> • Cardio pulmonary 	<ul style="list-style-type: none"> Pathophysiology 	<ul style="list-style-type: none"> Treatment 	Lecture cum	Seminar

Unit No. & Total Hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
(20 hours)	<p>are able to</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understand Pathology and psychodynamics of disease causation, common problems in health care. Known CPR and EBP Skill: Able to give CPR effectively. Attitude: Incorporate with clinical and community practice for better care. 	<p>resuscitation. (1 hour)</p> <ul style="list-style-type: none"> ACLS BSLS Child CPR (4 hours practical) Care of dying and dead Infection prevention (including HIV) standard safety measures, bio-medical waste management Role of nurse-Evidence based nursing practice 	<p>and Psychodynamics of disease</p> <ul style="list-style-type: none"> causation Life processes, homeostatic mechanism, biological and psycho-social dynamics in causation of disease, life style Common problems: Oxygen insufficiency, fluid and electrolyte imbalance, nutritional problems, Hemorrhage and shock, altered body temperature, unconsciousness, sleep pattern and its disturbances, pain, sensory deprivation. 	<p>aspects: pharmacological pre-post operative care aspects</p>	<p>discussion SeminarPresentation Demonstration</p> <p>E learning</p> <p>Completion of e learning GFATM modules from INC web site</p>	SAQ/LAQ Assignments
VI (20 hours)	<p>At the end of unit students are able to</p> <p>Knowledge:</p>	<ul style="list-style-type: none"> Nursing theories: Nightingale's, Henderson's, 	<ul style="list-style-type: none"> Values, Conceptual models, approach. 		Panel Discussion Debate	Seminar SAQ/LAQ Assignments

Unit No. &Total Hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
	<ul style="list-style-type: none"> Understand nursing theories, conceptual models, concept of self health care and evidence based practice model. 	<ul style="list-style-type: none"> Roger'sPeplau's, Abdell's Lewine's, Orem's, Johnson's, King's, Neumann's, Roy's, Watson parsec, etc and their application. Health belief models, communication and management, etc. Evidence based practices model. 	<ul style="list-style-type: none"> Concept of Self health 			
VII (10 hours)	<p>At the end of unit students are able to</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understand health assessment, signs and symptoms of clients. Gain knowledge regarding nursing process. <p>Skill:</p> <ul style="list-style-type: none"> Develop skill in 	<ul style="list-style-type: none"> Health Assessment – illness status of patients / clients (Individuals, family, community) Identification of health-illness problems, health behaviors, signs and 			Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

Unit No. & Total Hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
	implementing nursing process. <ul style="list-style-type: none"> • Attitude: Incorporate knowledge of nursing process for patient care. 	symptoms of clients <ul style="list-style-type: none"> • Methods of collection, • Analysis and utilization of data relevant to nursing process. • Formulation of nursing care plans, health goals, • Implementation, modification evaluation of care 				
VIII (23 hours)	At the end of unit students are able to <p>Knowledge:</p> <ul style="list-style-type: none"> • Understand growth and development in different stages of human life and defense mechanism. • Understand stress and adaptation and techniques of counseling. <p>Attitude:</p> <ul style="list-style-type: none"> • Incorporate with patient care in clinical and community settings. • Incorporate with 	<ul style="list-style-type: none"> • Human behavior, Life processes • growth and development, • personality development, • Defense mechanisms and communication • Basic human needs • Growth and development, (Conception through preschool, School age through adolescence, • Young & middle adult, 	<ul style="list-style-type: none"> • Sexuality • Sexual health. Coping with loss, death grieving • Principles of Counseling • Techniques of Counseling • Interpersonal relationships, individual group, • Group dynamics. 	Organizational behavior (1 hours)	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

Unit No. & Total Hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
	professional ethics.	<ul style="list-style-type: none"> • Older adult) • Stress and adaptation, crisis • Intervention 				
IX (26 hours)	<p>At the end of unit students are able to</p> <ul style="list-style-type: none"> • Knowledge: Understand alternative modalities of care, complimentary therapies, disaster management and the extended and expanded role of nurse • Know promotive, preventive, curative and restorative health care and models of prevention of gender sensitive issues, evidence based nursing practice and trans cultural nursing. • Skill: Able to prepare different models of EBP and its applications. • Attitude: Incorporate knowledge while providing 	<ul style="list-style-type: none"> • Models of Prevention. • Models of Prevention. • Family nursing, Models of Prevention. • Home nursing Models of Prevention. • Disaster nursing. (6 hours) • Evidence based nursing practices theory • Applications • Trans-cultural Nursing Scope. • Practices. 	<ul style="list-style-type: none"> • Framework, scope and trends. • Alternative modalities of care, alternative systems of health and complimentary therapies. Extended and expanded role of the nurse, in promotive, preventive, curative and restorative health care delivery system in community and institution. • Health promotion and primary health care. 	<ul style="list-style-type: none"> • Independent practices issues, Independent nurse-midwifery practitioners. • Collaboration issues and models-within and outside nursing. • Gender sensitive issues • Women empowerment. • Geriatric Nursing • Geriatrics considerations in nursing 	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments

Unit No. &Total Hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
	comprehensive care.					
X (10 hours)	<p>At the end of unit students are able to</p> <p>Knowledge:</p> <ul style="list-style-type: none"> Understand the importance of use of computer application in patient care & nursing. <p>Skill:</p> <ul style="list-style-type: none"> Use computers in professional practice. <p>Attitude:</p> <ul style="list-style-type: none"> Incorporate this knowledge in professional and day today's life. 	<ul style="list-style-type: none"> Internet, literature search. 	<ul style="list-style-type: none"> Use of computers in teaching, learning, Research and nursing practice. Windows, MS office: WORD, Excel, Power Point. Hospital management information system: software 	<ul style="list-style-type: none"> Statistical packages. 	Lecture cum discussion Seminar	Seminar SAQ/LAQ Assignments
Evaluation FORMATIVE ASSIGNMENT Medical Case Study -50 Surgical Case study -50 Family care plan -25 Assignment -25 Visit report -15 Holistic report- 10 Seminar 25 Total 200			SUMMATIVE IA-25M EA-75M MIDTERM:75 LAQ-10x4: 40M SAQ-7x5: 35M PRELIM:75 LAQ-10x4: 40M SAQ-7x5: 35M			

Unit No. &Total Hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation																								
		Must know	Desirable to know	Nice to know																										
Out of 25 send to university																														
References: <ol style="list-style-type: none"> Lewis, Heitkemper, Dirken et al. Medical Surgical Nursing assessment and management of clinical problem. New Delhi: Elesvier Publication Basawantappa B.T. Medical Surgical Nursing. 1st ed.2002. New Delhi: Jappee brothers; Black JM.Textbook of Medical Surgical Nursing ^{7th}ed.vol II: Elsevier publication P.1599-1627 Brunner &Suddarth'sTextbook of Medical-Surgical Nursing10th edition New Delhi: Jappee brother Long Phipps, Casseyer. Medical Surgical Nursing. A Nursing process approach. Pub. Mosby co. 1993 Lewis, Collier, Heitcemper. Medical Surgical Assessment& management of clinical problems. <p>Joyce M. Black, E.M. Jacobs; Medical, Surgical Nursing, Clinical Management for continuity of care; 5th ed. ; 1997; by W.B. Saunders company.(part I&II).</p>																														
<div style="text-align: center;"> KRISHNA INSTITUTE OF MEDICAL SCIENCES AND DEEMED UNIVERSITY'S FACULTY OF NURSING SCIENCES, KARAD SUBJECT- <i>Advance Nursing Practice</i>M.Sc Nursing EVALUATION FORMAT FOR SEMINAR EVALUATION </div> <div> Name of the student: Batch : Date : Topic : Name of the Supervisor: </div> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>SN</th> <th>Criteria</th> <th>Assigned Marks</th> <th>Obtained Marks</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Organization</td> <td>2</td> <td></td> </tr> <tr> <td>2</td> <td>Content</td> <td>10</td> <td></td> </tr> <tr> <td>3.</td> <td>Preparation of environment</td> <td></td> <td></td> </tr> <tr> <td></td> <td>* Poise</td> <td>1</td> <td></td> </tr> <tr> <td></td> <td>* Clarity of ideas</td> <td>1</td> <td></td> </tr> </tbody> </table>							SN	Criteria	Assigned Marks	Obtained Marks	1	Organization	2		2	Content	10		3.	Preparation of environment				* Poise	1			* Clarity of ideas	1	
SN	Criteria	Assigned Marks	Obtained Marks																											
1	Organization	2																												
2	Content	10																												
3.	Preparation of environment																													
	* Poise	1																												
	* Clarity of ideas	1																												

Unit No. &Total Hours	Objectives	Contents with distributed hours				T/L Methods	Methods of evaluation
		Must know		Desirable to know	Nice to know		
Remarks:- Total: Date & Signature of the student			* Modulation	1			
			* Audibility	1			
			* Gestures & mannerism	1			
		5	AV aids	2			
		6	Class management	1			
		7	Group participation	1			
		8	Grooming	1			
		9	Bibliography	2			
		10	Conclusion	1			
			Total	25			
		Date & Signature of the Supervisor					

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.**

Clinical Speciality – I

Medical Surgical Nursing

Placement: 1stYear MSc. N

Hours of Instruction

Theory – 150 Hours

Practical – 650 Hours

Total : 800 Hours

Course Description

This course is common for the students undergoing clinical speciality-II in neuro science nursing / cardiovascular & thoracic nursing / critical care nursing /oncology nursing / orthopedic and rehabilitation nursing / nephro& urology nursing, gastroenterology nursing / geriatric nursing. It is designed to assist students in developing expertise and in depth knowledge in the field of

Medical Surgical Nursing. It will help students to appreciate the patient as a holistic individual and develop skill to function as a specialized Medical-Surgical Nurse. It will further enable the students to function as educator, manager and researcher in the field of Medical Surgical Nursing.

Objectives

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

1. Appreciate trends and issues in the field of Medical – Surgical Nursing as a speciality
2. Apply concepts & theories related to health promotion.
3. Appreciate the client as a holistic individual.
4. Perform physical, psychosocial assessment of Medical – Surgical patients.
5. Apply Nursing process in providing care to patients.
6. Integrate the concept of family centered nursing care with associated disorder such as genetic, congenital and long-term illness.
7. Recognize and manage emergencies with Medical – Surgical patient's.
8. Describe various recent technologies & treatment modalities in the management of critically ill patients.
9. Appreciate the legal & ethical issues relevant to Medical – Surgical Nursing.
10. Prepare a design for layout and management of Medical – Surgical Units.
11. Appreciate the role of alternative systems of Medicine in care of patients.
12. Incorporate evidence based Nursing practice and identify the areas of research in the field of Medical – Surgical Nursing.
13. Recognize the role of Nurse practitioner as a member of the Medical – Surgical health teams
14. Teach Medical – Surgical Nursing to undergraduate nursing students & in-service nurses.

Unit No. & total hours	Objectives	Contents with distributed hours	T/L Methods	Methods of evaluation
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		Must know	Desirable to know	Nice to know		
I (5 hours)	At the end of unit students are able to Knowledge: Know about current status of medical surgical nursing. Skill: Recognize ethical and cultural needs of patients. Attitude: Appreciate the role of nurse in health team.	Introduction: <ul style="list-style-type: none"> • Historical development of Medical – Surgical Nursing in India. (1 hour) • National health policy, special laws & ordinances relating to older people. (1 hour) • National goals. • Five years plans, National health programs related to adult health. (1 hour) 	<ul style="list-style-type: none"> • Current status of health and disease burden in India. • Current concept of health. (1 hour) • Trends & issues in Medical – Surgical Nursing. • Ethical & cultural issues in Medical – Surgical Nursing. Rights of patients. (1 hour) 		Lecture cum discussion Seminar Presentation	
II (20 hours)	At the end of unit students are able to Knowledge: Recall health assessment of various patients. Skill: Perform the assessment correctly. Attitude: Relate investigations and diagnostic assessments with disease conditions.	Health Assessment of Patient: <ul style="list-style-type: none"> • History taking. (1hours) • History taking- family (1hours) • Physical examination of Respiratory systems. (1 hours) • Physical examination of cardiovascular systems. (1 hours) • Physical examination 	<ul style="list-style-type: none"> • Related investigations and diagnostic assessment. Respiratory system (1 hours) • Related investigations and diagnostic assessment- GI System (1 hours) • Related investigations 		Lecture cum discussion Seminar Presentation	

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
		of GI systems.(1 hours) • Physical examination of musculoskeletal systems. (1 hours) • Physical examination of nervous systems. (1 hours) • Physical examination of endocrine systems. (1 hours) • Physical examination of urinary systems. (1 hours) • Nutritional assessment.- factors affecting (1 hours) • Nutritional assessment.(1 hours) • Nutritional assessment-calculation BMI etc (1 hours)	and diagnostic assessment Musculoskeletal (1 hours) • Related investigations and diagnostic assessment. CNS(1hours) • Related investigations and diagnostic assessment CVS (1 hours) • Related investigations and diagnostic assessment Endocrine (1 hours) • Related investigations and diagnostic assessment Urinary (1 hours) • Related investigations and diagnostic			

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
			assessment advance d (1 hours)			
III (5 hours)	At the end of unit students are able to Knowledge : Find out the appropriate care to be given in the hospital setting Skill: Render nursing care using nursing process approach. Attitude: Justify the reaction related to stress in disease condition.	Care in Hospital Setting: <ul style="list-style-type: none"> Ambulatory care, Acute & Critical care, long term care. (1 hour) Characteristics, care models, practice settings, interdisciplinary team. (1 hour) Hospitalization-effects of hospitalization on the patient & family. (1 hour) Nursing care using Nursing process approach. (1 hour) 	<ul style="list-style-type: none"> Stressors & reactions related to disease process (1 hour) Home Health Care. 		Lecture cum discussion Seminar Presentation	
IV (10 hours)	At the end of unit students are able to Knowledge: Describe anatomy physiology, etiology, Pathophysiology, clinical	Gastro Intestinal Tract Disorders: •Disorders-etiology, Patho physiology (1 hours) •Disorders- Clinical manifestations(1 hours)	<ul style="list-style-type: none"> Review of anatomy and physiology. (1 hour) Treatment modalities and trends. Including 		Lecture cum discussion Seminar Presentation	

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
	<p>manifestation, diagnostic assessment, management of complication of patients with disorders of gastrointestinal tract.</p> <p>Skill: Demonstrate skill in providing nursing care to the patient with GIT disorders after assessment</p> <p>Attitude: Recognize and relate the nursing research and evidence based nursing practice.</p>	<ul style="list-style-type: none"> •Disorders- complications, prognosis.(1 hours) •Health assessment- History taking, (1 hours) •Health assessment- physical examination, investigation & diagnostic assessment. (1hours) •Nursing management. (1 hour) •Evidence based nursing practice. •Rehabilitation and follow-up.(1 hour) 	<p>Related Research Studies. (1 hour)</p> <ul style="list-style-type: none"> • Related Research Studies. (1 hour) 			
V (10 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy physiology, etiology, Pathophysiology, clinical manifestation, diagnostic assessment, management of complication of patients with disorders of nervous system.</p> <p>Skill: Apply nursing process providing comprehensive care to the patients and</p>	<p>Management of patient with Disorders of Nervous System:</p> <ul style="list-style-type: none"> • Disorders-etiology, Pathophysiology, (1 hours) • Disorders- Clinical manifestations, complications, prognosis. (1 hours) • Health assessment- History taking, physical examination, 	<ul style="list-style-type: none"> • Review of anatomy and physiology. (1 hour) 		<p>Lecture cum discussion</p> <p>Seminar</p> <p>Presentation</p>	

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
	demonstrate advanced skills and competence in managing patients in nervous system disorders. Attitude: Recognize and relate the nursing research and evidence based nursing practice.	<ul style="list-style-type: none"> • Health assessment- investigation and diagnostic assessment. (1 hours) • Treatment modalities and trends. (1 hour) • Nursing management. (1 hour) • Related research studies. (1 hour) • Evidence based nursing practice. (1 hour) • Rehabilitation and follow-up.(1 hour) 				
VI (10 hours)	At the end of unit students are able to Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of respiratory system.	Management of patient with Disorders of Respiratory System: <ul style="list-style-type: none"> • Disorders-etiology, Patho physiology, (1 hours) • Disorders- Clinical manifestations, Complications, prognosis (1 hours) • Health assessment- 	<ul style="list-style-type: none"> • Review of anatomy and physiology. (1 hour) 		Lecture cum discussion Seminar Presentation	

