

KIMSDU, KINS **Basic BSc. Nursing Syllabus**

Krishna Institute of Medical Sciences Deemed To Be University

Krishna Institute of Nursing Sciences



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Basic BSc. Nursing - Program code: 4101

Syllabus

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INTRODUCTION OF THE PROGRAM

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

The program prepares nurses and midwives for generalist nursing including midwifery practice. Knowledge acquisition related to wellness, health promotion, illness, disease management and care of the dying is core to nursing practice. Mastery of competencies is the main focus. Students are provided with opportunities to learn a whole range of skills in addition to acquiring knowledge related to nursing practice (nursing and midwifery). This is achieved through learning in skill lab/simulated lab and clinical environment. Simulation will be integrated throughout the curriculum wherever feasible to enable them to develop competencies before entry into real field of practice.

The revised curriculum embraces competency-based and outcome-based approach throughout the program integrating mastery learning and self-directed learning. Transformational and relationship based educational approaches are emphasized. Through the educational process the students assimilate and synthesize knowledge, cultivate critical thinking skills and develop care strategies. Competencies that reflect practice standards of the Council address the areas of cultural diversity, communication technology, teamwork and collaboration, safety, quality, therapeutic interventions and evidence-based practice. They are prepared to provide safe and competent care to patients across life span and influence patient outcomes.

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PHILOSOPHY

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

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

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

The undergraduate nursing program is broad based education within an academic curricular framework specifically directed to the development of critical thinking skills, competencies appropriate to human and professional values. Blended learning approach comprising of experiential learning, reflective learning, scenario based learning and simulated learning is also inbuilt. The teaching learning process encourages mastery learning, modular, self-directed and self-accountable in choice making in terms of elective courses. The program prepares its graduates to become exemplary citizens by adhering to code of ethics and professional conduct at all times in fulfilling personal, social and professional obligations so as to respond to national aspirations. Health and community orientation are provided with special emphasis on national health problems, national health programs and national health policy directives to achieve universal health care for all citizens of India. The main roles of graduates would be provider of care with beginning proficiency in delivering safe care, coordinator/manager of care by being active participant of inter-professional team and member of a profession demonstrating self-responsibility and accountability for practice as well as to support the profession.

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

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AIMS & OBJECTIVES

AIMS

The aims of the undergraduate program are to

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

OBJECTIVES

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

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

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

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

1}

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

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

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

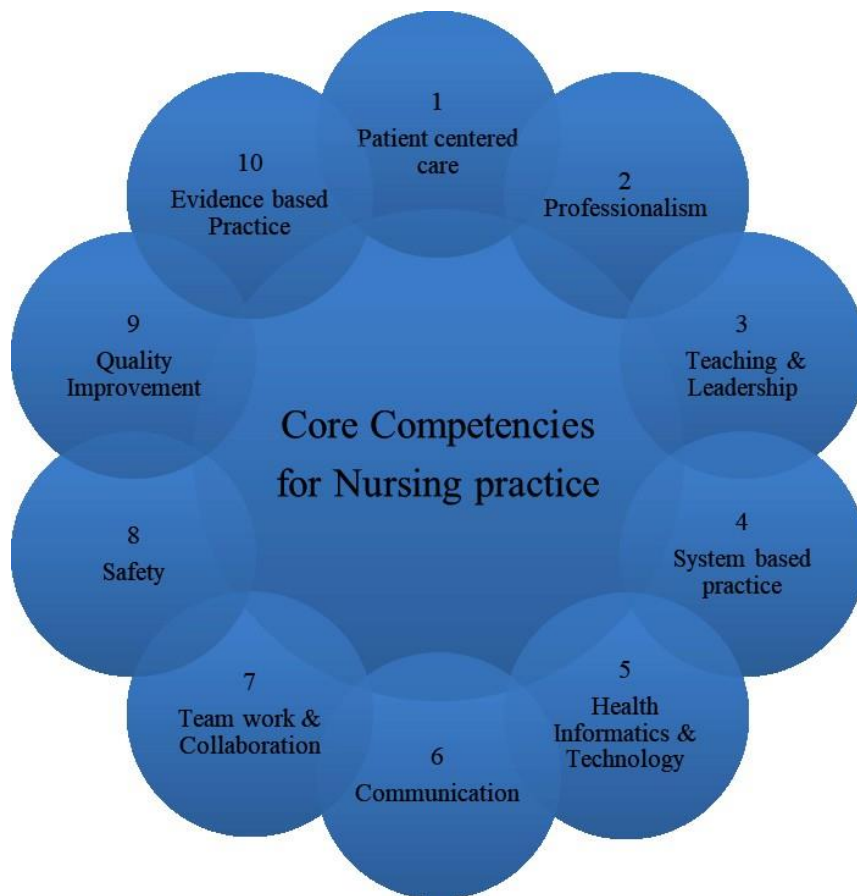


Figure 1. Core competencies for nursing and midwifery practice by B.Sc. Nursing Graduate {Adapted from NLN Model and Massachusetts: Nurse of the Future – Core Competencies (2016)}

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

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

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established. The particulars of the name of the College/Nursing Institution along with the name of the Trust/Society/Company [as mentioned in Trust Deed or Memorandum of Association] as also full address shall be mentioned in No Objection Certificate/Essentiality Certificate.

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

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

1. Parent Hospital (Unitary/Single Hospital)

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

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

OR

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

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

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

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

2. Change of Trust/Society

- The Trust/Society cannot be purchased as per Indian Trust Act, but there can be change of

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trustees/ members. It is therefore the purchase of institution or change of membership will not be considered for continuation of the program. The institution which is purchased/taken over will be considered as closed. And a fresh Govt. Order shall be required mentioning the Trust/Society name along with programs.

- The change of membership in Society/change of trustees in the Trust to be submitted immediately after incorporating through Registrar Cooperative Societies/Indian Trust Act.
- As per law Trust/Society can open number of institutions, but it will be considered as one institution under the ambit of one Trust/Society. It is therefore, a Trust/Society can open only one nursing institution in one city/town.
- If already an institution is existing in that city or town with an abbreviated name (e.g R K College of Nursing) then another institution with expanded name (Rama Krishna College of Nursing) will not be allowed).
- No two Institutions will have same name in same city/town.

3. Change of Address

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

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

5. Strict Compliance of the Syllabus prescribed by the Council

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

6. Close/Re-start of the Nursing Programs

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

7. Change of Name of the Institution

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

8. Re-Inspection

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

9. Number of Sanctioned Seats

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

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10. Enhancement of Seats

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

11. Bond System

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

MINIMUM REQUIREMENTS OF PHYSICAL FACILITIES

Regulations pertaining to Building and Laboratories

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

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- (iii) The nursing institution can have all the nursing programs in the same building but with requisite program wise infrastructure. However, laboratories can be shared.
- (iv) If the Trust/Society/Company has some other educational programs, the nursing program shall be in separate block/floor with prescribed sq.ft. area.
- (v) Nursing program may be in hospital premises with a condition that it shall be in separate block/floor with prescribed sq.ft. area.
- (vi) Long lease by the Government will be considered. However, rented building shall not be considered as their own building.
- (vii) It is mandatory that institution shall have its own building within two years of its establishment.
- (viii) Own Building/Lease/Rented Building:
 - a) If one of the trustee/member/director of the Trust/Society/Company desires to lease the building owned by him for nursing program, it should be for a period of 30 years. It should also be ensured that lease deed that is entered into between the Trust/Society/Company and the trustee/member/ director, owning the building, should contain a clause that the lease deed cannot be terminated for a period of 30 years.

Further, it is clarified that, for a Nursing Institution (Managed by a Trust/Society/Company), own building would be a building either owned and controlled by the Trust/Society/Company or owned and controlled by a trustee/member/director of the Trust/Society/Company. That is, if the owner of the building is a trustee/member/director of the Trust/ Society/Company and she/he leases the building to the Trust/Society/Company for 30 years, it will be considered as own building of the nursing institution.
 - b) A duly registered gift deed of the building in favor of the Trust/Society/Company should be construed to be –own building||.

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

Any deed of the building which is not as per either clause (a) or (b) above shall be considered as –Rented Building|| only.
 - c) In cases of irrevocable power of attorney, documents of the building should be duly registered as per law.
 - d) **Penalty for not having own building:** Institutions which do not have their own building within two years of establishment has to pay the penalty for not having the own building. The penalty fees is Rs. 1 Lakh for B.Sc. (Nursing) Program for 6 consecutive years. Even after 6 years if the institution does not have own building then action shall be taken under Section 14 of the Act. However, a lease of 30 years is permissible with the trustee/member/director of the Trust/Society/ Company.

A. TEACHING BLOCK

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

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

| S.No. | Teaching Block | Area (in sq.ft.) |
|-------|---|---------------------|
| 1 | Lecture Hall | 4 @ 900 = 3600 |
| | Skill Lab/Simulation Laboratory | |
| 2 | i. Nursing Foundation including Adult Health Nursing & Advanced Nursing Lab | 1600 |
| | ii. Community Health Nursing & Nutrition Lab | 1200 |
| | iii. Obstetrics and Gynaecology Nursing Lab | 900 |
| | iv. Child Health Nursing Lab | 900 |
| | v. Pre-Clinical Science Lab | 900 |
| 3 | Computer Lab* | 1500 |
| 4 | A.V. Aids Room | 600 |
| 5 | Multipurpose Hall | 3000 |
| 6 | Common Room (Male and Female) | 1000 |
| 7 | Staff Room | 800 |
| 8 | Principal Room | 300 |
| 9 | Vice Principal Room | 200 |
| 10 | Library | 2300 |
| 11 | One Room for each Head of Departments | 5 @ 200 = 1000 |
| 12 | Faculty Room | 2400 |
| 13 | Provisions for Toilets | 1000 |
| | Total Constructed Area | 23200 sq.ft. |

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

Note:

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

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1. Class Rooms

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

2. Laboratories

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

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

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

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

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

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

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

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

3. Multipurpose Hall

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

4. Library

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

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

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

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

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

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

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

5. Audio-Visual Aids Room & Store Room

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

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

6. Other Facilities

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

7. Garage

Garage should accommodate a **50** seater vehicle.

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8. Fire Extinguisher

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

9. Playground

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

B. HOSTEL BLOCK

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

Hostel Block (60 Students)

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

Grand Total of Constructed Area

Teaching Block 23200 sq.ft.

Hostel Block 21100 sq.ft.

Grand Total 44300 sq.ft.

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

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Hostel Facilities

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

1. Pantry

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

2. Washing & Ironing Space

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

3. Warden's Room

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

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4. Telephone

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

5. Canteen

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

6. Transport

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

Staff for the Hostel

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

CLINICAL FACILITIES for 60 students

1. Parent hospital

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

2. Additional Affiliation of Hospital

In addition to Parent Hospital of 100 beds, institution shall take affiliation of the hospital, if all the required learning experience are not available in the parent hospital. As 100 beds is not sufficient to offer clinical

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experience/specialities to students as laid down in the B.Sc. (Nursing) syllabus. The students should be sent to affiliated hospital/agencies/institutions where it is available.

a. Criteria for Affiliation

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

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

b. The size of the Hospital for Affiliation

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

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

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

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

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

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

Note:

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

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one third for surgical patients. The number of beds for male patients should not be less than $\frac{1}{6}$ th of the total number of beds i.e. at least 40 beds. There should be minimum of 100 deliveries per month. Provision should be made for clinics in health and family welfare and for preventive medicine.

5. Community Health Nursing Field Practice Area

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

ANTI-RAGGING

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

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BUDGET

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

TEACHING FACULTY

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

A. Qualifications & Experience of Teachers of College of Nursing

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

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B. College of Nursing which has a parent hospital shall adopt the integration of service and education model recommended by the Council placed at www.indiannursingcouncil.org

C. Departments

Number of Nursing departments = 6 (Six)

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

Note: Professor shall be head of the department.

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

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

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

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

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| | | | | |
|--|---|--|---|---|
| | (3 - Med Surg., 2 - Pediatrics) + 5 Tutors | (4 - Med Surg., 2 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric) + 12 Tutors | (Nursing) (4 - Med Surg., 2 - Pediatrics, 2 - Community Health Nursing, 2 - Psychiatric, 2 - OBG) + 18 Tutors | (Nursing) (4 - Med Surg., 2 - Pediatrics, 2 - Community Health Nursing, 2 - Psychiatric, 6 - OBG) + 24 Tutors |
|--|---|--|---|---|

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

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

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

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

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qualification in their requisite course. Nursing faculty who teach these courses shall be examiners for the taught course/s.

E. Additional Staff for College of Nursing

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

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

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

F. College Management Committee

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

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

ADMISSION TERMS AND CONDITIONS

1. The minimum age for admission shall be 17 years on 31st December of the year in which admission is

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sought. The maximum age limit for admission shall be 35 years.

2. **Minimum Educational Qualification**

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

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e) English 20 marks

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

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

8. **Reservation Policy**

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

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

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

- **Reservation for disability**

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

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

Note:

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

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9. Foreign Nationals:

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

10. Admission/Selection Committee

This committee should comprise of:

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

11. Admission Strength

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

12. Health Services

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

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

13. Records

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

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

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- d) Annual reports (Record) of the achievement of the College prepared annually.
- e) College of Nursing should possess detailed and up-to-date record of each activity carried out in the College.

14. Transcript

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

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IV. CURRICULUM

Curricular

Framework

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

B.Sc. NURSING PROGRAM – Four years (8 semesters) CREDIT

SYSTEM & SEMESTER SYSTEM

COMPETENCY BASED CURRICULUM

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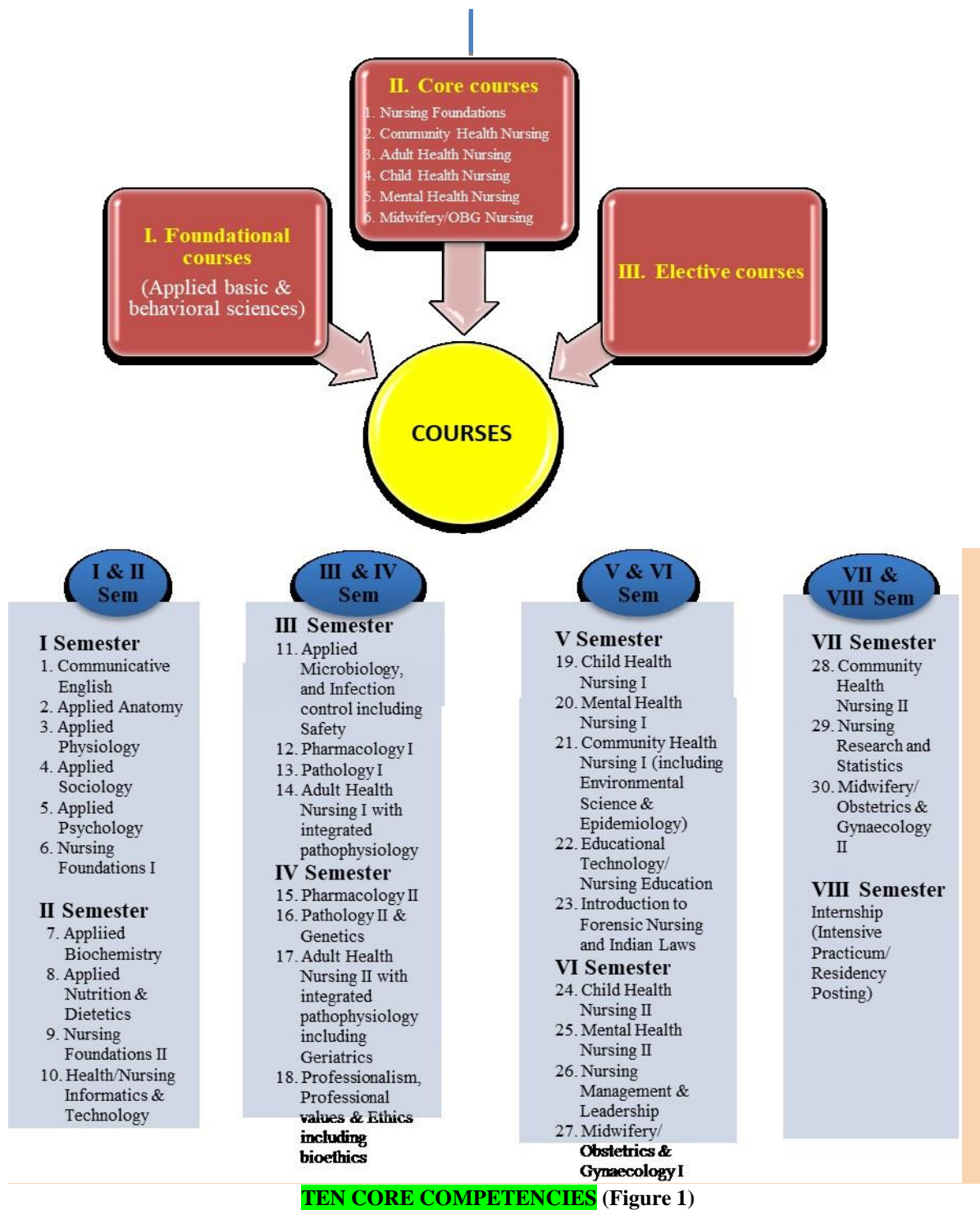


Figure 2. Curricular Framework

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1. PROGRAM STRUCTURE

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

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| | | | |
|---|--|---|--|
| <p><i>Mandatory Module</i></p> <p>*Health Assessment as part of Nursing Foundation II Course</p> | <p>Professional Values & Ethics including Bioethics</p> <p><i>Mandatory Module</i></p> <p>*Fundamentals of Prescribing under Pharmacology II</p> <p>*Palliative care module under Adult Health Nursing II</p> | <p>4. *Midwifery/Obstetrics and Gynecology (OBG) Nursing I</p> <p><i>Mandatory Module</i></p> <p>* SBA Module under OBG Nursing I/II (VI/VII Semester)</p> | |
|---|--|---|--|

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

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

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MANDATORY MODULES

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

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

ELECTIVE MODULES

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

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

- Human values
- Diabetes care
- Soft skills

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

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

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

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

2. CURRICULUM IMPLEMENTATION: OVERALL

PLANDuration of the program: 8 semesters

1-7 Semesters

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One Semester Plan for the first 7 Semesters

Total Weeks per Semester: 26 weeks per semester

Number of Weeks per Semester for instruction: 20 weeks (40 hours per week \times 20 weeks = 800 hours)
Number of Working Days: Minimum of 100 working days (5 days per week \times 20 weeks)

Vacation, Holidays, Examination and Preparatory Holidays: 6 weeks

Vacation: 3 weeks

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

8th Semester

One semester: 22
weeks
Vacation: 1
week

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

3. COURSES OF INSTRUCTION WITH CREDIT STRUCTURE

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

| | | | | | | | | | |
|---|---------------|---|-----------|------------|----------|-----------|----------|------------|-----------------------------------|
| | | pathophysiology including BCLS module | | | | | | | |
| | SSCC (I) 220 | Self-study/Co-curricular | | | | | | | 20 |
| | | TOTAL | 11 | 220 | 2 | 80 | 6 | 480 | 11+2+ 780+20 6=19 =800 |
| 4 | Fourth | PHAR (II) 205 Pharmacology II including Fundamentals of prescribing module | 3 | 60 | | | | | 60 |
| | | PATH (II) 210 Pathology II and Genetics | 1 | 20 | | | | | 20 |
| | | N-AHN (II)225 Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing + Palliative care module | 7 | 140 | 1 | 40 | 6 | 480 | 660 |

| S.No | Semester | Course Code | Course/Subject Title | Theory credits | Theory Contact hours | Lab/Skill Lab credits | Lab / Skill Lab Contact hours | Clinical credits | Clinical Contact hours | Total credits | Total (hours) |
|------|--------------|---------------|--|----------------|----------------------|-----------------------|-------------------------------|------------------|------------------------|------------------|-------------------|
| | | PROF 230 | Professionalism, Professional Values and Ethics including bioethics | 1 | 20 | | | | | | 20 |
| | | SSCC(II) 220 | Self-study/Co-curricular | | | | | | | | 40 |
| | | | TOTAL | 12 | 240 | 1 | 40 | 6 | 480 | 12+1+6=19 | 760+40=800 |
| 5 | Fifth | N-CHN(I) 301 | Child Health Nursing I including Essential Newborn Care (ENBC), FBNC, IMNCI and PLS, modules | 3 | 60 | 1 | 40 | 2 | 160 | | 260 |
| | | N-MHN(I) 305 | Mental Health Nursing I | 3 | 60 | | | 1 | 80 | | 140 |
| | | N-COMH (I)310 | Community Health Nursing Including Environmental Science & Epidemiology | 5 | 100 | | | 2 | 160 | | 260 |
| | | EDUC 315 | Educational Technology/Nursing Education | 2 | 40 | 1 | 40 | | | | 80 |
| | | N-FORN 320 | Introduction to Forensic Nursing and Indian laws | 1 | 20 | | | | | | 20 |
| | | SSCC(I) 325 | Self-study/Co-curricular | | | | | | | | 20+20 |
| | | | TOTAL | 14 | 280 | 2 | 80 | 5 | 400 | 14+2+5=21 | 760+40=800 |
| 6 | Sixth | N-CHN(I)301 | Child Health Nursing II | 2 | 40 | | | 1 | 80 | | 120 |
| | | N-MHN(I) | Mental Health Nursing II | 2 | 40 | | | 2 | 160 | | 200 |

| | | | | | | | | |
|---|----------------|-----------------------------|---|-----------|------------|----------|-------------------------|-------------------------------|
| | | I)305 | | | | | | |
| | | NMLE 330 | Nursing Management &Leadership | 3 | 60 | | 1 | 80 140 |
| | | N-MIDW(I) /OBGN 335 | Midwifery/Obstetrics and Gynaecology (OBG) NursingI including SBA module | 3 | 60 | 1 | 40 3 | 240 340 |
| | | SSCC(II) 325 | Self-study/Co-curricular | | | | | - |
| | | | TOTAL | 10 | 200 | 1 | 40 7 | 560 10+1+ 800 7=18 |
| 7 | Seventh | N- COMH(II)401 | Community Health NursingII | 5 | 100 | | 2 | 160 260 |
| | | NRST 405 | Nursing Research &Statistics | 2 | 40 | 2 | 80 (Proje ct- 40) | 120 |
| | | N- MIDW(II)/ OBGN 410 | Midwifery/Obstetrics and Gynaecology (OBG) NursingII including Safe delivery app module | 3 | 60 | 1 | 40 4 | 320 420 |

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

1 credit theory – 1 hour per week per semester

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

1 credit elective course – 1 hour per week per semester

Total Semesters = 8

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

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

Total number of course credits including internship and electives – 156

(141+12+3) Distribution of credits and hours by courses, internship and electives

| S.No. | Credits | Theory (Cr/Hrs) | Lab (Cr/Hrs) | Clinical (Cr/Hrs) | Total credits | Hours |
|-------|----------------|--------------------------|--------------|-------------------|---------------|-------|
| 1 | Course credits | 90 credit per 1800 hours | 15/600 | 36/2880 | 141 | 5280 |
| 2 | Internship | | | | 12 | 1056 |

| | | | | | | |
|---|-------------------------------------|--|--|--|-----|------|
| 3 | Electives | | | | 3 | 60 |
| | TOTAL | | | | 156 | 6396 |
| 4 | Self-study and Co- curricular | Saturdays (one semester = 5 hours per week ×20 weeks × 7 semesters = 700 hours) | | | 12 | 240 |
| | | | | | 35 | 700 |
| | | | | | 47 | 940 |

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

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

Practicum (7 semesters) excluding internship

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

Clinical – 2880 (83%)

Total – 3480

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

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

4. SCHEME OF EXAMINATION

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

I SEMESTER

| S.No. | Course | Assessment (Marks) | | | | |
|-------|--------|-----------------------|--------------|-------------------------|-------|------------|
| | | Internal | End Semester | End Semester University | Hours | Total Mark |

| | | | College Exam | Exam | | s |
|------------------|---|-----|-----------------|------|---|-----|
| Theory | | | | | | |
| 1 | Communicative English | 25 | 25 | | 2 | 50 |
| 2 | Applied Anatomy & Applied Physiology | 25 | | 75 | 3 | 100 |
| 3 | Applied Sociology & Applied Psychology | 25 | | 75 | 3 | 100 |
| 4 | Nursing Foundations I | *25 | | | | |
| Practical | | | | | | |
| 5 | Nursing Foundations I | *25 | | | | |

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

Example:

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

II SEMESTER

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

III SEMESTER

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

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

IV SEMESTER

| S.No. | Course | Assessment (Marks) | | | | |
|-------|---|--|---------------------------------|------------------------------------|-------|----------------|
| | | Internal | End Semester College exam | End Semester University Exam | Hours | Total marks |
| | Theory | | | | | |
| 1 | Pharmacology & Pathology (I & II) and Genetics | 25 III Sem-25 & IV Sem-25 (with average of | | 75 | 3 | 100 |

| | | | | | | |
|------------------|---|-------|----|----|---|-----|
| | | both) | | | | |
| 2 | Adult Health Nursing II | 25 | | 75 | 3 | 100 |
| 3 | Professionalism, Ethics and Professional Values | 25 | 25 | | 2 | 50 |
| Practical | | | | | | |
| 4 | Adult Health Nursing II | 50 | | 50 | | 100 |

V SEMESTER

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

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

VI SEMESTER

| S.No. | Course | Assessment (Marks) | | | | |
|-------|--------|-----------------------|--------------|--------------|-------|---------------|
| | | Internal | End Semester | End Semester | Hours | Total mark |

| | | | College exam | University Exam | | s |
|---------------|--------------------------------|---|-----------------|--------------------|---|-----|
| Theory | | | | | | |
| 1 | Child Health Nursing (I & II) | 25 Sem V-25 & Sem VI- 25 (with average ofboth) | | 75 | 3 | 100 |
| 2 | Mental Health Nursing (I & II) | 25 Sem V-25 & Sem VI- 25 (with average ofboth) | | 75 | 3 | 100 |

| | | | | | | |
|------------------|-------------------------------------|--|--|----|---|-----|
| 3 | Nursing Management & Leadership | 25 | | 75 | 3 | 100 |
| 4 | Midwifery/Obstetrics & Gynecology I | *25 | | | | |
| Practical | | | | | | |
| 5 | Child Health Nursing (I & II) | 50 (Sem V-25 & Sem VI- 25) | | 50 | | 100 |
| 6 | Mental Health Nursing (I & II) | 50 (Sem V-25 & Sem VI- 25) | | 50 | | 100 |
| 7 | Midwifery/Obstetrics & Gynecology I | *25 | | | | |

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

VII SEMESTER

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

| | | | | | | |
|---|---|--|--|----|--|-----|
| 3 | Community Health Nursing II | 50 | | 50 | | 100 |
| 4 | Midwifery/Obstetrics and Gynecology(OBG) Nursing (I & II) | 50 (Sem VI-25 & Sem VII- 25) | | 50 | | 100 |

VIII SEMESTER

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

5. EXAMINATION**REGULATIONS**Note:

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

- iii. The candidate shall have cleared all the previous examination before appearing for final year examination.
 - iv. The maximum period to complete the course successfully should not exceed 8 years.
17. The candidate has to pass separately in internal and external examination (shall be reflected in the marks sheet). No institution shall submit average internal marks of the students not more than 75% (i.e. if 40 students are admitted in a course the average score of the 40 students shall not exceed 75% of total internal marks).
 18. At least 50% of the Non-nursing subjects like Applied Anatomy & Physiology, Applied Biochemistry, Applied Psychology & Sociology, Applied Microbiology, Pharmacology, Genetics, Nutrition & Dietetics, Communicative English and Health/Nursing Informatics & Technology should be taught by the Nursing teachers. Teachers who are involved in teaching non-nursing subjects can be the examiners for the program.
 19. Maximum number of candidates for practical examination should not exceed 20 per day. Particular year and of same institution batch shall be examined by the same set of examiners.
 20. All practical examinations must be held in the respective clinical areas.

21. One internal and one external examiner should jointly conduct practical examination for each student.
22. An examiner for theory and practical/OSCE examination should be an Assistant Professor or above in a College of Nursing with M.Sc. (Nursing) in concerned subject and minimum 3 years of teaching experience. To be an examiner for Nursing Foundations course, the faculty having M.Sc. (Nursing) with any specialty shall be considered.

V. ASSESSMENT GUIDELINES

1. Grading of Performance

Based on the performance, each student shall be awarded a final grade at the end of the semester for each course.

Absolute grading is used by converting the marks to grade, based on predetermined class intervals. UGC 10 point grading system is used with pass grade modified.

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

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

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

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

Ex. SGPA Computation

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

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

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

Computation of CGPA

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

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

| Semester I | Semester 2 | Semester 3 | Semester 4 |
|----------------------|------------|------------|------------|
| Credit – CrCr: 20 | Cr: 22 | Cr: 25 | Cr: 26 |
| SGPA: 6.5 | SGPA: 7.0 | SGPA: 5.5 | SGPA: 6.0 |
| Cr × SGPA = 20 × 6.5 | | | |

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

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

Transcript Format

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

Declaration of Pass

First Class with Distinction – CGPA of 7.5 and above
First Class – CGPA of 6.00-7.49

Second Class – CGPA of 5.00-5.99

2. Internal Assessment and Guidelines

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

3. University Theory and Practical Examination Pattern

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

SYLLABUS COMMUNICATIVE ENGLISH

PLACEMENT: I SEMESTER

THEORY: 2 Credits (40 hours)

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

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

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

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

COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|--|--|--|
| I | 3 (T) | Identify the significance of communicative English | Communication <ul style="list-style-type: none"> • What is communication? • What are communication roles of listeners, speakers, readers and writers as healthcare professionals? | <ul style="list-style-type: none"> • Definitions with examples, illustrations and explanations • Identifying competencies/ communicative strategies in LSRW • Reading excerpts on the above and interpreting them through tasks | <ul style="list-style-type: none"> • Checking for understanding through tasks |

| | | | | | |
|----|-------|--|--|---|--|
| II | 5 (T) | Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence | Introduction to LSRGW <ul style="list-style-type: none"> • L – Listening: Different types of listening • S – Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation • R – Reading: Medical vocabulary, • Gr – Grammar: Understanding tenses, linkers • W – Writing simple sentences and short paragraphs – emphasis on correct grammar | <ul style="list-style-type: none"> • Exercises on listening to news, announcements, telephone conversations and instructions from others • Information on fundamentals of Speech – Consonant, Vowel, Stress and Intonation with tasks based on these through audio/video and texts • Reading a medical dictionary/ glossary of medical terms with matching exercises • Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions | <ul style="list-style-type: none"> • Through ‘check your understanding’ exercises |
|----|-------|--|--|---|--|

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|---|--|---|
| III | 5 (T) | Demonstrate attentive listening in different hypothetical situations | Attentive Listening <ul style="list-style-type: none"> • Focusing on listening in different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations • Reproducing Verbatim • Listening to academic talks/ lectures • Listening to presentation | <ul style="list-style-type: none"> • Listening to announcements, news, documentaries with tasks based on listening • With multiple choice, Yes/No and fill in the blank activities | <ul style="list-style-type: none"> • Checking individually against correct answers • Listening for specific information • Listening for overall meaning and instructions • Listening to attitudes and opinions • Listening to audio, video and identify key points |

| | | | | | |
|----|-------|---|---|---|---|
| IV | 9 (T) | Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means | <p>Speaking – Effective Conversation</p> <ul style="list-style-type: none"> • Conversation situations – informal, formal and neutral • Factors influencing way of speaking – setting, topic, social relationship, attitude and language • Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations • Asking for information, giving instructions and directions • Agreeing and disagreeing, giving opinions • Describing people, places, events and things, narrating, reporting & reaching conclusions • Evaluating and comparing • Complaints and suggestions • Telephone conversations • Delivering presentations | <ul style="list-style-type: none"> • Different types of speaking activities related to the content • Guided with prompts and free discussions • Presentation techniques • Talking to peers and other adults. • Talking to patients and Patient attenders • Talking to other healthcare professionals • Classroom conversation • Scenario based learning tasks | <ul style="list-style-type: none"> • Individual and group/peer assessment through live speaking tests • Presentation of situation in emergency and routine • Handoff • Reporting in doctors/nurses 'rounds • Case presentation • Face to face oral communication • Speaking individually (Nurse to nurse/patient /doctor) and to others in the group • Telephonic talking |
| V | 5 (T) | Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes | <p>Reading</p> <ul style="list-style-type: none"> • Reading strategies, reading notes and messages • Reading relevant articles and news items • Vocabulary for everyday activities, abbreviations and medical vocabulary • Understanding visuals, graphs, figures and notes on instructions | <ul style="list-style-type: none"> • Detailed tasks and exercises on reading for information, inference and evaluation • Vocabulary games and puzzles for medical lexis | <ul style="list-style-type: none"> • Reading/ summarizing/ justifying answers orally • Patient document • Doctor's prescription of care • Journal/news |

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

| | | | | | |
|--|--|--|--|--|--|
| | | | | <ul style="list-style-type: none"> • Role Play • Writing reports | |
|--|--|--|--|--|--|

APPLIED ANATOMY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

COURSE OUTLINE

T – Theory

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

| | | | | | |
|-----------|-------|--|--|--|--|
| | | Describe the types of cartilage Compare and contrast the features of skeletal, smooth and cardiac muscle | <ul style="list-style-type: none"> • Features of skeletal, smooth and cardiac muscle • Application and implication in nursing | | |
| II | 6 (T) | Describe the structure of respiratory system Identify the muscles of respiration and examine their contribution to the mechanism of breathing | The Respiratory system <ul style="list-style-type: none"> • Structure of the organs of respiration • Muscles of respiration • Application and implication in nursing | <ul style="list-style-type: none"> • Lecture cum Discussion • Models • Video/Slides | <ul style="list-style-type: none"> • Short answer • Objective type |

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

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|-----|--------|---|--|--|--|
| VII | 10 (T) | <p>Describe anatomical position and structure of bones and joints</p> <p>Identify major bones that make up the axial and appendicular skeleton</p> <p>Classify the joints</p> <p>Identify the application and implications in nursing</p> <p>Describe the structure of muscle</p> | <p>The Musculoskeletal system:</p> <p>The Skeletal system</p> <ul style="list-style-type: none"> • Anatomical positions • Bones – types, structure, growth and ossification • Axial and appendicular skeleton • Joints – classification, major joints and structure • Application and implications in nursing | <ul style="list-style-type: none"> • Review – discussion • Lecture • Discussions • Explain using charts, skeleton and loose bones and torso • Identifying muscles involved in nursing procedures in lab | <ul style="list-style-type: none"> • Short answer • Objective type |
|-----|--------|---|--|--|--|

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

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

APPLIED PHYSIOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

COURSE OUTLINE
T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|-------------|-------------------|--|---|---|--|
| I | 4 (T) | Describe the physiology of cell, tissues, membranes and glands | General Physiology – Basic concepts <ul style="list-style-type: none"> • Cell physiology including transportation across cell membrane • Body fluid compartments, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis • Cell cycle • Tissue – formation, repair • Membranes and glands – functions • Application and implication in nursing | <ul style="list-style-type: none"> • Review – discussion • Lecture cum Discussion • Video demonstrations | <ul style="list-style-type: none"> • Quiz • MCQ • Short answer |
| II | 6 (T) | Describe the physiology and mechanism of respiration Identify the muscles of respiration and examine their contribution to the mechanism of breathing | Respiratory system <ul style="list-style-type: none"> • Functions of respiratory organs • Physiology of respiration • Pulmonary circulation – functional features • Pulmonary ventilation, exchange of gases • Carriage of oxygen and carbon-dioxide, Exchange of gases in tissue • Regulation of respiration • Hypoxia, cyanosis, dyspnea, periodic breathing • Respiratory changes during exercise • Application and implication in nursing | <ul style="list-style-type: none"> • Lecture • Video slides | <ul style="list-style-type: none"> • Essay • Short answer • MCQ |

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|------------|-------|--|---|--|--|
| III | 8 (T) | Describe the functions of digestive system | Digestive system <ul style="list-style-type: none"> • Functions of the organs of digestive tract • Saliva – composition, regulation of secretion and functions of saliva • Composition and function of gastric juice, mechanism and regulation of gastric secretion • Composition of pancreatic juice, function, regulation of pancreatic secretion • Functions of liver, gall bladder and pancreas • Composition of bile and function • Secretion and function of small and large intestine • Movements of alimentary tract • Digestion in mouth, stomach, small intestine, large intestine, absorption of food • Application and implications in nursing | <ul style="list-style-type: none"> • Lecture cum Discussion • Video slides | <ul style="list-style-type: none"> • Essay • Short answer • MCQ |
| IV | 6 (T) | Explain the functions of the | Circulatory and Lymphatic system <ul style="list-style-type: none"> • Functions of heart, conduction system, | <ul style="list-style-type: none"> • Lecture | <ul style="list-style-type: none"> • Short answer |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|---|--|---|--|
| | | heart, and physiology of circulation | <p>cardiac cycle, Stroke volume and cardiac output</p> <ul style="list-style-type: none"> • Blood pressure and Pulse • Circulation – principles, factors influencing blood pressure, pulse • Coronary circulation, Pulmonary and systemic circulation • Heart rate – regulation of heart rate • Normal value and variations • Cardiovascular homeostasis in exercise and posture • Application and implication in nursing | <ul style="list-style-type: none"> • Discussion • Video/Slides | <ul style="list-style-type: none"> • MCQ |
| V | 5 (T) | Describe the composition and functions of blood | <p>Blood</p> <ul style="list-style-type: none"> • Blood – Functions, Physical characteristics • Formation of blood cells • Erythropoiesis – Functions of RBC, RBC lifecycle • WBC – types, functions • Platelets – Function and production of platelets • Clotting mechanism of blood, clotting time, bleeding time, PTT • Hemostasis – role of vasoconstriction, platelet plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation • Blood groups and types • Functions of reticuloendothelial system, immunity • Application in nursing | <ul style="list-style-type: none"> • Lecture • Discussion • Videos | <ul style="list-style-type: none"> • Essay • Short answer • MCQ |