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
	Skill: Assess the diagnostic, treatment modalities & new trends and demonstrate advance skills/competent in managing patients with respiratory system. Attitude : Recognize and relate the nursing research and evidence based nursing practice	History taking, physical examination, (1hours) <ul style="list-style-type: none"> • Health assessment- investigation and diagnostic assessment. (1hours) • Treatment modalities and trends. (1 hour) • Nursing management. (1 hour) • Related research studies. (1 hour) • Evidence based nursing practice. (1 hour) • Rehabilitation and follow-up.(1 hour) 				
VII (10 hours)	At the end of unit students are able to Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment,	Management of patient with Disorders of Cardio vascular System: <ul style="list-style-type: none"> • Disorders-etiology, Pathophysiology,(1 Hours) • Disorders- Clinical 	Review of anatomy and physiology. (1Hour)			

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
	management and complication of patients with disorders of cardiovascular system. Skill: Assess the diagnostic, treatment modalities and new trends and demonstrate advance skills/competent in managing patients with cardiovascular system. Attitude : Recognize and relate the nursing research and evidence based nursing practice	manifestations, Complications, prognosis. .(1 Hours) <ul style="list-style-type: none"> • Health assessment- History taking, physical examination, (1 Hours) • Health assessment- investigation and diagnostic assessment.(1 Hours) • Treatment modalities and trends. .(1 Hours) • Nursing management. . (1 Hours) • research studies.(1 Hours) • Evidence based nursing practice. .(1 Hours) • Rehabilitation and follow-up.(1 Hours) 				
VIII (5 hours)	At the end of unit students are able to Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment,	Management of patient with Disorders of Blood: <ul style="list-style-type: none"> • Disorders-etiology, Pathophysiology, Clinical manifestations, Complications, prognosis. (1 hour) 	Review of anatomy and physiology.(1 hour)		Lecture cum discussion Seminar Presentation	

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
	management and complication of patients with disorders of blood. Skill: Perform physical, psychosocial and spiritual assessment. Assess diagnostic, treatment modalities & new trends Demonstrate advance skills/competent in managing patients with disorders of blood. Attitude : Recognize and relate the nursing research and evidence based nursing practice	<ul style="list-style-type: none"> • Health assessment- History taking, physical examination, investigation and diagnostic assessment. (1 hour) • Treatment modalities and trends. (1 hour) • Nursing management. • Related research studies. • Evidence based nursing practice. (1 hour) • Rehabilitation and follow-up (1 hour) 				
IX (10 hours)	At the end of unit students are able to Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of urinary	Management of patient with Disorders of Genito Urinary System: <ul style="list-style-type: none"> • Disorders-etiology, Pathophysiology, (1 hours) • Disorders- Clinical manifestations, Complications, 	<ul style="list-style-type: none"> • Review of anatomy and physiology. (1 hour) 			

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
	<p>system.</p> <p>Skill: Perform physical, psychosocial and spiritual assessment, Assess diagnostic, treatment modalities and new trends</p> <p>Demonstrate advance skills/competent in managing patients with disorders of urinary system.</p> <p>Attitude: Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>prognosis. (1 hours)</p> <ul style="list-style-type: none"> Health assessment- History taking, physical examination, (1 hours) Health assessment- investigation and diagnostic assessment. (1hours) Treatment modalities and trends. (1 hour) Nursing management. (1 hour) Related research studies. (1 hour) Evidence based nursing practice. (1 hour) Rehabilitation and follow-up(1 hour) 				
X (10 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Explain anatomy and physiology, etiology,</p>	<p>Management of patient with Disorders of Endocrine System:</p> <ul style="list-style-type: none"> Disorders-etiology, Pathophysiology, 	<ul style="list-style-type: none"> Review of anatomy and physiology. (1Hours) 		<p>Lecture cum discussion</p> <p>Seminar</p> <p>Presentation</p>	

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
	<p>Pathophysiology, diagnosis assessment, management and complication of patients with disorders of endocrine system.</p> <p>Skill: Perform physical, psychosocial and spiritual assessment. Assess the diagnostic, treatment modalities and new trends. Demonstrate advance skills/competent in managing patients with disorders of endocrine system.</p> <p>Attitude: Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>(1 Hours)</p> <ul style="list-style-type: none"> Disorders- Clinical manifestations, (1 Hours) Disorders (1 Hours) - Complications, (1 Hours prognosis. (1 Hours) Health assessment- History taking, physical examination, (1Hours) Health assessment- investigation and diagnostic assessment. (1 Hours) Treatment modalities and trends.(1 Hours) Nursing management. (1 Hours) Related research studies. Evidence based nursing practice.(1 Hours) Rehabilitation and follow-up.(1 Hours) 				
XI (10 hours)	At the end of unit students are able to	Management of patient with Disorders	Review of anatomy and physiology. (1		Lecture cum discussion	

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
	<p>Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of musculo-skeletal system.</p> <p>Skill: Perform physical, psychosocial and spiritual assessment. Assess the diagnostic, treatment modalities and new trends</p> <p>Demonstrate advance skills/ competent in managing patients with disorders of musculo-skeletal system.</p> <p>Attitude Recognize and relate the nursing research and evidence based nursing practice.</p>	<p>of Musculo Skeletal System:</p> <ul style="list-style-type: none"> • Disorders-etiology, Pathophysiology, (1 Hours) • Clinical manifestations, (1 Hours) • Complications, prognosis. (1 Hours) • Health assessment- History taking, (1 Hours) • physical examination, investigation and diagnostic assessment. (1 Hours) • Treatment modalities and trends. (1 Hour) • Nursing management. (1 Hour) • Related research studies. • Evidence based nursing practice. (1 Hour) • Rehabilitation and follow-up.(1 Hour) 	Hour)		Seminar Presentation	

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
XII (8 hours)	At the end of unit students are able to Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of integumentary system. Skill: Perform physical, psychosocial and spiritual assessment. Assess the diagnostic, treatment modalities and new trends. Demonstrate advance skills in managing patients with disorders of integumentary system. Attitude: Recognize and relate the nursing research and evidence based nursing practice.	Management of patient with Disorders of Integumentary System: <ul style="list-style-type: none"> Disorders-etiology, Pathophysiology, Clinical manifestations, (1 hours) Complications, prognosis. (1 hours) Health assessment- History taking, physical examination, investigation and diagnostic assessment. (1 hour) Treatment modalities and trends. (1 hour) Nursing management. (1 hour) Related research studies. Evidence based nursing practice. (1 hour) 	<ul style="list-style-type: none"> Review of anatomy and physiology. (1 hour) 		Lecture cum discussion Seminar Presentation	

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
		<ul style="list-style-type: none"> Rehabilitation and follow-up(1 hour) 				
XIII (5 hours)	<p>At the end of unit students are able to</p> <p>Knowledge : Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of Eye and ENT</p> <p>Skill: Perform physical, psychosocial and spiritual assessment. Assess the diagnostic, treatment modalities and new trends Demonstrate advance skills/competent in managing patients with disorders of Eye and ENT</p> <p>Attitude: Recognize and relate t he nursing research and evidence based nursing practice.</p>	<p>Management of patient with Disorders of Eye and ENT:</p> <ul style="list-style-type: none"> Disorders-etiology, Pathophysiology, Clinical manifestations, Complications, prognosis. (1 hour) Health assessment- History taking, physical examination, investigation and diagnostic assessment. (1 hour) Treatment modalities and trends. (1 hour) Nursing management. Related research studies. Evidence based nursing practice. Rehabilitation and 			<p>Lecture cum discussion</p> <p>Seminar</p> <p>Presentation</p>	

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
		follow-up.(1 hour)				
XIV (8 hours)	At the end of unit students are able to Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of reproductive system. Skill: Assess the diagnostic, treatment modalities and new trends Demonstrate advance skills/competent in managing patients with disorders of reproductive system. & relate nursing research and evidence based nursing practice.	Management of patient with Disorders of Reproductive System: <ul style="list-style-type: none"> Disorders-etiology, Pathophysiology, (1 hour) Clinical manifestations, Complications, prognosis. Health assessment- History taking, physical examination, (1 hour) investigation and diagnostic assessment. (1 hour) Treatment modalities and trends. (1 hour) Nursing management. Related research studies. (1 hour) Evidence based nursing practice. (1 			Lecture cum discussion Seminar Presentation	

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
		hour) • Rehabilitation and follow-up.(1 hour)				
XV (8 hours)	At the end of unit students are able to Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of geriatric nursing. Skill: Perform physical, psychosocial and spiritual assessment. Assess the diagnostic, treatment modalities and new trends Demonstrate advance skills/competent in managing patients with disorders of geriatric nursing. Attitude: Recognize and relate the nursing research and evidence based nursing practice.	Geriatric Nursing: •Nursing Assessment – History and Physical assessment. Ageing: Demography; Myths and realities. Concepts and theories of ageing.(1Hr •Cognitive Aspects of Ageing. Normal biological ageing. .(1Hrs) •Age related body systems changes,Common Health Problems .(1Hrs) •Nursing Management; Psychosocial and Sexual.(1Hrs) • Role of nurse for care of elderly; ambulation, nutritional communicational, Psychosocial and spiritual. .(1 hour) • Role of nurse for care givers of elderly. Role of family and formal and non formal	Review of anatomy and physiology. (1 hour)		Lecture cum discussion Seminar Presentation	

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
		caregivers. Home and institutional care.(1 hour)				
XVI (8 hours)	At the end of unit students are able to Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis assessment, management and complication of patients with disorders of patients with communicable and sexually transmitted diseases. Skill: Perform complete assessment, Assess the diagnostic, treatment modalities and new trends. Demonstrate advance skills in managing patients with disorders of patients with communicable and sexually transmitted diseases. Attitude: Recognize and relate t he nursing	Management of patient with Communicable and Sexually Transmitted Diseases: <ul style="list-style-type: none"> Disorders of immune system – HIV / AIDS. .(1 hours) Review of infectious disease process. .(1 hours) Communicable diseases-etiology, Pathophysiology, Clinical manifestations complications, prognosis.(1 hours) Health assessment- History taking physical examination, investigation and Diagnostic assessment. (1 hour) Treatment modalities 			Lecture cum discussion Seminar Presentation	

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
	research and evidence based nursing practice.	and trends, Nursing management. (1 hrs) <ul style="list-style-type: none"> • Related research studies. Evidence based nursing practice. (1 hrs) • Rehabilitation and follow-up.(1 hour) 				
XVII (8 hours)	At the end of unit students are able to Knowledge: Explain anatomy and physiology, etiology, Pathophysiology, diagnosis, assessment, management and complication of patients with emergency, trauma and multisystem organ failure. Skill: Perform assessment, Assess the diagnostic, treatment modalities and new trends and Demonstrate advance skills/competent in managing patients	Emergency, Trauma and Multi System Organ Failure: <ul style="list-style-type: none"> • DIC (disseminated intravascular coagulation) (1 hour) • Trauma burns, (1 hours) • Poisoning. (1 hours) • Etiology, Patho-physiology, (1 hours) • Clinical manifestations, (1 hours) • Health assessment- History taking, physical examination, investigation and 			Lecture cum discussion Seminar Presentation	

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
	with disorders of emergency, trauma and multisystem organ failure. Attitude: Recognize and relate the nursing research and evidence based nursing practice.	Diagnostic assessment. (1 hour) <ul style="list-style-type: none"> • Treatment modalities and trends. • Nursing management. (1 hour) • Related research studies. • Evidence based nursing practice. • Rehabilitation and follow-up.(1 hour) 				
Internal evaluation FORMATIVE Assignment s Case presentation 2 x50 Care plan 3 x25 Case study 2x50 Project 1x 100		IA-25M EA-75M TOTAL- Theory 100M Practical 100 marks		SUMMATIVE MIDTERM:75 LAQ-12X2: 24M LAQ-10X1:10M LAQ-11X1: 11M SAQ-5X6: 30M PRELIM:75 LAQ-12X2: 24M LAQ-10X1:10M LAQ-11X1: 11M SAQ-5X6: 30M		

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Methods	Methods of evaluation
		Must know	Desirable to know	Nice to know		
LIST OF RECOMMENDED BOOKS: <ul style="list-style-type: none">• Text book of Medical Surgical Nursing –Brunner and Suddarth• Medical Surgical Nursing –Clinical Positive outcome-Joyce and Black• Medical Surgical Assessment and Management of clinical problems –Lewis, Colliner• Medical Surgical Nursing –A Psychopathologic Approach –Luckmann and Sorensen• Medical Surgical Nursing –A Nursing process Approach• Medical Surgical nursing –B.T.Basvanthappa• Moroneys Surgery for nurses –Colmer• API Textbook of Medicine:-Shah N.S• Fundamental of Operation theatre Services –Datta T.K• Essentials of Orthopaedics:-Maheshwari• Davidsons Principles and Practice of Medicine –Haslett C,Chilvers E.R.• Watsons Clinical Nursing and related sciences –Walsh M• The Lippincott Manual of Nursing practice –Nettina, Sandra						

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.**

**CLINICAL SPECIALITY – I
OBSTETRIC AND GYNAECOLOGICAL NURSING**

Placement: 1st Year

Hours of Instruction

Theory : 150 Hours.

Practical : 650Hours

Total : 800 Hours

Course Description

This course is design to assist students in developing expertise and in depth understanding in the field of Obstetric and Gynecological Nursing. It will help students to appreciate the client as a holistic individual and develop skill to function as an independent midwifery practitioner. It will further enable the student to function as educator, manager and researcher in the field of Obstetric and Gynecological nursing

Objectives

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

1. Appreciate the trends in the field of midwifery, obstetrics and gynaecology as a specialty
2. Describe the population dynamics and indicators of maternal and child health
3. Describe the concepts of biophysical, psychological and spiritual aspects of normal pregnancy, labor and puerperium.
4. Provide comprehensive nursing care to women during reproductive period.
5. Integrate the concepts of family centered nursing care and nursing process approach in obstetric and gynecological nursing.

6. Identify and analyze the deviations from normal birth process and refer appropriately.
7. Describe the pharmacological agents, their effects during pregnancy, child birth, puerperium, lactation and the role of nurse
8. Counsel adolescents, women and families on issues pertaining to pregnancy, child birth and lactation
9. Describe the role of various types of complementary and alternative therapies in obstetric and gynecological nursing
10. Incorporate evidence based nursing practice and identify the areas of research in the field of obstetric and gynecological nursing
11. Describe the recent advancement in contraceptive technology and birth control measures.
12. Appreciate the legal and ethical issues pertaining to obstetric and gynaecological nursing

CLINICAL SPECIALITY-I

Unit No. & total hours	Objectives	CONTENTS WITH DISTRIBUTED HOURS			T/L METHO D	A/V AIDS	F/S EVALUATIO N	METHOD OF EVALUATION
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW				

I (10 hours)	At the end of unit students are able to Knowledge: Recognize the trends and issues in obstetrics and gynecological nursing. Describe the role of nurse in family welfare programme. Skill: Identify and differentiate various approaches applied in midwifery practice. Apply the theories and models in midwifery practice. Attitude: Appreciate the importance of family welfare	Introduction: <ul style="list-style-type: none">• National health and family welfare programmes related to maternal and child health:-Health care delivery system(1 hour)• National Rural health mission, Role of NGO's (1 hour)• Evidence based midwifery practice (1hour)• Role and scope of midwifery practice :- Independent Nurse midwifery practice, standing orders (1 hour)	<ul style="list-style-type: none">• Historical and contemporary perspectives (1 hour)• Epidemiological aspects of maternal and child health (1 hour)• Magnitude of maternal and child health problems (1 hour)• Issues of maternal and child health; Age, Gender, Sexuality. Psycho socio-cultural factors.(1Hr)• Preventive obstetrics (1 hour)• Research priorities in obstetric and gynecological nursing. Theories, models and approaches applied to midwifery practice.(1Hr)		Lecture and discussion	Explain using PPT , Charts and graphs	FORMATIVE ASSIGNMENT S SUMMATIVE IA-25M EA-75M TOTAL-100M MIDTERM:75 M LAQ-10x4: 40M SAQ-7x5: 35M PRFINAL :75 LAQ-10x4: 40M SAQ-7x5: 35M	Seminar/Presentations Quiz, Tests (Term) Assignments/Term paper
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II (15 hours)	At the end of unit students are able to Knowledge: Describe the anatomy and physiology of human reproductive system. Attitude: Combines various interaction skills for genetic counseling.	Human Reproduction: <ul style="list-style-type: none"> Review of anatomy and physiology of human reproductive system:-male and female.(1 Hr) Hormonal cycle (1 hour) 	<ul style="list-style-type: none"> Embryology.(1 hour) Introduction to Genetics (1 hour) Purposes and types of genetic testing (1 hour) Prenatal diagnosis and screening (1 hour) Common diagnostic tests (1 hour) Steps and process of Genetic counseling (1 hour) Steps of Genetic counseling Role of counselor (1 hour) Teratology and Teratogens (1 hour) Exposure to teratogens (1 hour) Factors influencing Exposure to teratogens (1 hour) Teratogenic drugs (1 hour) Teratogenic counseling (1 hour) Clinical implications.(1hour) 		Lecture and discussion	Explain using PPT , Charts, demonstration and slides.		Seminar/Presentations Quiz, Tests (Term) Assignments/Term paper
III (25	At the end of unit students are able to	Pregnancy: <ul style="list-style-type: none"> Maternal adaptation: 	<ul style="list-style-type: none"> Fetal measures: Clinical parameters, 	Alternative/complementary	Lecture and	Explain using PPT , Charts,		Seminar/Presentations

hours)	<p>Knowledge: Describe the diagnosis and management of women during antenatal period. Describe the concepts of biophysical and biochemical methods to assess maternal and fetal well-being. Explain the role of midwives in preparation for child birth and parenthood.</p> <p>Skill: Identifies physiological changes during pregnancy. Detects the minor disorders of pregnancy. Identifies the high risk pregnancies.</p> <p>Attitude: Assist in fetal well-being.</p>	<p>Physiological, Psychological (1 hour)</p> <ul style="list-style-type: none"> • Assessment:- Maternal and fetal measures. (1 hr) • Maternal measures:- History taking, (1 hour) • Examination-general, physical and obstetrical measures, identification of high risk. (1 hour) • Nursing management of the women, minor disorders of pregnancy and management (1 hour) 	<p>bio chemical, human estriol, (1 hour)</p> <ul style="list-style-type: none"> • Maternal serum Alfa Feto Protein, Acetyl choline esterase (AChE), • Triple test (1 hour) • Amniocentesis, (1 hour) • Cordocentesis, (1 hour) • Chorionic villus sampling (CVS) (1 hour) • Biophysical :-US IMAGING, (1 hour) • Fetal movement count, (1 hour) • Ultrasonography, (1 hour) • Cardio tocography, (1 hour) • Contraction stress test (CST) (1 hour) • Non stress test (NST) (1 hour) • Amnioscopy, Foetoscopy. (1 hour) • Radiological examination Interpretation of diagnostic tests and nursing implications. (1 hour) • Preparation for child birth (1 hour) 	therapies (1 hour)	discussion	demonstration and slides.		Quiz, Tests (Term) Assignments/Term paper
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			<ul style="list-style-type: none"> • Preparation for parenthood, (1 hour) • Importance of institutional delivery, (1 hour) • Choice of birth setting, importance and mobilizing of transportation, (1 hour) • Parental counseling, (1 hour) • Role of nurse and crisis intervention, identification of high risk pregnancy and referral. (1 hour) 					
IV (25 hours)	<p>At the end of unit students are able to</p> <p>Knowledge Interprets the partograph correctly.</p> <p>Skill: Identifies the early signs of stages of labour. Apply the partograph labour process.</p> <p>Attitude: Asses the newborn and performs newborn resuscitation.</p>	<p>Normal Labor and Nursing Management:</p> <ul style="list-style-type: none"> • Essential factors of labour(1 hour) • Stages and onset (1 hour) • First stage: Physiology of normal labour (1 hour) • Partograph: (1 hour) • Principles of partograph(1 hour) • Use of partograph(1 hour) 	<ul style="list-style-type: none"> • Analgesia in labour. (1 hour) • Anesthesia in labour. (1 hour) 	<ul style="list-style-type: none"> • Various child birth practices:- water birth, position change etc. (1 hour) • Alternative /complimentary therapies. (1 hour) 	Lecture and discussion	Explain using PPT , Charts, demonstration and slides.		Seminar/Presentations Quiz, Tests (Term) Assignments/Term paper

		<ul style="list-style-type: none">• Critical analysis of partograph (1 hour) Evidence based studies. (1 hour)• Nursing management of First stage of labour (1 hour)• Second stage: Physiology of Second stage of labour (1 hour)• Intra partum monitoring during Second stage of labour (1 hour)• Nursing management during Second stage of labour (1 hour)• Resuscitation (1 hour)• Immediate newborn care (1 hour)• Initiate breast feeding (1 hour)• (Guidelines of National neonatology forum of India). (1 hour)• Third stage:						
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		Physiology Third stage of labour(1 hour) <ul style="list-style-type: none"> • Nursing management during Third stage of labour (1 hour) • Fourth stage:- Observation during Fourth stage of labour(1 hour) • Critical analysis and nursing management. (1 hour) • Evidence based practice in relation to labour intervention. (1 hour) • Role of practitioner nurse midwife. (1 hour) 						
V (20 hours)	At the end of unit students are able to Knowledge: Describe the physiology of puerperium and its management. Describe the physiology of lactation.	Normal; puerperium and Nursing management: <ul style="list-style-type: none"> • Physiology of puerperium. (1 hour) • Physiology of lactation (1 hour) • lactation management(1 hour) 	<ul style="list-style-type: none"> • Alternative/complementary therapies. (1 hour) • Minor discomforts of puerperium (1 hour) • complications of puerperium: purperial infections (1 hour) • Perineal infections (1 hour) 	---	Lecture and discussion	Explain using PPT , Charts, demonstration and slides.		Seminar/Presentations Quiz, Tests (Term) Assignments/Term paper

	<p>Skill: Detect the minor discomforts and complications of puerperium.</p>	<ul style="list-style-type: none"> • exclusive breast feeding (1 hour) • Baby friendly hospital imitative (BFHI). (1 hour) • Assessment of postnatal women. (1 hour) • Evidence based studies. (1 hour) • Role of practitioner nurse midwife (1 hour) • Temporary Family planning methods (1 hour) • Permanent Family planning methods (1 hour) 	<ul style="list-style-type: none"> • breast infections (1 hour) • Management of mothers during puerperium.(1 hour) • postnatal exercises (1 hour) • Rooming in, (1 hour) • bonding(1 hour) • warm chain.(1 hour) 					
VI (20 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Describe the normal physiology of newborn. Describe the organization and management of neonatal services in NICU</p>	<p>Normal newborn:</p> <ul style="list-style-type: none"> • Physiology(1hour) • Characteristics of normal newborn (1 hour) • Physical (1 hour) • Behavioral assessment of newborn. (1 hour) 	<ul style="list-style-type: none"> • Observation (1 hour) • Care of newborn. (1 hour) 	Parenting process. (1 hour)	Lecture and discussion	Explain using PPT , Charts, demonstration and slides.		Seminar/Presentations Quiz, Tests (Term) Assignments/Term paper

	<p>Skill: Perform neonatal assessment and identify the normal characteristics of newborn. Identifies the need of newborn.</p> <p>Attitude: Displays confidence while caring newborn.</p>	<ul style="list-style-type: none"> • Needs of newborn.(1 hour) • Essential newborn care: (1 hour) • Exclusive breast feeding(1 hour) • immunization (1 hour) • Immunization schedule (1 hour) • hygiene measures (1 hour) • Newborn nutrition(1 hour) • Organization of neonatal care (1 hour) • Services (levels) (1 hour) • Transport of new born (1 hour) • Neonatal intensive care unit, (1 hour) • Organization of nicu (1 hour) • Management of nursing services in nicu(1 hour) 						
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VII (10 hours)	At the end of unit students are able to Knowledge: Describe the pharmacological agents, their effects during pregnancy, labour, puerperium and newborn. Describe the role and responsibility of midwife in administration of drugs. Skill: Calculate the drug dose used. Identify the effects of drugs used.	Pharmacodynamics in Obstetric: <ul style="list-style-type: none"> Drugs used in pregnancy (1 hour) Drugs used in Labour (1 hour) Drugs used in post partum (1 hour) Drugs used in newborn. (1 hour) Calculation of drug dose and administration. (1 hour) Effect of drugs used. (1 hour) 	<ul style="list-style-type: none"> Anaesthesia and analgesia in obstetrics. (1 hour) Role & responsibilities of midwifery nurse practitioner (1hr) Standing orders and protocols and use of selected life saving drugs (1 hour) interventions of obstetric emergencies approved by the MOHFW (1 hour) 	---	Lecture and discussion	Explain using PPT , Charts, demonstration and slides.		Seminar/Presentations Quiz, Tests (Term) Assignments/Term paper
VIII (10 hours)	At the end of unit students are able to Knowledge: Describe the population dynamics and indicators of maternal child health. Describe the methods of contraception and role of nurse in family welfare	Family welfare services: <ul style="list-style-type: none"> Population dynamics. (1 hour) Demography trends:- vital statistics(1 hour) Calculation of indicators especially maternal and neonatal mortality rates and problems 	<ul style="list-style-type: none"> Role of nurses in family welfare programmes in all settings. (1 hour) Role of independent nurse midwifery practitioner.(1 hour) Teaching and supervision of health team members.(1 hour) 	<ul style="list-style-type: none"> Family life education (1 hour) 	Lecture and discussion	Explain using PPT , Charts, demonstration and slides.		Seminar/Presentations Quiz, Tests (Term) Assignments/Term paper

	programme. Skill: Calculate the indicators of maternal and child health.	and other health problems (1 hour) <ul style="list-style-type: none"> Recent advancement in contraceptive technology.(1 hour) Information, education and communication (iec), (1 hour) Management information and evaluation system (mies).(1 hr) 	<ul style="list-style-type: none"> Evidence based studies (1 hour) 					
IX (5 hours)	At the end of unit students are able to Knowledge: Define infertility, Classify the infertility based on its etiology. Describe the ethical and legal aspects of ART. Skill: Identify the different diagnostic procedures used for infertility treatment. Attitude: Provide	Infertility: <ul style="list-style-type: none"> Primary and secondary causes, Diagnostic procedures.(1 hour) Counseling:-Ethical and legal aspects of assisted reproductive technology (ART) (1 hour) Recent advancement in infertility management. (1 hour) 	<ul style="list-style-type: none"> Adoption procedures(1 hour) 	----	Lecture and discussion	Explain using PPT , Charts, demonstration and slides.		Seminar/Presentations Quiz, Tests (Term) Assignments/Term paper

	comprehensive nursing care to client with infertility & promote the interpersonal relationship.	<ul style="list-style-type: none"> • Role of nurse in infertility management. (1 hour) 						
X (5 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Asses the physiological and psychosocial aspects in menopause and participate in counseling & guidance.</p> <p>Skill: Identify t he effects of HRT.</p> <p>Attitude: Recognize the different HRT.</p>	<p>Menopause:</p> <ul style="list-style-type: none"> • Physiological, psychological and social aspects. (1 hour) • Hormone replacement therapy. (1 hour) • Surgical menopause.(1 hour) 	<ul style="list-style-type: none"> • Counseling and guidance.(1 hour) • Role of midwifery nurse practitioner. (1 hour) 	--	Lecture and discussion	Explain using PPT , Charts, demonstration and slides.		Seminar/Presentatio ns Quiz, Tests (Term) Assignments/Term paper
XI (5 hours)	<p>At the end of unit students are able to</p> <p>Knowledge: Define abortion & classify the abortion and its causes.</p> <p>Skill: Perform different procedures related to abortion.</p> <p>Attitude: Initiate the</p>	<p>Abortion:</p> <ul style="list-style-type: none"> • Types, causes of abortion (1 hour) • Legislations, Clinical rights and professional responsibility. (1Hr) • Abortion procedures. (1 hour) • Complications and 	--	---	Lecture and discussion	Explain using PPT , Charts, demonstration and slides.		Seminar/Presentatio ns Quiz, Tests (Term) Assignments/Term paper

	building of interpersonal relationship with clients. Display confidants while caring patients with abortion.	nursing management. of abortion (1 hour) • Role of midwifery nurse practitioner.(1 hour)						
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INTERNAL ASSESSMENT: theory			
Evaluation Scheme			
	CLINICAL SPECIALITY – I OBSTETRIC AND GYNAECOLOGICAL NURSING	Total marks	Average out of
Mid term	50	50	
Pre final	75	75	
Other Assignment Seminar	100	100	
Journal presentation	50	50	
Total	275	275	25
Send to university			25
Internal assessment			25
External Examination			75

		Total			100
FORMATIVE EVALUATION					
S.N.	REQUIREMENT	PRESCRIBED NUMBER	MARK FOR EACH	TOTAL MARKS	SEND TO UNIVERSITY OUT OF
1	Care plan – Antenatal	1	50	50	
2	Intranatal	1	50	50	
3	Postnatal	1	50	50	
4	Care plan – new born	1	50	50	
5	Clinical Presentation Antenatal	1	50	50	
6	Postnatal	1	50	50	
7	Case Book/ Journal	1	30	30	
8	Clinical Evaluation Antenatal, Postnatal Practice Teaching (Nursing Education)	2	100	200(100X2)	
	Examination	1			
10	Midterm practical examination	1	50	50	
11	Pre final practical examination	1	100	100	

			680	680	100
SUMMATIVE EVALUATION UNIVERSITY EXAMINATION 1. Written examination - 75 2. Practical examination - 100					
MID-TERM 50		PRE FINAL 75		UNIVERSITY EXAMINATION 75	
SECTION –I LAQ – 7 MARKS LAQ – 6 MARKS SAQ – 2X 5 = 10 MARKS SECTION –II LAQ – 7 MARKS LAQ – 10 MARKS SAQ – 2X 5 = 10 MARKS		SECTION –I LAQ – 12 MARKS LAQ – 11 MARKS SAQ – 3X 5 = 15 MARKS SECTION –II LAQ – 12 MARKS LAQ – 10 MARKS SAQ – 3X 5 = 15 MARKS		SECTION –I LAQ – 12 MARKS LAQ – 11 MARKS SAQ – 3X 5 = 15 MARKS SECTION –II LAQ – 12 MARKS LAQ – 10 MARKS SAQ – 3X 5 = 15 MARKS	

EVALUATION FORMATS:

KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY, KARAD.

KRISHNA INSTITUTE OF NURSING SCIENCES ,KARAD.

1ST YEAR M.SC.NURSING

SUBJECT:-OBSTETRIC –GYNECOLOGICAL NURSING

JOURNAL PRESENTATION EVALUATION PROFORMA

Name of the student:

Date/Time:

Place:-

Topic Name:

Group: -

Name of the Evaluator/Guide:-

SR.NO.	CRITERIA	MARKS ALLOTTED	MARKS OBTAINED
1.	Aims & Objectives:- General objectives, Specific objectives	04	
2.	Organization of Content:-Adequacy, Sequence of content, Simple to Complex, Latest information	10	
3.	Presentation :- Depth of knowledge, integration of subject matter, Speech-clear, Audible, well modulated, Explanation &Clarification, Time limit	12	
4.	A.V.Aids:- Relevant, Clear, Visible, Creativity, Use effectively	05	
5.	Speakers Qualities:- Appearance, Communication Skill, Confidence	08	
6.	Group Discussion:- Questioning Technique, Time limit	06	
7.	References	05	
	Total	50	

Remarks :-

Signature of The Evaluator:-

Signature of The Student :-

KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY, KARAD.

KRISHNA INSTITUTE OF NURSING SCIENCES ,KARAD.

1ST YEAR M.SC.NURSING

SUBJECT:-OBSTETRIC –GYNECOLOGICAL NURSING

EVALUATION CRITERIA FOR NSG CARE PLAN

Name of the student:

Date/Time:

Area:-

Topic Name:

Name of the Evaluator:-

SR.NO.	CRITERIA	MARKS ALLOTTED	MARKS OBTAINED
1.	Assessment :- History & Physical Assessment	10	
2.	Disease Condition in detail –A etiology, Pathophysiology, clinical features, investigations , Medical management	10	
3.	Objectives of Care	04	
4.	Application of Nursing Theories	06	
5.	Nursing Diagnosis	04	
6.	Nursing Management, Latest information	10	
7.	Conclusion	02	
8.	References	04	
	Total	50	

Remarks :-

Signature of The Evaluator:-

Signature of The Student :-

KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY, KARAD.

KRISHNA INSTITUTE OF NURSING SCIENCES ,KARAD.