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|-------------|-------|--|---|---|---|
| VI | 5 (T) | Identify the major endocrine glands and describe their functions | The Endocrine system <ul style="list-style-type: none"> <input type="checkbox"/> Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands. <input type="checkbox"/> Other hormones <input type="checkbox"/> Alterations in disease <input type="checkbox"/> Application and implication in nursing | <ul style="list-style-type: none"> • Lecture • Explain using charts | <ul style="list-style-type: none"> • Short answer • MCQ |
| VII | 4 (T) | Describe the structure of various sensory organs | The Sensory Organs <ul style="list-style-type: none"> • Functions of skin • Vision, hearing, taste and smell • Errors of refraction, aging changes • Application and implications in nursing | <ul style="list-style-type: none"> • Lecture • Video | <ul style="list-style-type: none"> • Short answer • MCQ |
| VIII | 6 (T) | Describe the functions of | Musculoskeletal system | <ul style="list-style-type: none"> • Lecture | <ul style="list-style-type: none"> • Structured essay |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|-----------|------------|---|---|--|---|
| | | bones, joints, various types of muscles, its special properties and nerves supplying them | <ul style="list-style-type: none"> • Bones – Functions, movements of bones of axial and appendicular skeleton, Bone healing • Joints and joint movements • Alteration of joint disease • Properties and Functions of skeletal muscles – mechanism of muscle contraction • Structure and properties of cardiac muscles and smooth muscles • Application and implication in nursing | <ul style="list-style-type: none"> • Discussion • Video presentation | <ul style="list-style-type: none"> • Short answer • MCQ |
| IX | 4 (T) | Describe the physiology of renal system | Renal system <ul style="list-style-type: none"> • Functions of kidney in maintaining homeostasis • GFR • Functions of ureters, bladder and urethra • Micturition • Regulation of renal function • Application and implication in nursing | <ul style="list-style-type: none"> • Lecture • Charts and models | <ul style="list-style-type: none"> • Short answer • MCQ |
| X | 4 (T) | Describe the structure of reproductive system | The Reproductive system <ul style="list-style-type: none"> • Female reproductive system – Menstrual cycle, function and hormones of ovary, oogenesis, fertilization, implantation, Functions of breast • Male reproductive system – Spermatogenesis, hormones and its functions, semen • Application and implication in providing nursing care | <ul style="list-style-type: none"> • Lecture • Explain using charts, models, specimens | <ul style="list-style-type: none"> • Short answer • MCQ |

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|----|-------|--|---|--|---|
| XI | 8 (T) | Describe the functions of brain, physiology of nerve stimulus, reflexes, cranial and spinal nerves | <ul style="list-style-type: none"> • Nervous system • Overview of nervous system • Review of types, structure and functions of neurons • Nerve impulse • Review functions of Brain-Medulla, Pons, Cerebrum, Cerebellum • Sensory and Motor Nervous system • Peripheral Nervous system • Autonomic Nervous system • Limbic system and higher mental Functions-Hippocampus, Thalamus, Hypothalamus • Vestibular apparatus • Functions of cranial nerves • Autonomic functions • Physiology of Pain-somatic, visceral and referred | <ul style="list-style-type: none"> • Lecture cum Discussion • Video slides | <ul style="list-style-type: none"> • Brief structured essays • Short answer • MCQ • Critical reflection |
|----|-------|--|---|--|---|

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

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

APPLIED SOCIOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

COURSE OUTLINE

T – Theory

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

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching / Learning Activities | Assessment Methods |
|------|------------|--|--|---|--|
| | | | <ul style="list-style-type: none"> • Structure and characteristics of urban, rural and tribal community. • Major health problems in urban, rural and tribal communities • Importance of social structure in nursing profession | | |
| III | 8 (T) | Describe culture and its impact on health and disease | Culture <ul style="list-style-type: none"> • Nature, characteristic and evolution of culture • Diversity and uniformity of culture • Difference between culture and civilization • Culture and socialization • Transcultural society • Culture, Modernization and its impact on health and disease | <ul style="list-style-type: none"> • Lecture • Panel discussion | <ul style="list-style-type: none"> • Essay • Short answer |
| IV | 8 (T) | Explain family, marriage and legislation related to marriage | Family and Marriage <ul style="list-style-type: none"> • Family – characteristics, basic need, types and functions of family • Marriage – forms of marriage, social custom relating to marriage and importance of marriage • Legislation on Indian marriage and family. • Influence of marriage and family on health and health practices | <ul style="list-style-type: none"> • Lecture | <ul style="list-style-type: none"> • Essay • Short answer • Case study report |

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|----|--------|---|--|--|---|
| V | 8 (T) | Explain different types of caste and classes in society and its influence on health | <p>Social stratification</p> <ul style="list-style-type: none"> • Introduction – Characteristics & forms of stratification • Function of stratification • Indian caste system – origin and characteristics • Positive and negative impact of caste in society. • Class system and status • Social mobility-meaning and types • Race – concept, criteria of racial classification • Influence of class, caste and race system on health. | <ul style="list-style-type: none"> • Lecture • Panel discussion | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| VI | 15 (T) | Explain social organization, disorganization, social problems and role of nurse in reducing social problems | <p>Social organization and disorganization</p> <ul style="list-style-type: none"> • Social organization – meaning, elements and types • Voluntary associations • Social system – definition, types, role and status as structural element of social system. • Interrelationship of institutions • Social control – meaning, aims and process of social control | <ul style="list-style-type: none"> • Lecture • Group discussion • Observational visit | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • Visit report |

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

APPLIED PSYCHOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 Hours)

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

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

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

COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|---|---|---|
| I | 2 (T) | Describe scope, branches and significance of psychology in nursing | Introduction <ul style="list-style-type: none"> • Meaning of Psychology <ul style="list-style-type: none"> • Development of psychology – Scope, branches and methods of psychology • Relationship with other subjects <ul style="list-style-type: none"> • Significance of psychology in nursing • Applied psychology to solve everyday issues | <ul style="list-style-type: none"> • Lecture cum Discussion | <ul style="list-style-type: none"> • Essay • Short answer |
| II | 4 (T) | Describe biology of human behaviour | Biological basis of behavior –Introduction <ul style="list-style-type: none"> • Body mind relationship • Genetics and behaviour • Inheritance of behaviour • Brain and behaviour. • Psychology and sensation – sensory process – normal and abnormal | <ul style="list-style-type: none"> • Lecture • Discussion | <ul style="list-style-type: none"> • Essay • Short answer |
| III | 5 (T) | Describe mentally healthy person and defense mechanisms | Mental health and mental hygiene <ul style="list-style-type: none"> • Concept of mental health and mental hygiene • Characteristic of mentally healthy person • Warning signs of poor mental health • Promotive and preventive mental health strategies and services • Defense mechanism and its implication • Frustration and conflict – types of conflicts and measurements to overcome • Role of nurse in reducing frustration and conflict and enhancing coping | <ul style="list-style-type: none"> • Lecture • Case discussion • Role play | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |

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|----|-------|---|--|--|---|
| | | | <ul style="list-style-type: none"> • Dealing with ego | | |
| IV | 7 (T) | Describe psychology of people in different age groups and role of nurse | <p>Developmental psychology</p> <ul style="list-style-type: none"> • Physical, psychosocial and cognitive development across life span – Prenatal through early childhood, middle to late childhood through adolescence, early and mid-adulthood, late adulthood, death and dying • Role of nurse in supporting normal growth and development across the life span • Psychological needs of various groups in health and sickness – Infancy, childhood, adolescence, adulthood and older adult • Introduction to child psychology and role of nurse in meeting the psychological needs of | <ul style="list-style-type: none"> • Lecture • Group • discussion | <ul style="list-style-type: none"> • Essay • Short answer |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|--|--|--|
| | | | <p>children</p> <ul style="list-style-type: none"> • Psychology of vulnerable individuals –challenged, women, sick etc. • Role of nurse with vulnerable groups | | |
| V | 4 (T) | Explain personality and role of nurse in identification and improvement in altered personality | <p>Personality</p> <ul style="list-style-type: none"> • Meaning, definition of personality • Classification of personality • Measurement and evaluation of personality – Introduction • Alteration in personality • Role of nurse in identification of individual personality and improvement in altered personality | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Essay and short answer • Objective type |
| VI | 16 (T) | Explain cognitive process and their applications | <p>Cognitive process</p> <ul style="list-style-type: none"> • Attention – definition, types, determinants, duration, degree and alteration in attention • Perception – Meaning of Perception, principles, factor affecting perception, • Intelligence – Meaning of intelligence – Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence tests – Mental deficiencies • Learning – Definition of learning, types of learning, Factors influencing learning – Learning process, Habit formation • Memory-meaning and nature of memory, factors influencing memory, | <ul style="list-style-type: none"> • Lecture • Discussion | <ul style="list-style-type: none"> • Essay and short answer • Objective type |

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|------------|-------|---|--|---|--|
| | | | <p>methods to improve memory, forgetting</p> <ul style="list-style-type: none"> • Thinking – types, level, reasoning and problem solving. • Aptitude – concept, types, individual differences and variability • Psychometric assessment of cognitive processes – Introduction • Alteration in cognitive processes | | |
| VII | 6 (T) | Describe motivation, emotion, attitude and role of nurse in emotionally sick client | <p>Motivation and emotional processes</p> <ul style="list-style-type: none"> • Motivation – meaning, concept, types, theories of motivation, motivation cycle, biological and special motives • Emotions – Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness – handling emotions in self and other • Stress and adaptation – stress, stressor, cycle, effect, adaptation and coping | <ul style="list-style-type: none"> • Lecture • Group discussion | <ul style="list-style-type: none"> • Essay and short answer • Objective type |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|-------------|------------|--|---|---|--|
| | | | <ul style="list-style-type: none"> • Attitudes – Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness • Psychometric assessment of emotions and attitude – Introduction • Role of nurse in caring for emotionally sick client | | |
| VIII | 4 (T) | Explain psychological assessment and tests and role of nurse | <p>Psychological assessment and tests – introduction</p> <ul style="list-style-type: none"> • Types, development, characteristics, principles, uses, interpretation • Role of nurse in psychological assessment | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Short answer • Assessment of practice |
| IX | 10 (T) | Explain concept of soft skill and its application in workplace and society | <p>Application of soft skill</p> <ul style="list-style-type: none"> • Concept of soft skill • Types of soft skill – visual, aural and communication skill • The way of communication • Building relationship with client and society • Interpersonal Relationships (IPR): Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers • Survival strategies – managing time, coping stress, resilience, work – life balance • Applying soft skill to workplace and society – Presentation skills, social etiquette, telephone etiquette, motivational skills, teamwork etc. • Use of soft skill in nursing | <ul style="list-style-type: none"> • Lecture • Group discussion • Role play • Refer/Complete Soft skills module | <ul style="list-style-type: none"> • Essay and short answer |

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|---|-------|--------------------------|--|---|--|
| X | 2 (T) | Explain self-empowerment | Self-empowerment <ul style="list-style-type: none"> • Dimensions of self-empowerment • Self-empowerment development • Importance of women's empowerment in society • Professional etiquette and personal grooming • Role of nurse in empowering others | <ul style="list-style-type: none"> • Lecture • Discussion | <ul style="list-style-type: none"> • Short answer • Objective type |
|---|-------|--------------------------|--|---|--|

NURSING FOUNDATION - I (including First Aid

module) PLACEMENT: I SEMESTER

THEORY: 6 Credits (120 hours)

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

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

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

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

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

First Aid: 40 Hours (including Basic CPR)

COURSE OUTLINE

T – Theory, SL – Skill Lab

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|-------------------|---------|-------------------------------|--------------------|
|------|------------|-------------------|---------|-------------------------------|--------------------|

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

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------------|-------------|--|--|--|--|
| | | | Functions <ul style="list-style-type: none"> • Health care teams in hospitals – members and their role | | |
| III | 12 (T) | Trace the history of Nursing Explain the concept, nature and scope of nursing Describe values, code of ethics and professional conduct for nurses in India | History of Nursing and Nursing as a profession <ul style="list-style-type: none"> • History of Nursing, History of Nursing in India • Contributions of Florence Nightingale • Nursing – Definition – Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel • Nursing as a profession – definition and characteristics/criteria of profession • Values – Introduction – meaning and importance • Code of ethics and professional conduct for nurses – Introduction | <ul style="list-style-type: none"> • Lecture • Discussion • Case discussion • Role plays | <ul style="list-style-type: none"> • Essay • Short answers • Objective type |

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|----|-----------------|---|---|--|---|
| IV | 8 (T) 3 (SL) | Describe the process, principles, and types of communication Explain therapeutic, non-therapeutic and professional communication Communicate effectively with patients, their families and team members | Communication and Nurse Patient Relationship <ul style="list-style-type: none"> • Communication – Levels, Elements and Process, Types, Modes, Factors influencing communication • Methods of effective communication/therapeutic communication techniques • Barriers to effective communication/non-therapeutic communication techniques • Professional communication • Helping Relationships (Nurse Patient Relationship) – Purposes and Phases • Communicating effectively with patient, families and team members • Maintaining effective human relations and communication with vulnerable groups (children, women, physically and mentally challenged and elderly) | <ul style="list-style-type: none"> • Lecture • Discussion • Role play and video film on Therapeutic Communication | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| V | 4 (T) 2 (SL) | Describe the purposes, types and techniques of recording and reporting Maintain records and reports accurately | Documentation and Reporting <ul style="list-style-type: none"> • Documentation – Purposes of Reports and Records • Confidentiality • Types of Client records/Common Record-keeping forms • Methods/Systems of documentation/Recording | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|-------------|-------------------|--|-------------------------------|--------------------|
| | | | <ul style="list-style-type: none"> • Guidelines for documentation • Do's and Don'ts of documentation/Legal guidelines for Documentation/Recording • Reporting – Change of shift reports, Transfer reports, Incident reports | | |

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|------------|-------|------------------------------|---|--|--|
| | | | <p>Errors in BP Assessment</p> <ul style="list-style-type: none"> ○ Alterations in Blood Pressure □ Documenting Vital Signs | | |
| VII | 3 (T) | Maintain equipment and linen | <p>Equipment and Linen</p> <ul style="list-style-type: none"> • Types – Disposables and reusable <ul style="list-style-type: none"> ○ Linen, rubber goods, glassware, metal, plastics, furniture • Introduction – Indent, maintenance, Inventory | | |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------------|---|--|---|---|
| VIII | 10 (T) 3 (SL) | Describe the basic principles and techniques of infection control and biomedical waste management | <p>Introduction to Infection Control in Clinical setting Infection</p> <ul style="list-style-type: none"> • Nature of infection • Chain of infection • Types of infection • Stages of infection • Factors increasing susceptibility to infection • Body defenses against infection – Inflammatory response & Immuneresponse • Health care associated infection (Nosocomial infection) <p>Introductory concept of Asepsis –Medical & Surgical asepsis</p> <p><i>Precautions</i></p> <ul style="list-style-type: none"> • Hand Hygiene • (Hand washing and use of hand Rub) • Use of Personal Protective Equipment (PPE) • Standard precautions <p><i>Biomedical Waste management</i></p> <ul style="list-style-type: none"> • Types of hospital waste, waste segregation and hazards – Introduction | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Observation of autoclaving and other sterilization techniques • Video presentation on medical & surgical asepsis | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |

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|-----------|--------------------------|---|--|---|---|
| IX | 15 (T) 15 (SL) | Identify and meet the comfort needs of the patients | <p><i>Comfort, Rest & Sleep and Pain</i></p> <ul style="list-style-type: none"> • Comfort <ul style="list-style-type: none"> ○ Factors Influencing Comfort ○ Types of beds including latest beds, purposes & bed making ○ Therapeutic positions ○ Comfort devices • Sleep and Rest <ul style="list-style-type: none"> ○ Physiology of sleep ○ Factors affecting sleep ○ Promoting Rest and sleep ○ Sleep Disorders • Pain (Discomfort) <ul style="list-style-type: none"> ○ Physiology ○ Common cause of pain ○ Types ○ Assessment – pain scales and narcoticscales | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE |
|-----------|--------------------------|---|--|---|---|

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|-----------------|---|--|--|---|
| | | | <ul style="list-style-type: none"> ○ Pharmacological and Non-pharmacological pain relieving measures – Use of narcotics, TENS devices, PCA ○ Invasive techniques of pain management ○ Any other newer measures ○ CAM (Complementary & Alternative healing Modalities) | | |
| X | 5 (T) 3 (SL) | Describe the concept of patient environment | <p>Promoting Safety in Health Care Environment</p> <ul style="list-style-type: none"> • Physical environment – Temperature, Humidity, Noise, Ventilation, Light, Odor, Pest control • Reduction of Physical hazards – fire, accidents • Fall Risk Assessment • Role of nurse in providing safe and clean environment • Safety devices – <ul style="list-style-type: none"> ○ Restraints – Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints- Skill and Practice guidelines ○ Other Safety Devices – Side rails, Grabbars, Ambu alarms, non-skid slippers etc. | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |

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|------------|------------------|---|--|--|---|
| XI | 6 (T) 2 (SL) | Explain and perform admission, transfer, and discharge of a patient | Hospital Admission and discharge <ul style="list-style-type: none"> • Admission to the hospital Unit and preparation of unit <ul style="list-style-type: none"> o Admission bed o Admission procedure o Medico-legal issues o Roles and Responsibilities of the nurse • Discharge from the hospital <ul style="list-style-type: none"> o Types – Planned discharge, LAMA and Abscond, Referrals and transfers o Discharge Planning o Discharge procedure o Medico-legal issues o Roles and Responsibilities of the nurse o Care of the unit after discharge | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| XII | 8 (T) 10 (SL) | Demonstrate skill in caring for patients with restricted mobility | Mobility and Immobility <ul style="list-style-type: none"> • Elements of Normal Movement, Alignment & Posture, Joint Mobility, Balance, Coordinated Movement | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & | <ul style="list-style-type: none"> • Essay • Short answer • Objective |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|-------------|-----------------|---|---|--|---|
| | | | <ul style="list-style-type: none"> • Principles of body mechanics • Factors affecting Body Alignment and activity • Exercise – Types and benefits • Effects of Immobility • Maintenance of normal Body Alignment and Activity • Alteration in Body Alignment and mobility • Nursing interventions for impaired Body Alignment and Mobility – assessment, types, devices used, method <ul style="list-style-type: none"> ○ Range of motion exercises ○ Muscle strengthening exercises ○ Maintaining body alignment – positions ○ Moving ○ Lifting ○ Transferring ○ Walking • Assisting clients with ambulation • Care of patients with Immobility using Nursing process approach • Care of patients with casts and splints | Re-demonstration | <ul style="list-style-type: none"> type • OSCE |
| XIII | 4 (T) 2 (SL) | Describe the principles and practice of patient education | Patient education <ul style="list-style-type: none"> • Patient Teaching – Importance, Purposes, Process • Integrating nursing process in patient teaching | <ul style="list-style-type: none"> • Discussion • Role plays | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |

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

*Mandatory module

CLINICAL PRACTICUM

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

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

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

SKILL LAB

Use of Mannequins and Simulators

| S.No. | Competencies | Mode of Teaching |
|-------|---|--------------------------------|
| 1. | Therapeutic Communication and Documentation | Role Play |
| 2. | Vital signs | Simulator/Standardized patient |
| 3. | Medical and Surgical Asepsis | Videos/Mannequin |
| 4. | Pain Assessment | Standardized patient |
| 5. | Comfort Devices | Mannequin |
| 6. | Therapeutic Positions | Mannequin |
| 7. | Physical Restraints and Side rails | Mannequin |

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|-----|--|--------------------------------|
| 8. | ROM Exercises | Standardized patient |
| 9. | Ambulation | Standardized patient |
| 10. | Moving and Turning patients in bed | Mannequin |
| 11. | Changing position of helpless patients | Mannequin/Standardized patient |
| 12. | Transferring patients bed to stretcher/wheel chair | Mannequin/Standardized patient |
| 13. | Admission, Transfer, Discharge & Health Teaching | Role Play |

CLINICAL POSTINGS – General Medical/Surgical

Wards 10 weeks × 16 hours/week = 160 Hours

| Clinical Unit | Duration (in Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills (Supervised Clinical Practice) | Clinical Requirements | Assessment Methods |
|----------------------------------|---------------------|--|---|---|---|
| General Medical / Surgical wards | 2 | Maintain effective human relations (projecting professional image) Communicate effectively with patient, families and team members Demonstrate skills in techniques of recording and reporting | Communication and Nurse-patient relationship • Maintaining Communication with patient and family and interpersonal relationship • Documentation and Reporting ○ Documenting patient care and procedures ○ Verbal report ○ Written report | | • OSCE |
| | 2 | Demonstrate skill in monitoring vital signs Care for patients with altered vital signs Demonstrate skill in implementing standard precautions and use of PPE | <i>Vital signs</i> • Monitor/measure and document vital signs in a graphic sheet ○ Temperature (oral, tympanic, axillary) ○ Pulse (Apical and peripheral pulses) ○ Respiration ○ Blood pressure ○ Pulse oximetry • Interpret and report alteration • Cold Applications – Cold Compress, Ice cap, Tepid Sponging • Care of equipment – thermometer, BP apparatus, | • Care of patients with alterations in vital signs- 1 | • Assessment of clinical skills using checklist • OSCE |

| | | | | | |
|--|---|--|---|--|---|
| | | | <p>Stethoscope, Pulse oximeter</p> <p><i>Infection control in Clinical settings</i></p> <ul style="list-style-type: none"> • Hand hygiene • Use of PPE | | |
| | 3 | Demonstrate skill in meeting the comfort needs of the patients | <p>Comfort, Rest & Sleep, Pain and Promoting Safety in Health Care Environment</p> <p><i>Comfort, Rest & Sleep</i></p> <ul style="list-style-type: none"> • Bed making- <ul style="list-style-type: none"> ○ Open ○ Closed ○ Occupied ○ Post-operative | | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE |

| Clinical Unit | Duration (in Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills (Supervised Clinical Practice) | Clinical Requirements | Assessment Methods |
|---------------|---------------------|------------------------------------|---|--|--------------------|
| | | Provide safe and clean environment | <ul style="list-style-type: none"> ○ Cardiac bed ○ Fracture bed □ Comfort devices <ul style="list-style-type: none"> ○ Pillows ○ Over bed table/cardiac table ○ Back rest ○ Bed Cradle □ Therapeutic Positions <ul style="list-style-type: none"> ○ Supine ○ Fowlers (low, semi, high) ○ Lateral ○ Prone ○ Sim's ○ Trendelenburg ○ Dorsal recumbent ○ Lithotomy ○ Knee chest <p><i>Pain</i></p> <ul style="list-style-type: none"> □ Pain assessment and provision for comfort <p><i>Promoting Safety in Health Care Environment</i></p> <ul style="list-style-type: none"> □ Care of Patient's Unit □ Use of Safety devices: <ul style="list-style-type: none"> ○ Side Rails □ Restraints (Physical) □ Fall risk assessment and Post Fall Assessment | <ul style="list-style-type: none"> • Fall risk assessment-1 | |

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| | 2 | Demonstrate skill in admission, transfer, and discharge of a patient | Hospital Admission and discharge, Mobility and Immobility and Patient education <i>Hospital Admission and discharge</i> Perform & Document: <ul style="list-style-type: none"> • Admission • Transfer • Planned Discharge | | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE |
| | | Demonstrate skill in caring for patients with restricted mobility | <i>Mobility and Immobility</i> <ul style="list-style-type: none"> • Range of Motion Exercises • Assist patient in: <ul style="list-style-type: none"> o Moving | <ul style="list-style-type: none"> • Individual teaching- 1 | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE |

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

PLACEMENT: II SEMESTER**THEORY:** 2 credits (40 hours) (includes lab hours also)**DESCRIPTION:** The course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body, its alterations in disease conditions and to apply this knowledge in the practice of nursing.**COMPETENCIES:** On completion of the course, the students will be able to

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

COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|--|--|--|
| I | 8 (T) | Describe the metabolism of carbohydrates and its alterations | <p>Carbohydrates</p> <ul style="list-style-type: none"> • Digestion, absorption and metabolism of carbohydrates and related disorders • Regulation of blood glucose • Diabetes Mellitus – type 1 and type 2, symptoms, complications & management in brief • Investigations of Diabetes Mellitus <ul style="list-style-type: none"> ○ OGTT – Indications, Procedure, Interpretation and types of GTT curve ○ Mini GTT, extended GTT, GCT, IVGTT ○ HbA1c (Only definition) • Hypoglycemia – Definition & causes | <ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides • Demonstration of laboratory tests | <ul style="list-style-type: none"> • Essay • Short answer • Very short answer |
| II | 8 (T) | Explain the metabolism of lipids and its alterations | <p>Lipids</p> <ul style="list-style-type: none"> • Fatty acids – Definition, classification • Definition & Clinical significance of MUFA & PUFA, Essential fatty acids, Trans fatty acids • Digestion, absorption & metabolism of lipids & related disorders • Compounds formed from cholesterol • Ketone bodies (name, types & significance only) • Lipoproteins – types & functions (metabolism not required) • Lipid profile • Atherosclerosis (in brief) | <ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides • Demonstration of laboratory tests | <ul style="list-style-type: none"> • Essay • Short answer • Very short answer |

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|------------|-------|---|---|---|--|
| III | 9 (T) | <p>Explain the metabolism of amino acids and proteins</p> <p>Identify alterations in disease conditions</p> | <p>Proteins</p> <ul style="list-style-type: none"> • Classification of amino acids based on nutrition, metabolic rate with examples • Digestion, absorption & metabolism of protein & related disorders • Biologically important compounds synthesized from various amino acids (only names) • Inborn errors of amino acid metabolism – only aromatic amino acids (in brief) • Plasma protein – types, function & normal values • Causes of proteinuria, hypoproteinemia, hyper-gamma globulinemia • Principle of electrophoresis, normal & abnormal electrophoretic patterns (in | <ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts, models and slides | <ul style="list-style-type: none"> • Essay • Short answer • Very short answer |
|------------|-------|---|---|---|--|

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

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| VIII | 3 (T) | Illustrate the immunochemistry | Immunochemistry <ul style="list-style-type: none"> • Structure & functions of immunoglobulin • Investigations & interpretation – ELISA | <ul style="list-style-type: none"> • Lecture cum Discussion • Explain using charts and slides • Demonstration of laboratory tests | <ul style="list-style-type: none"> • Short answer • Very short answer |
|-------------|-------|--------------------------------|---|--|---|

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

APPLIED NUTRITION AND DIETETICS

PLACEMENT: II SEMESTER

THEORY: 3 credits (60 hours)
Theory : 45 hours

Lab : 15 hours

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

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

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

COURSE OUTLINE

T – Theory

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

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|------------|-------|---|--|--|--|
| | | | <input type="checkbox"/> Origin | | |
| II | 3 (T) | <p>Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates</p> <p>Explain BMR and factors affecting BMR</p> | <p>Carbohydrates</p> <ul style="list-style-type: none"> • Composition – Starches, sugar and cellulose • Recommended Daily Allowance (RDA) • Dietary sources • Functions <p>Energy</p> <ul style="list-style-type: none"> • Unit of energy – Kcal • Basal Metabolic Rate (BMR) • Factors affecting BMR | <ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides • Models • Display of food items | <ul style="list-style-type: none"> • Essay • Short answer • Very short answer |
| III | 3 (T) | <p>Describe the classification ,</p> <p>Functions, sources</p> | <p>Proteins</p> <ul style="list-style-type: none"> • Composition | <ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides | <ul style="list-style-type: none"> • Essay • Short answer • Very short |

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

| | | | | | |
|------------|----------------|--|--|--|---|
| | | | <ul style="list-style-type: none"> • Requirements – RDA | | |
| VII | 7 (T) 8 (L) | Describe and plan balanced diet for different age groups, pregnancy, and lactation | <p>Balanced diet</p> <ul style="list-style-type: none"> • Definition, principles, steps • Food guides – Basic Four Food Groups • RDA – Definition, limitations, uses • Food Exchange System • Calculation of nutritive value of foods • Dietary fibre <p>Nutrition across life cycle</p> <ul style="list-style-type: none"> • Meal planning/Menu planning –Definition, principles, steps • Infant and Young Child Feeding (IYCF) guidelines – breast feeding, infant foods • Diet plan for different age groups – | <ul style="list-style-type: none"> • Lecture cum Discussion • Meal planning • Lab session on <ul style="list-style-type: none"> ○ Preparation of balanced diet for different categories ○ Low cost nutritious dishes | <ul style="list-style-type: none"> • Short answer • Very short answer |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|-------------|------------|--|--|---|--|
| | | | <p>Children, adolescents and elderly</p> <ul style="list-style-type: none"> • Diet in pregnancy – nutritional requirements and balanced diet plan • Anemia in pregnancy – diagnosis, diet for anemic pregnant women, iron & folic acid supplementation and counseling • Nutrition in lactation – nutritional requirements, diet for lactating mothers, complementary feeding/ weaning | | |
| VIII | 6 (T) | Classify and describe the common nutritional deficiency disorders and identify nurses' role in assessment, management and prevention | <p>Nutritional deficiency disorders</p> <ul style="list-style-type: none"> • Protein energy malnutrition – magnitude of the problem, causes, classification, signs & symptoms, Severe acute malnutrition (SAM), management & prevention and nurses' role • Childhood obesity – signs & symptoms, assessment, management & prevention and nurses' role • Vitamin deficiency disorders – vitamin A, B, C & D deficiency disorders – causes, signs & symptoms, management & prevention and nurses' role • Mineral deficiency diseases – iron, iodine and calcium deficiencies – causes, signs & symptoms, management & prevention and nurses' role | <ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides • Models | <ul style="list-style-type: none"> • Essay • Short answer • Very short answer |

| | | | | | |
|-----------|----------------|--|--|--|--|
| IX | 4 (T) 7 (L) | Principles of diets in various diseases | Therapeutic diets <ul style="list-style-type: none"> • Definition, Objectives, Principles • Modifications – Consistency, Nutrients, • Feeding techniques. • Diet in Diseases – Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders • Constipation, Diarrhea, Pre and Post-operative period | <ul style="list-style-type: none"> • Lecture cum Discussion • Meal planning • Lab session on preparation of therapeutic diets | <ul style="list-style-type: none"> • Essay • Short answer • Very short answer |
| X | 3 (T) | Describe the rules and preservation of nutrients | Cookery rules and preservation of nutrients <ul style="list-style-type: none"> • Cooking – Methods, Advantages and Disadvantages • Preservation of nutrients • Measures to prevent loss of nutrients during preparation • Safe food handling and Storage of foods • Food preservation • Food additives and food adulteration • Prevention of Food Adulteration Act (PFA) • Food standards | <ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides | <ul style="list-style-type: none"> • Essay • Short answer • Very short answer |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|---|--|--|--|
| XI | 4 (T) | Explain the methods of nutritional assessment and nutrition education | Nutrition assessment and nutrition education <ul style="list-style-type: none"> • Objectives of nutritional assessment • Methods of assessment – clinical examination, anthropometry, laboratory & biochemical assessment, assessment of dietary intake including Food frequency questionnaire (FFQ) method • Nutrition education – purposes, principles and methods | <ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Writing nutritional assessment report | <ul style="list-style-type: none"> • Essay • Short answer • Evaluation of Nutritional assessment report |
| XII | 3 (T) | Describe nutritional problems in India and nutritional programs | National Nutritional Programs and role of nurse <ul style="list-style-type: none"> • Nutritional problems in India • National nutritional policy • <i>National nutritional programs</i> – Vitamin A Supplementation, Anemia Mukh Bharat Program, Integrated Child Development Services (ICDS), Mid-day Meal Scheme (MDMS), National Iodine Deficiency Disorders Control Program (NIDDCP), Weekly Iron Folic Acid Supplementation (WIFS) and others as introduced • Role of nurse in every program | <ul style="list-style-type: none"> • Lecture cum Discussion | <ul style="list-style-type: none"> • Essay • Short answer • Very short answer |

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| XIII | 2 (T) | Discuss the importance of food hygiene and food safety Explain the Acts related to food safety | Food safety <ul style="list-style-type: none"> • Definition, Food safety considerations & measures • Food safety regulatory measures in India – Relevant Acts • Five keys to safer food • Food storage, food handling and cooking • General principles of food storage of food items (ex. milk, meat) • Role of food handlers in food born diseases • Essential steps in safe cooking practices | <ul style="list-style-type: none"> • Guided reading on related acts | <ul style="list-style-type: none"> • Quiz • Short answer |
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Food born diseases and food poisoning are dealt in Community Health Nursing I.