1ST YEAR M.SC.NURSING

SUBJECT:-OBSTETRIC –GYNECOLOGICAL NURSING

EVALUATION CRITERIA FOR CASE PRESENTATION

Name of the student:

Date/Time:

Area:-

Topic Name:

Group:-

Name of the Evaluator:-

SR.NO.	CRITERIA	MARKS ALLOTTED	MARKS OBTAINED
1.	Assessment :- History & Physical Assessment	08	
2.	Disease Condition in detail –A etiology, Pathophysiology, clinical features, investigations , Medical management	08	
3.	Objectives of Care	04	
4.	Application of Nursing Theories	06	
5.	Nursing Diagnosis	04	
6.	Nursing Management, Latest information	10	
7.	Conclusion	02	
8.	Group Discussion	04	
9.	References	04	
	Total	50	

Remarks :-

Signature of The Evaluator:-

Signature of The Student :-

KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY, KARAD.

KRISHNA INSTITUTE OF NURSING SCIENCES ,KARAD.

1ST YEAR M.SC.NURSING

SUBJECT:-OBSTETRIC –GYNECOLOGICAL NURSING

SEMINAR EVALUATION PROFORMA

Name of the student:

Date/Time:

Place:-

Topic Name:

Group:-

Name of the Evaluator/Guide:-

SR.NO.	CRITERIA	MARKS ALLOTTED	MARKS OBTAINED
1.	Aims & Objectives	05	
2.	Organization of Content:- <ul style="list-style-type: none">• Latest information• Simple to Complex,• Application of nursing theory	15	
3.	Presentation :- <ul style="list-style-type: none">• Introduction• Content, relevancy• Teaching technique	50	
4.	A.V.Aids:	15	

5.	Speakers Qualities:- <ul style="list-style-type: none"> • Appearance • Confidence • Communication Skill • Voice modulation 	05	
6.	Group Discussion	05	
7.	References	05	
	Total	100	

Remarks :-

Signature of The Evaluator:-

Signature of The Student :-

KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITE'S
KRISHNA INSTITUTE OF NURSING SCIENCES, KARAD
1st year M.Sc. NURSING
Clinical Speciality I – Obstetrics & Gynaecology Nursing
ANTENATAL CLINICAL EVALUATION PERFORMA

Name of student: ----- Duration: -----

Clinical Area: -----

S N	CRITERIA	4	3	2	1
	PERSONALITY & ATTITUDE				
1	Grooming & turnout				
2	Able to think logically & Well informed				
3	Attentive listener				
4	Communicate effectively				
5	Trustworthy & Reliable				
6	Enthusiastic, interested & takes initiatives when situation demands				
7	Courteous, tactful & considerate in all her dealing with patient & significant other team members				
8	Displays leadership qualities				
9	Follows instructions & exhibits positive behavioral changes				
10	Complete assignments on time with self motivation & effort				
11	KNOWLEDGE				
	Possess sound knowledge of principles of Obstetrical nursing				
12	Has understanding of the modern trends & current issues in Obstetrical Nursing practices.				
13	Has knowledge of physiological changes during pregnancy, labor &				

	puerperium				
14	Has adequate knowledge of diet				
15	Demonstrate evidence of self learning by current literature & seeking help from experts in the field				
16	APPLICATIONS & SKILLS Able to accurately elicit health history				
17	Able to perform & assist in the examination diagnostic procedures treatment modalities				
18	Displays skill in trolley setting & assisting in instrumental deliveries & other procedures				
19	Confident & skillful in conducting normal deliveries & rendering antenatal & postnatal care of gynaec patients				
20	Make relevant observation & records & reports				
21	Identifies risk factors & manages emergency situations effectively & promptly				
22	Works independently & makes prompt relevant decisions in our situation				
23	Submits assignments with motivation & efforts				
24	Demonstrates sound knowledge of drugs used in obgs & gyn practices				
25	Applies nursing theories through nursing process in clinical field				

REMARKS

SIGNATURE OF STUDENT

SIGNATURE OF SUPERVISOR

KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY'S
KRISHNA INSTITUTE OF NURSING SCIENCES, KARAD

1st year M.Sc. NURSING

Clinical speciality I – Obstetrics & Gynaecology Nursing

POSTNATAL CLINICAL EVALUATION PERFORMA

Name of student: ----- Duration: -----

Clinical Area: -----

S N	CRITERIA	4	3	2	1
	PERSONALITY & ATTITUDE				
1	Grooming & turnout				
2	Able to think logically & Well informed				
3	Attentive listener				
4	Communicate effectively				
5	Trustworthy & Reliable				
6	Enthusiastic, interested & takes initiatives when situation demands				
7	Courteous, tactful & considerate in all her dealing with patient & significant other team members				

8	Displays leadership qualities				
9	Follows instructions & exhibits positive behavioral changes				
10	Complete assignments on time with self motivation & effort				
11	KNOWLEDGE Possess sound knowledge of principles of Obstetrical nursing				
12	Has understanding of the modern trends & current issues in Obstetrical Nursing practices.				
13	Has knowledge of physiological changes during pregnancy, labor & puerperium				
14	Has adequate knowledge of diet				
15	Demonstrate evidence of self learning by current literature & seeking help from experts in the field				
16	APPLICATIONS & SKILLS Able to accurately elicit health history				
17	Able to perform & assist in the examination diagnostic procedures treatment modalities				
18	Displays skill in trolley setting & assisting in instrumental deliveries & other procedures				
19	Confident & skillful in conducting normal deliveries & rendering antenatal & postnatal care of gynaec patients				
20	Make relevant observation & records & reports				
21	Identifies risk factors & manages emergency situations effectively & promptly				
22	Works independently & makes prompt relevant decisions in our situation				
23	Submits assignments with motivation & efforts				
24	Demonstrates sound knowledge of drugs used in obgs & gyn practices				
25	Applies nursing theories through nursing process in clinical field				

REMARKS

SIGNATURE OF STUDENT

SIGNATURE OF SUPERVISOR

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.**

CLINICAL SPECIALTY –I

CHILD HEALTH (PAEDIATRIC) NURSING

Course Description

This course is designed to assist students in developing expertise and in-depth understanding in the field of Pediatric Nursing. It will help students to appreciate the child as a holistic individual and develop skill to function as neonatal and pediatric nurse specialist. It will further enable the student to function as educator, manager, and researcher in the field of Pediatric nursing.

Objectives

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

1. Appreciate the history and developments in the field of pediatrics and pediatric nursing as a specialty
2. Apply the concepts of growth and development in providing care to the pediatric clients and their families.
3. Appreciate the child as a holistic individual
4. Perform physical, developmental, and nutritional assessment of pediatric clients
5. Apply nursing process in providing nursing care to neonates & children
6. Integrate the concept of family centered pediatric nursing care with related areas such as genetic disorders, congenital malformations and long term illness.
7. Recognize and manage emergencies in neonates
8. Describe various recent technologies and treatment modalities in the management of high risk neonates
9. Appreciate the legal and ethical issues pertaining to pediatric and neonatal nursing
10. Prepare a design for layout and management of neonatal units
11. Incorporate evidence based nursing practice and identify the areas of research in the field of pediatric/neonatal nursing
12. Recognize the role of pediatric nurse practitioner and as a member of the pediatric and neonatal health team
13. Teach pediatric nursing to undergraduate students & in-service nurses

UNIT NO. & TOTAL HRS.	OBJECTIVES	CONTENTS WITH DISTRIBUTED HOURS		
		MUST KNOW	DESIRABLE TO KNOW	NICE TO KNOW

I (10Hrs)	<p>At the end of unit students are able to</p> <ul style="list-style-type: none"> • Knowledge: Know the basic needs of child health nursing and understand the programmes of child health. • Attitude: Develop the positive attitude regarding child health 	<p>Introduction</p> <ul style="list-style-type: none"> • Historical development of Pediatrics and Pediatric Nursing in India (1Hour) • Ethical and cultural issues in pediatric care. (1 Hour) • Current status of child health in India; (1 Hour) • National health policy for children, (1 Hour) • National goals, (1 Hour) • Five year plans, (1 Hour) <p>(Total 6hrs)</p>	<ul style="list-style-type: none"> • Rights of children , Special laws and ordinances relating to children. (1 Hour) • Trends in Pediatrics and Pediatric Nursing, (1 Hour) <p>(Total 2hrs)</p>	<ul style="list-style-type: none"> • Philosophy of pediatric care (1 Hour) • National health programs related to child health. (1 Hour) <p>(Total 2hrs)</p>
II (10Hrs)	<p>At the end of unit students are able to</p> <p>Knowledge: understand the deviation of growth and development.</p> <p>Skill: Able to perform Physical & Nutritional assessment</p>	<p>Assessment of pediatric clients</p> <ul style="list-style-type: none"> • Developmental assessment in children(1hr) • Developmental assessment tools(1 Hour) • Physical assessment –Paediatric Head to toe assessment(1 Hour) • Physical assessment –Paediatric Head to toe assessment – Demonstration (1 Hour) • Nutritional assessment - Methods (1Hour) • Nutritional assessment – in children (1Hour) • Nursing process in care of children (1 Hour) • Nursing care plan in children (1 Hour) <p>(Total 8hrs)</p>	<ul style="list-style-type: none"> • Family assessment (1 Hour) <p>(Total 1 hrs)</p>	<ul style="list-style-type: none"> • History taking (1hr) <p>(Total 1hrs)</p>
III (10 Hrs)	<p>At the end of unit students are able to</p> <p>Knowledge: Distinguish the difference between the child and adult care.</p> <p>Skill: Create newer approach to the nursing care of child health.</p>	<p>Hospitalized child</p> <ul style="list-style-type: none"> • Meaning of hospitalization of the child, preparation for hospitalization (1 Hour) • Effects of hospitalization on the child (1 Hour) • Effects of hospitalization on family (1Hour). • Nursing care of hospitalized child and family –(1Hour) • Family centered care. –(1Hour) • principles and practices (1 Hour) 	<ul style="list-style-type: none"> • Stressors and reactions related to developmental stages. (1hrs) • Role of paediatric nurse to manage stressors and reactions related to developmental stages. (1hrs) <p>(Total 2)</p>	<ul style="list-style-type: none"> • play activities for ill hospitalized child (1hrs) • Role of nurse in play activities for ill hospitalized child (1hrs) (1 Hour) <p>(Total 2)</p>

		(Total 6)		
IV (15Hrs)	<p>At the end of unit students are able to</p> <p>Knowledge: Know the normal growth & development of fetus.</p> <p>Skill: Develop the process of genetic counseling.</p>	<p>Pre-natal Pediatrics</p> <ul style="list-style-type: none"> Embryological development, (1Hrs) fetal development 2-6 month (1Hrs) fetal development third trimester (1Hrs) Prenatal factors influencing growth and development of fetus.(1 hrs) Importance of prenatal care (1 Hour) Antenatal tests(1 Hour) Role of pediatric nurse. (1 Hour) <p>(Total 7hrs)</p>	<p>Genetic patterns of common pediatric disorders ,chromosomal aberration</p> <ul style="list-style-type: none"> Down syndrome(1Hrs) Klinefeiter syndrome(1Hrs) Phenylketonuria(1Hrs) Sickle cell disease(1Hrs) Cystic fibrosis(1Hrs) <p>(Total 5hrs)</p>	<ul style="list-style-type: none"> genetic assessment and counseling (1 Hour) legal and ethical aspects of genetic screening and counseling (1Hrs) Role of paediatric nurse genetic assessment and counseling (1Hrs) <p>(Total 3hrs)</p>
V (15Hrs)	<p>At the end of unit students are able to</p> <p>Knowledge: Describe the principles, factors, concepts& theories of growth & development.</p> <p>Skill: Identify deviations of growth & development of children & educate & motivate parents for normal growth & development of pediatric clients.</p> <p>Attitude: Create the normal growth & development chart of the child.</p>	<p>Growth and Development of children</p> <ul style="list-style-type: none"> Principles of growth and development and Factors affecting growth and development (1 Hrs) Assessment of growth and development of infant (1 Hrs) Developmental tasks and special needs(1 Hrs) Assessment of growth and development of toddler(1 Hrs) Developmental tasks and special needs(1 Hrs) Assessment of growth and development of preschooler(1 Hrs) Developmental tasks and special needs(1 Hrs) Assessment of growth and development of schoolar(1 Hrs) Developmental tasks and special needs(1 Hrs) Assessment of growth and development of Adolescent(1 Hrs) Developmental tasks and special 	<ul style="list-style-type: none"> Concepts of growth and development & developmental milestones. &Growth Monitoring (1 hr) Cognitive &Psychosocial theories of growth and development (1 Hrs) Cognitive,spiritual theories of growth and development (1 Hrs) <p>(Total 3hrs)</p>	<ul style="list-style-type: none"> Role of play growth & development (1hr) <p>(Total 1hr)</p>

		needs(1 Hrs) (Total 11hrs)		
VI (15Hrs)	At the end of unit students are able to Knowledge: Know the concept of behavior & social pediatric nursing.	Behavioral Pediatrics and Pediatric Nursing <ul style="list-style-type: none"> • Parent child relationship (1Hour). • Basic behavioral pediatric principles(1Hour). • Specific behavioral pediatric concepts(1Hour). • Causes,classification • Nursing management • Disorders- maternal deprivation, • Failure to thrive, • Child abuse • The battered child (Total 9 hrs)	Common behavioral problems and their management, <ul style="list-style-type: none"> • ADHD - Attention deficit disorder, (1Hour) • Autism(1Hour). • Anxiety disorder,Depression(1Hour). • Learning disorder(1Hour). • Conduct disorder(1Hour). (Total 5 hrs)	<ul style="list-style-type: none"> • Child guidance clinic(1hrs) (Total 1hrs)
VII (15Hrs)	At the end of unit students are able to Knowledge: Know the programmes of preventive pediatrics. Skill: Prepare the parents to have a healthy child.	Preventive Pediatrics and Pediatric Nursing <ul style="list-style-type: none"> • Concept, aims and scope of preventive pediatrics, (1 Hr) • Maternal health and its influence on child health (1 Hr) • antenatal aspects of preventive pediatrics(1hrs) • Immunization, expanded program on immunization(1 Hr) • universal immunization program(1 Hr) • cold chain,(1hrs) • Nutrition and nutritional requirements of children (1 Hr) • changing,patterns of feeding, ,(1Hrs) • baby- friendly hospital initiative and exclusive breast feeding, (1 Hrs) (Total 9 hrs)	<ul style="list-style-type: none"> • Nutritional programs(1hrs) • National organizations related to child Health(1hrs) • international organizations related to child health,(1hrs) • Role of pediatric nurse in the hospital,(1hrs) • Role of pediatric nurse in the hospital community.(1hrs) (Total 5hrs)	<ul style="list-style-type: none"> • Health education, nutritional education for children (1hr) (Total 1hrs)
VIII (30HRS)	At the end of unit students are able to Knowledge: Understand the assessment of newborn & identify the problems of	Neonatal Nursing <ul style="list-style-type: none"> • Nursing care of the new born at birth(1HRS) • Newborn resuscitation (1HRS) • care of the new born and family 	<ul style="list-style-type: none"> • New born baby-profile .(1Hr) • characteristics of the new born.(1Hr) • Assessment of the 	<ul style="list-style-type: none"> • Organization of neonatal care, services (1 Hr) • (Levels),

	<p>neonate.</p> <p>Skill: Organize the different levels of neonate care units & provide effective nursing care to neonate with problems . Develop skill in neonatal resuscitation.</p> <p>Attitude: Develop considerate attitude towards problem neonate and parents of such neonate and develop neonatal resuscitation.</p>	<p>(1hrs)</p> <ul style="list-style-type: none"> • High risk new born- Identification, classification (1HRS) • nursing management of high risk newborn (1Hrs) • Neonatal hyperbilirubinaemia(1hrs) • Infant of diabetic mother • Inborn error of metabolism(1Hrs) • High risk newborn- pre term (1HRS) • Nursing management of pre term (1HRS) • High risk newborn-congenital defect (1HRS) • Nursing management of High risk newborn-congenital defect (1HRS) • pre term assessment(1HRS) • assessment -term neonate(1HRS) • assessment & management of growth retarded babies.(1hrs) • Identification and classification of neonates with infections (1 Hrs) • Management of neonates with infections (1 Hrs) • Nursing management of neonates with infections (1 Hrs) • Management of neonate with HIV & AIDS, (1HRS) • Ophthalmic neonatorum congenital syphilis.(1hrs) <p>(Total 20 hrs)</p>	<p>normal new born. (1Hrs)</p> <ul style="list-style-type: none"> • Assessment of the preterm baby. • Assessment of the new born. Clinical assessment(1Hrs) • Assessment of the preterm baby. Clinical assessment • Organization of NICU.(1Hr) • management of nursing services in NICU (1HRS) <p>(Total 8hrs)</p>	<p>transport, neonatal intensive care unit (1 Hrs) (Total 2 hrs)</p>
IX 30	<p>At the end of unit students are able to</p> <p>Knowledge: Know the concept & principles of (IMNCI)</p> <p>Skill: Develop the reproductive & child health programme.</p> <p>Attitude: Provides the comprehensive nursing care to patient with infertility.</p>	<p>IMNCI</p> <p>(Integrated management of neonatal and childhood illnesses)</p> <ul style="list-style-type: none"> • Concept of IMNCI(1Hr) • Importance and objectives of the IMNCI strategy(1Hr) • Rationale for an evidence based syndromic approach (1Hour) • Components OF IMNCI (1Hour) 	<ul style="list-style-type: none"> • Outpatient management of young infants age up to 2 months (1Hours) • Outpatient management of children age 2 months up to 5 years (1hours) • Communicate and counsel-Use good communication 	<ul style="list-style-type: none"> • National Population policy 2000 (1Hour) • Re productive and child health. (1hours) <p>(Total 2 hrs)</p>

		<ul style="list-style-type: none"> • Principles of IMNCI (1Hr) • The integrated case management process (1Hour) • Selecting & uses of the appropriate case management charts(1Hour) • Principles of management of sick children in small hospital (1Hours) • General danger signs (GDS) (1Hour) • Cough or difficult breathing (1Hr) • Diarrhoea, Treat severe dehydration quickly (1Hr) • Fever (1Hr) • Ear problem (1Hr) • Malnutrition and anaemia Immunization status(1Hr) <p>· (Total 14hrs)</p> <p>(90 hrs -60%)</p>	<ul style="list-style-type: none"> skills (1Hr) • Teach the caretaker to give oral drugs at home (1Hr) • Teach the caretaker to treat local (1Hr) • Infections at home(1Hr) • Counsel the mother about breastfeeding problems (1Hr) • Counsel the mother about feeding and fluids (1Hr) • Counsel the mother about when to return and about her own health(1Hr) • Follow-up care for the sick child • Follow-up care for the sick young infant(1Hr) • Clinical assessment Outpatient management of young infants age up to 2 months & age 2 months up to 5 years (3Hr) <p>(Total 14 hrs)</p> <p>(45hrs – 30%)</p>	(15 Hrs- 10%)
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SN	REQUIREMENT	PRESCRIBED NO.	MARKS FOR EACH	TOTAL MARKS
1.	Clinical presentations	➤ Medical -1 ➤ Surgical- 1	50 Marks	100
2.	Case study	➤ Medical -1 ➤ Surgical- 1	50 Marks	100
3.	Assessment	➤ Newborn – 1 ➤ Preterm - 1	25 Marks	50
4.	Growth & developmental assessment	➤ Infant-1 ➤ Toddler – 1 ➤ Preschooler – 1 ➤ Schooler – 1 ➤ Adolescent - 1	20 Marks	100
5.	Nursing care plan	➤ Medical -1 ➤ Surgical- 1	25 Marks	50
6.	Project work	1	50- Marks	50
7.	Health education	2	25Marks	50
8.	Midterm Practical Exam	1	50	50
9	Prefinal Practical Exam	1	100	100
	Grand Total			650
SUMMATIVE EVALUATION - THEORY EXAMINATION:				
MIDTERM SECT-1 23 M : 2 LAQ 7+6 = 13M 2 SAQ (2Optional) 2x5=10 M SECT – II 27M 2LAQ 7+10 = 17M 2 SAQ (1Optional) 2x5=10 M		PREFINAL SECT-1 38 M = 2LAQ 12+11=23M 3 SAQ (2Optional) 3x5=15 M SECT – II 37M 2LAQ 12+10 =22M 3 SAQ (2Optional) 3x5=15 M	MIDTERM: 50 M PREFINAL: 75 M	50 75 125
Seminar Presentation 2			25	50
Journal Presentation 5			10	50
Grand Total				225
EXTERNAL ASSESSMENT : FINAL EXAM :100 Marks				

INTERNAL

REFERENCE BOOKS:

1. Achar ST and Viswanathan ; “Text book of Paediatrics; A Clinical Approach “Orient Longman, Mumbai
2. Alexander NM,Brown MS; “ Paediatric Physical Diagnosis for Nurses” McGrew Hill Book Co, New York
3. Ball; “ Paediatric Nursing caring for children” Prenticehall, 1999
4. Behrman, Richard K & Vaughan; ”Nelson,s Textbook of Paediatrics” ; WB Saunders Company
5. Blake G, Florence & Wright; “ Essentials of Paediatric Nursing”
6. Barbara EW; “ Guidelines in the care of the low birth weight” Orient Longman
7. Bowden Greenberg; “ Paediatric Nursing Procedure” Lippincott ,Williams& Wilkins
8. Browder J J; “ Nursing care og children” FADavis
9. Cameron, Jelinek et al; “ Text Book of Emergency Paediatric Medicine”

10. Cloherty, John P & Stark, Ann R; "Manual Neonatal care" Lippincott
11. David Hull & Johnstan D; "Essentials Of Paediatrics" Churchill Livingstone
12. Elizabeth Hurlock; "Child Development"
13. Ghai O P; "Essential Text Book Of Paediatrics" Jaypee Brothers
14. Ghosh Shanti; "Nutrition and child care" Jaypee Brothers
15. Ghosh Shanti; "Know your child" Jaypee Brothers
16. Gupte Suraj; "Neonatal Emergencies" Jaypee Brothers
17. Gupte Suraj; "A Short Text book of Paediatrics" Jaypee Brothers
18. Guha DK; "Neonatology" Jaypee Brothers
19. Guha DK; "Manual of Practical newborn Care" Jaypee Brothers
20. Hathfield N; "Introductory Paediatric Nursing" Lippincott, 2003
21. Helens CL & Roberts; "Paediatric Nursing" CV Mosby & Co
22. Khilnany; "Practical approach to Paediatric Intensive Care" Jaypee Brothers
23. Kulkarni MC; "Manual of Neonatology" Jaypee Brothers
24. Klosner & Nancy Hathfield; "Introductory Maternity and Paediatric Nursing" Lippincott ,Williams& Wilkins
25. Merenstein & Gardner; "Handbook of neonatal intensive care" CV Mosby Co
26. Mcmillan,Fergin et al; "Oski's Paediatrics-Principle & practice" Lippincott ,Williams& Wilkins
27. Marlow Dorothy ; "Textbook of Paediatric Nursing"W B Saunders Co
28. Parthasarthy et al; "IAP Textbook of Paediatrics" Jaypee Brothers
29. Park's "Text book of Preventive and Social medicine" 18 edn, Banarasi das
30. Roberts KD Edwards JM; "Paediatric Intensive Care" Blackwell Scientific Publications, Oxford,
31. Richard Polin; "Paediatric Secrets" Mosby Co
32. Selekman; "Paediatric Nursing" Springhouse, 2004
33. Singh Meherban; "Care of Newborn" Sagar Publications New Delhi
34. Singh Meherban; "Drugs Used in Children" Sagar Publications New Delhi
35. Slota; "Core curriculum for Paediatric Critical Care Nursing" WB Saunders Co
36. Speer; "Paediatric Care planning" Springhouse,1999
37. Vidhyasagar & Sarnaik; "Neonatal & Paediatric Intensive Care" Jaypee Brothers
38. Wagle CS; "Short Text Book of Paediatrics" Vohra Book Centre, Mumbai
39. Whaley & Wong; "Nursing care of Infants and Children" CV Mosby Company
40. Whaley, Lucilla F Donna L; "Essentials of Paediatric Nursing" CVMosby CO , St Louis
41. Udani RH; "Neonatal Resuscitation" KEM Hosp

EVALUATION FORMATS:

1)PROFORMA& GUIDELINE FOR CASE STUDY

I] Patient's Biodata

Name, Age, Sex, Religion, Marital status, Occupation, Source of healthcare, Date of admission, Provisional Diagnosis, Date of surgery if any.

II] Presenting complaints

Describe the complaints with which the child has been admitted to the ward.

III] Child's Personal data:

- ☐ Obstetrical history of mother
- ☐ Prenatal & natal history
- ☐ Growth & Development (compare with normal)
- ☐ Immunization status
- ☐ Dietary pattern including weaning
- ☐ Nutritional status
- ☐ Play habits
- ☐ Toilet training habits
- ☐ Sleep pattern
- ☐ Schooling

IV] Socio-economic status of the family:

Monthly income, expenditure on health, food, education

V] History of Illness

- i) History of present illness – onset, symptoms, duration, precipitating/ aggregating factors
- ii) History of past illness – Illnesses, hospitalizations, surgeries, allergies.
- iii) Family history – Family tree, family history of illness, risk factors, congenital problems, psychological problems.

VI] Diagnosis :-Provisional & confirm.

VII] Description of disease: Includes the followings:

1. Definition
2. Related anatomy and physiology
3. Etiology & risk factors
4. Path physiology
5. Clinical features

VII I] Physical Examination of patient

Clinical features present in the book present in the patient

IX] Investigations:-

Date Investigation done Result Normal value Inference

X] Management - Medical / Surgical

- ☐ Aims of management
- ☐ Objectives of Nursing Care Plan

XI] Medical Management

S.No

Drug (Pharmacological name)

Dose Frequency / Time Action Side effects & drug interaction

Nurse's responsibility

XII] Nursing Management (Use Nursing Process) (Short Term & Long Term Plans)

Assessment Nursing Diagnosis Objective Plan of care Rationale Implementation Evaluation

XII I] Complications

Prognosis of the patient

XIV] Day to day progress report of the patient

XV] Discharge planning

XVI] References:

Note :-One Medical and One Surgical Pediatrics Case study. 50 Marks each

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY,
KARAD.**

KRISHNA INSTITUTE OF NURSING SCIENCES ,KARAD.(FON)

1ST YEAR M.SC.NURSING

SUBJECT:-CHILD HEALTH NURSING

EVALUATION CRITERIA FOR CASE STUDY

SN	Item	Prescribed Marks
1.	Introduction	03
2.	History and assessment	05
3.	Comparative finding with patients	10
4.	Theoretical knowledge and understanding of diagnosis	05
5.	Nursing Process 15	15
6.	Follow up care	05
7.	Summary and conclusion	05
8.	Bibliography	02
	Total	50

SIGNATURE OF STUDENT

SIGNATURE OF TEACHER

2)PROFORMA & GUIDELINE FOR CASE PRESENTATION

I] Patient Biodata

Name, Age, Sex, Religion, Marital status, Occupation, Source of health care, Date of admission, Provisional Diagnosis, Date of surgery if any.

II] Presenting complaints

Describe the complaints with which the child has been brought to the hospital

III] Child's Personal data:

- ☐ Obstetrical history of mother
- ☐ Prenatal & natal history
- ☐ Growth & Development, compare with normal (Refer Assessment Proforma).
- ☐ Immunization status
- ☐ Dietary pattern including weaning (Breast feeding relevant to age)
- ☐ Play habits
- ☐ Toilet training
- ☐ Sleep pattern
- ☐ Schooling

IV] Socio-economic status of the family: Monthly income, expenditure on health, food, education etc.

V] History of Illness

- i) History of present illness – onset, symptoms, duration, precipitating/aggravating factors
- ii) History of past illness – Illnesses, surgeries, allergies, medications
- iii) Family history – Family tree, history of illness in the family members, risk factors, congenital problems, psychological problems.

VI] Diagnosis: (Provisional & confirmed).

Description of disease: Includes the followings

- 2. Definition.
- 3. Related anatomy and physiology
- 4. Etiology & risk factors
- 5. Path physiology
- 6. Clinical features.

VII] Physical Examination of patient (Date & Time)

Physical examination: with date and time.

Clinical features present in the book

Present in the patient

VIII] Investigations

Date Investigation done Results Normal value Inference

I X] Management - (Medical / Surgical)

- ☐ Aims of management
- ☐ Objectives of Nursing Care Plan

X] Treatment:

Drug(Pharmacological name)

Dose Frequency/ Time

Action Side effects & drug interaction

Nurse's responsibility

- ☐ Surgical management
- ☐ Nursing management

XI] Nursing Care Plan: Short Term & Long Term plan.

Assessment Nursing Diagnosis Objective Plan of care Rationale Implementation Evaluation

XII] Discharge planning:

It should include health education and discharge planning given to the patient.

XIII] Prognosis of the patient:

XIV] Summary of the case:

XV] References:

EVALUATION CRITERIA FOR CASE PRESENTATION (Maximum Marks – 50)

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KRISHNA INSTITUTE OF NURSING SCIENCES ,KARAD.(FON)

1ST YEAR M.SC.NURSING

SUBJECT:-CHILD HEALTH NURSING

EVALUATION CRITERIA FOR CASE PRESENTATION

SN	Item	Prescribed Marks
1.	Content Subjective & objective data.	8
2.	Problems & need Identified & Nsg. Care Plan.	15
3.	Effectiveness of presentation.	5
4.	Co-relation with patient & book.	10
5.	Use of A. V. Aids.	5
6.	Physical arrangement.	2
7.	Group participation.	3
8.	Bibliography & references.	2
	Total -50	50

Remarks:

SIGNATURE OF STUDENT

SIGNATURE OF TEACHER

3)ASSESSMENT OF NEW BORN

**PROFORMA & GUIDELINE FOR EXAMINATION AND ASSESSMENT OF
NEW BORN**

I] Biodata of baby and mother 05 Marks

Name of the baby (if any) : Age:

Birth weight : Present weight:

Mother's name : Period of gestation:

Date of delivery :
Identification band applied :
Type of delivery : Normal/ Instrumental/ Operation
Place of delivery : Hospital/ Home
Any problems during birth : Yes/ No
If Yes explain :
Antenatal history :
Mother's age : Height: Weight:
Nutritional status of mother :
Socio-economic background :

II] Examination of the baby : 05 Marks

Characteristics In the Baby Comparison with the normal

1. Weight
2. Length
3. Head circumference
4. Chest circumference
5. Mid-arm circumference
6. Temperature
7. heart rate
8. Respiration

III] General behaviour and observations 05 Marks

Color :
Skin/ Lanugo :
Vernixcaseosa :
Jaundice :
Cyanosis :
Rashes :
Mongolian spot :
Birth marks :
Head :

- Anterior fontanel :
- Posterior fontanel :
- Any cephalhematoma/ caput succedaneum
- Forceps marks (If any) :

Eyes : Face:
Cleft lip/ palate
Ear Cartilage :
Trunk:

- Breast nodule
- Umbilical cord
- Hands :

Feet/Sole creases :
Legs :
Genitalia :
Muscle tone :

Reflexes

- Clinging :
- Laughing/sneezing :
- Sucking :
- Rooting :
- Gagging :
- Grasp :

- Moro :

- Tonic neck reflex :

Cry: Good/ week

APGAR scoring at birth :

First feed given :

Type of feed given :

Total requirements of fluid & calories:

Amount of feed accepted :

Special observations made during feed:

Care of skin :

Care of eyes, nose, ear, mouth :

Care of umbilicus and genitalia :

Meconium passed/ not passed :

Urine passed/ not passed :

IV] Identification of Health Needs in Baby & Mother. 05 Marks

V] Health education to mother about Breastfeeding:05 Marks

Care of skin, eye, and umbilicus ect.