NURSING FOUNDATION - II (including Health Assessment

Module) PLACEMENT: II SEMESTER

THEORY: 6 Credits (120 hours)

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

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

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

1. Develop understanding about fundamentals of health assessment and perform health assessment in supervised clinical settings

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

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

Health Assessment Module: 40 hours

COURSE OUTLINE

T – Theory, SL – Skill Lab

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

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|-------------|-------------------|--|-------------------------------|--------------------|
| | | approach | <p>oAssessment</p> <ul style="list-style-type: none"> ▪ Collection of Data: Types, Sources, Methods ▪ Organizing Data ▪ Validating Data ▪ Documenting Data <p>o Nursing Diagnosis</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identification of client problems, risks and strengths <input type="checkbox"/> Nursing diagnosis statement – parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis <input type="checkbox"/> NANDA approved diagnoses <input type="checkbox"/> Difference between medical and nursing diagnosis <p>o Planning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Types of planning <input type="checkbox"/> Establishing Priorities <input type="checkbox"/> Establishing Goals and Expected Outcomes – Purposes, types, guidelines, Components of goals and outcome statements <input type="checkbox"/> Types of Nursing Interventions, Selecting interventions: Protocols and Standing Orders <input type="checkbox"/> Introduction to Nursing Intervention Classification and Nursing Outcome Classification | | |

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| | | | <input type="checkbox"/> Guidelines for writing care plan <input type="checkbox"/> Implementation <input type="checkbox"/> Process of Implementing the plan of care <input type="checkbox"/> Types of care – Direct and Indirect <input type="checkbox"/> Evaluation <input type="checkbox"/> Evaluation Process, Documentation and Reporting | | |
| III | 5 (T) 5 (SL) | Identify and meet the Nutritional needs of patients | Nutritional needs <ul style="list-style-type: none"> • Importance • Factors affecting nutritional needs • Assessment of nutritional status • <i>Review</i>: special diets – Solid, Liquid, Soft • <i>Review</i> on therapeutic diets • Care of patient with Dysphagia, | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Exercise • Supervised Clinical practice | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • Evaluation of nutritional assessment & diet planning |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|-----------|------------------|--|--|--|---|
| | | | <p>Anorexia, Nausea, Vomiting</p> <ul style="list-style-type: none"> • Meeting Nutritional needs: Principles, equipment, procedure, indications <ul style="list-style-type: none"> ○ Oral ○ Enteral: Nasogastric/Orogastric ○ Introduction to other enteral feeds – types, indications, Gastrostomy, Jejunostomy ○ Parenteral – TPN (Total Parenteral Nutrition) | | |
| IV | 5 (T) 15 (SL) | Identify and meet the hygienic needs of patients | <p>Hygiene</p> <ul style="list-style-type: none"> • Factors Influencing Hygienic Practice • Hygienic care: Indications and purposes, effects of neglected care <ul style="list-style-type: none"> ○ Care of the Skin – (Bath, feet and nail, Hair Care) ○ Care of pressure points ○ Assessment of Pressure Ulcers using Braden Scale and Norton Scale ○ Pressure ulcers – causes, stages and manifestations, care and prevention ○ Perineal care/Meatal care ○ Oral care, Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, dentures, hearing aid) | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE |

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

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|-------------|-------------------|---|-------------------------------|--------------------|
| | | | <ul style="list-style-type: none"> • Bowel Elimination <ul style="list-style-type: none"> ○ Review of Physiology of Bowel Elimination, Composition and characteristics of feces ○ Factors affecting Bowel elimination ○ Alteration in Bowel Elimination ○ Facilitating bowel elimination: Assessment, equipment, procedures <ul style="list-style-type: none"> ▪ Enemas ▪ Suppository ▪ Bowel wash ▪ Digital Evacuation of impacted feces ▪ Care of patients with Ostomies (Bowel Diversion Procedures) | | |

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| VI | 3 (T) 4 (SL) | Explain various types of specimens and identify normal values of tests Develop skill in specimen collection, handling and transport | <p>Diagnostic testing</p> <ul style="list-style-type: none"> • Phases of diagnostic testing (pre-test, intra-test & post-test) in Common investigations and clinical implications <ul style="list-style-type: none"> ○ Complete Blood Count ○ Serum Electrolytes ○ LFT ○ Lipid/Lipoprotein profile ○ Serum Glucose – AC, PC, HbA1c ○ Monitoring Capillary Blood Glucose (Glucometer Random Blood Sugar – GRBS) ○ Stool Routine Examination ○ Urine Testing – Albumin, Acetone, pH, Specific Gravity ○ Urine Culture, Routine, Timed Urine Specimen ○ Sputum culture ○ Overview of Radiologic & Endoscopic Procedures | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| VII | 11 (T) 10 (SL) | Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy | <p>Oxygenation needs</p> <ul style="list-style-type: none"> □ Review of Cardiovascular and Respiratory Physiology □ Factors affecting respiratory functioning □ Alterations in Respiratory Functioning □ Conditions affecting <ul style="list-style-type: none"> ○ Airway ○ Movement of air | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|-------------|-------------------|---|-------------------------------|--------------------|
| | | | <ul style="list-style-type: none"> ○ Diffusion ○ Oxygen transport □ Alterations in oxygenation □ Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure ○ Maintenance of patent airway ○ Oxygen administration ○ Suctioning – oral, tracheal ○ Chest physiotherapy – Percussion, Vibration & Postural drainage ○ Care of Chest drainage – principles & purposes ○ Pulse Oximetry – Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation □ Restorative & continuing care <ul style="list-style-type: none"> ○ Hydration ○ Humidification ○ Coughing techniques ○ Breathing exercises ○ Incentive spirometry | | |

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| VIII | 5 (T) 10 (SL) | Describe the concept of fluid, electrolyte balance | <p>Fluid, Electrolyte, and Acid – Base Balances</p> <ul style="list-style-type: none"> • Review of Physiological Regulation of Fluid, Electrolyte and Acid-Base Balances • Factors Affecting Fluid, Electrolyte and Acid-Base Balances • Disturbances in fluid volume: <ul style="list-style-type: none"> ○ Deficit <ul style="list-style-type: none"> ▪ Hypovolemia ▪ Dehydration ○ Excess <ul style="list-style-type: none"> ▪ Fluid overload ▪ Edema • Electrolyte imbalances (hypo and hyper) <ul style="list-style-type: none"> ○ Acid-base imbalances <ul style="list-style-type: none"> ▪ Metabolic – acidosis & alkalosis ▪ Respiratory – acidosis & alkalosis ○ Intravenous therapy | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • Problem solving – calculations |
|------|---------------------|--|--|--|---|

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|-------------|-------------------|---|-------------------------------|--------------------|
| | | | <ul style="list-style-type: none"> ▪ Peripheral venipuncture sites ▪ Types of IV fluids ▪ Calculation for making IV fluidplan ▪ Complications of IV fluid therapy ▪ Measuring fluid intake and output ▪ Administering Blood and Bloodcomponents ▪ Restricting fluid intake ▪ Enhancing Fluid intake | | |

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| IX | 20 (T) 22 (SL) | <p>Explain the principles, routes, effects of administration of medications</p> <p>Calculate conversions of drugs and dosages within and between systems of measurements</p> <p>Administer oral and topical medication and document accurately under supervision</p> | <p>Administration of Medications</p> <ul style="list-style-type: none"> • Introduction – Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics • Factors influencing Medication Action • Medication orders and Prescriptions • Systems of measurement • Medication dose calculation • Principles, 10 rights of Medication Administration • Errors in Medication administration • Routes of administration • Storage and maintenance of drugs and Nurses responsibility • Terminologies and abbreviations used in prescriptions and medications orders • Developmental considerations • Oral, Sublingual and Buccal routes: Equipment, procedure • Introduction to Parenteral Administration of Drugs – Intramuscular, Intravenous, Subcutaneous, Intradermal: Location of site, Advantages and disadvantages of the specific sites, Indication and contraindications for the different routes and sites. • Equipment – Syringes & needles, cannulas, Infusion sets – parts, types, sizes • Types of vials and ampoules, Preparing Injectable medicines | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration & Re-demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • OSCE |
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| | | | <p>from vials and ampoules</p> <p>oCare of equipment: decontamination and disposal of syringes, needles,</p> | | |
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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|-------------|-------------------|---|-------------------------------|--------------------|
| | | | <p>infusion sets</p> <p>oPrevention of Needle-Stick Injuries</p> <ul style="list-style-type: none"> • Topical Administration: Types, purposes, site, equipment, procedure <ul style="list-style-type: none"> o Application to skin & mucousmembrane o Direct application of liquids, Gargleand swabbing the throat o Insertion of Drug into body cavity: Suppository/ medicated packing inrectum/vagina o Instillations: Ear, Eye, Nasal, Bladder,and Rectal o Irrigations: Eye, Ear, Bladder, Vaginaland Rectal o Spraying: Nose and throat • Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications) – purposes, types, equipment, procedure, recording and reporting of medications administered • Other Parenteral Routes: Meaning ofepidural, intrathecal, intraosseous, intraperitoneal, intra-pleural, intra-arterial | | |

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| X | 5 (T) 6 (SL) | Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice | <p>Sensory needs</p> <ul style="list-style-type: none"> • Introduction • Components of sensory experience – Reception, Perception & Reaction • Arousal Mechanism • Factors affecting sensory function • Assessment of Sensory alterations – sensory deficit, deprivation, overload & sensory poverty • Management <ul style="list-style-type: none"> o Promoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment) <p>Care of Unconscious Patients</p> <ul style="list-style-type: none"> • Unconsciousness: Definition, causes & risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations • Assessment and nursing management of patient with unconsciousness, complications | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|-----------------|-------------------------------|---|---|---|
| XI | 4 (T) 6 (SL) | Explain loss, death and grief | Care of Terminally ill, death and dying <ul style="list-style-type: none"> • Loss – Types • Grief, Bereavement & Mourning • Types of Grief responses • Manifestations of Grief • Factors influencing Loss & Grief Responses • Theories of Grief & Loss – Kubler Ross • 5 Stages of Dying • The R Process model (Rando's) • Death – Definition, Meaning, Types (Brain & Circulatory Deaths) • Signs of Impending Death • Dying patient's Bill of Rights • Care of Dying Patient • Physiological changes occurring after Death • Death Declaration, Certification • Autopsy • Embalming • Last office/Death Care • Counseling & supporting grieving relatives • Placing body in the Mortuary • Releasing body from Mortuary • Overview – Medico-legal Cases, Advance directives, DNI/DNR, | <ul style="list-style-type: none"> • Lecture • Discussion • Case discussions • Death care/last office | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |

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| | | | OrganDonation, Euthanasia | | |
| | | | PSYCHOSOCIAL NEEDS (A-D) | | |
| XII | 3 (T) | Develop basic understanding of self-concept | A. Self-concept <ul style="list-style-type: none"> • Introduction • Components (Personal Identity, Body Image, Role Performance, Self Esteem) • Factors affecting Self Concept • Nursing Management | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Case Discussion/Role play | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| XIII | 2 (T) | Describe sexual development and sexuality | B. Sexuality <ul style="list-style-type: none"> • Sexual development throughout life • Sexual health • Sexual orientation • Factors affecting sexuality | <ul style="list-style-type: none"> • Lecture • Discussion | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------------|-----------------|--------------------------------|--|---|---|
| | | | <ul style="list-style-type: none"> • Prevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse • Dealing with inappropriate sexual behavior | | |
| XIV | 2 (T) 4 (SL) | Describe stress and adaptation | <p>C. Stress and Adaptation –Introductory concepts</p> <ul style="list-style-type: none"> • Introduction • Sources, Effects, Indicators & Types of Stress • Types of stressors • Stress Adaptation – General Adaptation Syndrome (GAS), Local Adaptation Syndrome (LAS) • Manifestation of stress – Physical & psychological • Coping strategies/ Mechanisms • Stress Management <ul style="list-style-type: none"> ○ Assist with coping and adaptation ○ Creating therapeutic environment • Recreational and diversion therapies | <ul style="list-style-type: none"> • Lecture • Discussion | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |

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| XV | 6 (T) | <p>Explain culture and cultural norms</p> <p>Integrate cultural differences and spiritual needs in providing care to patients under supervision</p> | <p>D. Concepts of Cultural Diversity and Spirituality</p> <ul style="list-style-type: none"> • Cultural diversity <ul style="list-style-type: none"> ○ Cultural Concepts – Culture, Subculture, Multicultural, Diversity, Race, Acculturation, Assimilation ○ Transcultural Nursing ○ Cultural Competence ○ Providing Culturally Responsive Care • Spirituality <ul style="list-style-type: none"> ○ Concepts – Faith, Hope, Religion, Spirituality, Spiritual Wellbeing ○ Factors affecting Spirituality ○ Spiritual Problems in Acute, Chronic, Terminal illnesses & Near-Death Experience ○ Dealing with Spiritual Distress/Problems | <ul style="list-style-type: none"> • Lecture • Discussion | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| XVI | 6 (T) | <p>Explain the significance of nursing theories</p> | <p>Nursing Theories: Introduction</p> <ul style="list-style-type: none"> • Meaning & Definition, Purposes, Types of theories with examples, Overview of selected nursing theories – Nightingale, Orem, Roy • Use of theories in nursing practice | <ul style="list-style-type: none"> • Lecture • Discussion | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |

CLINICAL PRACTICUM

Clinical: 4 Credits (320 hours)

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

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

SKILL LAB

Use of Mannequins and Simulators

| S.No. | Competencies | Mode of Teaching |
|-------|--|-------------------------|
| 1. | Health Assessment | Standardized Patient |
| 2. | Nutritional Assessment | Standardized Patient |
| 3. | Sponge bath, oral hygiene, perineal care | Mannequin |
| 4. | Nasogastric tube feeding | Trainer/ Simulator |
| 5. | Providing bed pan & urinal | Mannequin |
| 6. | Catheter care | Catheterization Trainer |
| 7. | Bowel wash, enema, insertion of | Simulator/ Mannequin |

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| | suppository | |
| 8. | Oxygen administration – face mask, venturmask, nasal prongs | Mannequin |
| 9. | Administration of medication through Parenteral route – IM, SC, ID, IV | IM injection trainer, ID injection trainer, IV arm (Trainer) |
| 10. | Last Office | Mannequin |

CLINICAL POSTINGS – General Medical/Surgical

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

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

| Clinical Unit | Duration (Weeks) | Learning Outcomes | Procedural Competencies/Clinical Skills (Supervised Clinical Practice) | Clinical Requirements | Assessment Methods |
|---------------|------------------|--|---|---|---|
| | | | oBody systems <ul style="list-style-type: none"> • Use various methods of physical examination – Inspection, Palpation, Percussion, Auscultation, Olfaction • Identification of system wise deviations • Documentation of findings | | |
| | 1 | Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach | The Nursing Process <ul style="list-style-type: none"> • Prepare Nursing care plan for the patient based on the given case scenario | <ul style="list-style-type: none"> • Nursing process – 1 | <ul style="list-style-type: none"> • Evaluation of Nursing process with criteria |

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| 2 | Identify and meet the Nutritional needs of patients Implement basic nursing techniques in meeting hygienic needs of patients | <p>Nutritional needs, Elimination needs & Diagnostic testing</p> <p><i>Nutritional needs</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Nutritional Assessment <input type="checkbox"/> Preparation of Nasogastric tube feed <input type="checkbox"/> Nasogastric tube feeding <p><i>Hygiene</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Care of Skin & Hair: <ul style="list-style-type: none"> – Sponge Bath/ Bed bath – Care of pressure points & back massage <input type="checkbox"/> Pressure sore risk assessment using Braden/Norton scale <ul style="list-style-type: none"> – Hair wash – Pediculosis treatment <input type="checkbox"/> Oral Hygiene <input type="checkbox"/> Perineal Hygiene <input type="checkbox"/> Catheter care | <ul style="list-style-type: none"> • Nutritional Assessment and Clinical Presentation – 1 • Pressure sore assessment – 1 | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE |
| 2 | Plan and Implement care to meet the elimination needs of patient Develop skills in instructing and collecting samples for investigation. | <p>Elimination needs</p> <ul style="list-style-type: none"> <input type="checkbox"/> Providing <ul style="list-style-type: none"> – Urinal – Bedpan <input type="checkbox"/> Insertion of Suppository <input type="checkbox"/> Enema <input type="checkbox"/> Urinary Catheter care <input type="checkbox"/> Care of urinary drainage <p>Diagnostic testing</p> | <ul style="list-style-type: none"> • Clinical Presentation on Care of patient with Constipation – 1 • Lab values – interpretation | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE |

| Clinical Unit | Duration (Weeks) | Learning Outcomes | Procedural Competencies/Clinical Skills (Supervised Clinical Practice) | Clinical Requirements | Assessment Methods |
|---------------|------------------|--|---|-----------------------|--|
| | | Perform simple lab tests and analyze & interpret common diagnostic values | <input type="checkbox"/> Specimen Collection <ul style="list-style-type: none"> o Urine routine and culture o Stool routine o Sputum Culture <input type="checkbox"/> Perform simple Lab Tests using reagent strips <ul style="list-style-type: none"> o Urine – Glucose, Albumin, Acetone, pH, Specific gravity <input type="checkbox"/> Blood – GRBS Monitoring | | |
| | 3 | Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances | Oxygenation needs, Fluid, Electrolyte, and Acid – Base Balances Oxygenation needs <ul style="list-style-type: none"> <input type="checkbox"/> Oxygen administration methods <ul style="list-style-type: none"> o Nasal Prongs o Face Mask/Venturi Mask <input type="checkbox"/> Steam inhalation <input type="checkbox"/> Chest Physiotherapy <input type="checkbox"/> Deep Breathing & Coughing Exercises <input type="checkbox"/> Oral Suctioning Fluid, Electrolyte, and Acid – Base Balances <ul style="list-style-type: none"> <input type="checkbox"/> Maintaining intake output chart <input type="checkbox"/> Identify & report complications of IV therapy <input type="checkbox"/> Observe Blood & | | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist • OSCE |

| | | | | | |
|--|---|---|--|--|---|
| | | | <p>BloodComponent therapy</p> <p><input type="checkbox"/> Identify & Report Complications of Blood & BloodComponent therapy</p> | | |
| | 3 | <p>Explain the principles,routes, effects of administration of medications</p> <p>Calculate conversions of drugs and dosages within and between systems of Measurements</p> <p>Administer drugs by the following routes- Oral, Intradermal,</p> | <p>Administration of Medications</p> <ul style="list-style-type: none"> • Calculate Drug Dosages • Preparation of lotions & solutions • Administer Medications <ul style="list-style-type: none"> o Oral o Topical o Inhalationso Parenteral <ul style="list-style-type: none"> ▪ Intradermal ▪ Subcutaneous | | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE |

| Clinical Unit | Duration (Weeks) | Learning Outcomes | Procedural Competencies/Clinical Skills (Supervised Clinical Practice) | Clinical Requirements | Assessment Methods |
|---------------|------------------|--|---|--|--|
| | | Subcutaneous, Intramuscular, IntraVenous Topical, inhalation | <ul style="list-style-type: none"> ▪ -Intramuscular ▪ Instillations o Eye, Ear, Nose –instillation of medicated drops, nasal sprays, irrigations | | |
| | 2 | Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness Care for terminally ill and dying patients | Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying <i>Sensory Needs and Care of Unconscious patients</i> <ul style="list-style-type: none"> • Assessment of Level of Consciousness using Glasgow Coma Scale <i>Terminally ill, death and dying</i> <ul style="list-style-type: none"> • Death Care | <ul style="list-style-type: none"> • Nursing rounds on care of patient with altered sensorium | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist |

HEALTH/NURSING INFORMATICS AND TECHNOLOGY

PLACEMENT: II SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICAL/LAB: 1 Credit (40 hours)

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

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

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

COURSE OUTLINE

T – Theory, P/L – Lab

| Unit | Time (Hrs) | | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|-----|--|--|--|--|
| | T | P/L | | | | |
| I | 10 | 15 | Describe the importance of computer and technology in patientcare and nursing practice | Introduction to computer applications for patient care delivery system and nursing practice <ul style="list-style-type: none"> • Use of computers in teaching, learning, research and nursing practice | <ul style="list-style-type: none"> • Lecture • Discussion • Practice session • Supervised clinical practice on EHR use • Participate in data analysis using statistical package with statistician | (T) <ul style="list-style-type: none"> • Short answer • Objective type • Visit reports • Assessment of assignments |
| | | | Demonstrate the use of computer and technology in patientcare, nursing education, practice, administration and research. | <ul style="list-style-type: none"> • Windows, MS office: Word, Excel, Power Point • Internet • Literature search • Statistical packages • Hospital management information system | <ul style="list-style-type: none"> • Visit to hospitals with different hospital management systems | (P) <ul style="list-style-type: none"> • Assessment of skills using checklist |
| II | 4 | 5 | Describe the principles of health informatics Explain the ways data, knowledge and information can be used for effective healthcare | Principles of Health Informatics <ul style="list-style-type: none"> • Health informatics – needs, objectives and limitations • Use of data, information and knowledge for more effective healthcare and better health | <ul style="list-style-type: none"> • Lecture • Discussion • Practical session • Work in groups with health informatics team in a hospital to extract nursing data and prepare a report | (T) <ul style="list-style-type: none"> • Essay • Short answer • Objective type questions • Assessment of report |

| | | | | | | |
|-----|---|---|--|--|---|--|
| III | 3 | 5 | <p>Describe the concepts of information system in health</p> <p>Demonstrate the use of health information system in hospital setting</p> | <p><u>Information Systems in Healthcare</u></p> <ul style="list-style-type: none"> • Introduction to the role and architecture of information systems in modern healthcare environments • Clinical Information System (CIS)/Hospital information System (HIS) | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Practical session • Work in groups with nurse leaders to understand the hospital information system | <p>(T)</p> <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| IV | 4 | 4 | <p>Explain the use of electronic health records in nursing practice</p> <p>Describe the latest trend in electronic health records standards and interoperability</p> | <p><u>Shared Care & Electronic Health Records</u></p> <ul style="list-style-type: none"> • Challenges of capturing rich patient histories in a computable form • Latest global developments and standards to enable lifelong electronic health records to be integrated from disparate systems. | <ul style="list-style-type: none"> • Lecture • Discussion • Practice on Simulated EHR system • Practical session • Visit to health informatics department of a hospital to understand the use of EHR in nursing practice | <p>(T)</p> <ul style="list-style-type: none"> • Essay • Short answer • Objective type (P) • Assessment of skills using checklist |

| Unit | Time (Hrs) | | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|-----|--|---|--|---|
| | T | P/L | | | | |
| | | | | | <ul style="list-style-type: none"> Prepare a report on current EHR standards in Indian setting | |
| V | 3 | | Describe the advantages and limitations of health informatics in maintaining patient safety and risk management | <p><u>Patient Safety & Clinical Risk</u></p> <ul style="list-style-type: none"> Relationship between patient safety and informatics Function and application of the risk management process | <ul style="list-style-type: none"> Lecture Discussion | (T) <ul style="list-style-type: none"> Essay Short answer Objective type |
| VI | 3 | 6 | Explain the importance of knowledge management Describe the standardized languages used in health informatics | <p><u>Clinical Knowledge & Decision Making</u></p> <ul style="list-style-type: none"> Role of knowledge management in improving decision-making in both the clinical and policy contexts Systematized Nomenclature of Medicine, Clinical Terms, SNOMED CT to ICD-10-CM Map, standardized nursing terminologies (NANDA, NOC), Omaha system. | <ul style="list-style-type: none"> Lecture Discussion Demonstration Practical session Work in groups to prepare a report on standardized languages used in health informatics. Visit health informatics department to understand the standardized languages used in hospital setting | (T) <ul style="list-style-type: none"> Essay Short answer Objective type |

| | | | | | | |
|-------------|---|---|---|--|---|---|
| VII | 3 | | <p>Explain the use of information and communication technology in patientcare</p> <p>Explain the application of publichealth informatics</p> | <p><u>eHealth: Patients and theInternet</u></p> <ul style="list-style-type: none"> • Use of information and communication technology to improve or enable personal andpublic healthcare • Introduction to public health informatics and role of nurses | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • Practical exam |
| VIII | 3 | 5 | <p>Describe the functions of nursing information system</p> <p>Explain the use ofhealthcare data inmanagement of health care organization</p> | <p><u>Using Information in HealthcareManagement</u></p> <ul style="list-style-type: none"> • Components of Nursing Information system(NIS) • Evaluation, analysis and presentation of healthcare datato inform decisions in the management of health-care organizations | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration on simulated NIS software • Visit to health informatics departmentof the hospital to understand use of healthcare data in decision making | <p>(T)</p> <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| IX | 4 | | <p>Describe the ethicaland legal issues in healthcare informatics</p> <p>Explains the ethicaland legal issues</p> | <p><u>Information Law & Governancein Clinical Practice</u></p> <ul style="list-style-type: none"> • Ethical-legal issues pertaining tohealthcare information in contemporary clinical practice • Ethical-legal issues related to | <ul style="list-style-type: none"> • Lecture • Discussion • Case discussion • Role play | <p>(T)</p> <ul style="list-style-type: none"> • Essay • Short answer • Objective type |

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

SKILLS

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

APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY

PLACEMENT: III SEMESTER

THEORY: 2 Credits (40 hours)

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

SECTION A: APPLIED MICROBIOLOGY

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

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

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

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

COURSE OUTLINE

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

| Unit | Time (Hrs) | | Learning Outcome s | Content | Teaching/ Learning Activities | Assessmen tMethods |
|------|------------|----------|---|--|---|--|
| | T | P | | | | |
| I | 3 | | Explain concepts and principles of microbiology and its importance in nursing | Introduction: <ul style="list-style-type: none"> • Importance and relevance to nursing • Historical perspective • Concepts and terminology • Principles of microbiology | <ul style="list-style-type: none"> • Lecture cum Discussion | <ul style="list-style-type: none"> • Short answer • Objective type |
| II | 10 | 10 (L/E) | Describe structure, classification morphology and growth of bacteria Identify Microorganisms | General characteristics of Microbes: <ul style="list-style-type: none"> • Structure and classification of Microbes • Morphological types • Size and form of bacteria • Motility • Colonization • Growth and nutrition of microbes • Temperature • Moisture • Blood and body fluids • Laboratory methods for Identification of Microorganisms • Types of Staining – simple, differential (Gram's, AFB), special – capsular staining (negative), spore, LPCB, KOH mount. • Culture and media preparation – solid and liquid. Types of media – | <ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Experiential Learning through visual | <ul style="list-style-type: none"> • Short answer • Objective type |

| | | | | | | |
|-----|---|---------|--|--|---|--|
| | | | | semi synthetic, synthetic, enriched, enrichment, selective and differential media. Pure culture techniques – tubedilution, pour, spread, streak plate. Anaerobic cultivation of bacteria | | |
| III | 4 | 6 (L/E) | Describe the different disease producing organisms | <p>Pathogenic organisms</p> <ul style="list-style-type: none"> • Micro-organisms: Cocci – gram positive and gram negative; Bacilli – gram positive and gram negative • Viruses • Fungi: Superficial and Deep mycoses • Parasites • Rodents & Vectors <p>o Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms</p> | <ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Experiential learning through visual | <ul style="list-style-type: none"> • Short answer • Objective type |
| IV | 3 | 4 (L/E) | Explain the concepts of | Immunity | <ul style="list-style-type: none"> • Lecture | <ul style="list-style-type: none"> • Short answer • Objective |

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

SECTION B: INFECTION CONTROL & SAFETY

THEORY: 20 hours

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

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

COMPETENCIES: The students will be able to:

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

11. Develop understanding of the various safety protocols and adhere to those protocols.

COURSE OUTLINE

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

| Unit | Time (Hrs) | | Learning Outcome s | Content | Teaching/ Learning Activities | Assessmen tMethods |
|------|------------|-------|---|---|---|---|
| | T | P | | | | |
| I | 2 | 2 (E) | Summarize the evidence based and effective patient care practices for the prevention of common healthcare associated infections in the healthcare | HAI (Hospital acquired Infection) <ul style="list-style-type: none"> • Hospital acquired infection • Bundle approach <ul style="list-style-type: none"> - Prevention of Urinary Tract Infection (UTI) - Prevention of Surgical Site Infection (SSI) - Prevention of Ventilator | <ul style="list-style-type: none"> • Lecture & Discussion • Experiential learning | <ul style="list-style-type: none"> • Knowledge assessment • MCQ • Short answer |

| Unit | Time (Hrs) | | Learning Outcome s | Content | Teaching/ Learning Activities | Assessmen tMethods |
|------------|------------|-------|--|--|--|--|
| | T | P | | | | |
| | | | setting | Associated events (VAE) - Prevention of Central Line Associated Blood Stream Infection (CLABSI) <ul style="list-style-type: none"> • Surveillance of HAI – Infection control team & Infection control committee | | |
| II | 3 | 4 (L) | Demonstrate appropriate use of different types of PPEs and the critical use of risk assessment | Isolation Precautions and use of Personal Protective Equipment (PPE) <ul style="list-style-type: none"> • Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect) • Epidemiology & Infection prevention – CDC guidelines • Effective use of PPE | <ul style="list-style-type: none"> • Lecture • Demonstration & Re-demonstration | <ul style="list-style-type: none"> • Performance assessment • OSCE |
| III | 1 | 2 (L) | Demonstrate the hand hygiene practice and its effectiveness on infection control | Hand Hygiene <ul style="list-style-type: none"> • Types of Hand hygiene. • Hand washing and use of alcohol hand rub • Moments of Hand Hygiene • WHO hand hygiene promotion | <ul style="list-style-type: none"> • Lecture • Demonstration & Re-demonstration | <ul style="list-style-type: none"> • Performance assessment |
| IV | 1 | 2 (E) | Illustrates disinfection and sterilization in the healthcare setting | Disinfection and sterilization <ul style="list-style-type: none"> • Definitions • Types of disinfection and sterilization • Environment cleaning • Equipment Cleaning | <ul style="list-style-type: none"> • Lecture • Discussion • Experiential learning through visit | <ul style="list-style-type: none"> • Short answer • Objective type |

| | | | | | | |
|----|---|-------|--|---|--|---|
| | | | | <ul style="list-style-type: none"> • Guides on use of disinfectants • Spaulding's principle | | |
| V | 1 | | Illustrate on what, when, how, why specimens are collected to optimize the diagnosis for treatment and management. | Specimen Collection (Review) <ul style="list-style-type: none"> • Principle of specimen collection • Types of specimens • Collection techniques and special considerations • Appropriate containers • Transportation of the sample • Staff precautions in handling specimens | <ul style="list-style-type: none"> • Discussion | <ul style="list-style-type: none"> • Knowledge evaluation • Quiz • Performance assessment • Checklist |
| VI | 2 | 2 (E) | Explain on BioMedical waste management & laundry management | BMW (Bio Medical Waste Management) <i>Laundry management process and infection control and prevention</i> | <ul style="list-style-type: none"> • Discussion • Demonstration • Experiential learning through | <ul style="list-style-type: none"> • Knowledge assessment by short answers, objective type • Performance |

| Unit | Time (Hrs) | | Learning Outcome s | Content | Teaching/ Learning Activities | Assessment Methods |
|------------|------------|---|--|--|--|---|
| | T | P | | | | |
| | | | | <ul style="list-style-type: none"> • Waste management process and infection prevention • Staff precautions • Laundry management • Country ordinance and BMW National guidelines 2017: Segregation of wastes, Colour coded waste containers, waste collection & storage, Packaging & labeling, Transportation | visit | assessment |
| VII | 2 | | <p>Explain in detail about Antibiotic stewardship, AMR</p> <p>Describe MRSA/ MDRO and its prevention</p> | <p>Antibiotic stewardship</p> <ul style="list-style-type: none"> • Importance of Antibiotic Stewardship • Anti-Microbial Resistance • Prevention of MRSA, MDRO in healthcare setting | <input type="checkbox"/> Lecture <input type="checkbox"/> Discussion <input type="checkbox"/> Written assignment –Recent AMR (Antimicrobial resistance) guidelines | <input type="checkbox"/> Short answer <input type="checkbox"/> Objective type <input type="checkbox"/> Assessment of assignment |

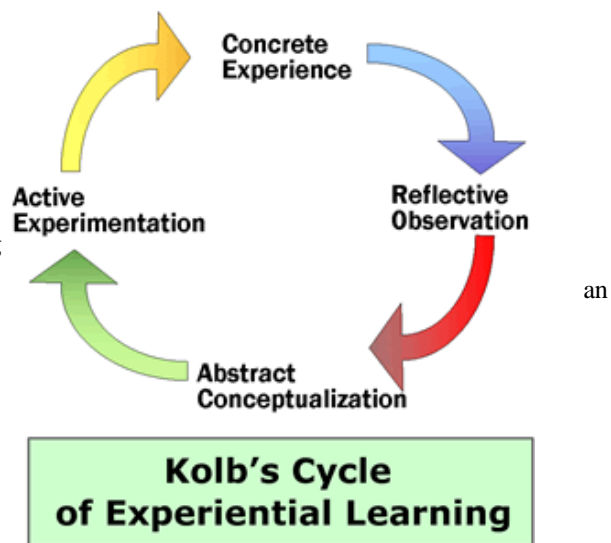
| Unit | Time (Hrs) | | Learning Outcome s | Content | Teaching/ Learning Activities | Assessmen tMethods |
|------|------------|---|---|---|---|--|
| | T | P | | | | |
| | | | | | <ul style="list-style-type: none"> • Role play • Inquiry Based Learning | <ul style="list-style-type: none"> • Objective type |
| IX | 1 | | Enumerate IPSG and application of the goals in the patient care settings. | IPSG (International Patient safetyGoals) <ul style="list-style-type: none"> • Identify patient correctly • Improve effective communication • Improve safety of High Alertmedication • Ensure safe surgery • Reduce the risk of health careassociated infection • Reduce the risk of patient harmresulting from falls • Reduce the harm associated withclinical alarm system | <ul style="list-style-type: none"> • Lecture • Role play | <ul style="list-style-type: none"> • Objective type |

| | | | | | | |
|-----------|---|---------|---|--|---|--|
| X | 2 | 3 (L/E) | Enumerate the various safety protocols and its applications | <p>Safety protocol</p> <ul style="list-style-type: none"> • 5S (Sort, Set in order, Shine, Standardize, Sustain) • Radiation safety • Laser safety • Fire safety <ul style="list-style-type: none"> - Types and classification of fire - Fire alarms - Firefighting equipment • HAZMAT (Hazardous Materials) safety <ul style="list-style-type: none"> - Types of spill - Spillage management - MSDS (Material Safety Data Sheets) • Environmental safety <ul style="list-style-type: none"> - Risk assessment - Aspect impact analysis - Maintenance of Temp and Humidity (Department wise) - Audits • Emergency Codes • Role of Nurse in times of disaster | <ul style="list-style-type: none"> • Lecture • Demonstration /Experiential learning | <ul style="list-style-type: none"> • Mock drills • Post tests • Checklist |
| XI | 2 | | Explain importance of employee safety | <p>Employee Safety Indicators</p> <ul style="list-style-type: none"> • Vaccination • Needle stick injuries (NSI) | <ul style="list-style-type: none"> • Lecture • Discussion | <ul style="list-style-type: none"> • Knowledge assessment by short answers, |

| Unit | Time (Hrs) | | Learning Outcome s | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|---|--|---|--|--|
| | T | P | | | | |
| | | | indicators Identify risk of occupational hazards, prevention and post exposure prophylaxis. | prevention <ul style="list-style-type: none"> • Fall prevention • Radiation safety • Annual health check Healthcare Worker Immunization Program and management of occupational exposure <ul style="list-style-type: none"> • Occupational health ordinance • Vaccination program for healthcare staff • Needle stick injuries and prevention and post exposure prophylaxis | <ul style="list-style-type: none"> • Lecture method • Journal review | objective type <ul style="list-style-type: none"> • Short answer |

***Experiential Learning:**

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



may occur in nearly and order as the learning progresses. As

pe

rthe need of the learner, the concrete components and

conceptual components can be in different order as they may require a variety of cognitive and affective behaviors.

PHARMACOLOGY - I

PLACEMENT: III SEMESTER

THEORY: 1 Credit (20 hours)

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

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

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

COURSE OUTLINE

T – Theory

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

| | | | | | |
|------------|-------|--|--|--|--|
| | | | route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse | n | |
| III | 2 (T) | Describe drugs acting on gastro-intestinal system & nurse's responsibilities | <p>Drugs acting on G.I. system</p> <p><input type="checkbox"/> Pharmacology of commonly used drugs</p> <ul style="list-style-type: none"> ○ Emetics and Antiemetics ○ Laxatives and Purgatives ○ Antacids and antipeptic ulcer drugs ○ Anti-diarrhoeals – Fluid and electrolyte therapy, Furazolidone, dicyclomine <p><input type="checkbox"/> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p> | <ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation | <ul style="list-style-type: none"> • Short answer • Objective type |

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

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| | | | <ul style="list-style-type: none"> • Drugs used to treat blood disorders • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse | | |
| VI | 2 (T) | Describe the drugs used in treatment of endocrine system disorders | <p>Drugs used in treatment of endocrine system disorders</p> <ul style="list-style-type: none"> • Insulin & oral hypoglycemics • Thyroid and anti-thyroid drugs • Steroids <ul style="list-style-type: none"> oCorticosteroids oAnabolic steroids • Calcitonin, parathormone, vitamin D₃, calcium metabolism <ul style="list-style-type: none"> oCalcium salts | <ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation | <ul style="list-style-type: none"> • Short answer • Objective type |

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

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| | | | route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse | | |
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PATHOLOGY - I

PLACEMENT: III SEMESTER

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

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

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

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

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

COURSE OUTLINE

T – Theory

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

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|-----------|-------|--|---|--|--|
| | | | <ul style="list-style-type: none"> • Disturbance of body fluids and electrolytes:Edema, Transudates and Exudates | | |
| II | 5 (T) | Explain pathological changes in disease conditions ofvarious systems | <p>Special Pathology</p> <p>Pathological changes in disease conditions of selected systems:</p> <p>1. Respiratory system</p> <ul style="list-style-type: none"> • Pulmonary infections: Pneumonia, Lungabscess, pulmonary tuberculosis • Chronic Obstructive Pulmonary Disease: Chronic bronchitis, Emphysema, BronchialAsthma, Bronchiectasis • Tumors of Lungs <p>2. Cardio-vascular system</p> <ul style="list-style-type: none"> • Atherosclerosis • Ischemia and Infarction. • Rheumatic Heart Disease | <ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides, X-rays andscans • Visit to pathology lab, endoscopy unitand OT | <ul style="list-style-type: none"> • Short answer • Objective type |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|-------------------|--|-------------------------------|--------------------|
| | | | <ul style="list-style-type: none"> • Infective endocarditis <p style="text-align: center;">3. Gastrointestinal tract</p> <ul style="list-style-type: none"> • Peptic ulcer disease (Gastric and Duodenalulcer) • Gastritis-H Pylori infection • Oral mucosa: Oral Leukoplakia, Squamouscell carcinoma • Esophageal cancer • Gastric cancer • Intestinal: Typhoid ulcer, InflammatoryBowel Disease (Crohn's disease and Ulcerative colitis), Colorectal cancer <p>4. Liver, Gall Bladder and Pancreas</p> <ul style="list-style-type: none"> • Liver: Hepatitis, Amoebic Liver abscess,Cirrhosis of Liver • Gall bladder: Cholecystitis. • Pancreas: Pancreatitis • Tumors of liver, Gall bladder and Pancreas <p>5. Skeletal system</p> <ul style="list-style-type: none"> • Bone: Bone healing, Osteoporosis,Osteomyelitis, Tumors • Joints: Arthritis - Rheumatoid arthritis andOsteoarthritis <p style="text-align: center;">6. Endocrine system</p> <ul style="list-style-type: none"> • Diabetes Mellitus • Goitre | | |

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

ADULT HEALTH NURSING - I WITH INTEGRATED PATHOPHYSIOLOGY (including BCLS**module) PLACEMENT: III SEMESTER****THEORY:** 7 Credits (140 hours)**PRACTICUM:** Lab/Skill Lab (SL) – 1 Credit (40 hours) Clinical – 6 Credits (480 hours)

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

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

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

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

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

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|-----------|--------------------|--|---|--|--|
| | | Develop competency in providing pre and postoperative care | <ul style="list-style-type: none"> o Wound care and dressing technique • Care of surgical patient <ul style="list-style-type: none"> o pre-operative o post-operative • Alternative therapies used in caring for patients with Medical Surgical Disorders | | |
| II | 15 (T) 4 (L/SL) | <p>Explain organizational set up of the operating theatre</p> <p>Differentiate the role of scrub nurse and circulating nurse</p> <p>Describe the different positioning for various surgeries</p> <p>Apply principles of asepsis in handling the sterile equipment</p> <p>Demonstrate skill in scrubbing procedures</p> <p>Demonstrate skill in assessing the patient and document accurately the surgical safety checklist</p> <p>Develop skill in assisting with selected surgeries</p> | <p>Intraoperative Care</p> <ul style="list-style-type: none"> • Organization and physical set up of the operation theatre <ul style="list-style-type: none"> o Classification o O.T Design o Staffing o Members of the OT team o Duties and responsibilities of the nurse in OT • Position and draping for common surgical procedures • Instruments, sutures and suture materials, equipment for common surgical procedures • Disinfection and sterilization of equipment • Preparation of sets for common surgical procedures • Scrubbing procedures – Gowning, masking and gloving • Monitoring the patient during the procedures | <ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration, Practice session, and Case Discussion • Visit to receiving bay | <ul style="list-style-type: none"> • Caring for patient intra operatively • Submit a list of disinfectants used for instruments with the action and precaution |

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| | | <p>Explain the types, functions, and nursing considerations for different types of anaesthesia</p> | <ul style="list-style-type: none"> • Maintenance of the therapeutic environment in OT • Assisting in major and minor operation, handling specimen • Prevention of accidents and hazards in OT • Anaesthesia – types, methods of administration, effects and stages, equipment & drugs • Legal aspects | | |
| III | 6 (T) 4 (L/SL) | <p>Identify the signs and symptoms of shock and electrolyte imbalances</p> <p>Develop skills in managing fluid and electrolyte imbalances</p> | <p>Nursing care of patients with common signs and symptoms and management</p> <ul style="list-style-type: none"> • Fluid and electrolyte imbalance • Shock • Pain | <ul style="list-style-type: none"> • Lecture, discussion, demonstration • Case discussion | <ul style="list-style-type: none"> • Short answer • MCQ • Case report |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|-----------------|---|--|--|---|
| | | Perform pain assessment and plans for the nursing management | | | |
| IV | 18 (T) 4 (L) | Demonstrate skill in respiratory assessment Differentiates different breath sounds and lists the indications Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of common respiratory problems Describe the health behaviour to be adopted in preventing respiratory illnesses | Nursing Management of patients with respiratory problems <ul style="list-style-type: none"> • Review of anatomy and physiology of respiratory system • Nursing Assessment – history taking, physical assessment and diagnostic tests • Common respiratory problems: <ul style="list-style-type: none"> ○ Upper respiratory tract infections ○ Chronic obstructive pulmonary diseases ○ Pleural effusion, Empyema ○ Bronchiectasis ○ Pneumonia ○ Lung abscess ○ Cyst and tumors ○ Chest Injuries ○ Acute respiratory distress syndrome ○ Pulmonary embolism • Health behaviours to prevent respiratory illness | <ul style="list-style-type: none"> • Lecture, discussion, • Demonstration • Practice session • Case presentation • Visit to PFT Lab | <ul style="list-style-type: none"> • Essay • Short answer • OSCE |

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| V | 16 (T) 5 (L) | <p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of gastrointestinal disorders</p> <p>Demonstrate skill in gastrointestinal assessment</p> <p>Prepare patient for upper and lower gastrointestinal investigations</p> <p>Demonstrate skill in gastric decompression, gavage, and stoma care</p> | <p>Nursing Management of patients with disorders of digestive system</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of GI system • Nursing assessment –History and physical assessment • GI investigations • Common GI disorders: <ul style="list-style-type: none"> ○ Oral cavity: lips, gums and teeth ○ GI: Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation & Peritonitis ○ Peptic & duodenal ulcer, ○ Mal-absorption, Appendicitis, Hernias ○ Hemorrhoids, fissures, Fistulas ○ Pancreas: inflammation, cysts, and tumors | <ul style="list-style-type: none"> • Lecture, Discussion • Demonstration, • Role play • Problem Based Learning • Visit to stoma clinic | <ul style="list-style-type: none"> • Short answer • Quiz • OSCE |
|---|-----------------|--|---|---|--|

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|-----------|-----------------|---|--|--|--|
| | | Demonstrate skill indifferent feeding techniques | <ul style="list-style-type: none"> o Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors o Gall bladder: inflammation, Cholelithiasis, tumors • Gastric decompression, gavage and stoma care, different feeding techniques • Alternative therapies, drugs used in treatment of disorders of digestive system | | |
| VI | 20 (T) 5 (L) | <p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of cardiovascular disorders</p> <p>Demonstrate skill in cardiovascular assessment</p> <p>Prepare patient for invasive and non-invasive cardiac procedures</p> | <p>Nursing Management of patients with cardiovascular problems</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of cardiovascular system • Nursing Assessment: History and Physical assessment • Invasive & non-invasive cardiac procedures • Disorders of vascular system- Hypertension, arteriosclerosis, Raynaud's disease, aneurysm and peripheral vascular disorders • Coronary artery diseases: coronary atherosclerosis, Angina pectoris, myocardial infarction • Valvular disorders: | <ul style="list-style-type: none"> • Lecture, discussion • Demonstration • Practice session • Case Discussion • Health education • Drug Book/ presentation • Completion of BCLS Module | <ul style="list-style-type: none"> • Care plan • Drug record • BLS/ BCLS evaluation |

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| | | <p>Demonstrate skill in monitoring and interpreting clinical signs related to cardiac disorders</p> <p>Complete BLS/BCLS module</p> | <p>congenital and acquired</p> <ul style="list-style-type: none"> • Rheumatic heart disease: pericarditis, myocarditis, endocarditis, cardiomyopathies • Cardiac dysrhythmias, heart block • Congestive heart failure, cor pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade • Cardiopulmonary arrest | | |
| VII | 7 (T) 3 (L) | <p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of hematological disorders</p> <p>Interpret blood reports</p> | <p>Nursing Management of patients with disorders of blood</p> <ul style="list-style-type: none"> • Review of Anatomy and Physiology of blood • Nursing assessment: history, physical assessment & Diagnostic tests • Anemia, Polycythemia • Bleeding Disorders: clotting factor defects and platelets defects, thalassemia, leukemia, leukopenia, | <ul style="list-style-type: none"> • Field visit to blood bank • Counseling | <ul style="list-style-type: none"> • Interpretation of blood reports • Visit report |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|-------------|----------------|---|---|---|--|
| | | Prepare and provides health education on blood donation | <p>agranulocytosis</p> <ul style="list-style-type: none"> • Lymphomas, myelomas | | |
| VIII | 8 (T) 2 (L) | <p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of endocrine disorders</p> <p>Demonstrate skill in assessment of endocrine organ dysfunction</p> <p>Prepare and provides health education on diabetic diet</p> <p>Demonstrate skill in insulin administration</p> | <p>Nursing management of patients with disorders of endocrine system</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of endocrine system • Nursing Assessment –History and Physical assessment • Disorders of thyroid and Parathyroid, Adrenal and Pituitary (Hyper, Hypo, tumors) • Diabetes mellitus | <ul style="list-style-type: none"> • Lecture, discussion, demonstration • Practice session • Case Discussion • Health education | <ul style="list-style-type: none"> • Prepare health education on self-administration of insulin • Submits a diabetic diet plan |

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| IX | 8 (T) 2 (L) | <p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of disorders of integumentary system</p> <p>Demonstrate skill in integumentary assessment</p> <p>Demonstrate skill in medicated bath</p> <p>Prepare and provide health education on skincare</p> | <p>Nursing management of patients with disorders of Integumentary system</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of skin • Nursing Assessment: History and Physical assessment • Infection and infestations; Dermatitis • Dermatoses; infectious and Noninfectious • Acne, Allergies, Eczema & Pemphigus • Psoriasis, Malignant melanoma, Alopecia • Special therapies, alternative therapies • Drugs used in treatment of disorders of integumentary system | <ul style="list-style-type: none"> • Lecture, discussion • Demonstration • Practice session • Case Discussion | <ul style="list-style-type: none"> • Drug report • Preparation of Home care plan |
| X | 16 (T) 4 (L) | <p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of musculoskeletal disorders</p> | <p>Nursing management of patients with musculoskeletal problems</p> <ul style="list-style-type: none"> • Review of Anatomy and physiology of the musculoskeletal system • Nursing Assessment: History and physical assessment, diagnostic tests • Musculoskeletal trauma: Dislocation, fracture, sprain, strain, | <ul style="list-style-type: none"> • Lecture/ • Discussion • Demonstration • Case Discussion • Health education | <ul style="list-style-type: none"> • Nursing care plan • Prepare health teaching on care of patient with cast |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|---|-------------------------------|--------------------|
| | | <p>Demonstrate skill in musculoskeletal assessment</p> <p>Prepare patient for radiological and non-radiological investigations of musculoskeletal system</p> <p>Demonstrate skill in crutch walking and splinting</p> <p>Demonstrate skill in care of patient with replacement surgeries</p> <p>Prepare and provide health education on bone healing</p> | <p>contusion, amputation</p> <ul style="list-style-type: none"> • Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumour • Orthopedic modalities: Cast, splint, traction, crutch walking • Musculoskeletal inflammation: Bursitis, synovitis, arthritis • Special therapies, alternative therapies • Metabolic bone disorder: Osteoporosis, osteomalacia and Paget's disease • Spinal column defects and deformities – tumor, prolapsed intervertebral disc, Pott's spine • Rehabilitation, prosthesis • Replacement surgeries | | |

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| XI | 20 (T) 3 (L) | <p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of patients with communicable diseases</p> <p>Demonstrate skill in barrier and reverse barrier techniques</p> <p>Demonstrate skill in execution of different isolation protocols</p> | <p>Nursing management of patients with Communicable diseases</p> <ul style="list-style-type: none"> • Overview of infectious diseases, the infectious process • Nursing Assessment: History and Physical assessment, Diagnostic tests • Tuberculosis • Diarrhoeal diseases, hepatitis A-E, Typhoid • Herpes, chickenpox, Smallpox, Measles, Mumps, Influenza • Meningitis • Gas gangrene • Leprosy • Dengue, Plague, Malaria, Chikungunya, swine flu, Filariasis • Diphtheria, Pertussis, Tetanus, Poliomyelitis • COVID-19 • Special infection control measures: Notification, Isolation, Quarantine, Immunization | <ul style="list-style-type: none"> • Lecture, discussion, demonstration • Practice session • Case Discussion/ seminar • Health education • Drug Book/ presentation • Refer TB Control & Management module | <ul style="list-style-type: none"> • Prepares and submits protocol on various isolation techniques |
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CLINICAL PRACTICUM

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

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

The students will be competent to:

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

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

- Intravenous therapy

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

B. Clinical Postings

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

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

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

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|--|--|----------------------------------|---|--|--|
| | | Develop skill inwound management | <ul style="list-style-type: none"> • Nasogastric aspiration • Gastrostomy/Jejunostomy feeds • Ileostomy/Colostomy care • Surgical dressing • Suture removal • Surgical soak • Sitz bath • Care of drain | | |
|--|--|----------------------------------|---|--|--|

III. NURSING MANAGEMENT OF PATIENTS WITH CARDIAC CONDITIONS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

| Clinical area/unit | Duration (Weeks) | Learning Outcome | Procedural Competencies/ Clinical Skills | Clinical Requirements | Assessment Methods |
|--------------------|------------------|------------------|---|-----------------------|--------------------|
|--------------------|------------------|------------------|---|-----------------------|--------------------|

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

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

Use of manikins and simulators

Application of topical medication

B. Clinical Postings

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

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

- Barrier Nursing
- Reverse Barrier Nursing
- Standard precautions

B. Clinical Postings

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

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

Use of manikins and simulators

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

B. Clinical Postings

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

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

VII. NURSING MANAGEMENT OF PATIENTS IN THE OPERATING ROOMS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

PLACEMENT: IV SEMESTER

THEORY: 3 Credits (60 hours)

II

**including Fundamentals of Prescribing
Module**

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

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

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

COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|---|--|--|
| I | 4 (T) | Describe drugs used in disorders of ear, nose, throat and eye and nurses' responsibilities | Drugs used in disorders of ear, nose, throat & Eye <ul style="list-style-type: none"> • Antihistamines • Topical applications for eye (Chloramphenicol, Gentamycin eye drops), ear (Soda glycerin, boric spirit tear drops), nose and buccal cavity- chlorhexidine mouthwash • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse | <ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation | <ul style="list-style-type: none"> • Short answer • Objective type |
| II | 4 (T) | Describe drugs acting on urinary system & nurse's responsibilities | Drugs used on urinary system <ul style="list-style-type: none"> □ Pharmacology of commonly used drugs <ul style="list-style-type: none"> ○ Renin angiotensin system ○ Diuretics and antidiuretics ○ Drugs toxic to kidney ○ Urinary antiseptics ○ Treatment of UTI – acidifiers and alkalinizers □ Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects toxicity and role of nurse | <ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation | <ul style="list-style-type: none"> • Short answer • Objective type |

| | | | | | |
|-----|--------|--|--|--|--|
| III | 10 (T) | Describe drugs used on nervous system & nurse's responsibilities | <p>Drugs acting on nervous system</p> <ul style="list-style-type: none"> ● Basis & applied pharmacology of commonly used drugs ● Analgesics and anaesthetics <ul style="list-style-type: none"> ○ Analgesics: Non-steroidal anti-inflammatory (NSAID) drugs ○ Antipyretics ○ Opioids & other central analgesics <ul style="list-style-type: none"> ✓ General (techniques of GA, preanesthetic medication) & local anesthetics ✓ Gases: oxygen, nitrous, oxide, carbon-dioxide & others ● Hypnotics and sedatives ● Skeletal muscle relaxants ● Antipsychotics <ul style="list-style-type: none"> ○ Mood stabilizers | <ul style="list-style-type: none"> ● Lecture cum Discussion ● Drug study/ presentation | <ul style="list-style-type: none"> ● Short answer ● Objective type |
|-----|--------|--|--|--|--|

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|---|--|--|
| | | | <ul style="list-style-type: none"> • Antidepressants • Antianxiety Drugs • Anticonvulsants • Drugs for neurodegenerative disorders & miscellaneous drugs • Stimulants, ethyl alcohol and treatment of methyl alcohol poisoning • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse | | |
| IV | 5 (T) | Describe drugs used for hormonal disorder & supplementation, contraception & medical termination of pregnancy & nurse's responsibilities | <p>Drugs used for hormonal, disorders and supplementation, contraception and medical termination of pregnancy</p> <ul style="list-style-type: none"> <input type="checkbox"/> Estrogens and progesterones <ul style="list-style-type: none"> o Oral contraceptives and hormone replacement therapy <input type="checkbox"/> Vaginal contraceptives <input type="checkbox"/> Drugs for infertility and medical termination of pregnancy <ul style="list-style-type: none"> o Uterine stimulants and relaxants <input type="checkbox"/> Composition, actions dosage route indications contraindications, drugs interactions, side effects, adverse effects, toxicity and role of nurse | <ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation | <ul style="list-style-type: none"> • Short answer • Objective type |

| | | | | | |
|----|--------|--|---|--|--|
| V | 3 (T) | Develop understanding about important drugs used for women before, during and after labour | Drugs used for pregnant women during antenatal, labour and postnatal period <ul style="list-style-type: none"> • Tetanus prophylaxis • Iron and Vit K1 supplementation • Oxytocin, Misoprostol • Ergometrine • Methyl prostaglandin F2-alpha • Magnesium sulphate • Calcium gluconate | <ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation | <ul style="list-style-type: none"> • Short answer • Objective type |
| VI | 10 (T) | Describe drugs used in deaddiction, emergency, poisoning, vitamins & minerals supplementation, drugs used for immunization & immune-suppression & nurse's responsibilities | Miscellaneous <ul style="list-style-type: none"> • Drugs used for deaddiction • Drugs used in CPR and emergency-adrenaline, Chlorpheniramine, hydrocortisone, Dexamethasone • IV fluids & electrolytes replacement • Common poisons, drugs used for treatment of poisoning <ul style="list-style-type: none"> o Activated charcoal | <ul style="list-style-type: none"> • Lecture cum Discussion • Drug study/ presentation | <ul style="list-style-type: none"> • Short answer • Objective type |

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

PATHOLOGY - II AND GENETICS

PLACEMENT: IV SEMESTER

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

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

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

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

COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|---|--|--|--|
| I | 5 (T) | Explain pathological changes in disease conditions of various systems | <p>Special Pathology:</p> <p>Pathological changes in disease conditions of selected systems</p> <p>1. Kidneys and Urinary tract</p> <ul style="list-style-type: none"> • Glomerulonephritis • Pyelonephritis • Renal calculi • Cystitis • Renal Cell Carcinoma • Renal Failure (Acute and Chronic) <p>2. Male genital systems</p> <ul style="list-style-type: none"> • Cryptorchidism • Testicular atrophy • Prostatic hyperplasia • Carcinoma penis and Prostate. <p>3. Female genital system</p> <ul style="list-style-type: none"> • Carcinoma cervix • Carcinoma of endometrium • Uterine fibroids • Vesicular mole and Choriocarcinoma • Ovarian cyst and tumors <p>4. Breast</p> <ul style="list-style-type: none"> • Fibrocystic changes • Fibroadenoma • Carcinoma of the Breast | <ul style="list-style-type: none"> • Lecture • Discussion • Explain using slides, X-rays and scans • Visit to pathology lab, endoscopy unit and OT | <ul style="list-style-type: none"> • Short answer • Objective type |

| | | | | | |
|-----------|-------|---|---|---|--|
| | | | <p>5. Central nervous system</p> <ul style="list-style-type: none"> • Meningitis. • Encephalitis • Stroke • Tumors of CNS | | |
| II | 5 (T) | Describe the laboratory tests for examination of body cavity fluids, urine and faeces | <p>Clinical Pathology</p> <ul style="list-style-type: none"> • Examination of body cavity fluids: <ul style="list-style-type: none"> o Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests | <ul style="list-style-type: none"> • Lecture • Discussion • Visit to clinical lab and biochemistry lab | <ul style="list-style-type: none"> • Short answer • Objective type |

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

**GENETICS
COURSE
OUTLINE**

T – Theory

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

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

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

PLACEMENT: IV SEMESTER

THEORY: 7 Credits (140 hours)

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

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

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

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

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

COURSE OUTLINE

T – Theory, L/SL – Lab/Skill Lab

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------------|--|--|--|--|
| I | 12 (T) 4 (SL) | Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and | Nursing management of patient with disorders of Ear, Nose and Throat (Includes etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management) | <ul style="list-style-type: none"> • Lecture and discussion • Demonstration of hearing aids, nasal packing, medication | <ul style="list-style-type: none"> • MCQ • Short answer • Essay • OSCE • Assessment |

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|--|--|--|--|---|--|
| | | nursingmanagement of patients with ENT disorders | <ul style="list-style-type: none"> • Review of anatomy and physiology of the ear, nose and throat • History, physical assessment, and diagnostic tests • Ear <ul style="list-style-type: none"> o External ear: deformities otalgia, foreign bodies and tumors o Middle ear: impacted wax, tympanic, membrane perforation, otitis media, and tumors o Inner ear: Meniere's disease, labyrinthitis, ototoxicity tumors • Upper respiratory airway infections: Rhinitis, sinusitis, tonsillitis, laryngitis • Epistaxis, Nasal obstruction, laryngeal obstruction • Deafness and its management | administration <ul style="list-style-type: none"> • Visit to audiology and speech clinic | of skill (using checklist) <ul style="list-style-type: none"> • Quiz • Drug book |
|--|--|--|--|---|--|

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------------|--|--|--|---|
| II | 12 (T) 4 (SL) | Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye Describe eye donation, banking and transplantation | <p>Nursing management of patient with disorder of eye</p> <ul style="list-style-type: none"> Review of anatomy and physiology of the eye History, physical assessment, diagnostic assessment <p>Eye Disorders</p> <ul style="list-style-type: none"> Refractive errors Eyelids: infection, deformities Conjunctiva: inflammation and infection bleeding Cornea: inflammation and infection Lens: cataract Glaucoma Retinal detachment Blindness Eye donation, banking and transplantation | <ul style="list-style-type: none"> Lecture and discussion Demonstration of visual aids, lens, medication administration Visit to eye bank | <ul style="list-style-type: none"> MCQ Short Essay OSCE Drug book |

| | | | | | |
|------------|--------------------|--|---|---|--|
| III | 15 (T) 4 (L/SL) | <p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of Kidney and urinary system disorders</p> <p>Demonstrate skill in genitourinary assessment</p> <p>Prepare patient for genitourinary investigations</p> <p>Prepare and provide health education on prevention of renal calculi</p> | <p>Nursing management of patient with Kidney and Urinary problems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review of Anatomy and physiology of the genitourinary system <input type="checkbox"/> History, physical assessment, diagnostic tests <input type="checkbox"/> Urinary tract infections: acute, chronic, lower, upper <input type="checkbox"/> Nephritis, nephrotic syndrome <input type="checkbox"/> Renal calculi <input type="checkbox"/> Acute and chronic renal failure <input type="checkbox"/> Disorders of ureter, urinary bladder and Urethra <input type="checkbox"/> Disorders of prostate: inflammation, infection, stricture, obstruction, and Benign Prostate Hypertrophy | <ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Case Discussion • Health education • Drug book • Field visit – Visits hemodialysis unit | <ul style="list-style-type: none"> • MCQ • Short Note • Long essay • Case report • Submits health teaching on prevention of urinary calculi |
| IV | 6 (T) | <p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of male reproductive disorders</p> | <p>Nursing management of disorders of male reproductive system</p> <ul style="list-style-type: none"> • Review of Anatomy and physiology of the male reproductive system • History, Physical Assessment, Diagnostic tests • Infections of testis, penis and adjacent structures: Phimosis, Epididymitis, and | <ul style="list-style-type: none"> • Lecture, Discussion • Case Discussion • Health education | <ul style="list-style-type: none"> • Short essay |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------------|---|--|--|---|
| | | | <p>Orchitis</p> <ul style="list-style-type: none"> • Sexual dysfunction, infertility, contraception • Male Breast Disorders: gynecomastia, tumor, climacteric changes | | |
| V | 10 (T) 4 (SL) | Explain the etiology, pathophysiology, clinical manifestations, types, diagnostic measures and management of patients with disorders of burns/cosmetic surgeries and its significance | <p>Nursing management of patient with burns, reconstructive and cosmetic surgery</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the skin and connective tissues • History, physical assessment, assessment of burns and fluid & electrolyte loss • Burns • Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment • Legal and ethical aspects • Special therapies: LAD, vacuum dressing, Laser, liposuction, skin health rejuvenation, use of derma filters | <ul style="list-style-type: none"> • Lecture and discussion • Demonstration of burn wound assessment, vacuum dressing and fluid calculations • Visit to burn rehabilitation centers | <ul style="list-style-type: none"> • OSCE • Short notes |

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

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------------|--------------------|--|--|---|--------------------|
| | | | <ul style="list-style-type: none"> • Rehabilitation of patient with neurological deficit | | |
| VII | 12 (T) 4 (L/SL) | <p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of immunological disorders</p> <p>Prepare and provide health education on prevention of HIV infection and rehabilitation</p> <p>Describe the national infection control programs</p> | <p>Nursing management of patients with Immunological problems</p> <ul style="list-style-type: none"> • Review of Immune system • Nursing Assessment: History and Physical assessment • HIV & AIDS: Epidemiology, Transmission, Prevention of Transmission and management of HIV/AIDS • Role of Nurse; Counseling, Health education and home care consideration and rehabilitation • National AIDS Control Program –NACO, various national and international agencies for infection control | <ul style="list-style-type: none"> • Lecture, discussion • Case Discussion/ seminar • Refer Module on HIV/AIDS | |

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|------|--------------------|---|---|--|---|
| VIII | 12 (T) 4 (L/SL) | Explain the etiology, pathophysiology, types, clinical manifestations, staging, diagnostic measures and management of patients with different cancer, treatment modalities including newer treatments | <p>Nursing management of patient with Oncological conditions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Structure and characteristics of normal and cancer cells <input type="checkbox"/> History, physical assessment, diagnostic tests <input type="checkbox"/> Prevention screening early detection warning sign of cancer <input type="checkbox"/> Epidemiology, etiology classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of Oncological condition <input type="checkbox"/> Common malignancies of various body system eye, ear, nose, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostate Brain, Spinal cord. <input type="checkbox"/> Oncological emergencies <input type="checkbox"/> Modalities of treatment: Chemotherapy, Radiotherapy: Radiation safety, AERB regulations, Surgical intervention, Stem cell and bone marrow transplant, Immunotherapy, Gene therapy <input type="checkbox"/> Psychological aspects of cancer: anxiety, depression, insomnia, anger <input type="checkbox"/> Supportive care <input type="checkbox"/> Hospice care | <ul style="list-style-type: none"> • Lecture and discussion • Demonstration of chemotherapy preparation and administration • Visit to BMT, radiotherapy units (linear accelerator, brachytherapy, etc.), nuclear medicine unit • Completion of palliative care | <ul style="list-style-type: none"> • OSCE • Essay • Quiz • Drug book • Counseling, health teaching |
|------|--------------------|---|---|--|---|

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|-----------|--------------------|--|--|---|---|
| | | | | module during clinical hours (20 hours) | |
| IX | 15 (T) 4 (L/SL) | Explain the types, policies, guidelines, prevention and management of disaster and the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with acute emergencies | <p>Nursing management of patient in Emergency and Disaster situations</p> <p>Disaster Nursing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Concept and principles of disaster nursing, Related Policies <input type="checkbox"/> Types of disaster: Natural and manmade <input type="checkbox"/> Disaster preparedness: Team, guidelines, protocols, equipment, resources <input type="checkbox"/> Etiology, classification, Pathophysiology, staging, clinical manifestation, diagnosis, treatment modalities and medical and surgical nursing management of patient with medical and surgical emergencies – Poly trauma, Bites, Poisoning and Thermal emergencies <input type="checkbox"/> Principles of emergency management <input type="checkbox"/> Medico legal aspects | <ul style="list-style-type: none"> • Lecture and discussion • Demonstration of disaster preparedness (Mock drill) and triaging • Field visit to local disaster management centers or demo by fire extinguishers • Group presentation (role play, skit, concept mapping) on different emergency care • Refer Trauma care management/ ATCN module • Guided reading on National Disaster Management Authority (NDMA) guidelines | <ul style="list-style-type: none"> • OSCE • Case presentations and case study |

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| X | 10 (T) | <p>Explain the Concept, physiological changes, and psychosocial problems of ageing</p> <p>Describe the nursing management of the elderly</p> | <p>Nursing care of the elderly</p> <ul style="list-style-type: none"> • History and physical assessment • Aging process and age-related body changes and psychosocial aspects • Stress and coping in elder patient • Psychosocial and sexual abuse of elderly • Role of family and formal and non-formal caregivers • Use of aids and prosthesis (hearing aids, dentures) • Legal and ethical issues • National programs for elderly, privileges, community programs and health services • Home and institutional care | <ul style="list-style-type: none"> • Lecture and discussion • Demonstration of communication with visual and hearing impaired • Field visit to old age homes | <ul style="list-style-type: none"> • OSCE • Case presentations • Assignment on family systems of India focusing on geriatric population |
| XI | 15 (T) 8 (L/SL) | <p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients in critical care units</p> | <p>Nursing management of patients in critical Care units</p> <ul style="list-style-type: none"> • Principles of critical care nursing • Organization: physical set-up, policies, staffing norms • Protocols, equipment and supplies | <ul style="list-style-type: none"> • Lecture and discussion • Demonstration on the use of mechanical ventilators, cardiac monitors etc. • Clinical practice in | <ul style="list-style-type: none"> • Objective type • Short notes • Case presentations • Assessment of skill on monitoring of |

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

CLINICAL PRACTICUM

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

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

The students will be competent to

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

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

I. Nursing Management of Patients with ENT Disorders

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

II. Nursing Management of Patients with Eye Conditions

A. Skill Lab

Use of manikins and simulators

- Instilling Eye medications
- Eye irrigation
- Eye bandage

B. Clinical Postings

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

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

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

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|--|--|--|---|--|--|
| | | | <ul style="list-style-type: none">• Catheterization: care• Bladder irrigation• I/O recording and monitoring• Ambulation and exercise | | |
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IV. Nursing Management of Patients with Burns and Reconstructive Surgery

A. Skill Lab

Use of manikins and simulators

- Assessment of burns wound
- Wound dressing

B. Clinical Postings

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

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

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

B. Clinical Postings

| Clinical area/unit | Duration (weeks) | Learning Outcome | Procedural Competencies/ Clinical Skills | Clinical Requirements | Assessment Methods |
|--------------------|------------------|------------------|---|-----------------------|--------------------|
|--------------------|------------------|------------------|---|-----------------------|--------------------|

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|--|---|---|--|---|---|
| Neurology -medical/ Surger ywards | 3 | Develop skillin Managemen tof patients with Neurologica lproblems | <ul style="list-style-type: none"> • History taking; NeurologicalExamination • Patient monitoring • Prepare and assist for various invasiveand non-invasive diagnostic procedures • Range of motion exercises, musclestrengthening • Care of medical, surgical andrehabilitative patients | <input type="checkbox"/> euro- assessment -1 • Case study/ case presentation – 1 • Drug presentation – 1 | <ul style="list-style-type: none"> • Clinical evaluatio n • Neuro assessment t • OSCE • Case report/ presentation s |
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VI. Nursing Management of Patients with Immunological Disorders

A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing

B. Clinical Postings

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

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

- Application of topical medication
- Administration of chemotherapy

B. Clinical Postings

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

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

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

B. Clinical Postings

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

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

- Use of assistive safety devices

B. Clinical Postings

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

X. Nursing Management of Patients in critical care units

A. Skill Lab

Use of manikins and simulators

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

- Central & Peripheral line
- Pacemaker

B. Clinical Postings

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

PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING BIOETHICS

PLACEMENT: IV SEMESTER

THEORY: 1 Credit (20 hours)

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

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

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

COURSE OUTLINE**T – Theory**

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

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|--|---|--|
| II | 5 (T) | <p>Discuss the importance of professional values</p> <p>Distinguish between personal values and professional values</p> <p>Demonstrate appropriate professional values in nursing practice</p> | <p>PROFESSIONAL VALUES</p> <ul style="list-style-type: none"> <input type="checkbox"/> Values: Definition and characteristics of values <input type="checkbox"/> Value clarification <input type="checkbox"/> Personal and professional values <input type="checkbox"/> Professional socialization: Integration of professional values with personal values <p>Professional values in nursing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Importance of professional values in nursing and health care <input type="checkbox"/> Caring: definition, and process <input type="checkbox"/> Compassion: Sympathy Vs empathy, Altruism <input type="checkbox"/> Conscientiousness <input type="checkbox"/> Dedication/devotion to work <input type="checkbox"/> Respect for the person- Human dignity <input type="checkbox"/> Privacy and confidentiality: Incidental disclosure <input type="checkbox"/> Honesty and integrity: Truth telling <input type="checkbox"/> Trust and credibility: Fidelity, Loyalty <input type="checkbox"/> Advocacy: Advocacy for patients, work environment, nursing education and practice, and for advancing the profession | <ul style="list-style-type: none"> • Lecture cum Discussion • Value clarification exercise • Interactive learning • Story telling • Sharing experiences • Scenario based discussion | <ul style="list-style-type: none"> • Short answer • Essay • Assessment of student's behavior with patients and families |

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| III | 10 (T) | <p>Define ethics & bioethics</p> <p>Explain ethical principles</p> <p>Identify ethical concerns</p> <p>Ethical issues and dilemmas in healthcare</p> | <p>ETHICS & BIOETHICS</p> <p>Definitions: Ethics, Bioethics and Ethical Principles</p> <ul style="list-style-type: none"> • Beneficence • Non-maleficence: Patient safety, protecting patient from harm, Reporting errors • Justice: Treating each person as equal • Care without discrimination, equitable access to care and safety of the public • Autonomy: Respects patients' autonomy, Self-determination, Freedom of choice <p>Ethical issues and ethical dilemma: Common ethical problems</p> <ul style="list-style-type: none"> • Conflict of interest • Paternalism • Deception • Privacy and confidentiality | <ul style="list-style-type: none"> • Lecture cum discussion • Group discussion with examples • Flipping/ self-directed learning • Role play • Story telling • Sharing experiences • Case based Clinical discussion • Role modeling • Group exercise on ethical decision- making following steps on a given scenario • Assignment | <ul style="list-style-type: none"> • Short answer • Essay • Quiz • Reflective diary • Case report • Attitude test • Assessment of assignment |
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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
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| | | <p>Explain process of ethical decision making and apply knowledge of</p> | <ul style="list-style-type: none"> • Valid consent and refusal • Allocation of scarce nursing resources • Conflicts concerning new technologies • Whistle-blowing • <i>Beginning of life issues</i> <ul style="list-style-type: none"> ○ Abortion ○ Substance abuse ○ Fetal therapy ○ Selective deduction ○ Intrauterine treatment of fetal conditions ○ Mandated contraception ○ Fetal injury ○ Infertility treatment • <i>End of life issues</i> <ul style="list-style-type: none"> ○ End of life ○ Euthanasia ○ Do Not Resuscitate (DNR) • <i>Issues related to psychiatric care</i> <ul style="list-style-type: none"> ○ Non compliance ○ Restrain and seclusion ○ Refuse to take food | | |
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| | | <p>ethics and bioethics in making ethical decisions</p> <p>Explain code of ethics stipulated by ICN and INC</p> | | | |
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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|-------------|-----------------------|--------------------------|----------------|--|-------------------------------|
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| | | <p>Discuss the rights of the patients and families to make decisions about healthcare</p> <p>Protect and respect patients' rights</p> | <p>Process of ethical decision making</p> <ul style="list-style-type: none"> • Assess the situation (collect information) • Identify the ethical problem • Identify the alternative decisions • Choose the solution to the ethical decision • Implement the decision • Evaluate the decision <p>Ethics committee: Roles and responsibilities</p> <ul style="list-style-type: none"> • Clinical decision making • Research <p>Code of Ethics</p> <ul style="list-style-type: none"> • International Council of Nurses (ICN) • Indian Nursing Council <p>Patients' Bill of Rights-17 patients' rights (MoH&FW, GoI)</p> <ol style="list-style-type: none"> 1. Right to emergency medical care 2. Right to safety and quality care according to standards 3. Right to preserve dignity 4. Right to nondiscrimination 5. Right to privacy and confidentiality 6. Right to information 7. Right to records and reports 8. Right to informed consent 9. Right to second opinion 10. Right to patient education 11. Right to choose alternative treatment options if available 12. Right to choose source for obtaining medicines or tests 13. Right to proper referral and transfer, which is free from perverse commercial influences 14. Right to take discharge of patient or receive body of deceased from | | |
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| | | | <p>hospital</p> <p>15. Right to information on the rates to be charged by the hospital for each type of service provided and facilities available on a prominent display board and a brochure</p> <p>16. Right to protection for patients involved in clinical trials, biomedical and health research</p> <p>17. Right to be heard and seek redressal</p> | | |
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CHILD HEALTH NURSING - I

PLACEMENT: V SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Lab/Skill Lab: 1 Credit (40 hours) Clinical: 2 Credits (160 hours)

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

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

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

COURSE OUTLINE

T – Theory, L/SL – Lab/Skill Lab

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

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| | | | <ul style="list-style-type: none"> ○ FACES pain rating scale ○ FLACC scale ○ Numerical scale | | |
| II | 12 (T) | <p>Describe the normal growth and development of children at different ages</p> <p>Identify the needs of children at different ages & provide parental guidance</p> <p>Identify the nutritional needs of children at different ages & ways</p> | <p>The Healthy Child</p> <ul style="list-style-type: none"> • Definition and principles of growth and development • Factors affecting growth and development • Growth and development from birth to adolescence • Growth and developmental theories (Freud, Erickson, Jean Piaget, Kohlberg) • The needs of normal children through the stages of developmental and parental guidance | <ul style="list-style-type: none"> • Lecture Discussion • Demonstration • Developmental study of infant and children • Observation study of normal & sick child • Field visit to Anganwadi, child guidance clinic • Videos on breastfeeding | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment offield visits and developmental study reports |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------------|------------------|---|--|--|--|
| | | of meeting needs Identify the role of play for normal & sick children | <ul style="list-style-type: none"> • Nutritional needs of children and infants <ul style="list-style-type: none"> - breast feeding - exclusive breast feeding - Supplementary/artificial feeding and weaning • Baby friendly hospital concept • Types and value of play and selection of play material | <ul style="list-style-type: none"> • Clinical practice/field | |
| III | 15 (T) 20 (L) | Provide care to normal and high- risk neonates Perform neonatal resuscitation Recognize and manage common neonatal problems | Nursing care of neonate: <ul style="list-style-type: none"> • Appraisal of Newborn <ul style="list-style-type: none"> • Nursing care of a normal newborn/essential newborn care • Neonatal resuscitation • Nursing management of low birth weight baby <ul style="list-style-type: none"> • Kangaroo mother care • Nursing management of common neonatal disorder <ul style="list-style-type: none"> - Hyperbilirubinemia - Hypothermia - Hyperthermia - Metabolic disorder - Neonatal infections - Neonatal seizures - Respiratory distress syndrome - Retinopathy of Prematurity | <ul style="list-style-type: none"> • Modular based teaching: ENBC and FBNC module (oral drills, videos, self-evaluation exercises) • Workshop on neonatal resuscitation: NRP module • Demonstration • Practice Session • Clinical practice • Lecture Discussion | <ul style="list-style-type: none"> • OSCE • Short answer • Objective type |