V]Bibliography

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KRISHNA INSTITUTE OF NURSING SCIENCES ,KARAD.(FON)

1ST YEAR M.SC.NURSING

SUBJECT:-CHILD HEALTH NURSING

EVALUATION FORMAT FOR PRETERM ASSESSMENT

Name of the student :-

Year:-

Roll no:-

Sub:-

Topic :-

Date :-

Time :-

Sr. no	item	Marks	Obtained marks
1	Adherence to format	02	
2	Skill in physical examination & assessment	10	
3	Relevance and accuracy of data recorded	05	
4	Interpretation of priority needs identification of baby & mother	06	
5	bibliography	02	
	Total	25	

Name of the teacher:-

Signature of the teacher:-

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY,
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**KRISHNA INSTITUTE OF NURSING SCIENCES ,KARAD.(FON)
1ST YEAR M.SC.NURSING**

**SUBJECT:-CHILD HEALTH NURSING
EXAMINATION AND ASSESSMENT OF NEW BORN:**

(Maximum

Marks: 50)

Sr. no	Item	Marks	Obtained marks
1	Adherence to format	02	
2	Skill in physical examination & assessment	10	
3	Relevance and accuracy of data recorded	05	
4	Interpretation of priority needs identification of baby & mother	06	
5	Bibliography	02	
	Total	25	

Remarks:

SIGNATURE OF STUDENT

SIGNATURE OF TEACHER

5)PROFORMA & GUIDELINE FOR ASSESSMENT OF GROWTH & DEVELOPMENT

(Age group: birth to 5 yrs)

I] Identification Data

Name of the child :

Age :

Sex :

Date of admission :

Diagnosis :

Type of delivery : Normal/ Instrumental/LSCS

Place of delivery : Hospital/ Home

Any problem during birth : Yes/ No

If yes, give details :

Order of birth :

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

Anthropometry In the Child Normal 02 Marks

Weight

Height

Chest circumference

Head circumference

Mid arm circumference

Dentition

III] Milestones of development:

Developmental milestones In Child Comparison with the **02 Marks**

normal1. Responsive smile

2. Responds to Sound

3. Head control

4. Grasps object

5. Rolls over

6. Sits alone

7. Crawls or creeps

8. Thumb-finger co-ordination

9. Stands with support

10.Stands alone

11.Walks with support

12.Walks alone

13.Climbs steps

14.Runs

IV] Social, Emotional & Language Development:02 M a r k s

Social & emotional development In Child Comparison with the normal

Responds to closeness when held

Smiles in recognition

Recognizes mother

Coos and gurgles

Seated before a mirror, regards image

Discriminates strangers

Wants more than one to play

Says Mamma, Papa

Responds to name, no or give it to me

Increasingly demanding

Offers cheek to be kissed

Can speak single word
 Use pronouns like I, Me, You
 Asks for food, drinks, toilet,
 Plays with doll
 Gives full name
 Can help put things away
 Understands difference between boy & girl
 Washes hands
 Feeds himself/herself
 Repeats with number
 Understands under, behind, inside, outside
 Dresses and undresses

V] Play h a bits 02 M a r k s

Child's favourite toy and play:
 Does he play alone or with other children?

VI] Toilet training 02 Marks

Is the child trained for bowel movement & if yes, at what age:
 Has the child attained bladder control & if yes, at what age:
 Does the child use the toilet?

VI I] Nutrition 02 Marks

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

Meal pattern at home 02 Marks

Sample of a day's meal: Daily requirements of chief nutrients :
 Breakfast: Lunch: Dinner: Snacks:

VIII] Immunization status & schedule of completion of immunization. 02 Marks

IX] Sleep Pattern 02 Marks

How many hours does the child sleep during day and night?
 Any sleep problems observed & how it is handled:

X] Schooling 02 M a r k s

Does the child attend school?
 If Yes, which grade and report of school performance:

X I] Parent child relations hip

How much time do the parents spend with the child?
 Observation of parent-child interaction:

XII] Explain Parental reaction to illness and hospitalization

XIII] Child's reaction to the illness & hospital tea m

XIV] Identification of needs on priority

XV] Conclusion

XVI] Bibliography

Assessment of growth & Development (infant ,toddler,pre-schooler,schooler,adolesent)
 (Maximum Marks : 50)

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY,
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KRISHNA INSTITUTE OF NURSING SCIENCES ,KARAD.(FON)

1ST YEAR M.SC.NURSING

SUBJECT:-CHILD HEALTH NURSING
EVALUATION FORMAT FOR GROWTH AND DEVELOPMENT

Name of the student:

Year :

Date :

Topic :

Name of the Supervisor:

Sr. no	Item	Marks	Obtained marks
1	Adherence to format	02	
2	Skill in physical examination & assessment	10	
3	Relevance and accuracy of data recorded	05	
4	Interpretation of priority needs identification of baby & mother	06	
5	Bibliography	02	
	Total	25	

Remarks:

SIGNATURE OF STUDENT

SIGNATURE OF TEACHER

6) PROFORMA & GUIDELINE FOR HEALTH TEACHING

Topic Selected :-

10.Name of the student teacher:

11.Name of the supervisor

12.Venue:

13.Date:

14.Time:

15.Group:

16.Previous knowledge of the group

17.AV aids used

18. General objectives

19.Specific objectives

Lesson plan for health talk

S. No. Time Specific

Objectives

Content Teaching

Learning

Activities

A V Aids Evaluation

References:

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KRISHNA INSTITUTE OF NURSING SCIENCES ,KARAD.(FON)

1ST YEAR M.SC.NURSING

SUBJECT:-CHILD HEALTH NURSING

EVALUATION FORMAT FOR HEALTH TALK

NAME OF THE STUDENT: -----

AREA OF EXPERIENCE:

PERIOD OF EXPERIENCE:

SUPERVISOR:

Scores: 5 = Excellent, 4 = Very good, 3 = Good, 2 = Satisfactory / fair, 1 = Poor
Total 100 Marks

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

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**KRISHNA INSTITUTE OF NURSING SCIENCES ,KARAD.(FON)
1ST YEAR M.SC.NURSING**

**SUBJECT:- –CHILD HEALTH NURSING
EVALUATION CRITERIA FOR NURSING CARE PLAN**

Name of the student:

Date/Time:

Area:-

Topic Name:

Name of the Evaluator:-

SR.NO.	CRITERIA	MARKS ALLOTTED	MARKS OBTAINED
1.	Assessment :- History & Physical Assessment	10	
2.	Disease Condition in detail –A etiology, Pathophysiology, clinical features, investigations , Medical management	10	
3.	Objectives of Care	04	
4.	Application of Nursing Theories	06	
5.	Nursing Diagnosis	04	
6.	Nursing Management, Latest information	10	
7.	Conclusion	02	
8.	References	04	
	Total	50	

Remarks :-

Signature of The Evaluator:-

Signature of The Student :-

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**KRISHNA INSTITUTE OF NURSING SCIENCES ,KARAD.(FON)
1ST YEAR M.SC.NURSING**

**SUBJECT:-CHILD HEALTH NURSING
EVALUATION CRITERIA FOR PROJECT REPORT**

Sr. No.	Criteria	1	2	3	4	5	Remarks
I	Statement of the problem						
	1 Significance of the problem selected						
	2 Framing of title and objectives						
II	Literature Review						
	3 Inclusion of related studies on the topic, and its relevance						
	4 Operational definition						
III	Research Design						

	5	Use of appropriate research design						
	6	Usefulness of the research design to draw the inferences among stud variables / conclusion						
IV	Sampling design							
	7	Identification and description of the target population						
	8	Specification of the inclusion and exclusion criteria						
	9	Adequate sample size justifying he study design to draw conclusions						
V	Data Collection Procedure							
	10	Preparation of appropriate tool						
	11	Pilot study including validity and reliability of tool						
	12	Use of appropriate procedure / method for data collection						
VI	Analysis of Data & Interpretation							
	13	Clear and logical organization of the findings						
	14	Clear presentation of the tables (Title, table & Column heading)						
	15	Selection of appropriate statistical tests						
VII	Ethical Aspects							
	16	Use of appropriate consent process						
	17	Use appropriate steps to maintain ethical aspects and principles (physical harm etc.)						
VIII	Interpretation of the findings							
	18	Consistent and appropriate discussion of the Result						
IX	Conclusion							
	19	Summary and recommendations for to Nursing Practice / Education / Administration						
X	Presentation / Report writing							
	20	Organization of the project work including Language and style of presentation						
		Maximum marks						100
		Marks Obtained						
		Marks sent to University						/50

Remarks by the Supervisor / Guide
Signature

Signature of the students

KRISHNA INSTITUTE OF NURSING SCIENCES ,KARAD. (FON)

2nd YEAR M.SC.NURSING

SUBJECT:-CHILD HEALTH NURSING

EVALUATION CRITERIA FOR JOURNAL PRESENTATION

Name of the student:

Date/Time:

Place:-

Topic Name:

Group:-

Name of the Evaluator/Guide:-

Sl No	Criteria	Maximum marks	Obtained marks
1	Selection topic/Content	8	
2	Presentation	8	
3	Application	4	
4	Group discussion	5	
	TOTAL	25	

Remarks :-

Signature of the Evaluator:-

Signature of The Student :-

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.**

Clinical Specialty – I

Mental Health (Psychiatric) Nursing

Placement: 1st Year M SC Nursing

Theory 150 hours
Practical 650 hours
Total: 800 hours

Course Description

This course is designed to assist students in developing expertise and in-depth understanding in the field of Psychiatric Nursing. It will help students to appreciate the client as a holistic individual and develop skill to function psychiatric nurse specialist. It will further enable the student to function as educator, manager, and researcher in the field of Psychiatric nursing

Objectives

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

1. Appreciate the trends and issues in the field of psychiatry and psychiatric nursing.
2. Explain the dynamics of personality development and human behaviour.
3. Describe the concepts of psychobiology in mental disorders and its implications for psychiatric nursing
4. Demonstrate therapeutic communications skills in all interactions
5. Demonstrate the role of psychiatric nurse practitioner in various therapeutic modalities
6. Establish and maintain therapeutic relationship with individual and groups
7. Uses assertive techniques in personal and professional actions
8. Promotes self-esteem of clients, others and self
9. Apply the nursing process approach in caring for patients with mental disorders
10. Describe the psychopharmacological agents, their effects and nurses role
11. Recognize the role of psychiatric nurse practitioner and as a member of the psychiatric and mental health team
12. Describe various types of alternative system of medicines used in psychiatric settings
13. Incorporate evidence based nursing practice and identify the areas of research in the field of psychiatric nursing

Unit No. & Total Hours	Objectives	Must Know	Desirable To Know	Nice To Know	T/L Method	Method Of Evaluation
I (15 Hrs)	<p>At The End Of Unit Students Are Able To</p> <p>Cognitive: Understand Historical Development & Current Trend In Mental Health Nursing, Classification Of Psychiatric Disorders.</p> <p>Understand The Act Of Mental Health</p> <p>Psychomotor: Provide Comprehensive Care To Mentally Ill Clients In Various Settings.</p> <p>Affective: Work Effectively As A Member Of Mental Health Team. Apply The Principles Of Psychiatric Nursing In Clinical Practice.</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Mental Health And Mental Illness, Magnitude, Contemporary Practices 2 Hours • Mental Health Laws/Acts, National Mental Health Program -National Mental Health Authority, State Mental Health Authority 4Hours • Human Rights Of Mentally Ill 2Hours • Role Of Psychiatric Nurse- Extended And Expanded 1Hours • Standards Of Psychiatric Nursing 1Hours 	<ul style="list-style-type: none"> • Historical Perspectives, Trends, Issues And Mental Health/ Mental Illness Continuum 1Hours • Classification Of Mental Illnesses- ICD, DSM 2Hours • Multi-Disciplinary Team And Role Of Nurse 1Hours 	Challenges And Scope Of Psychiatric Nursing 1	Lecture Discussion	Objective Type Short Answer Assessment Of The Field Visit Reports
II (10 Hrs)	<p>At The End Of Unit Students Are Able To:</p> <p>Cognitive: Understand And Describe Definition, Terminology, Psychopathology &</p> <p>Psychomotor: Identify Patients With Anatomical Defect And Deal Efficiently And Effectively.</p>	<p>Concepts Of Psychobiology</p> <p>The Nervous System: An Anatomical Review, The Brain And Limbic System, Nerve Tissue, Autonomic Nervous System, Neurotransmitters, 2Hours</p>	<p>Circadian Rhythms, Genetics Neuro Psychiatric Disorders, Psycho Immunology 1Hours</p>	Normal Immune Response 1Hours	Lecture Discussion	Essay Type Short Answer. Objective Type

	Affective: Apply The Anatomy And Physiology Knowledge Off Psychiatric Nursing In Clinical Practice	<ul style="list-style-type: none"> • Neuroendocrinology, Pituitary, Thyroid Gland, 2Hours • Implications For Psychiatric Illness 2Hours • Implications For Nursing 2Hours 				
III (10 Hrs)	<p>At The End Of Unit Students Are Able To:</p> <p>Cognitive: Define Personality And Understand And Describe Personality Theories And Assessment.</p> <p>Psychomotor: Recognize Psychology Of Vulnerable Individuals.</p> <p>Affective: Develop Socially Acceptable Personality.</p>	<p>Theories Of Personality Development And Relevance To Nursing Practice</p> <ul style="list-style-type: none"> • Psychoanalytic 1 Hours • Theory- Freud's 1Hours • Interpersonal Theory-Sullivan's 1Hours • Theory Of Psychosocial Development- 1 Hours Erikson's • Cognitive Development Theory 2Hours • A Nursing Model-Hildegard E.Peplau 2Hours 	Theory Of Object Relations 1Hours	Theory Of Moral Development 1Hours	Lecture Discussion Demonstration Practice Session Clinical Practice	Short Answer Objective Type Assessment Of Skills With Check List.
IV (5 Hrs)	<p>At The End Of Unit Students Are Able To:</p> <p>Cognitive: Understand And Discuss Stress, Biological Response. And Its Management</p> <p>Psychomotor: Handle Patients With Stress Related Disorders Efficiently.</p> <p>Affective: Work As Efficient Team Member In Handling Patients With</p>	<p>Stress And Its Management</p> <ul style="list-style-type: none"> • An Introduction To The Concepts Of Stress • Psychological Adaptation To Stress • Stress As A Biological Response. Stress Management 3Hours 	Stress As An Environmental Event Stress As Transaction Between The Individual And The Environment. 2Hours		Lecture Discussion Demonstration Role Play Process Recording	Short Answer Objective Type

	Stress.					
V (10 Hrs)	<p>At The End Of Unit Students Are Able To:</p> <p>Cognitive: Understand The Therapeutic Communication.</p> <p>Psychomotor: Communicate Effectively.</p> <p>Affective: Recognizes Importance Of Effective Therapeutic Communication.</p>	<p>Therapeutic Communication And Interpersonal Relationship</p> <ul style="list-style-type: none"> • Communication With Individuals And In Groups 1hours • Techniques Of Therapeutic 1Hours • Communication-Touch Therapy Barrier Of Communication With Specific Reference To • Psychopathology 2Hours • Therapeutic Attitudes • Dynamics Of A Therapeutic Nurse-Client Relationship; 1Hours • Therapeutic Nurse-Patient Relationship Its Phases ; 1Hours • Conditions • Essential To Development Of A Therapeutic Relationship 1Hours • Therapeutic Impasse And Its Management 1Hours 	<p>Review Communication Process, Factors Affecting Communication 1Hours</p>	<p>Therapeutic Use Of Self Gaining Self-Awareness 1Hours</p>	<p>Lecture Discussion Demonstration Role Play</p>	<p>Essay Type Short Answers Objective Type</p>
VI (10 Hrs)	<p>At The End Of Unit Students Are Able To:</p> <p>Cognitive: Understand And Describe Assertive & Nonassertive Behavior</p>	<p>Assertive Training</p> <ul style="list-style-type: none"> • Assertive Communication 1Hours • Basic Human Rights 1Hours • Response Patterns 	<p>Techniques That Promote Assertive Behavior 1</p>	<p>Thought-Stopping Techniques Method 1</p>	<p>Lecture Discussion Case Discussion Case Presentation Clinical Practice</p>	<p>Essay Type Short Answers Assessment Of Patient</p>