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| | | | <ul style="list-style-type: none"> • Organization of neonatal care unit • Neonatal equipment | | |
| IV | 10 (T) 5 (L) | Apply principles and strategies of IMNCI | Integrated management of neonatal and childhood illnesses | <i>Modular based teaching:</i> IMNCI module <ul style="list-style-type: none"> • Clinical practice/field | <ul style="list-style-type: none"> • OSCE |
| V | 8 (T) | Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of respiratory, and endocrine system | Nursing management in common childhood diseases Respiratory system: <ul style="list-style-type: none"> • Identification and Nursing management of congenital malformations • Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hernia | <ul style="list-style-type: none"> • Lecture Discussion • Demonstration • Practice session • Clinical practice | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with checklist |

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

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

hours) **PLACEMENT:** V & VI SEMESTER

PRACTICUM: Skill Lab: 1 Credit (40 hours)

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

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

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

Skill Lab

Use of Manikins and Simulators

PLS, CPAP, Endotracheal

Suction **Pediatric Nursing**

Procedures:

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

CLINICAL POSTINGS

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

| Clinical area/unit | Duration (Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills | Clinical Requirements | Assessment Methods |
|------------------------|----------------------------------|---|---|---|--|
| Pediatric Medical Ward | V Sem –2 weeks VI Sem –1 week | <ul style="list-style-type: none"> • Provide nursing care to children with various medical disorders | <ul style="list-style-type: none"> • Taking pediatric history • Physical examination & assessment of children • Administration of oral, I/M, & I/V medicine/fluids • Calculation of fluid replacement • Preparation of different strengths of I/V fluids • Application of restraints • Administration of O₂ inhalation by different methods • Baby bath/sponge bath • Feeding children by Katorispoon, Paladai cup • Collection of specimens for common investigations • Assisting with common diagnostic procedures • Teaching mothers/ parents <ul style="list-style-type: none"> ○ Malnutrition ○ Oral rehydration therapy ○ Feeding & Weaning ○ Immunization schedule • Play therapy | <ul style="list-style-type: none"> • Nursing care plan – 1 • Case study presentation – 1 • Health talk – 1 | <ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with checklist OSCE/OSPE • Evaluation of case study/ presentation & health education session • Completion of activity record |

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| Pediatric Surgical Ward | V Sem -2 weeks VI Sem -1 week | <ul style="list-style-type: none"> ● Recognize different pediatricsurgical conditions/ malformations ● Provide pre & post-operative care to children with common paediatric surgical conditions/ malformation ● Counsel & educate parents | <ul style="list-style-type: none"> ● Calculation, preparation & administration of I/V fluids ● Bowel wash, insertion of suppositories ● Care for ostomies: <ul style="list-style-type: none"> ○ Colostomy Irrigation ○ Ureterostomy ○ Gastrostomy ○ Enterostomy ● Urinary catheterization & drainage ● Feeding <ul style="list-style-type: none"> ○ Naso-gastric ○ Gastrostomy | <ul style="list-style-type: none"> ● Nursing care plan – 1 ● Case study/ presentation – 1 | <ul style="list-style-type: none"> ● Assess performance with rating scale ● Assess each skill with checklist OSCE/OSPE ● Evaluation of case study/ presentation ● Completion of activity record |
|-------------------------|--|--|---|---|---|

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

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| | | | <p>yResuscitation (PLS)</p> | | |
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MENTAL HEALTH NURSING - I

PLACEMENT: V SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

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

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

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

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

COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|--|---|--|---|
| I | 6 (T) | Describe the historical development & current trends in mental health nursing Discuss the scope of mental health nursing Describe the concept of normal & abnormal behaviour | Introduction <ul style="list-style-type: none"> • Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices • Mental health team • Nature & scope of mental health nursing • Role & functions of mental health nurse in various settings and factors affecting the level of nursing practice • Concepts of normal and abnormal behaviour | <ul style="list-style-type: none"> • Lecture cum Discussion | <ul style="list-style-type: none"> • Essay • Short answer |

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| II | 10 (T) | <p>Define the various terms used in mental health Nursing</p> <p>Explain the classification of mental disorders</p> <p>Explain the psychodynamics of maladaptive behaviour</p> <p>Discuss the etiological factors & psychopathology of mental disorders</p> <p>Explain the principles and standards of Mental health Nursing</p> <p>Describe the conceptual models of mental health nursing</p> | <p>Principles and Concepts of Mental Health Nursing</p> <ul style="list-style-type: none"> • Definition: mental health nursing and terminology used • Classification of mental disorders: ICD11, DSM5, Geropsychiatry manual classification • Review of personality development, defense mechanisms • Etiology bio-psycho-social factors • Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neurotransmission • Principles of Mental health Nursing • Ethics and responsibilities • Practice Standards for Psychiatric Mental Health Nursing (INC practice standards) • Conceptual models and the role of nurse: <ul style="list-style-type: none"> o Existential model | <ul style="list-style-type: none"> • Lecture cum Discussion • Explain using Charts • Review of personality development | <ul style="list-style-type: none"> • Essay • Short answer |
|-----------|--------|---|---|---|---|

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------------|------------|---|---|---|---|
| | | | <ul style="list-style-type: none"> ○ Psychoanalytical models ○ Behavioural model ○ Interpersonal model ● Preventive psychiatry and rehabilitation | | |
| III | 6 (T) | Describe nature, purpose and process of assessment of mental health status | Mental Health Assessment <ul style="list-style-type: none"> ● History taking ● Mental status examination ● Mini mental status examination ● Neurological examination ● Investigations: Related Blood chemistry, EEG, CT & MRI ● Psychological tests | <ul style="list-style-type: none"> ● Lecture cum Discussion ● Demonstration ● Practice session ● Clinical practice | <ul style="list-style-type: none"> ● Essay ● Short answer ● Assessment of mental health status |
| IV | 6 (T) | Identify therapeutic communication & techniques Describe therapeutic relationship Describe therapeutic impasses and its interventions | Therapeutic Communication and Nurse-Patient Relationship <ul style="list-style-type: none"> ● Therapeutic communication: Types, techniques, characteristics and barriers ● Therapeutic nurse-patient relationship ● Interpersonal relationship- ● Elements of nurse patient contract, ● Review of technique of IPR- Johari window ● Therapeutic impasse and its management | <ul style="list-style-type: none"> ● Lecture cum Discussion ● Demonstration ● Role Play ● Process recording ● Simulation (video) | <ul style="list-style-type: none"> ● Essay ● Short answer ● OSCE |

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| V | 10 (T) | Explain treatment modalities and therapies used in mental disorders and role of the nurse | <p>Treatment modalities and therapies used in mental disorders</p> <ul style="list-style-type: none"> • Physical therapies: Psychopharmacology, • Electro Convulsive therapy • Psychological Therapies: Psychotherapy, Behaviour therapy, CBT • Psychosocial: Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy • Alternative & Complementary: Yoga, Meditation, Relaxation • Consideration for special populations | <ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Group work • Practice session • Clinical practice | <ul style="list-style-type: none"> • Essay • Short answer • Objective type |
| VI | 8 (T) | Describe the etiology, psychodynamics/ pathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders | <p>Nursing management of patient with Schizophrenia, and other psychotic disorders</p> <ul style="list-style-type: none"> • Prevalence and incidence • Classification • Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations | <ul style="list-style-type: none"> • Lecture and Discussion • Case discussion • Case presentation • Clinical practice | <ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems |

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

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| VIII | 8 (T) | Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders | <p>Nursing management of patient with neurotic, stress related and somatisation disorders</p> <ul style="list-style-type: none"> • Prevalence and incidence • classifications • Anxiety disorders – OCD, PTSD, Somatoform disorders, Phobias, Disassociative and Conversion disorders • Etiology, psychodynamics, clinical manifestation, diagnostic criteria/ formulations • Nursing Assessment: History, Physical and mental assessment • Treatment modalities and nursing management of patients with neurotic and stress related disorders • Geriatric considerations/ considerations for special populations • Follow-up and home care and rehabilitation | <ul style="list-style-type: none"> • Lecture and Discussion • Case discussion • Case presentation • Clinical practice | <ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems |
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CLINICAL PRACTICUM
MENTAL HEALTH NURSING - I &
II

PLACEMENT: SEMESTER V & VI

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

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

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

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

CLINICAL POSTINGS

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

| Clinical Area/Unit | Duration (Weeks) | Learning Outcomes | Skills/Procedural Competencies | Clinical Requirements | Assessment Methods |
|--------------------|------------------|--|--|---|---|
| Psychiatric OPD | 2 | <ul style="list-style-type: none"> • Assess patients with mental health problems • Observe and assist in therapies • Counsel and educate patients, and families | <ul style="list-style-type: none"> • History taking • Perform mental status examination (MSE) • Observe/practice Psychometric assessment • Perform Neurological examination • Observing and assisting | <ul style="list-style-type: none"> • History taking and Mental status examination – 2 • Health education – 1 • Observation report of OPD | <ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with checklist • Evaluation of health education • Assessment of observation |

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| | | | <p>intherapies</p> <ul style="list-style-type: none"> • Individual and group psycho-education <ul style="list-style-type: none"> ▪ Mental hygiene practiceeducation ▪ Family psycho-education | | <p>report</p> <ul style="list-style-type: none"> • Completion ofactivity record |
| Child Guidance clinic | 1 | <ul style="list-style-type: none"> • Assess childrenwith various mental health problems • Counsel and educate children, families and significant others | <ul style="list-style-type: none"> • History & mental statusexamination • Observe/practice psychometric assessment • Observe and assist in varioustherapies • Parental teaching for childwith mental deficiency | <ul style="list-style-type: none"> • Case work – 1 • Observation report of different therapies – 1 | <ul style="list-style-type: none"> • Assess performance withrating scale • Assess each skillwith checklist • Evaluation of theobservation report |
| Inpatient ward | 4 | <ul style="list-style-type: none"> • Assess patients with mental health problems • Provide nursing care for patients with various | <ul style="list-style-type: none"> • History taking • Mental status examination(MSE) • Neurological examination • Assisting in psychometric | <ul style="list-style-type: none"> • Give care to 2-3patients with various mental disorders • Case study – 1 | <ul style="list-style-type: none"> • Assess performance withrating scale • Assess each skillwith checklist |

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

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| | | patient, family and community • Observe the assessment and care of patients at deaddiction centre | • Observing deaddiction care | | |
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COMMUNITY HEALTH NURSING - I

including Environmental Science & Epidemiology

PLACEMENT: V

SEMESTER

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

PRACTICUM: Clinical: 2 Credits (160 hours)

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

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

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

COURSE OUTLINE

T – Theory

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

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|-------------------|---|------------------------------|--------------------|
| | | problems of India | tertiary prevention –Review • Health problems (Profile)of India | | |

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| II | 8 (1) | <p>Describe health planning and its steps, and various health plans, and committees</p> <p>Discuss health care delivery system in India at various levels</p> <p>Describe SDGs, primary health care and comprehensive primary health care (CPHC)</p> <p>Explain health care policies and regulations in India</p> | <p>Health Care Planning and Organization of Health Care at various levels</p> <ul style="list-style-type: none"> • Health planning steps • Health planning in India: various committees and commissions on health and family welfare and Five Year plans • Participation of community and stakeholders in health planning • Health care delivery system in India: Infrastructure and Health sectors, Delivery of health services at sub-centre (SC), PHC, CHC, District level, state level and national level • Sustainable development goals (SDGs), Primary Health Care and Comprehensive Primary Health Care (CPHC): elements, principles • CPHC through SC/Health Wellness Center (HWC) • Role of MLHP/CHP • National Health Care Policies and Regulations <ul style="list-style-type: none"> ○ National Health Policy (1983, 2002, 2017) | <ul style="list-style-type: none"> • Lecture • Discussion • Field visits to CHC, PHC, SC/ Health Wellness Centers (HWC) • Directed reading | <ul style="list-style-type: none"> • Short answer • Essay • Evaluation of Field visit reports & presentation |
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| | | | <ul style="list-style-type: none"> ○ National Health Mission(NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM ○ National Health Protection Mission(NHPM) ○ Ayushman Bharat ○ Universal Health Coverage | | |
| III | 15 (T) | Identify the role of an individual in the | Environmental Science, Environmental Health, and | • Lecture | • Short answer |

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

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| | | | <ul style="list-style-type: none"> • Commonly used insecticides and pesticides | | |
| IV | 7 (T) | <p>Describe the various nutrition assessment methods at the community level</p> <p>Plan and provide diet plans for all age groups including therapeutic diet</p> | <p>Nutrition Assessment and Nutrition Education</p> <ul style="list-style-type: none"> • <i>Review of Nutrition</i> <ul style="list-style-type: none"> ○ Concepts, types ○ Meal planning: aims, steps & diet plan for different age groups ○ Nutrition assessment of individuals, families and community by using appropriate methods • Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status • General nutritional advice | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Market visit • Nutritional assessment for different age groups <ul style="list-style-type: none"> • Lecture | <ul style="list-style-type: none"> • Performance assessment of nutrition assessment for different age groups • Evaluation of nutritional assessment reports |

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| | | <p>Provide nutrition counseling and education to all agegroups and describe</p> | <ul style="list-style-type: none">• Nutrition education: purpose, principles & methods and Rehabilitation | <ul style="list-style-type: none">• Discussion | <ul style="list-style-type: none">• Short answer• Essay |
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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
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| | | <p>the national nutrition programs and</p> <p>Identify early the foodborne diseases, and perform initial management and referral appropriately</p> | <ul style="list-style-type: none"> • <i>Review:</i> Nutritional deficiency disorders • National nutritional policy & programs in India <p>Food Borne Diseases and Food Safety</p> <p>Food borne diseases</p> <ul style="list-style-type: none"> • Definition, & burden, Causes and classification • Signs & Symptoms • Transmission of food borne pathogens & toxins • Early identification, initial management and referral <p>Food poisoning & food intoxication</p> <ul style="list-style-type: none"> • Epidemiological features/clinical characteristics, Types of food poisoning • Food intoxication- features, preventive & control measures • Public health response to food borne diseases | <ul style="list-style-type: none"> • Field visits to milk purification plants, slaughterhouse • Refer Nutrition module- BPCCHN Block 2-unit I & UNIT 5 | <ul style="list-style-type: none"> • Field visit reports |

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| V | 6 (T) | <p>Describe behaviour change communication skills</p> <p>Counsel and provide health education to individuals, families and community for promotion of healthy life style practices</p> | <p>Communication management and Health Education</p> <ul style="list-style-type: none"> • Behaviour change communication skills o communication o Human behaviour o Health belief model: concepts & definition, ways to influence behaviour o Steps of behaviour change o Techniques of behaviour change: Guiding principles in planning BCC activity o Steps of BCC o Social and Behaviour Change Communication strategies (SBCC): techniques to collect social history from clients o Barriers to effective | <ul style="list-style-type: none"> • Lecture • Discussion • Role play • Demonstration: BCC skills • Supervised field practice • Refer: BCC/SBCC module (MoHFW & USAID) | <ul style="list-style-type: none"> • Short answer • Essay • Performance evaluation of health |
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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
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| | | using appropriate methods and media | <p>communication, and methods to overcome them</p> <ul style="list-style-type: none"> • Health promotion and Health education: methods/techniques, and audio-visual aids | | education sessions to individuals and families |
| VI | 7 (T) | <p>Describe community health nursing approaches and concepts</p> <p>Describe and identify the activities of community health nurse to promote and maintain family health through home visits</p> | <p>Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel</p> <ul style="list-style-type: none"> • <i>Approaches:</i> <ul style="list-style-type: none"> ○ Nursing process ○ Epidemiological approach ○ Problem solving approach ○ Evidence based approach ○ Empowering people to care for themselves • <i>Review:</i> Primary health care and Comprehensive Primary Health Care (CPHC) <p>Home Visits:</p> | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role plays • Supervised field practice | <ul style="list-style-type: none"> • Short answer • Essays • Assessment of supervised field practice |

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| | | | <ul style="list-style-type: none"> • Concept, Principles, Process, & Techniques: Bag technique • Qualities of Community Health Nurse • Roles and responsibilities of community health nursing personnel in family health services • <i>Review</i>: Principles & techniques of counseling | | |
| VII | 10 (T) | Explain the specific activities of community health nurse in assisting individuals and groups to promote and maintain their health | <p>Assisting individuals and families to promote and maintain their health</p> <p>A. <i>Assessment of individuals and families</i> (Review from Child health nursing, Medical surgical nursing and OBG Nursing)</p> <ul style="list-style-type: none"> • Assessment of children, women, adolescents, elderly etc. | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role plays | <ul style="list-style-type: none"> • Short answer • Essay • Assessment of clinical performance in the field practice area |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning g Activities | Assessment tMethods |
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| | | <p>Provide primary care at home/ health centers(HWC) using standing orders/ protocols as per public health standards/approved by MoH&FW and INC regulation</p> | <ul style="list-style-type: none"> • Children: Monitoring growth and development, milestones • Anthropometric measurements, BMI • Social development • Temperature and Blood pressure monitoring • Menstrual cycle • Breast self-examination (BSE) and testicles self-examination (TSE) • Warning Signs of various diseases • Tests: Urine for sugar and albumin, blood sugar, Hemoglobin <p><i>B. Provision of health services/primary healthcare:</i></p> <ul style="list-style-type: none"> • Routine check-up, Immunization, counseling, and diagnosis • Management of common diseases at home and health centre level <ul style="list-style-type: none"> ○ Care based on standing orders/protocols approved by MoH&FW ○ Drugs dispensing and injections at health centre | | <ul style="list-style-type: none"> • Assessment of procedural skills in lab procedures |
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| | | <p>Develop skill in maintenance of records and reports</p> | <p><i>C. Continue medical care and follow up in community for various diseases/disabilities</i></p> <p><i>D. Carry out therapeutic procedures as prescribed/required for client and family</i></p> <p><i>E. Maintenance of health records and reports</i></p> <ul style="list-style-type: none"> • Maintenance of client records • Maintenance of health records at the facility level • Report writing and documentation of activities carried out during home visits, in the clinics/centers and field visits | <ul style="list-style-type: none"> • Document and maintain: • Individual records | <ul style="list-style-type: none"> • Evaluation of records and reports |
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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
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| | | <p>Develop beginning skills in handling social issues affecting the health and development of the family</p> <p>Identify and assist the families to utilize the community resources appropriately</p> | <p><i>F. Sensitize and handle social issues affecting health and development of the family</i></p> <ul style="list-style-type: none"> • Women empowerment • Women and child abuse • Abuse of elders • Female foeticide • Commercial sex workers • Substance abuse <p><i>G. Utilize community resources for client and family</i></p> <ul style="list-style-type: none"> • Trauma services • Old age homes • Orphanages • Homes for physically challenged individuals • Homes for destitute • Palliative care centres • Hospice care centres • Assisted living facility | <ul style="list-style-type: none"> • Family records • Health center records • Field visits | <ul style="list-style-type: none"> • Evaluation of field visit reports |

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| VIII | 10 (T) | Describe the concepts, approaches and methods of epidemiology | <p>Introduction to Epidemiology – Epidemiological Approaches and Processes</p> <ul style="list-style-type: none"> • Epidemiology: Concept and Definition • Distribution and frequency of disease • Aims & uses of epidemiology • Epidemiological models of causation of disease • Concepts of disease transmission • Modes of transmission: Direct, Indirect and chain of infection • Time trends or fluctuations in disease occurrence • Epidemiological approaches: Descriptive, analytical and experimental • Principles of control measures/levels of | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Field visits: communicable disease hospital & Entomology office • Investigation of an epidemic of | <ul style="list-style-type: none"> • Short answer • Essay • Report on visit to communicable disease hospital • Report on visit to entomology office |
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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning g Activities | Assessment tMethods |
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| | | Investigate an epidemic of communicable disease | prevention of disease <ul style="list-style-type: none"> • Investigation of an epidemic of communicable disease • Use of basic epidemiological tools to make community diagnosis for effective planning and intervention | communicable disease | <ul style="list-style-type: none"> • Report and presentation on investigating an epidemic of communicable disease |

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| IX | 15 (T) | <p>Explain the epidemiology of specific communicable diseases</p> <p>Describe the various methods of prevention, control and management of communicable diseases and the role of nurses in screening, diagnosing, primary management and referral to a health facility</p> | <p>Communicable Diseases and National Health Programs</p> <p>1. Communicable Diseases – Vector borne diseases (Every disease will be dealt under the following headlines)</p> <ul style="list-style-type: none"> • Epidemiology of the following vector borne diseases • Prevention & control measures • Screening, and diagnosing the following conditions, primary management, referral and follow up <ul style="list-style-type: none"> ○ Malaria ○ Filaria ○ Kala-azar ○ Japanese encephalitis ○ Dengue ○ Chickungunya <p>2. Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines)</p> <ul style="list-style-type: none"> • Epidemiology of the following infectious diseases • Prevention & Control measures • Screening, diagnosing the following conditions, primary management, referral and follow up <ul style="list-style-type: none"> ○ Leprosy | <ul style="list-style-type: none"> • Lecture • Discussion, • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with communicable diseases | <ul style="list-style-type: none"> • Field visit reports • Assessment of family case study • OSCE assessment • Short answer • Essay |
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| | | | <ul style="list-style-type: none">○ Tuberculosis○ Vaccine preventable diseases – Diphtheria, whooping cough, tetanus, poliomyelitis | | |
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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learnin g Activities | Assessmen tMethods |
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| | | <p>Identify the national health programs relevant to communicable</p> | <p>and measles</p> <ul style="list-style-type: none"> ○ Enteric fever ○ Viral hepatitis ○ HIV/AIDS/RTI infections ○ HIV/AIDS, and Sexually Transmitted Diseases/ Reproductive tract infections (STIs/RTIs) ○ Diarrhoea ○ Respiratory tract infections ○ COVID-19 ○ Helminthic – soil & food transmitted and parasitic infections – Scabies and pediculosis <p>3. Communicable diseases: Zoonotic diseases</p> <ul style="list-style-type: none"> • Epidemiology of Zoonotic diseases • Prevention & control measures • Screening and diagnosing the following conditions, primary management, referral and follow up ○ Rabies: Identify, suspect, primary management and referral to a health facility • Role of a nurses in control of communicable | | |
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| | | <p>diseases and explain the role of nurses in implementation of these programs</p> | <p>diseases</p> <p>National Health Programs</p> <ol style="list-style-type: none"> 1. UIP: Universal Immunization Program (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B) 2. National Leprosy Eradication Program (NLEP) 3. Revised National Tuberculosis Control Program (RNTCP) 4. Integrated Disease Surveillance Program (IDSP): Enteric fever, Diarrhea, Respiratory | | |
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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning g Activities | Assessment tMethods |
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| | | | infections and Scabies 5. National Aids Control Organization (NACO) 6. National Vector Borne Disease Control Program 7. National Air Quality Monitoring Program 8. Any other newly added program | | |

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| X | 15 (T) | Describe the national health program for the control of non-communicable diseases and the role of nurses in screening, identification, primary management and referral to a health facility | <p>Non-Communicable Diseases and National Health Program (NCD)</p> <ul style="list-style-type: none"> • National response to NCDs (Every disease will be dealt under the following headlines) • Epidemiology of specific diseases • Prevention and control measures • Screening, diagnosing/ identification and primary management, referral and follow up care <p>NCD-1</p> <ul style="list-style-type: none"> ○ Diabetes Mellitus ○ Hypertension ○ Cardiovascular diseases ○ Stroke & Obesity ○ Blindness: Categories of visual impairment and national program for control of blindness ○ Deafness: national program for prevention and control of deafness ○ Thyroid diseases ○ Injury and accidents: Risk factors for Road traffic injuries and operational guidelines for trauma care facility on highways <p>NCD-2 Cancers</p> <ul style="list-style-type: none"> ○ Cervical Cancer | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with non-communicable diseases | <ul style="list-style-type: none"> • Field visit reports • Assessment of family case study • OSCE assessment • Short answer • Essay |
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| | | | <ul style="list-style-type: none">○ Breast Cancer○ Oral cancer○ Epidemiology of specific cancers, Risk factors/ | | |
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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
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| | | | <p>Causes, Prevention, Screening, diagnosis – signs, Signs & symptoms, and early management & referral</p> <ul style="list-style-type: none"> ○ Palliative care ○ Role of a nurse in non-communicable disease control program <p>National Health Programs</p> <ul style="list-style-type: none"> • National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS) • National program for control of blindness • National program for prevention and control of deafness • National tobacco control program • Standard treatment protocols used in National Health Programs | <ul style="list-style-type: none"> • Participation in national health programs | |

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| XI | 3 (T) | Enumerate the schoolhealth activities and the role functions of a school health nurse | School Health Services <ul style="list-style-type: none"> • Objectives • Health problems of schoolchildren • Components of schoolhealth services • Maintenance of schoolhealth records • Initiation and planning ofschool health services • Role of a school healthnurse | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice | <ul style="list-style-type: none"> • Short answer • Essay • Evaluation ofhealth counseling toschoold children • Screen, diagnose, manage andrefer school children • OSCE assessmen t |
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Note: Lab hours less than 1 Credit is not specified separately.

CLINICAL PRACTICUM

CLINICAL: 2 Credits (160 hours)

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

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

| Clinical Area/Unit | Duration (Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills | Clinical Requirements | Assessment Methods |
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| <p>Rural</p> | <p>2 Weeks</p> | <p>Identify the socio-demographic characteristics, health determinants and resources of a rural and an urban community</p> <p>Observe the functioning and document significant observations</p> <p>Perform nutritional assessment and plan diet plan for adult</p> <p>Educate individuals/family/community on</p> <ul style="list-style-type: none"> - Nutrition - Hygiene - Food hygiene - Healthy lifestyle - Health promotion | <p>interpersonal relationship</p> <ul style="list-style-type: none"> • Conducting community needs assessment/survey to identify health determinants of a community • Observation skills • Nutritional assessment skills • Skill in teaching individual/family on: <ul style="list-style-type: none"> ○ Nutrition, including food hygiene and safety ○ Healthy lifestyle ○ Health promotion • Health assessment including nutritional assessment for clients of different age | <p>– Rural/urban –</p> <p>1 Field visits:</p> <ul style="list-style-type: none"> • SC/HWC, PHC, CHC • Water resources & purification site – water quality standards • Rain water harvesting • Sewage disposal • Observation of <ul style="list-style-type: none"> • milk diary • slaughterhouse – meat hygiene • Observation of nutrition programs • Visit to market • Nutritional assessment of an individual (adult) – 1 • Health teaching (Adult) – 1 • Use of audio-visual aids <ul style="list-style-type: none"> ○ Flash cards ○ Posters ○ Flannel graph ○ Flip charts • Health assessment of woman – 1, infant/under five | <ul style="list-style-type: none"> • Evaluation of field visit and observation reports • Health talk evaluation |
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| | | <p>Perform health assessment for clients of various age groups</p> <p>Maintain records and reports</p> | <p>groups</p> <ul style="list-style-type: none"> • Documentation skills | <p>–1, adolescent – 1, adult – 1</p> <ul style="list-style-type: none"> • Growth monitoring of under-five children – 1 <p>Document and maintain:</p> <ul style="list-style-type: none"> • Individual record • Family record • Health center record • Community health survey to investigate an epidemic – 1 | <ul style="list-style-type: none"> • Assessment of clinical performance • Evaluations of reports & |
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| Clinical Area/Unit | Duration (Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills | Clinical Requirements | Assessment Methods |
|--------------------|------------------|--|---|--|--|
| | | <p>Investigate epidemic of communicable disease</p> <p>Identify prevalent communicable and non-communicable diseases</p> <p>Screen, diagnose, manage and refer clients with common health problems in the community and refer high risk clients using standing orders/protocols</p> <p>Participate in implementation of national health programs</p> <p>Participate in school health program</p> | <ul style="list-style-type: none"> • Investigating an epidemic –Community health survey • Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to FRUs • Conduct home visit • Participation in implementation of national health programs • Participation in school health program | <p>Screening, diagnosing and primary management and referral:</p> <ul style="list-style-type: none"> • Communicable disease – 1 • Non-communicable diseases – 1 • Home visits – 2 • Participation in any two national health programs • Participation in school health program – 1 | <p>records</p> <ul style="list-style-type: none"> • Clinical performance assessment • OSCE • Final clinical examination • Evaluation of home visit |

EDUCATIONAL TECHNOLOGY/NURSING**EDUCATION PLACEMENT: V SEMESTER****THEORY:** 2 Credits (40 hours)**PRACTICUM:** Lab/Practical: 1 Credit (40 hours)

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

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

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

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

COURSE OUTLINE

T – Theory, P – Practical (Laboratory)

| Unit | Time (Hrs.) | | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
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| | T | P | | | | |
| I | 6 | 3 | <p>Explain the definition, aims, types, approaches and scope of educational technology</p> <p>Compare and contrast the various educational philosophies</p> | <p>Introduction and Theoretical Foundations:</p> <p><i>Education and educational technology</i></p> <ul style="list-style-type: none"> • Definition, aims • Approaches and scope of educational technology • Latest approaches to education: <ul style="list-style-type: none"> ○ Transformational education ○ Relationship based education ○ Competency based education | <ul style="list-style-type: none"> • Lecture cum discussion | <ul style="list-style-type: none"> • Quiz |

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| | | <p>Explain the teaching learning process, nature, characteristics and principles</p> | <p><i>Educational philosophy:</i></p> <ul style="list-style-type: none"> • Definition of philosophy, education and philosophy • Comparison of educational philosophies • Philosophy of nursing education <p><i>Teaching learning process:</i></p> <ul style="list-style-type: none"> • Definitions • Teaching learning as a process • Nature and characteristics of teaching and learning • Principles of teaching and learning • Barriers to teaching and learning • Learning theories • Latest approaches to learning <ul style="list-style-type: none"> ○ Experiential learning | | |
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| Unit | Time (Hrs.) | | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
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| | T | P | | | | |
| | | | | <ul style="list-style-type: none"> ○ Reflective learning ○ Scenario based learning ○ Simulation based learning ○ Blended learning | <p>Group exercise:</p> <ul style="list-style-type: none"> • Create/discuss scenario-based exercise | <p>Assessment of Assignment:</p> <ul style="list-style-type: none"> • Learning theories – analysis of anyone |
| II | 6 | 6 | <p>Identify essential qualities/attributes of a teacher</p> <p>Describe the teaching styles of faculty</p> <p>Explain the determinants of learning and initiate self-assessment to identify own learning style</p> <p>Identify the factors that motivate the learner</p> <p>Define curriculum and classify types</p> <p>Identify the factors influencing</p> | <p>Assessment and Planning</p> <p><i>Assessment of teacher</i></p> <ul style="list-style-type: none"> • Essential qualities of a teacher • Teaching styles – Formal authority, demonstrator, facilitator, delegator <p><i>Assessment of learner</i></p> <ul style="list-style-type: none"> • Types of learners • Determinants of learning – learning needs, readiness to learn, learning styles • Today's generation of learners and their skills and attributes • Emotional intelligence of the learner • Motivational factors – personal factors, environmental factors and support system <p>Curriculum Planning</p> <ul style="list-style-type: none"> • Curriculum – definition, types • Curriculum design – | <ul style="list-style-type: none"> • Lecture cum discussion <p>Self-assessment exercise:</p> <ul style="list-style-type: none"> • Identify your learning style using any learning style inventory (ex. Kolb's learning style inventory) • Lecture cum discussion | <ul style="list-style-type: none"> • Short answer • Objective type |

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| | | | <p>curriculum development</p> <p>Develop skill in writing learning outcomes, and lessonplan</p> | <ul style="list-style-type: none"> • Curriculum development – factors influencing curriculum development, facilitators and barriers • Writing learning outcomes/behavioral objectives • Basic principles of writing course plan, unit plan and lesson plan | <p>Individual/group exercise:</p> <ul style="list-style-type: none"> • Writing learning outcomes • Preparation of a lesson plan | <p>Assessment of Assignment:</p> <ul style="list-style-type: none"> • Individual / Group |
| III | 8 | 15 | <p>Explain the principles and strategies of classroom management</p> | <p>Implementation</p> <p><i>Teaching in Classroom and Skill lab</i></p> <p>–</p> <p><i>Teaching Methods</i></p> <ul style="list-style-type: none"> • Classroom management- principles and strategies • Classroom communication <p>o Facilitators and Barriers to classroom communication</p> | <ul style="list-style-type: none"> • Lecture cum Discussion | <ul style="list-style-type: none"> • Short answer • Objective type |

| Unit | Time (Hrs.) | | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|-------------|---|--|--|--|---|
| | T | P | | | | |
| | | | <p>Describe different methods/strategies of teaching and develop beginning skill in using various teaching methods</p> <p>Explain active learning strategies and participate actively in team and collaborative learning</p> | <p>o Information communication technology (ICT) – ICT used in education</p> <p><i>Teaching methods – Features, advantages and disadvantages</i></p> <ul style="list-style-type: none"> • Lecture, Group discussion, microteaching • Skill lab – simulations, Demonstration & re-demonstration • Symposium, panel discussion, seminar, scientific workshop, exhibitions • Role play, project • Field trips • Self-directed learning (SDL) • Computer assisted learning • One-to-one instruction <p><i>Active learning strategies</i></p> <ul style="list-style-type: none"> • Team based learning • Problem based learning • Peer sharing • Case study analysis • Journaling • Debate • Gaming • Inter-professional education | <ul style="list-style-type: none"> • Practice teaching/Microteaching • Exercise (Peer teaching) • Patient teaching session • Construction of game – puzzle <ul style="list-style-type: none"> • Teaching in groups – interdisciplinary | <ul style="list-style-type: none"> • Assessment of microteaching |

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| IV | 3 | 3 | <p>Enumerate the factors influencing selection of clinical learning experiences</p> <p>Develop skill in using different clinical teaching strategies</p> | <p>Teaching in the Clinical Setting –Teaching Methods</p> <ul style="list-style-type: none"> • Clinical learning environment • Factors influencing selection of clinical learning experiences • Practice model • Characteristics of effective clinical teacher • Writing clinical learning outcomes/practice competencies • Clinical teaching strategies – patient assignment – clinical conference, clinical presentation/bedside clinic, Case study/care study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording | <ul style="list-style-type: none"> • Lecture cum discussion • Writing clinical outcomes – assignments in pairs | <ul style="list-style-type: none"> • Short answer • Assessment of written assignment |
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| Unit | Time (Hrs.) | | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|----------------|---|---|---|--|---|
| | T | P | | | | |
| V | 5 | 5 | <p>Explain the purpose, principles and steps in the use of media</p> <p>Categorize the different types of media and describe its advantages and disadvantages</p> <p>Develop skill in preparing and using media</p> | <p>Educational/Teaching Media</p> <ul style="list-style-type: none"> • Media use – Purpose, components, principles and steps • Types of media <p><i>Still visuals</i></p> <ul style="list-style-type: none"> ○ Non projected – drawings & diagrams, charts, graphs, posters, cartoons, board devices (chalk/whiteboard, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer ○ Projected – film stripes, microscope, power point slides, overhead projector <p><i>Moving visuals</i></p> <ul style="list-style-type: none"> ○ Video learning resources – videotapes & DVD, blu-ray, USB flash drive ○ Motion pictures/films <p><i>Realia and models</i></p> <ul style="list-style-type: none"> ○ Real objects & Models <p><i>Audio aids/audio media</i></p> <ul style="list-style-type: none"> ○ Audiotapes/Compact discs ○ Radio & Tape recorder ○ Public address system ○ Digital audio <p><i>Electronic media/computer</i></p> | <ul style="list-style-type: none"> • Lecture cum discussion • Preparation of different teaching aids – (Integrate with practice teaching sessions) | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment of the teaching media prepared |

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| | | | | <ul style="list-style-type: none"> ○ Computers ○ Web-based videoconferencing ○ E-learning, Smart classroom <p><i>Telecommunication</i> (<i>Distanceeducation</i>)</p> <ul style="list-style-type: none"> ○ Cable TV, satellite broadcasting, videoconferencing Telephones –Telehealth/telenursing <p><i>Mobile technology</i></p> | | |
| VI | 5 | 3 | <p>Describe the purpose, scope, principles in selection of evaluation methods and barriers to evaluation</p> <p>Explain the guidelines to develop assessment</p> | <p>Assessment/Evaluation</p> <p>Methods/Strategies</p> <ul style="list-style-type: none"> • Purposes, scope and principles in selection of assessment methods and types • Barriers to evaluation • Guidelines to develop assessment | <ul style="list-style-type: none"> • Lecture cum discussion | <ul style="list-style-type: none"> • Short answer • Objective type |

| Unit | Time (Hrs.) | | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|-------------|---|--|--|--|---|
| | T | P | | | | |
| | | | <p>tests</p> <p>Develop skill in construction of different tests</p> <p>Identify various clinical evaluation tools and demonstrate skill in selected tests</p> | <p>tests</p> <p><i>Assessment of knowledge:</i></p> <ul style="list-style-type: none"> • Essay type questions, • Short answer questions (SAQ) • Multiple choice questions (MCQ – single response & multiple response) <p><i>Assessment of skills:</i></p> <ul style="list-style-type: none"> • Clinical evaluation • Observation (checklist, rating scales, videotapes) • Written communication – progress notes, nursing care plans, process recording, written assignments • Verbal communication (oral examination) • Simulation • Objective Structured Clinical Examination (OSCE) • Self-evaluation • Clinical portfolio, clinical logs <p><i>Assessment of Attitude:</i></p> <ul style="list-style-type: none"> • Attitude scales <p><i>Assessment tests for higher learning:</i></p> <ul style="list-style-type: none"> • Interpretive questions, hot spot questions, drag and drop and ordered response questions | <ul style="list-style-type: none"> • Exercise on constructing assessment tool/s | <ul style="list-style-type: none"> • Assessment of tool/s prepared |

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| VII | 3 | 3 | <p>Explain the scope, purpose and principles of guidance</p> <p>Differentiate between guidance and counseling</p> <p>Describe the principles, types, and counseling process</p> <p>Develop basic skill of counseling and guidance</p> | <p>Guidance/academic advising, counseling and discipline</p> <p><i>Guidance</i></p> <ul style="list-style-type: none"> • Definition, objectives, scope, purpose and principles • Roles of academic advisor/ faculty in guidance <p><i>Counseling</i></p> <ul style="list-style-type: none"> • Difference between guidance and counseling • Definition, objectives, scope, principles, types, process and steps of counseling • Counseling skills/techniques –basics • Roles of counselor • Organization of counseling services | <ul style="list-style-type: none"> • Lecture cum discussion • Role play on student counseling in different situations • Assignment on identifying situations requiring counseling | <ul style="list-style-type: none"> • Assessment of performance in role play scenario • Evaluation of assignment |
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| Unit | Time (Hrs.) | | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|-------------|---|---|---|---|---|
| | T | P | | | | |
| | | | Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and grievance among students | <ul style="list-style-type: none"> • Issues for counseling in nursing students <p><i>Discipline and grievance in students</i></p> <ul style="list-style-type: none"> • Managing disciplinary/grievance problems – preventive guidance & counseling • Role of students' grievance redressal cell/committee | | |
| VIII | 4 | 2 | <p>Recognize the importance of value-based education</p> <p>Develop skill in ethical decision making and maintain ethical standards for students</p> <p>Introduce knowledge of EBT and its application in nursing education</p> | <p>Ethics and Evidence Based Teaching (EBT) in Nursing Education</p> <p><i>Ethics – Review</i></p> <ul style="list-style-type: none"> • Definition of terms • Value based education in nursing • Value development strategies • Ethical decision making • Ethical standards for students • Student-faculty relationship <p><i>Evidence based teaching – Introduction</i></p> <ul style="list-style-type: none"> • Evidence based education process and its application to nursing education | <ul style="list-style-type: none"> • Value clarification exercise • Case study analysis (student encountered scenarios) and suggest ethical decision-making steps • Lecture cum discussion | <ul style="list-style-type: none"> • Short answer • Evaluation of case study analysis • Quiz – MCQ |

INTRODUCTION TO FORENSIC NURSING AND INDIAN

LAWSPACEMENT: V SEMESTER

THEORY: 1 Credit (20 hours)

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

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

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

COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|---|---|--|
| I | 3 (T) | Describe the nature of forensic science and discuss issues concerning violence | <p>Forensic Science</p> <ul style="list-style-type: none"> • Definition • History • Importance in medical science • Forensic Science Laboratory <p>Violence</p> <ul style="list-style-type: none"> • Definition • Epidemiology • Source of data <p>Sexual abuse – child and women</p> | <ul style="list-style-type: none"> • Lecture cum discussion • Visit to Regional Forensic Science Laboratory | <ul style="list-style-type: none"> • Quiz – MCQ • Write visit report |
| II | 2 (T) | Explain concepts of forensic nursing and scope of practice for forensic nurse | <p>Forensic Nursing</p> <ul style="list-style-type: none"> • Definition • History and development • Scope – setting of practice, areas of practice and subspecialties • Ethical issues • Roles and responsibilities of nurse • INC & SNC Acts | <ul style="list-style-type: none"> • Lecture cum discussion | <ul style="list-style-type: none"> • Short answer • Objective type |

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| III | 7 (T) | Identify members of forensic team and describe role of forensic nurse | <p>Forensic Team</p> <ul style="list-style-type: none"> • Members and their roles <p>Comprehensive forensic nursing care of victim and family</p> <ul style="list-style-type: none"> • Physical aspects • Psychosocial aspects • Cultural and spiritual aspects • Legal aspects • Assist forensic team in care beyond scope of her practice • Admission and discharge/referral/death of victim of violence • Responsibilities of nurse as a witness <p>Evidence preservation – role of nurses</p> <ul style="list-style-type: none"> • Observation • Recognition | <ul style="list-style-type: none"> • Lecture cum Discussion • Hypothetical/real case presentation • Observation of post-mortem • Visit to department of forensic medicine | <ul style="list-style-type: none"> • Objective type • Short answer • Write report |
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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|---|---|--|--|
| | | | <ul style="list-style-type: none"> • Collection • Preservation • Documentation of Biological and other evidence related to criminal/traumatic event • Forwarding biological samples for forensic examination | | |
| IV | 3 (T) | Describe fundamental rights and human rights commission | <p>Introduction of Indian Constitution</p> <p>Fundamental Rights</p> <ul style="list-style-type: none"> • Rights of victim • Rights of accused <p>Human Rights Commission</p> | <ul style="list-style-type: none"> • Lecture cum discussion • Written Assignment • Visit to prison | <ul style="list-style-type: none"> • Short answer • Assessment of written assignment • Write visit report |
| V | 5 (T) | Explain Indian judicial system and laws | <p>Sources of laws and law-making powers</p> <p>Overview of Indian Judicial System</p> <ul style="list-style-type: none"> • JMFC (Judicial Magistrate First Class) • District • State • Apex <p>Civil and Criminal Case Procedures</p> <ul style="list-style-type: none"> • IPC (Indian Penal Code) • ICPC • IE Act (Indian Evidence Act) | <ul style="list-style-type: none"> • Lecture cum discussion • Guided reading • Lecture cum discussion | <ul style="list-style-type: none"> • Quiz • Short answer |

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| | | Discuss the importance of POSCO Act | Overview of POSCO Act | | |
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CHILD HEALTH NURSING - II

PLACEMENT: VI SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

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

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

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

COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|---|--|--|---|
| 1 | 20 (T) | Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of cardiovascular, gastrointestinal, genitourinary, and nervous system | <p>Cardiovascular system:</p> <ul style="list-style-type: none"> • Identification and Nursing management of congenital malformations • Congenital heart diseases: Cyanotic and Acyanotic (ASD, VSD, PDA, TOF) • Others: Rheumatic fever and Rheumatic heart disease, Congestive cardiac failure • Hematological conditions: <ol style="list-style-type: none"> a) Congenital: Hemophilia, Thalassemia b) Others: Anemia, Leukemia, Idiopathic thrombocytopenic purpura, Hodgkins and non-hodgkins lymphoma <p>Gastro-intestinal system:</p> <ul style="list-style-type: none"> • Identification and Nursing management of congenital malformations. • Congenital: Cleft lip, Cleft palate, Congenital hypertrophic pyloric stenosis, Hirschsprungs disease (Megacolon), Anorectal malformation, Malabsorption syndrome, Abdominal wall defects, Hernia • Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, | <ul style="list-style-type: none"> • Lecture cum discussion • Demonstration and practice session | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with checklist |

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| | | | <p>Hepatic diseases, intestinal parasites</p> <p>Genitourinary urinary system:</p> <ul style="list-style-type: none"> • Identification and Nursing management of congenital malformations. • Congenital: Wilms tumor, Extropy of bladder, Hypospadias, Epispadias, Obstructive uropathy • Others: Nephrotic syndrome, Acute glomerulonephritis, renal failure <p>Nervous system:</p> <ul style="list-style-type: none"> • Identification and Nursing management of congenital malformations a) Congenital: Spina bifida, Hydrocephalous. b) Others: Meningitis, Encephalitis, Convulsive disorders (convulsions and seizures), Cerebral palsy head injury | | |
| II | 10 (T) | Describe the etiology, pathophysiology, clinical manifestation and nursing | <p>Orthopedic disorders:</p> <ul style="list-style-type: none"> • Club foot | <ul style="list-style-type: none"> • Lecture cum discussion • Demonstration | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment of |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|---|---|------------------------------|
| | | <p>management of children with Orthopedic disorders, eye, ear and skin disorders</p> <p>Explain the preventive measures and strategies for children with communicable diseases</p> | <ul style="list-style-type: none"> • Hip dislocation and • Fracture <p>Disorder of eye, ear and skin:</p> <ul style="list-style-type: none"> • Refractory errors • Otitis media and • Atopic dermatitis <p>Communicable diseases in children, their identification/ diagnosis, nursing management in hospital, in home, control & prevention:</p> <ul style="list-style-type: none"> • Tuberculosis • Diphtheria • Tetanus • Pertussis • Poliomyelitis • Measles • Mumps, and • Chickenpox • HIV/AIDS • Dengue fever • COVID-19 | <ul style="list-style-type: none"> • Practice session • Clinical practice | <p>skills with checklist</p> |

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| III | 10 (T) | <p>Describe the management of children with behavioral & social problems</p> <p>Identify the social & welfare services for challenged children</p> | <p>Management of behavior and social problems in children</p> <ul style="list-style-type: none"> • Child Guidance clinic • Common behavior disorders in children and management <ul style="list-style-type: none"> ○ Enuresis and Encopresis ○ Nervousness ○ Nail biting ○ Thumb sucking ○ Temper tantrum ○ Stealing ○ Aggressiveness ○ Juvenile delinquency ○ School phobia ○ Learning disability • Psychiatric disorders in children and management <ul style="list-style-type: none"> ○ Childhood schizophrenia ○ Childhood depression ○ Conversion reaction ○ Posttraumatic stress disorder ○ Autistic spectrum disorders | <ul style="list-style-type: none"> • Lecture cum discussion • Field visits to child guidance clinics, school for mentally & physically, socially challenged | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment of field reports |
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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|-------------------|--|-------------------------------|--------------------|
| | | | <ul style="list-style-type: none"> • Eating disorder in children and management <ul style="list-style-type: none"> ○ Obesity ○ Anorexia nervosa ○ Bulimia • Management of challenged children. <ul style="list-style-type: none"> ○ Mentally ○ Physically ○ Socially ○ Child abuse, ○ Substance abuse • Welfare services for challenged children in India | | |

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

Given under Child Health Nursing - I as I & II

MENTAL HEALTH NURSING - II

PLACEMENT: VI SEMESTER

THEORY: 1 Credit (40 Hours)

PRACTICUM: Clinical: 2 Credits (160 Hours)

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

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

1. Apply nursing process in providing care to patients with substance use disorders, and personality and sexual disorders.
2. Apply nursing process in providing care to patients with behavioural and emotional disorders occurring during

childhood and adolescence.

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

COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|---|---|---|--|
| I | 6 (T) | Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with substance use disorders | <p>Nursing Management of Patients with Substance Use Disorders</p> <ul style="list-style-type: none"> • Prevalence and incidence • Commonly used psychotropic substance: classifications, forms, routes, action, intoxication and withdrawal • Psychodynamics/etiology of substance use disorder (Terminologies: Substance Use, Abuse, Tolerance, Dependence, Withdrawal) • Diagnostic criteria/formulations • Nursing Assessment: History (substance history), Physical, mental assessment and drug and drug assay • Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction, Brief interventions, MET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders • Special considerations for vulnerable population • Follow-up and home care and rehabilitation | <ul style="list-style-type: none"> • Lecture cum discussion • Case discussion • Case presentation • Clinical practice | <ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems |

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| II | 6 (T) | Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with personality, and sexual disorders | <p>Nursing Management of Patient with Personality and Sexual Disorders</p> <ul style="list-style-type: none"> • Prevalence and incidence • Classification of disorders • Etiology, psychopathology, characteristics, diagnosis • Nursing Assessment: History, Physical and mental health assessment • Treatment modalities and nursing management of patients with personality, and sexual disorders • Geriatric considerations • Follow-up and home care and rehabilitation | <ul style="list-style-type: none"> • Lecture cum discussion • Case discussion • Case presentation • Clinical practice | <ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems |
| III | 8 (T) | Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency | <p>Nursing Management of Behavioural & Emotional Disorders occurring during Childhood and Adolescence (Intellectual disability, autism, attention deficit, hyperactive disorder, eating disorders, learning disorder)</p> <ul style="list-style-type: none"> • Prevalence and incidence • Classifications • Etiology, psychodynamics, Characteristics, diagnostic criteria/formulations | <ul style="list-style-type: none"> • Lecture cum discussion • Case discussion • Case presentation • Clinical practice | <ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|---|--|---|--|
| | | | <ul style="list-style-type: none"> • Nursing Assessment: History, Physical, mental status examination and IQ assessment • Treatment modalities and nursing management of childhood disorders including intellectual disability • Follow-up and home care and rehabilitation | | |
| IV | 5 (T) | Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of organic brain disorders. | <p>Nursing Management of Organic Brain Disorders (Delirium, Dementia, amnestic disorders)</p> <ul style="list-style-type: none"> • Prevalence and incidence • Classification • Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis • Nursing Assessment: History, Physical, mental and neurological assessment • Treatment modalities and nursing management of organic brain disorders • Follow-up and home care and rehabilitation | <ul style="list-style-type: none"> • Lecture cum discussion • Case discussion • Case presentation • Clinical practice | <ul style="list-style-type: none"> • Essay • Short answer • Assessment of patient management problems |

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| V | 6 (T) | Identify psychiatric emergencies and carry out crisis intervention | <p>Psychiatric Emergencies and Crisis Intervention</p> <ul style="list-style-type: none"> • Types of psychiatric emergencies (attempted suicide, violence/aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements • Maladaptive behaviour of individual and groups, stress, crisis and disaster(s) • Types of crisis • Crisis intervention: Principles, Techniques and Process <ul style="list-style-type: none"> - Stress reduction interventions as per stress adaptation model - Coping enhancement - Techniques of counseling | <ul style="list-style-type: none"> • Lecture cum discussion • Case discussion • Case presentation • Clinical practice | <ul style="list-style-type: none"> • Short answer • Objective type |
| VI | 4 (T) | Explain legal aspects applied in mental health settings and role of the nurse | <p>Legal Issues in Mental Health Nursing</p> <ul style="list-style-type: none"> • Overview of Indian Lunacy Act and The Mental Health Act 1987 • (Protection of Children from Sexual Offence) POSCO Act • Mental Health Care Act (MHCA) 2017 • Rights of mentally ill clients • Forensic psychiatry and nursing • Acts related to narcotic and psychotropic substances and illegal drug trafficking | <ul style="list-style-type: none"> • Lecture cum discussion • Case discussion | <ul style="list-style-type: none"> • Short answer • Objective type |

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

CLINICAL PRACTICUM – 2 Credits (80 hours)

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

PLACEMENT: VI Semester

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

PRACTICUM: Clinical: 1 Credits (80 hours)

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

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

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

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

COURSE OUTLINE

T – Theory

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|---|---|--|
| I | 1 (T) | Explore the health care, development of nursing services and education in India and trends | Health Care and Development of Nursing Services in India <ul style="list-style-type: none"> • Current health care delivery system of India – review • Planning and development of nursing services and education at global and national scenario • Recent trends and issues of nursing service and management | <ul style="list-style-type: none"> • Lecture cum discussion • Directed reading and written assignment | <ul style="list-style-type: none"> • Short answer • Assessment of assignment |
| II | 2 (T) | Explain the principles and functions of management applied to nursing | Management Basics Applied to Nursing <ul style="list-style-type: none"> • Definitions, concepts and theories of management • Importance, features and levels of management | <ul style="list-style-type: none"> • Lecture and discussion | <ul style="list-style-type: none"> • MCQ • Short answer |

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| | | Describe the introductory concepts of management as a process | <ul style="list-style-type: none"> • Management and administration • Functions of management • Principles of management • Role of a nurse as a manager Introduction to Management Process <ul style="list-style-type: none"> • Planning • Organizing • Staffing • Directing/Leading • Controlling | | |
| | | | MANAGEMENT OF NURSING SERVICES | | |
| III | 4 (T) | Describe the essential elements of planning | Planning Nursing Services <ul style="list-style-type: none"> • Vision, Mission, philosophy, objectives • Nursing service policies, procedures and manuals • Functional and operational planning | <ul style="list-style-type: none"> • Lecture and Discussion • Visit to specific hospital/ patient care units • Demonstration of disaster drill in the respective setting | <ul style="list-style-type: none"> • Formulate Mission & Vision Statement for the nursing department/ unit • Assessment |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|------------|--|---|--|--|
| | | | <ul style="list-style-type: none"> • Strategic planning • Program planning – Gantt chart & milestone chart • Budgeting – concepts, principles, types, • Budget proposal, cost benefit analysis • Planning hospital and patient care unit (Ward) • Planning for emergency and disaster | | <ul style="list-style-type: none"> • of problem-solving exercises • Visit Report |
| IV | 4 (T) | Discuss the concepts of organizing including hospital organization | <p>Organizing</p> <ul style="list-style-type: none"> • Organizing as a process – assignment, delegation and coordination • Hospital – types, functions & organization • Organizational development • Organizational structure • Organizational charts • Organizational effectiveness • Hospital administration, Control & line of authority • Hospital statistics including hospital utilization indices • Nursing care delivery systems and trends • Role of nurse in maintenance of effective organizational climate | <ul style="list-style-type: none"> • Lecture cum discussion • Comparison of organizational structure of various organizations • Nursing care delivery systems – assignment • Preparation of Organizational chart of hospital/ Nursing services | <ul style="list-style-type: none"> • Short answer • Assessment of assignment |

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| V | 6 (T) | Identify the significance of human resource management (HRM) and material management and discuss its elements | <p>Staffing (Human resource management)</p> <ul style="list-style-type: none"> • Definition, objectives, components and functions <p>Staffing & Scheduling</p> <ul style="list-style-type: none"> • Staffing – Philosophy, staffing activities • Recruiting, selecting, deployment • Training, development, credentialing, retaining, promoting, transfer, terminating, superannuation • Staffing units – Projecting staffing requirements/calculation of requirements of staff resources Nurse patient ratio, Nurse Population ratio as per SIU norms/IPH Norms, and Patient classification system • Categories of nursing personnel including job description of all levels • Assignment and nursing care responsibilities | <ul style="list-style-type: none"> • Lecture and discussion • Role play • Games self-assessment, case discussion and practice session • Calculation of staffing requirements for a specified ward | <ul style="list-style-type: none"> • Formulate Job description at different levels of care & compare with existing system • Preparation of duty roster |
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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
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| | | <p>Explain the procedural steps of material management</p> <p>Develop managerial skill in inventory control and actively participate in procurement process</p> | <ul style="list-style-type: none"> • Turnover and absenteeism • Staff welfare • Discipline and grievances <p>In-Service Education</p> <ul style="list-style-type: none"> • Nature and scope of in-service education program • Principles of adult learning – review • Planning and organizing in-service educational program • Methods, techniques and evaluation • Preparation of report <p>Material Resource Management</p> <ul style="list-style-type: none"> • Procurement, purchasing process, inventory control & role of nurse • Auditing and maintenance in hospital and patient care unit | <ul style="list-style-type: none"> • Visit to inventory store of the institution | <ul style="list-style-type: none"> • Preparation of MMF/records • Preparation of log book & condemnation documents • Visit Report |

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| VI | 5 (T) | Describe the important methods of supervision and guidance | Directing and Leading <ul style="list-style-type: none"> • Definition, principles, elements of directing • Supervision and guidance • Participatory management • Inter-professional collaboration • Management by objectives • Team management • Assignments, rotations • Maintenance of discipline • Leadership in management | <ul style="list-style-type: none"> • Lecture and discussion • Demonstration of record & report maintenance in specific wards/ departments | <ul style="list-style-type: none"> • Assignment on Reports & Records maintained in nursing department/ • Preparation of protocols and manuals |
| VII | 4 (T) | <p>Discuss the significance and changing trends of nursing leadership</p> <p>Analyze the different leadership styles and develop leadership competencies</p> | Leadership <ul style="list-style-type: none"> • Definition, concepts, and theories • Leadership principles and competencies • Leadership styles: Situational leadership, Transformational leadership • Methods of leadership development • Mentorship/preceptorship in nursing • Delegation, power & politics, empowerment, mentoring and coaching • Decision making and problem solving | <ul style="list-style-type: none"> • Lecture cum discussion • Self-assessment • Report on types of leadership adopted at different levels of health care in the given setting • Problem solving/ Conflict management exercise • Observation of managerial roles at different levels (middle level managers-ward incharge, ANS) | <ul style="list-style-type: none"> • Short answer • Essay • Assessment of exercise/report |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|-------------|------------|--|---|---|--|
| | | | <ul style="list-style-type: none"> • Conflict management and negotiation • Implementing planned change | | |
| VIII | 4 (T) | Explain the process of controlling and audits activities | <p>Controlling</p> <ul style="list-style-type: none"> • Implementing standards, policies, procedures, protocols and practices • Nursing performance audit, patientsatisfaction • Nursing rounds, Documentation –records and reports • Total quality management – Qualityassurance, Quality and safety • Performance appraisal • Program evaluation review technique(PERT) • Bench marking, Activity plan (Ganttchart) • Critical path analysis | <ul style="list-style-type: none"> • Lecture cum discussion • Preparation of policies/ protocols for nursing units/department | <ul style="list-style-type: none"> • Assessment of prepared protocols |

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| IX | 4 (T) | Explain the concepts of organizational behavior and group dynamics | <p>Organizational Behavior and Human Relations</p> <ul style="list-style-type: none"> • Concepts and theories of organizational behavior • Group dynamics • Review – Interpersonal relationship • Human relations • Public relations in the context of nursing • Relations with professional associations and employee unions • Collective bargaining • Review – Motivation and morale building • Communication in the workplace – assertive communication • Committees – importance in the organization, functioning | <ul style="list-style-type: none"> • Lecture and discussion • Role play/ exercise – Group dynamics & human relations | <ul style="list-style-type: none"> • Short answer • OSCE |
| X | 2 (T) | Describe the financial management related to nursing services | <p>Financial Management</p> <ul style="list-style-type: none"> • Definition, objectives, elements, functions, principles & scope of financial management • Financial planning (budgeting for nursing department) • Proposal, projecting requirement for staff, equipment and supplies for – Hospital & patient care units & emergency and disaster units | <ul style="list-style-type: none"> • Lecture cum discussion • Budget proposal review • Preparation of budget proposal for a specific department | <ul style="list-style-type: none"> • Short answer • Essay • Assessment of assignment |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
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| | | | <ul style="list-style-type: none"> Budget and Budgetary process Financial audit | | |
| XI | 1 (T) | Review the concepts, principles and methods and use of nursing informatics | Nursing Informatics/ Information Management – Review <ul style="list-style-type: none"> Patient records Nursing records Use of computers in hospital, college and community Telemedicine & Tele nursing Electronic Medical Records (EMR), EHR | <ul style="list-style-type: none"> Review Practice session Visit to departments | <ul style="list-style-type: none"> Short answer |
| XII | 1 (T) | Review personal management in terms of management of emotions, stress and resilience | Personal Management – Review <ul style="list-style-type: none"> Emotional intelligence Resilience building Stress and time management – de-stressing Career planning | <ul style="list-style-type: none"> Review Discussion | |
| | | | MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS | | |
| XIII | 4 (T) | Describe the process of establishing educational institutions and its accreditation guidelines | Establishment of Nursing Educational Institutions <ul style="list-style-type: none"> Indian Nursing Council norms and guidelines – Faculty norms, physical facilities, clinical facilities, curriculum implementation, and evaluation/examination guidelines Coordination with regulatory bodies – INC and State Nursing Council Accreditation – Inspections | <ul style="list-style-type: none"> Lecture and discussion Visit to one of the regulatory bodies | <ul style="list-style-type: none"> Visit report |

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| | | | <ul style="list-style-type: none"> Affiliation with university/State council/board of examinations | | |
| XIV | 4 (T) | Explain the planning and organizing functions of a nursing college | <p>Planning and Organizing</p> <ul style="list-style-type: none"> Philosophy, objectives and mission of the college Organization structure of school/college Review – Curriculum planning Planning teaching and learning experiences, clinical facilities – master plan, time table and clinical rotation Budget planning – faculty, staff, equipment & supplies, AV aids, Lab equipment, library books, journals, computers and maintenance Infrastructure facilities – college, classrooms, hostel, library, labs, | <ul style="list-style-type: none"> Directed reading – INCCurriculum Preparation of organizational structure of the college Written assignment – writing philosophy of a teaching department Preparation of master plan, time table and clinical rotation | <ul style="list-style-type: none"> Short answer Essay Assessment of assignment |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
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| | | | <p>computer lab, transport facilities</p> <ul style="list-style-type: none"> • Records & reports for students, staff, faculty and administrative • Committees and functioning • Clinical experiences | | |
| XV | 4 (T) | Develop understanding of staffing the college and selecting the students | <p>Staffing and Student Selection</p> <ul style="list-style-type: none"> • Faculty/staff selection, recruitment and placement, job description • Performance appraisal • Faculty development • Faculty/staff welfare • Student recruitment, admission, clinical placement | <ul style="list-style-type: none"> • Guided reading on faculty norms • Faculty welfare activities report • Writing job description of tutors | <ul style="list-style-type: none"> • Short answer • Activity report • Assessment of job description |
| XVI | 4 (T) | Analyze the leadership and management activities in an educational organization | <p>Directing and Controlling</p> <ul style="list-style-type: none"> • Review – Curriculum implementation and evaluation • Leadership and motivation, supervision – review • Guidance and counseling • Quality management – educational audit • Program evaluation, evaluation of performance • Maintaining discipline • Institutional records and reports – administrative, faculty, staff and students | <ul style="list-style-type: none"> • Review principles of evaluation • Assignment – Identify disciplinary problems among students • Writing student record | <ul style="list-style-type: none"> • Short answer • Assessment of assignment and record |

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| XVII | 4 (T) | Identify various legal issues and laws relevant to nursing practice | <p>PROFESSIONAL CONSIDERATIONS</p> <p>Review – Legal and Ethical Issues</p> <ul style="list-style-type: none"> • Nursing as a profession – Characteristics of a professional nurse • Nursing practice – philosophy, aim and objectives • Regulatory bodies – INC and SNC constitution and functions <p>Review – Professional ethics</p> <ul style="list-style-type: none"> • Code of ethics and professional conduct – INC & ICN • Practice standards for nursing – INC • International Council for Nurses (ICN) <p>Legal aspects in nursing:</p> <ul style="list-style-type: none"> • Consumer protection act, patient rights • Legal terms related to practice, legal | | |
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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|---------------|------------|--|--|---|--|
| | | | <p>system – types of law, tort law & liabilities</p> <ul style="list-style-type: none"> • Laws related to nursing practice – negligence, malpractice, breach, penalties • Invasion of privacy, defamation of character • Nursing regulatory mechanisms – registration, licensure, renewal, accreditation, nurse practice act, regulation for nurse practitioner/specialist nursing practice | | |
| XVII I | 2 (T) | Explain various opportunities for professional advancement | <p>Professional Advancement</p> <ul style="list-style-type: none"> • Continuing Nursing Education • Career opportunities • Membership with professional organizations – national and international • Participation in research activities • Publications – journals, newspaper | <ul style="list-style-type: none"> • Prepare journal list available in India • Write an article – research/clinical | <ul style="list-style-type: none"> • Assessments of assignments |

Note: Less than 1 credit lab hours are not specified

CLINICAL PRACTICUM

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

Practice Competencies:

Hospital

1. Prepare organizational chart of hospital/Nursing services/nursing department
2. Calculate staffing requirements for a particular nursing unit/ward
3. Formulate Job description at different levels of care

4. Prepare duty roster for staff/students at different levels
5. Participate in procuring/purchase of equipment & supplies
6. Prepare log book/MMF for specific equipment/materials
7. Maintain and store inventory and keep daily records
8. Prepare and maintain various records & reports of the settings – incident reports/adverse reports/audit reports
9. Prepare and implement protocols & manuals
10. Participate in supervision, evaluation and conducting in service education for the staff

College & Hostel

1. Prepare organizational chart of college
2. Formulate job description for tutors
3. Prepare Master plan, time table and clinical rotation
4. Prepare student anecdotes
5. Participate in planning, conducting and evaluation of clinical teaching

6. Participate in evaluation of students' clinical experience
7. Participate in planning and conducting practical examination OSCE – end of posting

CLINICAL POSTING: Management experience in hospital & college.

MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I

including SBA module

PLACEMENT: VI SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

1. Demonstrate professional accountability for the delivery of nursing care as per INC standards/ICM competencies that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in midwifery practice.
2. Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes.
3. Recognize the trends and issues in midwifery and obstetrical nursing.
4. Review and describe the anatomy and physiology of human reproductive system and conception.
5. Describe and apply physiology in the management of normal pregnancy, birth and puerperium.
6. Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal, intranatal and postnatal period.
7. Uphold the fundamental human rights of individuals when providing midwifery care.
8. Promote physiologic labour and birth, and conduct normal childbirth.
9. Provide evidence based essential newborn care.
10. Apply nursing process approach in caring for women and their families.
11. Describe the methods of contraception and role of nurse/midwife in family welfare services.
12. Recognize the importance of and actively participate in family welfare programs.

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

COURSE OUTLINE

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

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

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|--|--|------------------------------|--------------------|
| | | <p>indicators</p> <p>Describe the various national health programs related to RMNCH+A</p> <p>Identify the trends and issues in midwifery</p> | <p>Neonatal Mortality Rate, perinatal mortality rate, fertility rates</p> <p>o Maternal death audit</p> <ul style="list-style-type: none"> • National health programs related to RMNCH+A (Reproductive Maternal Newborn and Child Health + Adolescent Health) <p><i>Current trends in midwifery and OBG nursing:</i></p> <ul style="list-style-type: none"> o Respectful maternity and newborn care (RMNC) o Midwifery-led care units (MLCU) o Women centered care, physiologic birthing and demedicalization of birth o Birthing centers, water birth, lotus birth o Essential competencies for midwifery practice (ICM) o Universal rights of child-bearing women o Sexual and reproductive health and rights o Women's expectations & choices about care <p><i>Legal provisions in midwifery practice in India:</i></p> <ul style="list-style-type: none"> • INC/MOH&FW regulations • ICM code of ethics • Ethical issues in maternal and neonatal care | | |

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| | | Discuss the legal and ethical issues relevant to midwifery practice | <ul style="list-style-type: none"> • Adoption laws, MTP act, Pre- Natal Diagnostic Test (PNDT) Act, Surrogate mothers • Roles and responsibilities of a midwife/Nurse practitioner midwife in different settings (hospital/ community) • Scope of practice for midwives | | |
| II | 6 (T) 3 (L) | Review the anatomy and physiology of human reproductive system | <p>Anatomy and physiology of human reproductive system and conception (Maternal, Fetal & Newborn physiology)</p> <p><i>Review:</i></p> <ul style="list-style-type: none"> • Female organs of reproduction • Female pelvis – bones, joints, ligaments, planes, diameters, landmarks, inclination, pelvic variations • Foetal skull – bones, sutures, | <ul style="list-style-type: none"> • Lecture • Discussion • Self-directed learning • Models • Videos & films | <ul style="list-style-type: none"> • Quiz • Short answer • Essay |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
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| | | | fontanelles, diameters, moulding <ul style="list-style-type: none"> • Fetopelvic relationship • Physiology of menstrual cycle, menstrual hygiene • Fertilization, conception and implantation • Embryological development • Placental development and function, placental barrier • Fetal growth and development • Fetal circulation & nutrition | | |

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| III | 12 (T) 10 (L) 40 (C) | <p>Provide preconception care to eligible couples</p> <p>Describe the physiology, assessment and management of normal pregnancy</p> <p>Demonstrate knowledge, attitude and skills of midwifery practice throughout 1st, 2nd and</p> | <p>Assessment and management of normal pregnancy (ante-natal):</p> <p>Pre-pregnancy Care</p> <ul style="list-style-type: none"> • Review of sexual development (<i>Self Learning</i>) • Socio-cultural aspects of human sexuality (<i>Self Learning</i>) • Preconception care • Pre-conception counseling (including awareness regarding normal birth) Genetic counseling (<i>Self Learning</i>) • Planned parenthood <p>Pregnancy assessment and antenatal care (I, II & III Trimesters)</p> <p>Normal pregnancy</p> <ul style="list-style-type: none"> • Physiological changes during pregnancy • Assess and confirm pregnancy: Diagnosis of pregnancy – Signs, differential diagnosis and confirmatory tests • Review of maternal nutrition & malnutrition • Building partnership with women following RMC protocol • Fathers' engagement in maternity care <p>Ante-natal care:</p> <p>1st Trimesters</p> <ul style="list-style-type: none"> • Antenatal assessment: History taking, physical examination, breast examination, laboratory investigation | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Self-Learning • Health talk • Role play • Counseling session • Case discussion/presentation • Simulation • Supervised clinical practice • Refer SBA module & Safe motherhood | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with check list • Case study evaluation • OSCE |
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| | | 3 rd | <ul style="list-style-type: none">• Identification and management of minor discomforts of pregnancy | | |
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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
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| | | | <ul style="list-style-type: none">• Ongoing risk assessment• Maternal Mental Health <p>III Trimester</p> <ul style="list-style-type: none">• Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard'sstethoscope• Education and management ofphysiological changes and discomforts of 3rd trimester• Third trimester tests and screening• Fetal engagement in late pregnancy• Childbirth preparation classes | | |
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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
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| | | | <ul style="list-style-type: none"> • Birth preparedness and complication readiness including micro birth planning • Danger signs of pregnancy – recognition of ruptured membranes • Education on alternative birthing positions – women's preferred choices, birth companion • Ongoing risk assessment • Cultural needs • Women centered care • Respectful and compassionate communication • Health education on exclusive breastfeeding • Role of Doula/ASHA's | <ul style="list-style-type: none"> • Scenario based learning • Lecture • Simulation • Role play • Refer GoI Guidelines • Health talk • Counseling session • Demonstration of birthing positions • Workshop on alternative birthing positions | |

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| IV | 12 (T) 12 (L) 80 (C) | <p>Apply the physiology of labour in promoting normal childbirth</p> <p>Describe the management and care during labour</p> <p>Discuss how to maintain a safe environment for labour</p> <p>Work effectively for pain management during labour</p> | <p>Physiology, management and care during labour</p> <ul style="list-style-type: none"> • Normal labour and birth • Onset of birth/labour • Per vaginal examination (if necessary) • Stages of labour • Organization of labour room – Triage, preparation for birth • Positive birth environment • Respectful care and communication • Drugs used in labour as per GoI guidelines <p>First Stage</p> <ul style="list-style-type: none"> • Physiology of normal labour • Monitoring progress of labour using Partograph/labour care guide • Assessing and monitoring fetal wellbeing • Evidence based care during 1st stage of labour • Pain management in labour (non-pharmacological) • Psychological support – Managing fear • Activity and ambulation during first stage of labour | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Bedside clinics • Case discussion/presentation • Simulated practice • Supervised Clinical practice – Per vaginal examination, Conduction of normal childbirth • Refer SBA module • LaQshya guidelines • Dakshatya guidelines | <ul style="list-style-type: none"> • Essay type • Short answer type • Objective type • Case study evaluation • Assessment of skills with check list • OSCE |
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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
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| | | <p>Discuss how the midwife provides care and support for the women during birth to enhance physiological birthing and promote normal birth</p> <p>Assess and provide care of the newborn immediately following birth</p> | <ul style="list-style-type: none"> • Nutrition during labour • Promote positive childbirth experience for women • Birth companion • Role of Doula/ASHA's <p>Second stage</p> <ul style="list-style-type: none"> • Physiology (Mechanism of labour) • Signs of imminent labour • Intrapartum monitoring • Birth position of choice • Vaginal examination • Psychological support • Non-directive coaching • Evidence based management of physiological birth/Conduction of normal childbirth • Essential newborn care (ENBC) • Immediate assessment and care of the newborn • Role of Doula/ASHA's <p>Third Stage</p> <ul style="list-style-type: none"> • Physiology – placental separation and expulsion, hemostasis • Physiological management of third stage of labour • Active management of third stage of labour (recommended) • Examination of placenta, membranes and vessels • Assess perineal, vaginal tear/injuries and suture if required • Insertion of postpartum IUCD • Immediate perineal care | <ul style="list-style-type: none"> • Refer ENBC, NSSK module • Demonstration • Group work • Scenario based learning • Simulation • Role play • Demonstration • Videos | |
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| | | <p>Discuss the impact of labour and birth as a transitional event in the woman's life</p> | <ul style="list-style-type: none"> • Initiation of breast feeding • Skin to skin contact • Newborn resuscitation <p>Fourth Stage</p> <p><i>Observation, Critical Analysis and Management of mother and newborn</i></p> <ul style="list-style-type: none"> • Maternal assessment, observation fundal height, uterine consistency, urine output, blood loss • Documentation and Record of birth | | |
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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|--------------------------|---|---|--|---|
| | | Ensure initiation of breast feeding and adequate latching | <ul style="list-style-type: none"> • Breastfeeding and latching • Managing uterine cramp • Alternative/complementary therapies • Role of Doula/ASHA's • Various childbirth practices • Safe environment for mother and newborn to promote bonding • Maintaining records and reports | | |
| V | 7 (T) 6 (L) 40 (C) | Describe the physiology, management and care of normal puerperium | Postpartum care/Ongoing care of women <ul style="list-style-type: none"> • Normal puerperium – Physiology, duration • Post-natal assessment and care – facility and home-based care • Perineal hygiene and care • Bladder and bowel function • Minor disorders of puerperium and its management • Physiology of lactation and lactation management • Postnatal counseling and psychological support • Normal postnatal baby blues and recognition of post-natal depression • Transition to parenthood • Care for the woman up to 6 weeks after childbirth • Cultural competence (Taboos | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Health talk • Simulate practice • Supervised clinical practice • Refer SBA module | <ul style="list-style-type: none"> • Essay type • Short answer • Objective type • Assessment of skills with checklist • OSCE |