	<p>Assertive Behavior</p> <p>Psychomotor: Provide Comprehensive Nursing Care To Aggressive Behavior Passive-Aggressive Behavior Client.</p> <p>Affective: : Incorporate This Cognitive In Day To Day Activities.</p>	<ul style="list-style-type: none"> • (Nonassertive Behavior 1Hours • Assertive Behavior 1Hours • Aggressive Behavior • Passive-Aggressive Behavior 3Hours • Role Of The Nurse 2 				Management Problems
VII (10 Hrs)	<p>At The End Of Unit Students Are Able To</p> <p>Cognitive: Know The Concept Of Self-Concept. And Development Enlist The Manifestations Of Low-Self-Esteem.</p> <p>Psychomotor: Recognize The Warning Signs Of Low-Self-Esteem And Its Effect On Mental Health.</p> <p>Affective: Incorporate This Cognitive In Professional Practice Activities.</p>	<p>Promoting Self-Esteem</p> <ul style="list-style-type: none"> • Components Of Self-Concept, 1Hours • The Development Of Self-Esteem 3 Hours • Role Of The Nurse 2 	The Manifestations Of Low-Self-Esteem 2 Hours	Boundaries Of Self-Esteem 1 Hours	<p>Lecture Discussion</p> <p>Case Discussion</p> <p>Case Presentation</p> <p>Clinical Practice</p>	<p>Essay Type</p> <p>Short Answers</p> <p>Assessment Of Patient Management Problems</p>
VII (5 Hrs)	<p>At The End Of Unit Students Are Able To:</p> <p>Cognitive: Understand And Describe The Women And Mental Health Problems.</p> <p>Psychomotor: Provide Comprehensive Care To Woman With Problems Related To Conception, Pregnancy And</p>	<p>Women And Mental Health</p> <ul style="list-style-type: none"> • Normal Reaction To Conception, (1Hours) Pregnancy And Puerperium (1Hours) • Problems Related To Conception, Pregnancy (1Hours)And Puerperium And Its Management 1 Hours 	Counseling – Premarital, Marital And Genetic 1 Hours		<p>Lecture Discussion</p> <p>Case Discussion</p> <p>Case Presentation</p> <p>Clinical Practice</p>	<p>Essay Type</p> <p>Short Answers</p> <p>Assessment Of Patient Management Problems</p>

	<p>Puerperium.</p> <p>Affective Work As Efficient Team Member In Handling Woman With Psychiatric Disorder.</p>					
VIII (10 Hrs)	<p>At The End Of Unit Students Are Able To:</p> <p>Cognitive: Understand And Explain Mental Status Examination, Neurological Examination, Psychometric Assesment Investigations</p> <p>Psychomotor: Conduct Mental Status Examination Correctly, Neurological Examination, Psychometric Assessment.</p> <p>Affective: Incorporate This Cognitive In Clinical Practice.</p>	<p>The Nursing Process In Psychiatric/Mental Health Nursing</p> <ul style="list-style-type: none"> • Mental Health Assessment-1 Hours • History Taking, Mental Status, Examination, 1 Hours • Physical And Neurological Examination, 1 Hours • Investigations, (1Hours) Diagnosis (1Hours) And Differential Diagnosis. 1Hours • Nurse's Role (1Hours) • Nursing Case Management (1Hours) 	<p>Interpretation Of Investigations Problem-Oriented Recording Focus Charting The PIE Method 1 Hours</p>	<p>Critical Pathways Of Care Documentation Psychometric Assessment 1 Hours</p>	<p>Lecture Discussion Demonstration Practice Session Clinical Practice</p>	<p>Essay Type Short Answers Assessment Of Patient Management Problems</p>
X (5 Hrs)	<p>At The End Of Unit Students Are Able To:</p> <p>Cognitive: Understand And Explain Electroconvulsive Therapy In Mental Health Disorders.</p>	<p>Electroconvulsive Therapy</p> <p>Indications Contraindications Mechanisms Of Action Side Effects Risks Associated With</p>	<p>Historical Perspectives 1</p>		<p>Lecture Discussion Presentation Clinical Practice</p>	<p>Essay Type Short Answers Assessment Of Patient Management</p>

	Psychomotor: Observe, Report And Record Actions And Adverse Actions Of Electroconvulsive Therapy In Mental Health Nursing Practice. Affective: Appreciate Importance And Use Of Electroconvulsive Therapy In Mental Health Nursing Practice.	Electroconvulsive Therapy The Role Of The Nurse In ECT 4				Problems
XI (10 Hrs)	At The End Of Unit Students Are Able To: Cognitive: Understand And Explain Different Treatment Psychopharmacological Therapy In Mental Health Disorders. Know And Use Pharmacotherapy Effectively. Psychomotor: Observe, Report And Record Actions And Adverse Actions Of Drugs Used In Mental Health Nursing Practice.	Psychopharmacology Role Of A Nurse In Psychopharmacological Therapy, (1Hours) Ant Anxiety Agents (1Hours) Antidepressants Agents(1Hours), Mood Stabilizers(1Hours) Antipsychotics, Sedative-Hypnotics, (1Hours) Central Nervous System Stimulants (1Hours)	Historical Perspectives (030 Min)	Future Developments (.30 Min)	Lecture Discussion Demonstration	Essay Type Short Answers Assessment Of Patient Management Problems
	Affective: Appreciate Importance And Use Of Psychopharmacological Therapy In Mental Health Nursing Practice.	Explain Chemical Restrain Physical Restrain Role Of Nurse In Chemical Restrain (2)	Chemical Restrain Physical Restrain Role Of Nurse (1)			
XII (15 Hrs)	At The End Of Unit Students Are Able To: Cognitive: Understand And Explain Different Alternative Systems Of Medicine In Mental Health	Alternative Systems Of Medicine In Mental Health <ul style="list-style-type: none"> Types Of Therapies (2 Hours) Herbal Medicine(2 Hours) 	Therapeutic Touch And Massage Yoga Acupressure And Acupuncture 4	Pet Therapy 1	Lecture Discussion Clinical / Field Practice	Short Answers Objective Type Assessment

	Disorders. Know And Use Pharmacotherapy Effectively. Provide Comprehensive Care To Patients Receiving Different Therapies	<ul style="list-style-type: none">• Unani(2 Hours)• Siddha(2 Hours)• Homeopathic(2 Hours)• Diet And Nutrition(2 Hours)• Chiropractic Medicine(2 Hours)				Of The Field Visit Reports
05 HOURS	Affective: Appreciate Importance And Use Of AYUSH In Mental Health Nursing Practice.	<ul style="list-style-type: none">• Explain Role Of Nurse In Psycho Social Therapies	<ul style="list-style-type: none">• Role Of Nurse In Psycho Social Therapies		Lecture Discussion Demonstration	Essay Type Short Answers Assessment Of Patient Management Problems
03 HOURS		<ul style="list-style-type: none">• Repetitive Transitional Magnetic Stimulation• Psychodrama Used In Mental Disorders• And Role Of The Nurse.	<ul style="list-style-type: none">• Repetitive Transitional Magnetic Stimulation• Psychodrama	<ul style="list-style-type: none">• Light Therapy• Color Therapy• Aroma Therapy 4 Hours		
03 HOURS		Explain Role Of Nurse In Alternative Systems Of Medicine In Mental Health				

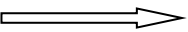

Mental Health Nursing – Practical

Area	Duration In Hours	Objective of posting	Psychomotor to be Developed
Psychiatric OPD	60	<ul style="list-style-type: none"> Assess patient with mental health problem. Observe and assist in therapies. Counsel and educate patient and family. 	<ul style="list-style-type: none"> History taking. Perform mental status examination. Assist in psychometric measurement. Perform neurological examination. Observe and assist in therapies. Teach patient and family members.
Family Psychiatric Unit	60	<ul style="list-style-type: none"> Assessment of children with various mental health problems. Counsel and educate children, families and significant other. 	<ul style="list-style-type: none"> History taking. Assessing psychometric assessment. Observe and assist in various therapies. Teach family and significant others.
Acute Psychiatric Ward Chronic Psychiatric ward Psychiatric Emergency Unit	240	<ul style="list-style-type: none"> Assess patient with mental health problem. Provide nursing care for patient with various mental health problems. Assist in various therapies. Counsel and educate patient, family and significant others. 	<ul style="list-style-type: none"> History taking. Perform mental status examination. Perform neurological examination. Assist in psychometric assessment. Record therapeutic communication. Administer medication. Assist in ECT. Participate in all therapies. Prepare patient for activities of daily living. Conduct admission and discharge counseling. Counsel and teach patients and family members.
Community Mental Health Unit Rehabilitation / Occupational Therapy Unit/Half way home/ Day care centre	120	<ul style="list-style-type: none"> To identify patient with various mental health disorder. To motivate patient for early treatment and follow up. To assist in follow up clinic. Counsel patient, family and community. 	<ul style="list-style-type: none"> Conduct case work. Identify individual with mental health problems. Assist in mental health camps and clinic. Counsel and teach family members, patients and community.

Scheme of Examination

	Theory			Practical		
1st year	Hours	Internal	External	Hours	Internal	External
Clinical specialty – Mental Health Nursing	3	25	75		100	100
Total		100	300		150	150

1. Minimum pass marks shall be 50 % in each of the Theory and practical papers separately.
2. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing for examination.
3. A candidate must have 100% attendance in each of the practical areas before award of degree
4. A candidate has to pass in theory and practical exam separately in each of the paper.
5. If a candidate fails in either theory or practical paper he/she has to re-appear for both th papers (Theory and practical).

Name Of The Student And Roll Number 		Students Signature
Practical Assignments 		
	Max Marks	
Midterm	100	
Pre-Final	100	
History Taking Acute Psychiatric Ward	50	
History Taking Chronic Psychiatric Ward 1	50	
History Taking Chronic Psychiatric Ward 2	50	
History Taking Emergency Psychiatric Unit	50	
Mse Acute Psychiatric Ward	50	
Mse Chronic Psychiatric Ward 1	50	
Mse Chronic Psychiatric Ward 2	50	
Mse Emergency Psychiatric Unit	50	
Process Recording Acute Psychiatric Ward	25	
Process Recording Chronic Psychiatric Ward	25	
Clinical Performance Evaluation	100	
Case Study	50	
Case Presentation	50	
Drug Study	50	
Health Evaluation	25	
Total	925	
Sent To University	100	

Mental Health Nursing - Theory

Name Of The Student And Roll Number	
Contents	Max Marks
Midterm	75
Prefinal	75
Seminar 1	50
Seminar 2	50
Journal Presentation	50
Project	100
Total	400
Send To University	Out of 25
Signature of the students	

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.**

Community Health Nursing-I

Placement: First Year

Theory: 150 Hrs

Course Description

The Course Is Designed To Assist Students In Developing Expertise And In-Depth Understanding In The Field Of Community Health Nursing. It Would Help Students To Appreciate Holistic Life Style Of Individuals, Families & Groups And Develop Skills To Function As Community Health Nurse

Specialist/Practitioner. It Would Further Enable Student To Function As An Educator, Manager And Researcher In The Field Of Community Health Nursing.

Objectives

1. Appreciate The History And Development In The Field Of Community Health And Community Health Nursing.
2. Appreciate Role Of Individuals And Families In Promoting Health Of The Community.
3. Perform Physical, Developmental And Nutritional Assessment Of Individuals, Families And Groups.
4. Apply The Concepts Of Promotive, Preventive, Curative And Rehabilitative Aspects Of Health While Providing Care To The People.
5. Apply Nursing Process Approach While Providing Care To Individuals, Families, Groups And Community.
6. Integrate The Concepts Of Family Centered Nursing Approach While Providing Care To The Community.
7. Recognize And Participate In The Management Of Emergencies, Epidemics And Disasters.
8. Apply Recent Technologies And Care Modalities While Delivering Community Health Nursing Care.

9. Appreciate Legal And Ethical Issues Pertaining To Community Health Nursing Care.
10. Conduct Community Health Nursing Care Projects.
11. Participate In Planning, Implementation And Evaluation Of Various National Health And Family Welfare Programmes At Local, State And The National Level.
12. Incorporate Evidence Based Nursing Practice And Identify The Areas Of Research In The Community Settings.
13. Participate Effectively As A Member Of Community Health Team.
14. Coordinate And Collaborate With Various Agencies Operating In The Community By Using Inter-Sectoral Approach.
15. Teach Community Health Nursing To Undergraduates, In-Service Nurses And The Community Health Workers.
16. Demonstrate Leadership And Managerial Abilities In Community Health Nursing Practice

Unit No./ Hrs.	Competencies The Student Is Able To	Must Know	Desire To Know	Nice To Know
Unit I 10	Introduction	Health Status Of The Community, Scope Of Community Health Nursing Practice. <input type="checkbox"/> <input type="checkbox"/> Ethical And Legal Issues, Socio-Cultural Issues In Community Health Nursing - National Health And Welfare Programmes - National Health Goals/Indicators/Millennium Developmental Goals(Mdg) /Strategies. - Planning Process Five Years - Plan And Health Reports. - National Health Rural Mission.	Various Health And Family Welfare Committees. <input type="checkbox"/> <input type="checkbox"/> Current Status , Trends And Challenges Of Community Health Nursing. <input type="checkbox"/> <input type="checkbox"/> National Policies, Plans And Programmes: - National Health Policy - National Population Policy	<input type="checkbox"/> <input type="checkbox"/> Historical Development Of Community Health And Community Health Nursing- World And India,
Unit II 10	Health	· Determinants · Measurements · Alternate Systems For Health Promotion And Management Of Health	<input type="checkbox"/> <input type="checkbox"/> Concepts, Issues	

		Problems · Health Economics · Health Technology · Genetics And Health · Waste Disposal · Eco System		
Unit Iii 15	Population Dynamics And Control	<input type="checkbox"/> <input type="checkbox"/> Demography <input type="checkbox"/> <input type="checkbox"/> National Population Programmes <input type="checkbox"/> <input type="checkbox"/> Population Control And Related Programmes <input type="checkbox"/> <input type="checkbox"/> Methods Of Family Limiting And Spacing <input type="checkbox"/> <input type="checkbox"/> Research, Census,	<input type="checkbox"/> <input type="checkbox"/> National Population Policy National Family Health Survey	<input type="checkbox"/> <input type="checkbox"/> Transition And Theories Of Population
Unit Iv 30	Community Health Nursing	Aims, Objectives Concepts, Scope, Principles & Functions Quality Assurance: Community Health Nursing Standards, · Health Assessment- Individuals, Groups And Community · Roles And Responsibilities Of Community Health Nurse · Family Nursing And Family Centered Nursing Approach · Nursing Care For Special Groups; Children, Adolescents, Adults, Women, Elderly, Physically An Mentally Challenged – Urban And Rural Population At Large. · Concepts, Role And Responsibilities Of Community Health Nurse Practitioners –Decision Making Skill, Follow Nursing Practice Standards, Advanced Nursing Practice, Professionalism, Legal Issues.	Monitoring Community Health Nursing, Nursing Audits. · Community Diagnosis, Setting Objectives · Interventions: Micro And Macro Nursing Plans, Operationalization And Evaluation.	Philosophy, Community Health Nursing Theories Competencies
Unit V 45	Imnc (Integrated Management If Neonatal And Childhood Illness)	<input type="checkbox"/> <input type="checkbox"/> - General Danger Signs - Cough & Difficulty In Breathing - Case Assessment Practice - Diarrhoeas & Dehydration - Fever & Ear Problems - Anaemia, Nutrition & Feeding - Counselling & Role Play - Sick Baby Assessment - Assessment Of Newborn - Neonatal Jaundice	<input type="checkbox"/> <input type="checkbox"/> Skilled Birth Attendant (Sba)	

		- Malnutrition		
Unit Vii 15	□ □ Disaster Nursing	-Definition, Concept, Types -Disaster Management -Triage - Disaster Preparedness -Role Of A Nurse In Disaster Management And Role Of A Nurse In Nbc Warfare	- Nuclear, Biological And Chemical Warfare	
Unit Vii 10	Nformation, Education And Communication	□ □ Tec, Principles And Strategies □ □ Communication Skills □ □ Management, Information And Evaluation System: Records And Reports □ □ Information Technology	□ □ Tele-Medicine And Tele-Nursing □ □ Journalism	• Mass Media • Folk Media
Unit Viii 15	Health Care Delivery System: Urban And Rural	Functions, Staffing, Pattern Of Assistance, Layout, Drugs, Equipments And Supplies. □ □ Village, Sub-Centre, Primary Health Centre, Community Health Centre, District Hospitals, Sub- Divisional Hospitals, District Family Welfare Bureau And Tertiary Care Institution.	. Alternative Systems Of Medicine □ □ Training And Supervision Of Health Workers □ □ Health Agencies: Roles And Functions □ □ Inter-Sectoral Coordination. □ □ Public Private Partnership	Critical Review Of Functioning Of Various Levels, Evaluation, Studies, Recommendations And Nursing Perspective

Practical

Total = 660 Hours

**1 Week = 30
Hours**

S.No.	Deptt./Unit	No. Of Week	Total Hours
1	Sub-Centre, Phc, Chc	12	360 Hours
2	District Family Welfare Bureau	1	30 Hours
3	Urban Centers	6	180 Hours
4	Field Visits	3	90 Hours
	Total	22 Weeks	660 Hours

Student Activities

- Identification Of Community Leaders And Resource Persons(Community Mapping) Community Health Survey
- Community Health Nursing Process- Individual, Family And Special Groups And Community Counseling Health Education – Campaign, Exhibition, Folk Media, Preparation Of Iec Materials
- Organising And Participating In Special Clinics/Camps And National Health And Welfare Programmes-Organise Atleast One Health And Family Welfare Mela/Fair (All Stalls Of National Health And Family Welfare Activities Should Be Included)
- Estimation Of Vital Health Statistics –Exercise Drill For Disaster Preparedness Organise Atleast One In-Service Education To Anm's/Lhv/Phn/Hw
- Nutrition – Exercise On Nutritional Assessment On Dietary Planning, Demonstration And Education For Various Age Groups
- Filling Up Of Records, Reports And Registers Maintained At Sc/Phc/Chc Assist Women In Self Breast Examination
- Conduct Antenatal Examination
- Conduct Vaginal Examination
- Conduct Deliveries
- Post Natal Visits
- Perform Episiotomy And Suturing
- Prepare Pap Smear
- Conduct Insertion/Removal Of Iud
- Blood Slide Preparation
- Field Visits
- Maintenance Of Log Book For Various Activities

**KRISHNA INSTITUTE OF MEDICAL SCIENCES DEEMED UNIVERSITY
KRISHNA INSTITUTE OF NURSING SCIENCES.**

**NURSING RESEARCH AND STATISTICS
Section A - NURSING RESEARCH**

AIM:-

The course is designed to assist the students to acquire an understanding of the research methodology and statistical methods as a basis for identifying research problem, planning and implementing a research plan. It will further enable the students to evaluate research studies and utilize research findings to improve quality of nursing practice, education and management.