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| | | | <p>related to postnatal diet and practices)</p> <ul style="list-style-type: none"> • Diet during lactation-review • Post-partum family planning • Follow-up of postnatal mothers • Drugs used in the postnatal period • Records and reports | | |
| VI | 7 (T) 7 (L) 40 (C) | <p>Discuss the need for and provision of compassionate, family centered midwifery care of the newborn</p> <p>Describe the assessment and care of normal neonate</p> | <p>Assessment and ongoing care of normal neonates</p> <ul style="list-style-type: none"> • Family centered care • Respectful newborn care and communication • Normal Neonate – Physiological adaptation • Newborn assessment – Screening for congenital anomalies • Care of newborn up to 6 weeks after | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Simulated practice session • Supervised clinical practice • Refer safe deliver app module – newborn | <ul style="list-style-type: none"> • Essay type • Short answer • Objective type • Assessment of skills with checklist • OSCE |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching/Learning Activities | Assessment Methods |
|------|------------|-------------------|--|--|--------------------|
| | | | <p>the childbirth (Routine care of newborn)</p> <ul style="list-style-type: none"> • Skin to skin contact and thermoregulation • Infection prevention • Immunization • Minor disorders of newborn and its management | <p>management</p> <ul style="list-style-type: none"> • Partial completion of SBA module | |

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| VII | 8 (T) 2 (L) 40 (C) | <p>Explain various methods of family planning and role of nurse/midwife in providing family planning services</p> <p>Describe youth friendly services and role of nurses/ midwives</p> <p>Recognize the role of nurses/ midwives</p> | <p>Family welfare services</p> <ul style="list-style-type: none"> • Impact of early/frequent childbearing • Comprehensive range of family planning methods <ul style="list-style-type: none"> ○ Temporary methods – Hormonal, non-hormonal and barrier methods ○ Permanent methods – Male sterilization and female sterilization • Action, effectiveness, advantages, disadvantages, myths, misconception and medical eligibility criteria (MEC) for use of various family planning methods • Emergency contraceptives • Recent trends and research in contraception • Family planning counseling using Balanced Counseling Strategy (BCS) • Legal and rights aspects of FP • Human rights aspects of FP adolescents • Youth friendly services – SRHR services, policies affecting SRHR and attitude of nurses and midwives in provision of services (Review) • Importance of follow up and recommended timing <p>Gender related issues in SRH</p> <ul style="list-style-type: none"> • Gender based violence – Physical, sexual and abuse, Laws affecting GBV and role of nurse/midwife • Special courts for abused people • Gender sensitive health services including family | <ul style="list-style-type: none"> • Lecture • Supervise dpractice • Field visits • Scenario based learning • Discussion • GoI guidelines – injectable contraceptives, oral contraceptives, IUCD, male and female sterilization | <ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Field visit reports • Vignettes |
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| | | in gender based violence | planning | | |
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PRACTICUM**PLACEMENT: VI & VII SEMESTER****VI SEMESTER: MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I****SKILL LAB & CLINICAL:** Skill Lab – 1 Credit (40 hours); Clinical – 3 Credits (240 hours)**PRACTICE COMPETENCIES:** On completion of the course, the students will be able to:

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

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

1. Urine pregnancy test
2. Calculation of EDD, Obstetrical score, gestational weeks
3. Antenatal assessment
4. Counseling antenatal mothers

5. Micro birth planning
6. PV examination
7. Monitoring during first stage of labour – Plotting and interpretation of partograph
8. Preparation for delivery – setting up labour room, articles, equipment
9. Mechanism of labour – normal
10. Conduction of normal childbirth with essential newborn care
11. Active management of third stage of labour
12. Placental examination
13. Newborn resuscitation
14. Monitoring during fourth stage of labour
15. Postnatal assessment

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

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

| Clinical Area | Duration (weeks) | Clinical Learning Outcomes | Procedural Competencies/Clinical Skills | Clinical Requirements | Assessment Methods |
|----------------------------------|-------------------------|---|--|--|---|
| Antenatal OPD and Antenatal ward | 1 week | <p>Perform antenatal assessment</p> <p>Perform laboratory tests for antenatal women and assist in selected antenatal diagnostic procedures</p> <p>Counsel antenatal women</p> | <ul style="list-style-type: none"> • History collection • Physical examination • Obstetric examination • Pregnancy confirmation test • Urine testing • Blood testing for Hemoglobin, grouping & typing • Blood test for malaria • KICK chart • USG/NST • Antenatal counseling • Preparation for childbirth • Birth preparedness and complication readiness | <ul style="list-style-type: none"> • Antenatal palpation • Health talk • Case study | <ul style="list-style-type: none"> • OSCE • Case presentation |
| Labour room | 3 weeks | Monitor labour using partograph | <ul style="list-style-type: none"> • Assessment of woman in labour • Partograph • Per vaginal examination when indicated | <ul style="list-style-type: none"> • Partograph recording • PV examination | <ul style="list-style-type: none"> • Assignment • case study • Case presentation • OSCE |

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| | | <p>Provide care to womenduring labour</p> <p>Conduct normal childbirth, provide care to mother and immediate care of newborn</p> | <ul style="list-style-type: none"> • Care during first stage of labour • Pain management techniques • Upright and alternative positionsin labour • Preparation for labour – articles,physical, psychological • Conduction of normal childbirth • Essential newborn care • Newborn resuscitation • Active management of thirdstage of labour • Monitoring and care duringfourth stage of labour | <ul style="list-style-type: none"> • Assisting/Conduction ofnormal childbirth • Case study • Case presentation • Episiotomy and suturing ifindicated • Newborn resuscitation | |
| Post-partum clinic and Postnatal Ward including FP unit | 2 weeks | <p>Perform postnatal assessment</p> <p>Provide care to normalpostnatal mothers and newborn</p> | <ul style="list-style-type: none"> • Postnatal assessment • Care of postnatal mothers –normal • Care of normal newborn • Lactation management | <ul style="list-style-type: none"> • Postnatal assessmen t • Newborn assessmen t • Case study | <ul style="list-style-type: none"> • Assignment • Case study • Case presentation |

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

Note: Partial Completion of SBA module during VI semester

VII SEMESTER

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

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

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

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

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

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

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

| Clinical Areas | Duration (Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills | Clinical Requirements | Assessment Methods |
|--|-------------------------|---|---|--|---|
| Antenatal OPD/ infertility clinics/ Reproductive medicine and antenatal ward | 2 weeks | <p>Perform/assist in selected advanced antenatal diagnostic procedures</p> <p>Provide antenatal care for women with complications of pregnancy</p> <p>Counsel antenatal mothers</p> <p>Provide post abortion care and postnatal counselling</p> <p>Provide counselling and support to infertile couples</p> | <ul style="list-style-type: none"> • Kick chart, DFMC • Assist in NST/CTG/USG • Assisting in advanced diagnostic procedures • Care of antenatal women with complications in pregnancy • Antenatal counselling • Preparation for childbirth, Birth preparedness and complication readiness • Post abortion care • Post abortion counselling • Counselling infertile couples | <ul style="list-style-type: none"> • Antenatal palpation • Health talk • Case study | <ul style="list-style-type: none"> • Simulation • Case presentation • OSCE |
| Labour room | 2 weeks | <p>Conduction of normal childbirth</p> <p>Conduct/assist in abnormal deliveries</p> | <ul style="list-style-type: none"> • Assessment of woman in labour • Partograph • Pervaginal examination if indicated • Obstetric examination | <ul style="list-style-type: none"> • Partograph recording • Pain management during labour | <ul style="list-style-type: none"> • Assignment • Case study • Case presentation • Simulation |

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| | <p>Monitor labour using partograph</p> <p>Identify and manage complications during labour</p> | <ul style="list-style-type: none"> • Care during first stage of labour • Pain management techniques • Upright and alternative positions in labour • Preparation for labour – articles, physical, psychological • Conduction of normal childbirth • Essential newborn care • Newborn resuscitation • Active management of third stage of labour • Monitoring and care during fourth stage of labour • Identification, stabilization, referral and assisting in management of prolonged labour, cervical dystocia, CPD, contracted pelvis • Assist in the management of | <ul style="list-style-type: none"> • Conduction of normal childbirth • Assisting in abnormal deliveries • Managing complication during labour • Case study • Case presentation | <ul style="list-style-type: none"> • OSCE |
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| Clinical Areas | Duration (Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills | Clinical Requirements | Assessment Methods |
|----------------|------------------|---|---|--|---|
| | | | <p>abnormal deliveries – posterior position, breech deliveries, twin deliveries, vacuum extraction, forceps delivery, shoulder dystocia</p> <ul style="list-style-type: none"> • Assist in cervical encirclement procedures, D&C, D&E • Identify, assist and manage trauma to the birth canal, retained placenta, post partum hemorrhage, uterine atony • Management of obstetric shock | | |
| Postnatal Ward | 1 week | <p>Perform postnatal assessment and identify postnatal complications</p> <p>Provide postnatal care</p> <p>Provide family welfare services</p> | <ul style="list-style-type: none"> • Postnatal history collection and physical examination • Identify postnatal complications • Care of postnatal mothers – abnormal deliveries, caesarean section • Care of normal newborn • Lactation management • Postnatal counselling • Health teaching on postnatal and newborn care • Family welfare counselling | <ul style="list-style-type: none"> • Health talk • Postnatal assessment • Newborn assessment • Case studies • Case presentation • PPIUCD insertion and removal | <ul style="list-style-type: none"> • Role play • Assignment • Case study • Case presentation • Simulation • Vignettes • OSCE |

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| Neonatal Intensive Care Unit | 1 week | <p>Perform assessment of newborn and identify complications/congenital anomalies</p> <p>Perform neonatal resuscitation</p> <p>Care of high risk newborn</p> <p>Provide care for newborns in ventilator, incubator etc</p> <p>Assist/perform special neonatal procedures</p> | <ul style="list-style-type: none"> • Neonatal assessment – identification of complication, congenital anomalies. • Observation of newborn • Neonatal resuscitation • Phototherapy and management of jaundice in newborn • Assist in Exchange transfusion • Neonatal feeding – spoon and katori, paladai, NG tube • Care of baby in incubator, ventilator, warmer • Infection control in the nursery • Neonatal medications • Starting IV line for newborn, drug calculation | <ul style="list-style-type: none"> • Case study • Case presentation • Assignments • Simulate dpractice | <ul style="list-style-type: none"> • Case presentation • Care study • Care plan • Simulation , Vignettes • OSCE |
| Obstetric /Gynae operation theatre & Gynecology | 2 weeks | Assist in gynecological and obstetric surgeries | <ul style="list-style-type: none"> • Observe/Assist in caesarean section • Management of retained placenta | <ul style="list-style-type: none"> • Assisting in obstetric and gynecological surgery • Tray set-up for | <ul style="list-style-type: none"> • Assignment • Tray set-up for obstetric and gynecological surgeries |

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

Note: Completion of safe delivery App module during VII Semester

COMMUNITY HEALTH NURSING – II

PLACEMENT: VII SEMESTER

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

PRACTICUM: Clinical: 2 Credit (160 hours)

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

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

1. Demonstrate beginning practice competencies/skills relevant to provide comprehensive primary health care/community-based care to clients with common diseases and disorders including emergency and first aid care at home/clinics/centres as per predetermined protocols/drug standing orders approved by MOH&FW
2. Provide maternal, newborn and child care, and reproductive health including adolescent care in the urban and rural health care settings
3. Describe the methods of collection and interpretation of demographic data
4. Explain population control and its impact on the society and describe the approaches towards limiting family size
5. Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programs

6. Identify health problems of older adults and provide primary care, counseling and supportive health services
7. Participate in screening for mental health problems in the community and providing appropriate referral services
8. Discuss the methods of data collection for HMIS, analysis and interpretation of data
9. Discuss about effective management of health information in community diagnosis and intervention
10. Describe the management system of delivery of community health services in rural and urban areas
11. Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management and maintenance of records & reports
12. Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)
13. Identify the roles and responsibilities of health team members and explain their job description
14. Demonstrate initiative in preparing themselves and the community for disaster preparedness and management
15. Demonstrate skills in proper bio-medical waste management as per protocols
16. Explain the roles and functions of various national and international health agencies

COURSE OUTLINE**T – Theory**

| Unit | Time (Hrs) | Learning Outcome s | Content | Teaching / Learning Activities | Assessmen tMethods |
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| <p>I</p> | <p>10 (T)</p> | <p>Explain nurses' role in identification, primary management and referral of clients with common disorders/ conditions and emergencies including first aid</p> | <p>Management of common conditions and emergencies including first aid</p> <ul style="list-style-type: none"> • Standing orders: Definition, uses <p>Screening, diagnosing/ identification, primary care and referral of Gastrointestinal System</p> <ul style="list-style-type: none"> ○ Abdominal pain ○ Nausea and vomiting ○ Diarrhea ○ Constipation ○ Jaundice ○ GI bleeding ○ Abdominal distension ○ Dysphagia and dyspepsia ○ Aphthous ulcers <p>Respiratory System</p> <ul style="list-style-type: none"> ○ Acute upper respiratory infections – Rhinitis, Sinusitis, Pharyngitis, Laryngitis, Tonsillitis ○ Acute lower respiratory infections – Bronchitis, pneumonia and bronchial asthma ○ Hemoptysis, Acute chest pain <p>Heart & Blood</p> <ul style="list-style-type: none"> ○ Common heart diseases – Heart attack/coronary artery disease, heart failure, arrhythmia ○ Blood anemia, blood cancers, bleeding disorders <p>Eye & ENT conditions</p> <ul style="list-style-type: none"> • Eye – local infections, redness of eye, conjunctivitis, stye, trachoma and refractive errors • ENT – Epistaxis, ASOM, sore throat, deafness <p>Urinary System</p> | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with common conditions and provide referral | <ul style="list-style-type: none"> • Short answer • Essay • Field visit reports • OSCE assessment |
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| | | | <ul style="list-style-type: none">• Urinary tract infections – cystitis, pyelonephritis, prostatitis, UTIs in children <p>First aid in common emergency conditions</p> <p>– Review</p> <ul style="list-style-type: none">• High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies | | |
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| Unit | Time (Hrs) | Learning Outcome s | Content | Teaching / Learning Activities | Assessmen tMethods |
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| II | 20 (T) | Provide reproductive, maternal, newborn and childcare, including adolescent care in the urban and rural health care settings | <p>Reproductive, maternal, newborn, child and adolescent Health (Review from OBG Nursing and application in community setting)</p> <ul style="list-style-type: none"> • Present situation of reproductive, maternal and child health in India <p>Antenatal care</p> <ul style="list-style-type: none"> • Objectives, antenatal visits and examination, nutrition during pregnancy, counseling • Calcium and iron supplementation in pregnancy • Antenatal care at health centre level • Birth preparedness • High risk approach – Screening/early identification and primary management of complications – Antepartum hemorrhage, pre-eclampsia, eclampsia, Anemia, Gestational diabetes mellitus, Hypothyroidism, Syphilis • Referral, follow up and maintenance of records and reports <p>Intra natal care</p> <ul style="list-style-type: none"> • Normal labour – process, onset, stages of labour • Monitoring and active management of different stages of labour • Care of women after labour • Early identification, primary management, referral and follow up – preterm labour, fetal distress, prolonged and obstructed labour, vaginal & perineal tears, ruptured uterus • Care of newborn immediately after birth • Maintenance of records and reports • Use of Safe child birth check list • SBA module – Review | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits and field practice • Assessment of antenatal, postnatal, newborn, infant, preschool child, school child, and adolescent health | <ul style="list-style-type: none"> • Short answer • Essay • OSCE assessment |
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| | | | <ul style="list-style-type: none">• Organization of labour room <p>Postpartum care</p> <ul style="list-style-type: none">• Objectives, Postnatal visits, care of mother and baby, breast feeding, diet during lactation, and health counseling• Early identification, primary management, referral and follow up of complications, Danger signs- postpartum hemorrhage, shock, puerperal sepsis, breast conditions, postpartum depression• Postpartum visit by health care provider | | |
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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching / Learning Activities | Assessment Methods |
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| | | Promote adolescent health and youth friendly services | <p>Newborn and child care</p> <ul style="list-style-type: none"> • <i>Review:</i> Essential newborn care • Management of common neonatal problems • Management of common child health problems: Pneumonia, Diarrhoea, Sepsis, screening for congenital anomalies and referral • <i>Review:</i> IMNCI Module • Under five clinics <p>Adolescent Health</p> <ul style="list-style-type: none"> • Common health problems and risk factors in adolescent girls and boys • Common Gynecological conditions – dysmenorrhoea, Premenstrual Syndrome (PMS), Vaginal discharge, Mastitis, Breast lump, pelvic pain, pelvic organ prolapse • Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents National Menstrual Hygiene scheme • Youth friendly services: <ul style="list-style-type: none"> ○ SRH Service needs ○ Role and attitude of nurses: Privacy, confidentiality, non judgemental attitude, client autonomy, respectful care and communication • Counseling for parents and teenagers (BCS – balanced counseling strategy) | <ul style="list-style-type: none"> • Screen, manage and refer adolescents • Counsel adolescents | |

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| | | | <p>National Programs</p> <ul style="list-style-type: none">• RMNCH+A Approach – Aims, Health systems strengthening, RMNCH+A strategies, Interventions across life stages, program management, monitoring and evaluation systems• Universal Immunization Program (UIP) as per Government of India guidelines – Review• Rashtriya Bal Swasthya Karyakaram(RSBK) -children• Rashtriya Kishor Swasthya Karyakram(RKSK) – adolscents <p>Any other new programs</p> | | |
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| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching / Learning Activities | Assessment Methods |
|------|------------|--|---|---|---|
| III | 4 (T) | Discuss the concepts and scope of demography | <p>Demography, Surveillance and Interpretation of Data</p> <ul style="list-style-type: none"> • <i>Demography and vital statistics</i> – demographic cycle, world population trends, vital statistics • Sex ratio and child sex ratio, trends of sex ratio in India, the causes and social implications • <i>Sources of vital statistics</i> – Census, registration of vital events, sample registration system • <i>Morbidity and mortality indicators</i> – Definition, calculation and interpretation • Surveillance, Integrated disease surveillance project (IDSP), Organization of IDSP, flow of information and mother and child tracking system (MCTS) in India • Collection, analysis, interpretation, use of data • <i>Review</i>: Common sampling techniques – random and nonrandom techniques • Disaggregation of data | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice | <ul style="list-style-type: none"> • Short answer • Essay |

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| IV | 6 (T) | <p>Discuss population explosion and its impact on social and economic development of India</p> <p>Describe the various methods of population control</p> | <p>Population and its Control</p> <ul style="list-style-type: none"> • Population Explosion and its impact on Social, Economic development of individual, society and country. • Population Control – Women Empowerment; Social, Economic and Educational Development • Limiting Family Size – Promotion of small family norm, Temporary Spacing Methods (natural, biological, chemical, mechanical methods etc.), Terminal Methods (Tubectomy, Vasectomy) • Emergency Contraception • Counseling in reproductive, sexual health including problems of adolescents • Medical Termination of pregnancy and MTP Act • National Population Stabilization Fund/JSK (Jansankhya Sthirata Kosh) • Family planning 2020 • National Family Welfare Program • Role of a nurse in Family Welfare Program | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice | <ul style="list-style-type: none"> • Short answer • Essay • OSCE assessment • Counseling on family planning |
| V | 5 (T) | <p>Describe occupational health hazards, occupational diseases and the role of nurses in</p> | <p>Occupational Health</p> <ul style="list-style-type: none"> • Occupational health hazards • Occupational diseases • ESI Act | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play | <ul style="list-style-type: none"> • Essay • Short answer • Clinical performance |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching / Learning Activities | Assessment Methods |
|-----------|------------|--|---|--|---|
| | | occupational health programs | <ul style="list-style-type: none"> • National/ State Occupational Health Programs • Role of a nurse in occupational health services – Screening, diagnosing, management and referral of clients with occupational health problems | <ul style="list-style-type: none"> • Suggested field visits • Field practice | evaluation |
| VI | 6 (T) | Identify health problems of older adults and provide primary care, counseling and supportive health services | Geriatric Health Care <ul style="list-style-type: none"> • Health problems of older adults • Management of common geriatric ailments: counseling, supportive treatment of older adults • Organization of geriatric health services • National program for health care of elderly (NPHCE) • State level programs/Schemes for older adults • Role of a community health nurse in geriatric health services – Screening, diagnosing, management and referral of older adults with health problems | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration | <ul style="list-style-type: none"> • Visit report on elderly home • Essay • Short answer |

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| VII | 6 (T) | Describe screening for mental health problems in the community, take preventive measures and provide appropriate referral services | <p>Mental Health Disorders</p> <ul style="list-style-type: none"> • Screening, management, prevention and referral for mental health disorders • <i>Review:</i> <ul style="list-style-type: none"> ○ Depression, anxiety, acute psychosis, Schizophrenia ○ Dementia ○ Suicide ○ Alcohol and substance abuse ○ Drug deaddiction program ○ National Mental Health Program ○ National Mental Health Policy ○ National Mental Health Act • Role of a community health nurse in screening, initiation of treatment and followup of mentally ill clients | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Health counseling on promotion of mental health • Suggested field visits • Field practice | <ul style="list-style-type: none"> • Essay • Short answer • Counselin greport |
| VIII | 4 (T) | Discuss about effective management of health information in community diagnosis and intervention | <p>Health Management Information System (HMIS)</p> <ul style="list-style-type: none"> • Introduction to health management system: data elements, recording and reporting formats, data quality issues • <i>Review:</i> <ul style="list-style-type: none"> ○ Basic Demography and vital statistics ○ Sources of vital statistics ○ Common sampling techniques, frequency distribution | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice • Group project on community diagnosis – data | <ul style="list-style-type: none"> • Group project report • Essay • Short answer |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching / Learning Activities | Assessment Methods |
|-----------|-------------|--|---|--|--|
| | | | <ul style="list-style-type: none"> o Collection, analysis, interpretation of data • Analysis of data for community needs assessment and preparation of health action plan | management | |
| IX | 12 (T) | Describe the system management of delivery of community health services in rural and urban areas | <p>Management of delivery of community health services:</p> <ul style="list-style-type: none"> • Planning, budgeting and material management of CHC, PHC, SC/HWC • Manpower planning as per IPHS standards • Rural: Organization, staffing and material management of rural health services provided by Government at village, SC/HWC, PHC, CHC, hospitals – district, state and central • Urban: Organization, staffing, and functions of urban health services provided by Government at slums, dispensaries, special clinics, municipal and corporate hospitals • Defense services • Institutional services • Other systems of medicine and health: Indian system of medicine, AYUSH clinics, Alternative health care system referral systems, Indigenous health services | <ul style="list-style-type: none"> • Lecture • Discussion • Visits to various health care delivery systems • Supervised field practice | <ul style="list-style-type: none"> • Essay • Short answer • Filed visit reports |

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| X | 15 (T) | <p>Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management</p> <p>Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)</p> | <p>Leadership, Supervision and Monitoring</p> <ul style="list-style-type: none"> • Understanding work responsibilities/job description of DPHN, Health Visitor, PHN, MPH (Female), Multipurpose health Worker (Male), AWWs and ASHA • Roles and responsibilities of Mid-Level Health Care Providers (MLHPs) • Village Health Sanitation and Nutrition Committees (VHSNC): objectives, composition and roles & responsibilities • Health team management • <i>Review:</i> Leadership & supervision – concepts, principles & methods • Leadership in health: leadership approaches in healthcare setting, taking control of health of community and organizing health camps, village clinics • Training, Supportive supervision and monitoring – concepts, principles and process e.g. performance of frontline healthworkers <p>Financial Management and Accounting & Computing at Health Centers (SC)</p> <ul style="list-style-type: none"> o Activities for which funds are received | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice | <ul style="list-style-type: none"> • Report on interaction with MPHWs, HVs, ASHA, AWWs • Participation in training programs • Essay • Short answer |
|---|--------|---|--|---|--|

| Unit | Time (Hrs) | Learning Outcome s | Content | Teaching / Learning Activities | Assessment Methods |
|------|-------------|--------------------|--|--------------------------------|--------------------|
| | | | <ul style="list-style-type: none"> ○ Accounting and book keeping requirements <ul style="list-style-type: none"> – accounting principles & policies, book of accounts to be maintained, basic accounting entries, accounting process, payments & expenditure, fixed asset, SOE reporting format, utilization certificate (UC) reporting ○ Preparing a budget ○ Audit <p>Records & Reports:</p> <ul style="list-style-type: none"> • <i>Concepts of records and reports</i> – importance, legal implications, purposes, use of records, principles of record writing, filing of records • <i>Types of records</i> – community related records, registers, guidelines for maintaining • <i>Report writing</i> – purposes, documentation of activities, types of reports • <i>Medical Records Department</i> – functions, filing and retention of medical records • <i>Electronic Medical Records (EMR)</i> – capabilities and components of EMR, electronic health record (EHR), levels of automation, attributes, benefits and disadvantages of HER • Nurses' responsibility in record keeping and reporting | | |

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| XI | 6 (T) | Demonstrate initiative in preparing themselves and the community for disaster preparedness and management | Disaster Management <ul style="list-style-type: none"> • Disaster types and magnitude • Disaster preparedness • Emergency preparedness • Common problems during disasters and methods to overcome • Basic disaster supplies kit • Disaster response including emergency relief measures and Life saving techniques Use disaster management module | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Role play • Suggested field visits, and field practice • Mock drills • Refer Disaster module (NDMA) National Disaster/INC – Reaching out in emergencies | |
| XII | 3 (T) | Describe the importance of bio-medical waste management, its process and management | Bio-Medical Waste Management <ul style="list-style-type: none"> • Waste collection, segregation, transportation and management in the community • Waste management in health center/clinics • Bio-medical waste management guidelines – 2016, 2018 (Review) | <ul style="list-style-type: none"> • Lecture cum Discussion • Field visit to waste management site | <ul style="list-style-type: none"> • Field visit report |
| XIII | 3 (T) | Explain the roles and functions of | Health Agencies | <ul style="list-style-type: none"> • Lecture | <ul style="list-style-type: none"> • Essay |

| Unit | Time (Hrs) | Learning Outcomes | Content | Teaching / Learning Activities | Assessment Methods |
|------|------------|--|---|--|--|
| | | various national and international health agencies | <ul style="list-style-type: none"> • International: WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red Cross, USAID, UNESCO, ILO, CAR, CIDA, JHPIEGO, any other • National: Indian Red Cross, Indian Council for Child Welfare, Family Planning Association of India, Tuberculosis Association of India, Central Social Welfare Board, All India Women's Conference, Blind Association of India, any other • Voluntary Health Association of India (VHA) | <ul style="list-style-type: none"> • Discussion • Field visits | <ul style="list-style-type: none"> • Short answer |

COMMUNITY HEALTH NURSING II

Clinical practicum – 2 credits (160 hours)

CLINICAL POSTINGS (4 weeks × 40 hours per week)

| Clinical Area | Duration (Weeks) | Learning Outcomes | Procedural Competencies / Clinical Skills | Clinical Requirements | Assessment Methods |
|---------------|------------------|-------------------|---|-----------------------|--------------------|
| | | | | | |

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

| Clinical Area | Duration (Weeks) | Learning Outcomes | Procedural Competencies / Clinical Skills | Clinical Requirements | Assessment Methods |
|---------------|------------------|--|---|--|---|
| | | <p>Provide family welfare services</p> <p>Screen, diagnose, manage and refer clients with occupational health problem</p> <p>Screen, assess and manage elderly with health problems and refer appropriately</p> <p>Screen, diagnose, manage and refer clients who are mentally unhealthy</p> <p>Participate in community diagnosis – data management</p> | <ul style="list-style-type: none"> • Screening, diagnosing, management and referral of clients with occupational health problems • Health assessment of elderly • Mental health screening • Participation in Community diagnosis – data management • Writing health center activity report | <p>1</p> <ul style="list-style-type: none"> • Family case study – 1 (Rural/Urban) • Screening, diagnosing, management and referral of clients with occupational health problems – 1 • Health assessment (Physical & nutritional) of elderly – 1 • Mental health screening survey – 1 | <ul style="list-style-type: none"> • Family Case study evaluation • Clinical performance evaluation • OSCE |

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|--|--|--|---|---|--|
| | | <p>Participate in healthcentre activities</p> <p>Organize and conduct clinics/health camps inthe community</p> <p>Prepare for disaster preparedness and management</p> <p>Recognize the importance and observe the biomedical waste management process</p> | <ul style="list-style-type: none"> • Organizing and conducting clinics/camp • Participation in disaster mock drills | <ul style="list-style-type: none"> • Group project: Community diagnosis – data management • Write report on health centeractivities – 1 • Organizing and conducting Antenatal/under-five clinic/Health camp – 1 • Participation in disaster mockdrills • Field visit to bio-medical wastemanagement site • Visit to AYUSH clinic | <ul style="list-style-type: none"> • Project evaluation |
|--|--|--|---|---|--|

NURSING RESEARCH AND STATISTICS**PLACEMENT:** VII SEMESTER**THEORY:** 2 Credits (40 hours)**PRACTICUM:** Lab/Skill Lab: 1 Credit (40 hours) Clinical Project: 40 hours

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

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

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

COURSE OUTLINE**T – Theory, P – Practicum**

| Unit | Time (Hrs.) | | Learning Outcome s | Content | Teaching/ Learning Activities | Assessmen tMethods |
|------|-------------|---|--------------------------|---------|-------------------------------------|-----------------------|
| | T | P | | | | |

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

| Unit | Time (Hrs.) | | Learning Outcome s | Content | Teaching/ Learning Activities | Assessment Methods |
|------|-------------|---|--|--|--|---|
| | T | P | | | | |
| III | 2 | 6 | Review the related literature | Review of Literature <ul style="list-style-type: none"> • Location • Sources • On line search; CINHAL, COCHRANE etc. • Purposes • Method of review | <ul style="list-style-type: none"> • Lecture cum Discussion • Exercise on reviewing one research report/ article for a selected research problem • Prepare annotated Bibliography | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment of review of literature on given topic presented |
| IV | 4 | 1 | Describe the Research approaches and designs | Research Approaches and Designs <ul style="list-style-type: none"> • Historical, survey and experimental • Qualitative and Quantitative designs | <ul style="list-style-type: none"> • Lecture cum Discussion • Identify types of research approaches used from examples of published and unpublished research • Studies with rationale | <ul style="list-style-type: none"> • Short answer • Objective type |

| | | | | | | |
|-----|----|---|--|--|---|---|
| V | 6 | 6 | <p>Explain the Sampling process</p> <p>Describe the methods of data collection</p> | <p>Sampling and data Collection</p> <ul style="list-style-type: none"> • Definition of Population, Sample • Sampling criteria, factors influencing sampling process, types of sampling techniques • Data – why, what, from whom, when and where to collect • Data collection methods and instruments <ul style="list-style-type: none"> ○ Methods of data collection ○ Questioning, interviewing ○ Observations, record analysis and measurement ○ Types of instruments, Validity & Reliability of the Instrument • Research ethics • Pilot study • Data collection procedure | <ul style="list-style-type: none"> • Lecture cum Discussion • Reading assignment on examples of data collection tools • Preparation of sample data collection tool • Conduct group research project | <ul style="list-style-type: none"> • Short answer • Objective type • Developing questionnaire/ Interview Schedule/ Checklist |
| VI | 4 | 6 | Analyze, Interpret and summarize the research data | <p>Analysis of data</p> <ul style="list-style-type: none"> • Compilation, Tabulation, classification, summarization, presentation, interpretation of data | <ul style="list-style-type: none"> • Lecture cum Discussion • Preparation of sample tables | <ul style="list-style-type: none"> • Short answer • Objective type • Analyze and interpret given data |
| VII | 12 | 8 | Explain the use of statistics, scales of measurement | <p>Introduction to Statistics</p> <ul style="list-style-type: none"> • Definition, use of statistics, scales of measurement. | <ul style="list-style-type: none"> • Lecture cum Discussion • Practice on | <ul style="list-style-type: none"> • Short answer • Objective type • Computation of |

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

MIDWIFERY/OBSTETRIC AND GYNECOLOGY NURSING - II

including Safe Delivery App Module

PLACEMENT: VII SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

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

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

COURSE OUTLINE

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

| Unit | Time (Hrs.) | Learning Outcome s | Content | Teaching/ Learning Activities | Assessment Methods |
|------|----------------|--------------------------|---------|-------------------------------------|-----------------------|
|------|----------------|--------------------------|---------|-------------------------------------|-----------------------|

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

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|--|--|--|--|--|--|
| | | | <ul style="list-style-type: none">• Elderly primi, grand multiparity• Management and care of conditions asper the GoI protocol• Policy for the referral services | | |
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| Unit | Time (Hrs.) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|-----------|----------------------------|--|--|---|---|
| | | | <ul style="list-style-type: none"> • Drugs used in management of high-risk pregnancies • Maintenance of records and reports | | |
| II | 20 (T) 15 (L) 80 (C) | Identify, provide initial management and refer women with problems during labour within the scope of midwifery practice. | <p>Recognition and management of abnormal labour</p> <ul style="list-style-type: none"> • Preterm labour – Prevention and management of preterm labour; (Use of antenatal corticosteroids in preterm labour) • Premature rupture of membranes • Malposition's and abnormal presentations (posterior position, breech, brow, face, shoulder) • Contracted Pelvis, Cephalo Pelvic Disproportion (CPD) • Disorders of uterine action – Prolonged labour, Precipitate labour, Dysfunctionallabour • Complications of third stage – Retained placenta, Injuries to birth canal, Postpartum hemorrhage (bimanual compression of the uterus, aortic compression, uterine balloon tamponade) • Obstetric emergencies – Foetal distress, Ruptured uterus, Cord prolapse, Shoulder dystocia, Uterine inversion, Vasa previa, Obstetrical shock, Amniotic fluid embolism • Episiotomy and suturing • Obstetric procedures – Forceps delivery, Vacuum delivery, Version • Induction of labour – Medical & | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Case discussion/ presentation • Simulation • Role play • Drug presentation • Supervised clinical practice • WHO midwifery toolkit • GoI guidelines – use of uterotonics during labour, antenatal corticosteroids • GoI guidance note on prevention and management of PPH | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • Assessment of skills with check list • OSCE |

| | | | | | |
|------------|--------------------------|---|---|--|--|
| | | | <p>surgical</p> <ul style="list-style-type: none"> • Caesarean section – indications and preparation • Nursing management of women undergoing • Obstetric operations and procedures • Drugs used in management of abnormal labour • Anesthesia and analgesia in obstetrics | | |
| III | 9 (T) 5 (L) 40 (C) | Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions. | <p>Recognition and Management of postnatal problems</p> <ul style="list-style-type: none"> • Physical examination, identification of deviation from normal • Puerperal complications and its management <ul style="list-style-type: none"> ○ Puerperal pyrexia ○ Puerperal sepsis | <ul style="list-style-type: none"> • Lecture • Demonstration • Case discussion/ presentation • Drug presentation • Supervised clinical practice | <ul style="list-style-type: none"> • Quiz • Simulation • Short answer • OSCE |

| Unit | Time (Hrs.) | Learning Outcomes | Content | Teaching/ Learning Activities | Assessment Methods |
|------|-------------|-------------------|--|-------------------------------|--------------------|
| | | | <ul style="list-style-type: none"> ○ Urinary complications ○ Secondary Postpartum hemorrhage ○ Vulval hematoma ○ Breast engorgement including mastitis/breast abscess, feeding problem ○ Thrombophlebitis ○ DVT ○ Uterine sub involution ○ Vesico vaginal fistula (VVF), Rectovaginal fistula (RVF) <ul style="list-style-type: none"> ○ Postpartum depression/psychosis ● Drugs used in abnormal puerperium ● Policy about referral | | |

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|----|--------------------------|--|---|---|--|
| IV | 7 (T) 5 (L) 40 (C) | Describe high risk neonates and their nursing management | <p>Assessment and management of High-risk newborn (Review)</p> <ul style="list-style-type: none"> • Models of newborn care in India –NBCC; SNCUs • Screening of high-risk newborn • Protocols, levels of neonatal care, infection control • Prematurity, Post-maturity • Low birth weight • Kangaroo Mother Care • Birth asphyxia/Hypoxic encephalopathy • Neonatal sepsis • Hypothermia • Respiratory distress • Jaundice • Neonatal infections • High fever • Convulsions • Neonatal tetanus • Congenital anomalies • Baby of HIV positive mothers • Baby of Rh negative mothers • Birth injuries • SIDS (Sudden Infant Death Syndrome) prevention, Compassionate care • Calculation of fluid requirements, EBM/formula feeds/tube feeding • Home based newborn care program - | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Simulation • Case discussion/ presentation • Drug presentation • Supervised Clinical practice • Integrated Management of Neonatal Childhood Illnesses (IMNCI) | <ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with check list • OSCE |
|----|--------------------------|--|---|---|--|

| Unit | Time (Hrs.) | Learning Outcome s | Content | Teaching/ Learning Activities | Assessmen tMethods |
|------|----------------|--------------------------|---|-------------------------------------|-----------------------|
| | | | community facility integration innewborn care <ul style="list-style-type: none"> • Decision making about management andreferral • Bereavement counseling • Drugs used for high risk newborns • Maintenance of records and reports | | |

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|---|---------------------------|---|--|--|---|
| V | 12 (T) 5 (L) 80 (C) | Describe the assessment and management of women with gynecological disorders. | <p>Assessment and management of women with gynecological disorders</p> <ul style="list-style-type: none"> • Gynecological assessment – History and Physical assessment • Breast Self-Examination • Congenital abnormalities of female reproductive system • Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and management of women with <ul style="list-style-type: none"> ○ Menstrual abnormalities ○ Abnormal uterine bleed ○ Pelvic inflammatory disease ○ Infections of the reproductive tract ○ Uterine displacement ○ Endometriosis ○ Uterine and cervical fibroids and polyps ○ Tumors – uterine, cervical, ovarian, vaginal, vulval ○ Cysts – ovarian, vulval ○ Cystocele, urethrocele, rectocele ○ Genitor-urinary fistulas ○ Breast disorders – infections, deformities, cysts, tumors ○ HPV vaccination ○ Disorders of Puberty and menopause ○ Hormonal replacement therapy • Assessment and management of couples with infertility <ul style="list-style-type: none"> ○ Infertility – definition, causes ○ Counseling the infertile couple ○ Investigations – male and female ○ Artificial reproductive technology | <ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Case discussion/ presentation • Drug presentation • Videos, films • Simulated practice • Supervised Clinical practice • Visit to infertility clinic and ART centers | <ul style="list-style-type: none"> • Essay • Short answer • Objective type • Assessment of skills with check list • OSCE |
|---|---------------------------|---|--|--|---|

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|--|--|--|--|--|--|
| | | | <ul style="list-style-type: none">○ Surrogacy, sperm and ovum donation, cryopreservation | | |
|--|--|--|--|--|--|

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

Note: Complete safe delivery app during VII Semester.