OBJECTIVES:-

At the end of the course, the students are able to:-

- Define basic research terms and concepts.
- Review literature utilizing various sources.
- Describe research methodology
- Develop research proposal.
- Conduct a research study.
- Analyze and interpret the research data.
- Communicate research findings.
- Utilize research findings.
- Critically evaluate nursing research studies.
- Write scientific paper for publication.

NURSING RESEARCH AND STATISTICS

Section 'A'- NURSING RESEARCH

Unit No. & total hours	Objectives	Contents with distributed hours			T/L METHOD	METHOD OF EVALUATION
		Must know	Desirable to know	Nice to know		
I (10 hours)	At the end of unit students are able to Cognitive: Understand the problem solving and scientific methods, inductive and deductive reasoning, research terminologies, evidence based practice and ethics in research. Psychomotor: Apply evidence based practice in nursing research. Affective: Incorporate with nursing research.	Introduction: <ul style="list-style-type: none">• Methods of acquiring knowledge – problem solving and scientific method. (1 hour)• Research – definition, Characteristics purposes, kinds of research.(1 hour)• Historical Evolution of research in Nursing.(1 hour)• Basic research terms.(1hour)• Scope of nursing research : Areas, problems in nursing, health and social research.(1 hour)• Concept of Evidence based practice.(2hour)• Ethics in research .(2 hour)• Overview of Research process. (1 hour)			<ul style="list-style-type: none">• Lecture cum discussion• Seminar• Presentation	<ul style="list-style-type: none">• Short answer question• Long answer question• Quiz• Test• Assignment• Presentation• Project Work
II (05 hours)	At the end of unit students are able to Cognitive Describe the importance, purpose, scope, and sources of ROL. Psychomotor: Apply steps in reviewing literature. Affective: Recognize criteria for selection of resources.	Review of Literature: <ul style="list-style-type: none">• Importance, Purposes (1 hour)• Scope, Sources (1 hour)• Criteria for selection of resources. (2Hrs)• Steps in reviewing literature.(1 Hr)			<ul style="list-style-type: none">• Lecture cum discussion• Seminar• Presentation• Library Exercise	

III (12 hours)	<p>At the end of unit students are able to</p> <p>Cognitive: Define and describe qualitative and quantitative research.</p> <p>Psychomotor: Select appropriate design for research work and critically evaluate research designs.</p> <p>Affective: Identify characteristics of qualitative & quantitative research design.</p>	<p>Research Approaches and Design:</p> <ul style="list-style-type: none"> • Type: Quantitative and Qualitative.(2 hours) • Historical, survey and experimental .(2 hours) • Characteristics, type's advantages and disadvantages. (2 hours) • Qualitative: Phenomenology grounded Theory, ethnography.(2 hours) • Research designs, its importance.(2 hours) 	<ul style="list-style-type: none"> • Characteristics of good design. (1 hours) • Threats to internal and external validity. (1hours) 		<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation • Class room exercise 	<ul style="list-style-type: none"> • Short answer question • Long answer question • Quiz • Test • Assignment • Presentation • Project Work
IV (10 hours)	<p>At the end of unit students are able to</p> <p>Cognitive: Identify and describe research problem, sources of research problem & define various terms</p> <p>Psychomotor: Formulate research hypothesis.</p> <p>Affective: Recognize assumptions delimitations and limitations.</p>	<p>Research Problem:</p> <ul style="list-style-type: none"> • Identification of research problem,(2 hours) • Formulation of problem statement and research objectives (3 hours) • Assumptions and delimitations and Limitation (1 hours) • Identification of variables • Hypothesis – definition, formulation and types. (2 hours) 	<ul style="list-style-type: none"> • Sources of research problem. (1 hours) • Definition of terms. (1 hours) 		<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation • Library exercise 	
V (05 hours)	<p>At the end of unit students are able to</p> <p>Cognitive: Understand and describe the nature, characteristics, purposes and uses of various nursing theories.</p> <p>Psychomotor: Develop conceptual framework for their research work.</p> <p>Affective: Identify and test various theories.</p>	<p>Developing Theoretical/Conceptual framework:</p> <ul style="list-style-type: none"> • Theories: Nature, Characteristics, Purpose and Uses (2 hours) • Using, testing and developing Conceptual framework, 			<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation 	

		models and theories.(3 hour)				
VI (06 hours)	At the end of unit students are able to Cognitive Understand,Describe and define population, sample, sampling technique and sample size and factors influencing sampling, probability and sampling error. Psychomotor: Select and use appropriate sampling technique. Affective: Identify& select appropriate population, sample, sampling technique and sample size.	Sampling: <ul style="list-style-type: none"> Population and sample(1 hour) Sampling techniques (1 hour) Sample size (1 hour) Probability and sampling Error (1 hour) Problems of sampling (1 hour) 	<ul style="list-style-type: none"> Factors influencing sampling. (1 hour) 		<ul style="list-style-type: none"> Lecture cum discussion Seminar Presentation Class room exercise 	<ul style="list-style-type: none"> Short answer question Long answer question Quiz Test Assignment Presentatio n Project Work
VII (20 hours)	At the end of unit students are able to Cognitive Describe tools and methods of data collection. Skill: Calculate reliability of tools. Affective: Formulate tools for data collection.	Tools and Method of Data Collection: <ul style="list-style-type: none"> Data sources, methods/techniques - Quantitative and qualitative. (4 hours) Tools for data collection – types, characteristics and their development(4 hours) Validity and reliability of tools (4 Hours) Procedure for data collection. (4 hours) 	<ul style="list-style-type: none"> Concepts of data collection.(4 hours) 		<ul style="list-style-type: none"> Lecture cum discussion Seminar Presentation Library exercise 	
VIII (05 hours)	At the end of unit students are able to Cognitive Define and describe pilot study. Psychomotor: Conduct pilot study. Affective: Formulate plan for data collection.	Implementing Research Plan: <ul style="list-style-type: none"> Pilot study (1 hour) Planning for data collection (1 hour) Administration of tool .(1 hour) Interventions Collection of data. (1 hour) 	<ul style="list-style-type: none"> Review research plan (design) (1 hour) 		<ul style="list-style-type: none"> Lecture cum discussion Seminar Presentation Class room exercise 	

IX (10 hours)	At the end of unit students are able to Cognitive: Know and describe various methods for data analysis. Psychomotor: Analyze data by using appropriate analysis method. Affective: Formulate plan for data analysis.	Analysis and Interpretation of Data: <ul style="list-style-type: none"> • Plan for data analysis: quantitative and Qualitative. (2 hours) • Descriptive and Inferential Analysis. (2 hours) • Statistical analysis. (2 hours) • Interpretation of data. (1 hours) 	<ul style="list-style-type: none"> • Conclusion and generalizations • Summary and discussion. (2 hours) 	<ul style="list-style-type: none"> • Preparing data for computer analysis and presentation (1 hours) 	<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation • Class room exercise • Statistical exercise 	<ul style="list-style-type: none"> • Short answer question • Long answer question • Quiz • Test • Assignment • Presentation
X (10 hours)	At the end of unit students are able to Cognitive: Understand and describe various methods and styles of writing research report. Psychomotor: Communicate research results effectively and Compare research reports.	Reporting and Utilizing Research Findings: <ul style="list-style-type: none"> • Writing research report purposes, methods and style-Vancouver, American Psychological Association (APA), Campbell etc (4 hours) • Writing scientific article for publication: purposes & style (4 hours) 	<ul style="list-style-type: none"> • Communication of research results; oral and written. (2 hours) 		<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation • Library exercise 	<ul style="list-style-type: none"> • Project Work
XI (03 hours)	At the end of unit students are able to Knowledge: Understand and describe criteria's for critical analysis. Psychomotor: Analyze and communicate research articles critically. Affective: Initiate critical analysis.	<ul style="list-style-type: none"> • Critical analysis of research articles. (1 hours) • Presenting and communicating critique. (2 hours) 			<ul style="list-style-type: none"> • Lecture cum discussion • Journal Club 	<ul style="list-style-type: none"> • Short answer question • Long answer

XII (04 hours)	<p>At the end of unit students are able to</p> <p>Cognitive Understand and describe criteria's for presenting research proposal.</p> <p>Psychomotor: Present research proposal.</p> <p>Affective: Prepare research proposal.</p>	<ul style="list-style-type: none"> • Preparation, presentation and approval of research proposal. (4 hours) 			<ul style="list-style-type: none"> • Lecture cum discussion • Seminar • Presentation • Library exercise 	<p>question</p> <ul style="list-style-type: none"> • Quiz • Test • Assignment • Presentation • Project Work
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NURSING RESEARCH AND STATISTICS

Section‘B’– STATISTICS

- AIM:**
- This course is designed to assist the students to develop an understanding of the statistical methods and apply them in conducting research studies in nursing.

- OBJECTIVES:**
- At the end of the course the students are able to:-
- Explain the basic concepts related to statistics.
 - Describe the scope of statistics in health and nursing.
 - Organize tabulate and present data meaningfully.
 - Use descriptive and inferential statistics to predict results.
 - Draw conclusions of the study and predicts statistical significance of the results.
 - Describe vital health statistics and their use in health related research.
 - Use statistical packages for data analysis.

NURSING RESEARCH AND STATISTICS

Section ‘B’ -STATISTICS

Unit No. & total hours	Objectives	Contents with distributed hours			T/L METHOD	METHOD OF EVALUATION
		Must know	Desirable to know	Nice to know		
I (07 hours)	At the end of unit students are able to Cognitive Understand and describe the scope of statistics and meaning of data. Psychomotor: Apply this knowledge in research work.	Introduction: <ul style="list-style-type: none"> • Concepts, types, significance, and scope of statistics meaning of data, parametric and no-parametric data (2 hours) • Sample, parameter (1 hour) • Type and levels of data and their Measurement • Organization & presentation of data.(2 Hrs) 			<ul style="list-style-type: none"> • Lecture cum discussion • Statistical exercise 	<ul style="list-style-type: none"> • Short answer question • Long answer question • Class room statistical exercise • Test

		<ul style="list-style-type: none"> • Frequency distribution (2 hours) • Graphical and tabular presentations(2 hours) 				
II (04 hours)	At the end of unit students are able to Cognitive Explain the tabulation of data and measures of central tendency. Psychomotor: Present the data in various forms and calculate central tendency. Affective: Apply this knowledge in research and professional work.	Measures of central tendency : <ul style="list-style-type: none"> • Mean (1 hours) • Median (1 hours) • Mode (2 hours) 			<ul style="list-style-type: none"> • Lecture cum discussion • Statistical exercise 	
III (04 hours)	At the end of unit students are able to Cognitive Understand and describe the measures of variability. Psychomotor: Calculate the measures of variability. Affective: Incorporate & relate with research work.	Measures of variability: <ul style="list-style-type: none"> • Range (2 hours) • Percentiles (2 hours) • Average Deviation (2 hours) • Quartile Deviation (2 hours) • Standard Deviation (2 hours) 			<ul style="list-style-type: none"> • Lecture cum discussion • Statistical exercise 	
IV (03 hours)	At the end of unit students are able to Cognitive Understand and describe normal distribution and cumulative distribution. Psychomotor: Calculate probability and prepare cumulative frequency graphs.	<ul style="list-style-type: none"> • Normal Distribution: <ul style="list-style-type: none"> ○ Probability (2 hours) ○ Characteristics and application of normal probability curve. (2 hours) ○ Sampling error. (1 hour) 			<ul style="list-style-type: none"> • Lecture cum discussion • Statistical exercise • Demonstration 	
V (06 hours)	At the end of unit students are able to Cognitive Understand and explain measures of relationship. Psychomotor: Calculate measures of relationship and apply it in research studies.	Measures of relationship: <ul style="list-style-type: none"> • Correlation – need and meaning (1 hour) • Rank order correlation (2 hours) • Scatter diagram method.(2 hours) 	<ul style="list-style-type: none"> • Product moment correlation. (1 hour) • Simple linear regression analysis and Prediction. (2 hrs) 		<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration 	<ul style="list-style-type: none"> • Short answer question • Long answer question • Class room statistical exercise Test

VI (05 hours)	At the end of unit students are able to Cognitive Understand and describe different types of research design. Psychomotor: Analyze and use research designs accurately.	Designs and meaning: <ul style="list-style-type: none">• Experimental designs• Comparison in pairs, randomized block design.	<ul style="list-style-type: none">• Latin squares. (2 hours)		<ul style="list-style-type: none">• Lecture cum discussion• Demonstration	
VII (08 hours)	At the end of unit students are able to Cognitive: Understand and describe the significance of statistics and difference between two statistics. Psychomotor: Test hypothesis. Affective: Recognize and correlate hypothesis with statistical differences.	Significance of statistic and significance of difference between two Statistics: (testing hypothesis) <ul style="list-style-type: none">• Non parametric test – Chi – square test (4 hours)• Parametric test – ‘t’ test, ANOVA, Pearson’s r (4 hours)	<ul style="list-style-type: none">• Sign median test, Mann-Whitney test. (1 hour)• Manova, ancova, (1 hour)		<ul style="list-style-type: none">• Lecture cum discussion• Statistical exercise• Demonstration	
VIII (05 hours)	At the end of unit students are able to Cognitive Understand and describe the uses of statistical methods in psychology and education. Psychomotor: Develop skill for using statistical methods in psychology and education.	Use of statistical methods in psychology and education: <ul style="list-style-type: none">• Reliability of test Scores: test-retest method, parallel forms, spilt half method. (2 hours)	<ul style="list-style-type: none">• Scaling – Z Score , Z Scaling.(1 hour)• Standard Score and T score.(1 hour)		<ul style="list-style-type: none">• Lecture cum discussion• Demonstration	
IX (04 hours)	At the end of unit students are able to Cognitive Understand the importance and meanings of vital health statistics. Psychomotor: Apply this knowledge in professional work. Affective: Contributes in collecting and calculating vital statistics correctly.	Application of statistics in health: <ul style="list-style-type: none">• Ratios, Rates, Trends• Vital health statistics – Birth and death rates. (1 hour)• Measures related to fertility, morbidity and mortality.(1 hour)			<ul style="list-style-type: none">• Lecture cum discussion• Statistical exercise• Demonstration	
X (04 hours)	At the end of unit students are able to Cognitive Know the different available statistical packages.			<ul style="list-style-type: none">• Use of statistical package. (1 Hr)	Demonstration	<ul style="list-style-type: none">• Short answer question• Long answer question

1st year M.Sc Nursing INTERNAL ASSESSMENT: Sent to university

Research					Statistics
Midterm(75) + Prefinal (75) 40%	Assignment 20%	Presentation 20%	Project Work 20%	Grand Total 100%	Midterm (25)+ Prefinal(25)
6	3	3	3	15	10

Scheme of Examination

Theory			
	Research	Statistics	Total
Midterm	25	25	50
Pre Final	50	25	75
Total	100	50	150
Send to university	15	10	25

EvaluationScheme

Nursing Research & Statistics				
	Hours	Internal	External	Total
Theory	3	25**	75*	100

* Nursing research = 50 and statistics=25

** Nursing research