PRACTICUM

SKILL LAB & CLINICAL ARE GIVEN UNDER OBG NURSING – I

LIST OF APPENDICES

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

APPENDIX 1

INTERNAL ASSESSMENT: Distribution of marks

I SEMESTER

| S.No. | Name of the Course | Continuou s Assessmen t | Sessional Exams – Theory/Practica l | Total Internal Marks |
|-------|--|----------------------------------|--|-------------------------|
| | Theory | | | |
| 1 | Communicative English | 10 | 15 | 25 |
| 2 | Applied Anatomy & Applied Physiology | 10 | 15 | 25 |
| 3 | Applied Sociology & Applied Psychology | 10 | 15 | 25 |
| 4 | Nursing Foundations I | 10 | 15 | 25 |
| | Practical | | | |
| 5 | Nursing Foundations I | 10 | 15 | 25 |

II SEMESTER

| S.No. | Course | Continuou s Assessmen t | Sessional Exams – Theory/Practica l | Total Marks |
|--------------|--|--|--|--------------------------------|
| | Theory | | | |
| 1 | Applied Biochemistry and Applied Nutrition & Dietetics | 10 | 15 | 25 |
| 2 | Nursing Foundations II including First Aid I & II | 10 | 15 | 25 I & II = 25+25 = 50/2 |
| 3 | Health/Nursing Informatics & Technology | 10 | 15 | 25 |
| | Practical | | | |
| 4 | Nursing Foundations III & II | 10 | 15 | 25 I & II = 25+25 = 50 |

III SEMESTER

| S.No. | Course | Continuou s Assessmen t | Sessional Exams – Theory/Practica l | Total Marks |
|-------|--|----------------------------------|--|-------------|
| | Theory | | | |
| 1 | Applied Microbiology and Infection Control including Safety | 10 | 15 | 25 |
| 2 | Pharmacology I and Pathology I | 10 | 15 | 25 |
| 3 | Adult Health Nursing I with integrated pathophysiology including BCLS module | 10 | 15 | 25 |
| | Practical | | | |
| 4 | Adult Health Nursing I | 20 | 30 | 50 |

IV SEMESTER

| S.No. | Course | Continuou s Assessmen t | Sessional Exams/ Practical | Total Marks |
|-------|---|----------------------------------|----------------------------------|--------------------------------|
| | Theory | | | |
| 1 | Pharmacology II & Pathology III & II | 10 | 15 | 25 I & II = 25+25 = 50/2 |
| 2 | Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing | 10 | 15 | 25 |
| 3 | Professionalism, Professional values & Ethics including bioethics | 10 | 15 | 25 |
| | Practical | | | |
| 4 | Adult Health Nursing II | 20 | 30 | 50 |

V SEMESTER

| S.No. | Course | Continuou s Assessmen t | Sessional Theory/ Practical Exams | Total Marks |
|-------|---|----------------------------------|--|-------------|
| | Theory | | | |
| 1 | Child Health Nursing I | 10 | 15 | 25 |
| 2 | Mental Health Nursing I | 10 | 15 | 25 |
| 3 | Community Health Nursing I | 10 | 15 | 25 |
| 4 | Educational Technology/ Nursing education | 10 | 15 | 25 |
| 5 | Introduction to Forensic Nursing and Indian Laws | 10 | 15 | 25 |
| | Practical | | | |
| 6 | Child Health Nursing I | 10 | 15 | 25 |
| 7 | Mental Health Nursing I | 10 | 15 | 25 |
| 8 | Community Health Nursing I | 20 | 30 | 50 |

VI SEMESTER

| S.No. | Course | Continuou s Assessmen t | Sessional Exams/ Practical | Total Marks |
|-------|---|----------------------------------|----------------------------------|--------------------------------|
| | Theory | | | |
| 1 | Child Health Nursing III & II | 10 | 15 | 25 I & II = 25+25 = 50/2 |
| 2 | Mental Health Nursing III & II | 10 | 15 | 25 I & II = 25+25 = 50/2 |
| 3 | Nursing Management and Leadership | 10 | 15 | 25 |
| 4 | Midwifery/Obstetrics and Gynecology I | 10 | 15 | 25 |
| | Practical | | | |
| 5 | Child Health Nursing III & II | 10 | 15 | 25 I & II = 25+25 = 50 |
| 6 | Mental Health Nursing III & II | 10 | 15 | 25 I & II = 25+25 = 50 |
| 7 | Midwifery/Obstetrics and Gynecology (OBG)Nursing I | 10 | 15 | 25 |

VII SEMESTER

| S.No. | Course | Continuou s assessmen t | Sessional Exams/ Practical | Total Marks |
|-------|--|----------------------------------|----------------------------------|--------------------------------|
| | Theory | | | |
| 1 | Community Health Nursing II | 10 | 15 | 25 |
| 2 | Nursing Research & Statistics | 10 | 15 | 25 |
| 3 | Midwifery/Obstetrics and Gynecology (OBG)Nursing II I & II | 10 | 15 | 25 I & II = 25+25 = 50/2 |
| | Practical | | | |

| | | | | |
|---|--|----|----|-----------------------------------|
| 4 | Community Health Nursing II | 20 | 30 | 50 |
| 5 | Midwifery/Obstetrics and Gynecology (OBG)Nursing II I & II | 10 | 15 | 25 I & II = 25+25 = 50 |

VIII SEMESTER (Internship)

| S.No. | Course | Continuous performance evaluation | OSCE | Total Marks |
|-------|--|---------------------------------------|---------------------------------------|-------------|
| 1 | Competency assessment –5 specialties × 20 marks | Each specialty – 105×10 = 50 marks | Each specialty – 105×10 = 50 marks | 100 |

APPENDIX 2**INTERNAL ASSESSMENT
GUIDELINESTHEORY****I. CONTINUOUS ASSESSMENT: 10 marks**

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

marksTotal = 30/3 = 10

If there is mandatory module in that semester, marks obtained by student out of 10 can be added to 30 totaling40 marks

Total = 40/4 = 10 marks

II. SESSIONAL EXAMINATIONS: 15 marks

Two sessional exams per course

Exam pattern:

MCQ – 4×1 = 4

Essay – 1×10 = 10

Short – 2×5 = 10

Very Short – 3×2 = 6

30 marks × 2 = 60/4 = 15

PRACTICAL**I. CONTINUOUS ASSESSMENT: 10 marks**

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

marksTotal = 30/3 = 10

II. SESSIONAL EXAMINATIONS: 15**marksExam pattern:**

OSCE – 10 marks (2-3 hours)

DOP – 20 marks (4-5 hours)

*{DOP – Directly observed practical in the clinical setting}***Total = 30/2 = 15**

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

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

Clinical performance evaluation – 10×5 specialty = 50

marks OSCE = 10×5 specialty = 50 marks

Total = 5 specialty \times 20 marks = 100

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

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

Section A (37 marks)

MCQ – $6 \times 1 = 6$

Essay – $1 \times 10 = 10$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 =$

6 Section B (38

marks) MCQ – 7×1

= 7

Essay – $1 \times 10 = 10$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 = 6$

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

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

Section A (25 marks)MCQ – $4 \times 1 = 4$ Short – $3 \times 5 = 15$ Very Short – $3 \times 2 =$ **6 Section B (50 marks)** MCQ – $8 \times 1 = 8$ Essay/situation type – $1 \times 10 = 10$ Short – $4 \times 5 = 20$ Very Short – $6 \times 2 = 12$ **3. Section A – 38 marks, Section B – 25 marks and Section C – 12 marks****Pharmacology, Pathology and Genetics:** Pharmacology – Section A, Pathology – Section B and Genetics –Section C**Section A (38 marks)**MCQ – $7 \times 1 = 7$ Essay – $1 \times 10 = 10$ Short – $3 \times 5 = 15$

Very Short – $3 \times 2 =$

6 Section B (25 marks) MCQ – $4 \times 1 = 4$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 =$

6 Section C (12 marks) MCQ – $3 \times 1 = 3$

Short – $1 \times 5 = 5$

Very Short – $2 \times 2 = 4$

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

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

Section A (55 marks)

MCQ – $9 \times 1 = 9$

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

Short – $2 \times 5 = 10$

Very Short – $3 \times 2 =$

6 Section B (20 marks) MCQ – $4 \times 1 = 4$

Short – $2 \times 5 = 10$

Very Short – $3 \times 2 = 6$

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

MCQ – $12 \times 1 = 12$

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

Short – $5 \times 5 = 25$

Very Short – $4 \times 2 = 8$

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

MCQ – $8 \times 1 = 8$

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

Short – $4 \times 5 = 20$

Very Short – $6 \times 2 = 12$

II. UNIVERSITY PRACTICAL EXAMINATION – 50

marks OSCE – 15 marks

DOP – 35 marks

III. COMPETENCY ASSESSMENT – University Exam (VIII SEMESTER)

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

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

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

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

I & II SEMESTER

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

| | | | | | | |
|----------|---|--|--|--|--|--|
| 18 | Documentation of findings | | | | | |
| V | Infection Control in Clinical Settings | | | | | |

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

| | | | | | | |
|-----------|--------------------------------|--|--|--|--|--|
| 40 | Discharge | | | | | |
| 41 | Transfer (within hospital) | | | | | |
| IX | Mobility | | | | | |
| 42 | Ambulation | | | | | |
| 43 | Transferring patient from & to | | | | | |

| S.No. | Procedural Competencies/Skills | Performs independently | Assists/ Observes procedures A/O | DATE | | Signature of the Tutor/Faculty |
|--------------------|--|------------------------|----------------------------------|---------------------------|---------------|--------------------------------|
| | | | | Skill Lab/ Simulation Lab | Clinical Area | |
| | bed & wheelchair | | | | | |
| 44 | Transferring patient from & to bed & stretcher | | | | | |
| 45 | Range of Motion Exercises (ROM) | | | | | |
| X | Patient Education | | | | | |
| 46 | Individual Patient Teaching | | | | | |
| II SEMESTER | | | | | | |
| XI | Hygiene | | | | | |
| 47 | Sponge bath/Bed bath | | | | | |
| 48 | Pressure Injury Assessment | | | | | |
| 49 | Skin care and care of pressure points | | | | | |
| 50 | Oral hygiene | | | | | |
| 51 | Hair wash | | | | | |
| 52 | Pediculosis treatment | | | | | |
| 53 | Perineal Care/Meatal care | | | | | |
| 54 | Urinary Catheter care | | | | | |
| XII | Nursing Process-Basic level | | | | | |
| 55 | Assessment and formulating nursing diagnosis | | | | | |
| 56 | Planning the nursing Care | | | | | |
| 57 | Implementation of Care | | | | | |
| 58 | Evaluation of Care (Reassessment & Modification) | | | | | |
| XIII | Nutrition & Fluid Balance | | | | | |
| 59 | 24 Hours Dietary Recall | | | | | |
| 60 | Planning Well balanced diet | | | | | |

| | | | | | | |
|------------|-------------------------------------|--|--|--|--|--|
| 61 | Making fluid plan | | | | | |
| 62 | Preparation of nasogastric tubefeed | | | | | |
| 63 | Nasogastric tube feeding | | | | | |
| 64 | Maintaining intake & output chart | | | | | |
| 65 | Intra Venous Infusion Plan | | | | | |
| XIV | Elimination | | | | | |

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

| | | | | | | |
|------------|----------------------------------|--|--|--|--|--|
| 87 | Death care/Last Office | | | | | |
| XIX | First Aid and Emergencies | | | | | |
| | Bandages & Binders | | | | | |
| 88 | Circular | | | | | |

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

III & IV SEMESTER

| S.No. | Specific Procedural Competencies/Skills | Performs independently | Assists/ Observes Procedures A/O | DATE | | Signature of the Tutor/Faculty |
|---------------------|---|------------------------|----------------------------------|--------------------------|---------------|--------------------------------|
| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| III SEMESTER | | | | | | |
| I | MEDICAL | | | | | |
| | <i>Intravenous therapy</i> | | | | | |
| 1 | IV cannulation | | | | | |
| 2 | IV maintenance & monitoring | | | | | |
| 3 | Administration of IV | | | | | |

| | | | | | | |
|--|---|--|--|--|--|--|
| | medication | | | | | |
| 4 | Care of patient with CentralLine | | | | | |
| <i>Preparation, assisting, and after care of patients undergoing diagnostic procedures</i> | | | | | | |
| 5 | Thoracentesis | | | | | |
| 6 | Abdominal paracentesis | | | | | |
| <i>Respiratory therapies and monitoring</i> | | | | | | |
| 7 | Administration of oxygen using venturi mask | | | | | |
| 8 | Nebulization | | | | | |

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

| | | | | | | |
|------------|--------------------------------|--|--|--|--|--|
| III | CARDIOLOGY | | | | | |
| 33 | Cardiac monitoring | | | | | |
| 34 | Recording and interpreting ECG | | | | | |
| 35 | Arterial blood gas analysis – | | | | | |

| S.No. | Specific Procedural Competencies/Skills | Performs independently | Assists/ Observes Procedures A/O | DATE | | Signature of the Tutor/ Faculty |
|-----------|---|------------------------|----------------------------------|--------------------------|---------------|---------------------------------|
| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| | interpretation | | | | | |
| 36 | Administration of cardiac drugs | | | | | |
| 37 | Preparation and after care of patients undergoing cardiac Catheterization | | | | | |
| 38 | Performing BCLS | | | | | |
| | <i>Collection of blood sample for</i> | | | | | |
| 39 | Blood grouping/cross matching | | | | | |
| 40 | Blood sugar | | | | | |
| 41 | Serum electrolytes | | | | | |
| 42 | Assisting with blood transfusion | | | | | |
| 43 | Assisting for bone marrow aspiration | | | | | |
| 44 | Application of antiembolism stockings (TED hose) | | | | | |
| 45 | Application/maintenance of sequential Compression Device | | | | | |
| IV | DERMATOLOGY | | | | | |
| 46 | Application of topical medication | | | | | |
| 47 | Intradermal injection-Skin allergy testing | | | | | |
| 48 | Medicated bath | | | | | |
| V | COMMUNICABLE | | | | | |
| 49 | Intradermal injection-BCG and Tuberculin skin Test or Mantoux test | | | | | |

| | | | | | | |
|-----------|---|--|--|--|--|--|
| 50 | Barrier nursing & Reverse barriernursing | | | | | |
| 51 | Standard precautions-Hand hygiene, use of PPE, needle stickand sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices | | | | | |
| VI | MUSCULOSKELETAL | | | | | |
| 52 | Preparation of patient with Myelogram/CT/MRI | | | | | |

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

| | | | | | | |
|---|---|--|--|--|--|--|
| 5 | Audiometric tests | | | | | |
| 6 | Preparing and assisting in special procedures like Anterior/posteriornasal packing, Ear Packing and Syringing | | | | | |
| 7 | Preparation and after care of patients undergoing ENT surgicalprocedures | | | | | |
| 8 | Instillation of ear/nasal | | | | | |

| S.No. | Specific Procedural Competencies/Skills | Performs independently | Assists/ Observes Procedures A/O | DATE | | Signature of the Tutor/ Faculty |
|------------|--|------------------------|----------------------------------|--------------------------|---------------|---------------------------------|
| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| | medication | | | | | |
| II | EYE | | | | | |
| 9 | History taking and examination of eyes and interpretation | | | | | |
| | <i>Assisting procedures</i> | | | | | |
| 10 | Visual acuity | | | | | |
| 11 | Fundoscopy, retinoscopy, ophthalmoscopy, tonometry | | | | | |
| 12 | Refraction tests | | | | | |
| 13 | Pre and postoperative care of patient undergoing eye surgery | | | | | |
| 14 | Instillation of eye drops/medication | | | | | |
| 15 | Eye irrigation | | | | | |
| 16 | Application of eye bandage | | | | | |
| 17 | Assisting with foreign body removal | | | | | |
| III | NEPHROLOGY & UROLOGY | | | | | |
| 18 | Assessment of kidney and urinary system <ul style="list-style-type: none"> • History taking and physical examination • Testicular self-examination • Digital rectal exam | | | | | |
| | <i>Preparation and assisting with diagnostic and therapeutic procedures</i> | | | | | |

| | | | | | | |
|----|---|--|--|--|--|--|
| 19 | Cystoscopy, Cystometrogram | | | | | |
| 20 | Contrast studies – IVP | | | | | |
| 21 | Peritoneal dialysis | | | | | |
| 22 | Hemodialysis | | | | | |
| 23 | Lithotripsy | | | | | |
| 24 | Renal/Prostate Biopsy | | | | | |
| 25 | Specific tests – Semen analysis, gonorrhea test | | | | | |
| 26 | Catheterization care | | | | | |
| 27 | Bladder irrigation | | | | | |

| S.No. | Specific Procedural Competencies/Skills | Performs independently | Assists/ Observes Procedures A/O | DATE | | Signature of the Tutor/ Faculty |
|-----------|---|------------------------|----------------------------------|--------------------------|---------------|---------------------------------|
| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| 28 | Intake and output recording and monitoring | | | | | |
| 29 | Ambulation and exercise | | | | | |
| IV | BURNS & RECONSTRUCTIVE SURGERY | | | | | |
| 30 | Assessment of burns wound – area/degree/percentage of wound using appropriate scales | | | | | |
| 31 | First aid of burns | | | | | |
| 32 | Fluid & electrolyte replacement therapy | | | | | |
| 33 | Skin care | | | | | |
| 34 | Care of Burn wounds <ul style="list-style-type: none"> o Bathing o Dressing | | | | | |
| 35 | Pre-operative and post-operative care of patient with burns | | | | | |
| 36 | Caring of skin graft and post cosmetic surgery | | | | | |
| 37 | Rehabilitation | | | | | |
| V | NEUROLOGY | | | | | |
| 38 | History taking, neurological Examination – Use of Glasgow coma scale | | | | | |
| 39 | Continuous monitoring of the patients | | | | | |
| 40 | Preparation and assisting for various invasive and non-invasive diagnostic procedures | | | | | |

| | | | | | | |
|------------|---|--|--|--|--|--|
| 41 | Care of patient undergoing neurosurgery including rehabilitation | | | | | |
| VI | IMMUNOLOGY | | | | | |
| 42 | History taking and Physical examination | | | | | |
| 43 | Immunological status assessment and interpretation of specific test(e.g. HIV) | | | | | |
| 44 | Care of patient with low immunity | | | | | |
| VII | ONCOLOGY | | | | | |

| S.No. | Specific Procedural Competencies/Skills | Performs independently | Assists/ Observes Procedures A/O | DATE | | Signature of the Tutor/ Faculty |
|--|---|------------------------|----------------------------------|--------------------------|---------------|---------------------------------|
| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| 45 | History taking & physical examination of cancer patients | | | | | |
| 46 | Screening for common cancers –TNM classification | | | | | |
| <i>Preparation, assisting and after care patients undergoing diagnostic procedures</i> | | | | | | |
| 47 | Biopsies/FNAC | | | | | |
| 48 | Bone-marrow aspiration | | | | | |
| <i>Preparation of patients and assisting with various modalities of treatment</i> | | | | | | |
| 49 | Chemotherapy | | | | | |
| 50 | Radiotherapy | | | | | |
| 51 | Hormonal therapy/ Immunotherapy | | | | | |
| 52 | Gene therapy/any other | | | | | |
| 53 | Care of patients treated with nuclear medicine | | | | | |
| 54 | Rehabilitation | | | | | |
| VIII | EMERGENCY | | | | | |
| 55 | Practicing ‘triage’ | | | | | |
| 56 | Primary and secondary survey in emergency | | | | | |
| 57 | Examination, investigations & their interpretations, in emergency & disaster situations | | | | | |
| 58 | Emergency care of medical and traumatic injury patients | | | | | |
| 59 | Documentation, and assisting in legal procedures in emergency unit | | | | | |

| | | | | | | |
|-----------|--|--|--|--|--|--|
| 60 | Managing crowd | | | | | |
| 61 | Counseling the patient and family in dealing with grieving & bereavement | | | | | |
| IX | CRITICAL CARE | | | | | |
| 62 | Assessment of critically ill patients | | | | | |
| 63 | Assisting with arterial puncture | | | | | |
| 64 | Assisting with ET tube intubation & extubation | | | | | |

| S.No. | Specific Procedural Competencies/Skills | Performs independently | Assists/ Observes Procedures A/O | DATE | | Signature of the Tutor/ Faculty |
|----------|--|------------------------|----------------------------------|--------------------------|---------------|---------------------------------|
| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| 65 | ABG analysis and interpretation – respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis | | | | | |
| 66 | Setting up of ventilator modes and settings and care of patient on ventilator | | | | | |
| 67 | Setting up of trolley with instruments | | | | | |
| 68 | Monitoring and maintenance of Chest drainage system | | | | | |
| 69 | Bag and mask ventilation | | | | | |
| 70 | Assisting with starting and maintenance of Central and peripheral lines invasive | | | | | |
| 71 | Setting up of infusion pump, and defibrillator | | | | | |
| 72 | Administration of drugs via infusion, intracardiac, intrathecal, epidural | | | | | |
| 73 | Monitoring and maintenance of pacemaker | | | | | |
| 74 | ICU care bundle | | | | | |
| 75 | Management of the dying patient in the ICU | | | | | |
| X | Geriatric | | | | | |
| 76 | History taking and Assessment of Geriatric patient | | | | | |
| 77 | Geriatric counseling | | | | | |
| 78 | Comprehensive Health assessment (adult) after module completion | | | | | |

V & VI SEMESTER – CHILD HEALTH NURSING I & II

| I | PEDIATRIC MEDICAL & SURGICAL | | | | | |
|----------|--|--|--|--|--|--|
| | <i>Health assessment – Taking history & Physical examination and nutritional assessment of</i> | | | | | |
| 1 | Neonate | | | | | |
| 2 | Infant | | | | | |
| 3 | Toddler | | | | | |
| 4 | Preschooler | | | | | |
| 5 | Schooler | | | | | |

| S.No. | Specific Procedural Competencies/Skills | Performs independently | Assists/ Observes Procedures A/O | DATE | | Signature of the Tutor/ Faculty |
|--|---|------------------------|----------------------------------|--------------------------|---------------|---------------------------------|
| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| 6 | Adolescent | | | | | |
| <i>Administration of medication/fluids – Calculation, preparation and administration of medication</i> | | | | | | |
| 7 | Oral | | | | | |
| 8 | I/M | | | | | |
| 9 | I/V | | | | | |
| 10 | Intradermal | | | | | |
| 11 | Subcutaneous | | | | | |
| 12 | Calculation of fluid requirements | | | | | |
| 13 | Preparation of different strengths of I/V fluids | | | | | |
| 14 | Administration of IV fluids | | | | | |
| 15 | Application of restraints | | | | | |
| <i>Administration of O₂ inhalation by different methods</i> | | | | | | |
| 16 | Nasal Catheter/Nasal Prong | | | | | |
| 17 | Mask | | | | | |
| 18 | Oxygen hood | | | | | |
| 19 | Baby bath/sponge bath | | | | | |
| 20 | Feeding children by Katori & spoon/paladai, cup | | | | | |
| <i>Collection of specimens for common investigations</i> | | | | | | |
| 21 | Urine | | | | | |
| 22 | Stool | | | | | |
| 23 | Blood | | | | | |
| 24 | Assisting with common diagnostic procedures (Lumbar puncture, bone marrow aspiration) | | | | | |
| <i>Health education to mothers/parents – Topics</i> | | | | | | |

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|----|--|--|--|--|--|--|
| 25 | Prevention and management of Malnutrition | | | | | |
| 26 | Prevention and management of diarrhea (Oral rehydration therapy) | | | | | |
| 27 | Feeding & Complementary feeding | | | | | |

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

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|------------|-----------------------------|--|--|--|--|--|
| III | NICCU/PICU | | | | | |
| 51 | Assessment of newborn | | | | | |
| 52 | Care of preterm/LBW newborn | | | | | |

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

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|--|---|--|--|--|--|--|
| 3 | Psychometric assessment (Observe/practice) | | | | | |
| 4 | Neurological examination | | | | | |
| 5 | Observing & assisting intherapies | | | | | |
| <i>Individual and group psycho education</i> | | | | | | |
| 6 | Mental hygiene practiceeducation | | | | | |
| 7 | Family psycho-education | | | | | |

| S.No. | Specific Procedural Competencies/Skills | Performs independently | Assists/ Observes Procedures A/O | DATE | | Signature of the Tutor/ Faculty |
|--|--|------------------------|----------------------------------|--------------------------|---------------|---------------------------------|
| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| CHILD GUIDANCE CLINIC | | | | | | |
| 8 | History Taking & mental status examination | | | | | |
| 9 | Psychometric assessment (Observe/practice) | | | | | |
| 10 | Observing and assisting in various therapies | | | | | |
| 11 | Parental teaching for child with mental deficiency | | | | | |
| IN-PATIENT WARD | | | | | | |
| 12 | History taking | | | | | |
| 13 | Mental status examination (MSE) | | | | | |
| 14 | Neurological examination | | | | | |
| 15 | Assisting in psychometric assessment | | | | | |
| 16 | Recording therapeutic communication | | | | | |
| 17 | Administration of medications | | | | | |
| 18 | Assisting in Electroconvulsive Therapy (ECT) | | | | | |
| 19 | Participation in all therapies | | | | | |
| 20 | Preparation of patients for Activities of Daily living (ADL) | | | | | |
| 21 | Conducting admission and discharge counseling | | | | | |
| 22 | Counseling and teaching patients and families | | | | | |
| COMMUNITY PSYCHIATRY & DEADDICTION CENTRE | | | | | | |
| 23 | Conducting home visit and | | | | | |

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|----|--|--|--|--|--|--|
| | casework | | | | | |
| 24 | Identification of individuals with mental health problems | | | | | |
| 25 | Assisting in organizations of Mental Health camp | | | | | |
| 26 | Conducting awareness meetings for mental health & mental illness | | | | | |
| 27 | Counseling and Teaching family members, patients and community | | | | | |
| 28 | Observation of deaddiction care | | | | | |

| S.No. | Specific Procedural Competencies/Skills | Performs independently | Assists/ Observes Procedures A/O | DATE | | Signature of the Tutor/ Faculty |
|---|---|------------------------|----------------------------------|--------------------------|---------------|---------------------------------|
| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| V SEMESTER – COMMUNITY HEALTH NURSING I INCLUDING ENVIRONMENTAL SCIENCE & EPIDEMIOLOGY | | | | | | |
| 1 | Interviewing skills (using communication and interpersonal skills) | | | | | |
| 2 | Conducting community needs assessment/survey | | | | | |
| 3 | Observation skills | | | | | |
| 4 | Nutritional assessment skills | | | | | |
| 5 | Teaching individuals and families on nutrition-food hygiene and safety, healthy lifestyle and health promotion | | | | | |
| 6 | BCC (Behaviour change communication) skills | | | | | |
| 7 | Health assessment including nutritional assessment- different age groups <ul style="list-style-type: none"> • Children under five • Adolescent • Woman | | | | | |
| 8 | Investigating an epidemic –Community health survey | | | | | |
| 9 | Performing lab tests – Hemoglobin, blood sugar, blood smear for malaria, etc. | | | | | |
| 10 | Screening, diagnosis and primary management of common health problems in the community and referral of | | | | | |

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|--|---|--|--|--|--|--|
| | high-risk clients (Communicable & NCD) | | | | | |
| 11 | Documentation skills | | | | | |
| 12 | Home visit | | | | | |
| 13 | Participation in national healthprograms | | | | | |
| 14 | Participation in school healthprograms | | | | | |
| V SEMESTER – EDUCATIONAL TECHNOLOGY/NURSING EDUCATION | | | | | | |
| 1 | Writing learning outcomes | | | | | |
| 2 | Preparation of lesson plan | | | | | |
| 3 | Practice Teaching/ Microteaching | | | | | |

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

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|-----------------------------|--|--|--|--|--|--|
| 9 | Participation in performance appraisal/evaluation of nursing staff | | | | | |
| 10 | Participate in conducting in- service education for the staff | | | | | |
| College & Hostel | | | | | | |
| 11 | Preparation of organogram of college | | | | | |
| 12 | Formulation of job description for tutor | | | | | |
| 13 | Participation in performance appraisal of tutor | | | | | |
| 14 | Preparation of Master plan, time-table and clinical rotation | | | | | |

| S.No. | Specific Procedural Competencies/Skills | Performs independently | Assists/ Observes Procedures A/O | DATE | | Signature of the Tutor/ Faculty |
|---|---|------------------------|----------------------------------|--------------------------|---------------|---------------------------------|
| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| 15 | Preparation of student anecdotes | | | | | |
| 16 | Participation in clinical evaluation of students | | | | | |
| 17 | Participation in planning and conducting practical examination OSCE – end of posting | | | | | |
| VI & VII SEMESTER – MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I & II | | | | | | |
| I | ANTENATAL CARE | | | | | |
| | Health assessment of antenatal woman | | | | | |
| 1 | History Taking including obstetrical score, Calculation of EDD, gestational age | | | | | |
| 2 | Physical examination: head to foot | | | | | |
| 3 | Obstetrical examination including Leopards maneuvers & auscultation of Fetal heart sound (fetoscope/stethoscope/ Doppler) | | | | | |
| | Diagnostic tests | | | | | |
| 4 | Urine pregnancy test/card test | | | | | |
| 5 | Estimation of hemoglobin using Sahle's hemoglobinometer | | | | | |
| 6 | Advice/assist in HIV/HBsAg/VDRL testing | | | | | |
| 7 | Preparation of peripheral smear for malaria | | | | | |
| 8 | Urine testing for albumin and sugar | | | | | |

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|----|---|--|--|--|--|--|
| 9 | Preparation of mother for USG | | | | | |
| 10 | Kick chart/DFMC (Daily Fetal and Maternal Chart) | | | | | |
| 11 | Preparation and recording of CTG/NST | | | | | |
| 12 | Antenatal counseling for each trimester including birth preparedness and complication readiness | | | | | |
| 13 | Childbirth preparation classes for couples/family | | | | | |
| 14 | Administration of Td/TT | | | | | |
| 15 | Prescription of iron & folic acid and calcium tablets | | | | | |

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

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| | and lactation management | | | | | |
| 31 | Infection prevention during labour and newborn care | | | | | |
| III | POSTNATAL CARE | | | | | |
| 32 | Postnatal assessment and care | | | | | |
| 33 | Perineal/episiotomy care | | | | | |
| 34 | Breast care | | | | | |
| 35 | Postnatal counseling- diet, exercise & breast feeding | | | | | |

| S.No. | Specific Procedural Competencies/Skills | Performs independently | Assists/ Observes Procedures A/O | DATE | | Signature of the Tutor/ Faculty |
|-----------|---|------------------------|----------------------------------|--------------------------|---------------|---------------------------------|
| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| 36 | Preparation for discharge | | | | | |
| IV | NEWBORN CARE | | | | | |
| 37 | Assessment of newborn | | | | | |
| 38 | Weighing of newborn | | | | | |
| 39 | Administration of Vitamin K | | | | | |
| 40 | Neonatal immunization – Administration of BCG, Hepatitis B vaccine | | | | | |
| 41 | Identification of minor disorders of newborn and their management | | | | | |
| V | CARE OF WOMEN WITH ANTENATAL, INTRANATAL & POSTNATAL COMPLICATIONS | | | | | |
| 42 | High risk assessment – identification of antenatal complications such as pre-eclampsia, anemia, GDM, Antepartum hemorrhage etc. | | | | | |
| 43 | Post abortion care & counseling | | | | | |
| 44 | Glucose challenge test/Glucose Tolerance test | | | | | |
| 45 | Identification of fetal distress and its management | | | | | |
| 46 | Administration of MgSO ₄ | | | | | |
| 47 | Administration of antenatal corticosteroids for preterm labour | | | | | |
| 48 | Assisting with Medical induction of labour | | | | | |
| 49 | Assist in Surgical induction – stripping and artificial rupture of membranes | | | | | |

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|----|---|--|--|--|--|--|
| 50 | Episiotomy (only if required) and repair | | | | | |
| 51 | Preparation for emergency/elective caesarean section | | | | | |
| 52 | Assisting in caesarean section | | | | | |
| 53 | Preparation of mother and assist in vacuum delivery | | | | | |
| 54 | Identification and assisting in management of malpresentation and malposition during labour | | | | | |
| 55 | Preparation and assisting in low | | | | | |

| S.No. | Specific Procedural Competencies/Skills | Performs independently | Assists/ Observes Procedures A/O | DATE | | Signature of the Tutor/ Faculty |
|--|--|------------------------|----------------------------------|--------------------------|---------------|---------------------------------|
| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| | forceps operation | | | | | |
| 56 | Preparation and assisting in emergency obstetric surgeries | | | | | |
| 57 | Prescription/administration of fluids and electrolytes through intravenous route | | | | | |
| Assisting in procedures | | | | | | |
| 58 | Assisting in Manual removal of the placenta | | | | | |
| 59 | Assisting in Bimanual compression of uterus/Balloon tamponade for atonic uterus | | | | | |
| 60 | Assisting in Aortic compression for PPH | | | | | |
| 61 | Identification and first aid management of PPH & obstetric shock | | | | | |
| 62 | Assisting in management of obstetric shock | | | | | |
| 63 | Identification and assisting in management of puerperal sepsis and administration of antibiotics | | | | | |
| 64 | Management of breast engorgement and infections | | | | | |
| 65 | Management of thrombophlebitis | | | | | |
| HIGH RISK NEWBORN (Some aspects of high risk newborn care are included in Child Health Nursing) | | | | | | |
| 66 | Identification of high-risk newborn | | | | | |

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|-----------------------|--|--|--|--|--|--|
| 67 | Care of neonate under radiantwarmer | | | | | |
| 68 | Care of neonate on phototherapy | | | | | |
| 69 | Referral and transportation ofhigh risk newborn | | | | | |
| 70 | Parental counselling – sickneonate and neonatal loss | | | | | |
| FAMILY WELFARE | | | | | | |
| 71 | Postpartum Family planningcounseling | | | | | |
| 72 | Postpartum family planning –Insertion and removal of PPIUCD/PAIUCD | | | | | |

| S.No. | Specific Procedural Competencies/Skills | Performs independently | Assists/ Observes Procedures A/O | DATE | | Signature of the Tutor/ Faculty |
|---|--|------------------------|----------------------------------|--------------------------|---------------|---------------------------------|
| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| 73 | Counselling of the woman for Postpartum sterilization | | | | | |
| 74 | Preparation and assisting in tubectomy | | | | | |
| OTHER PROCEDURES | | | | | | |
| 75 | Preparation and assisting for D&C/D&E operations | | | | | |
| 76 | Observation/Assisting in Manual Vacuum Aspiration | | | | | |
| 77 | Assessment of women with gynaecological disorders | | | | | |
| 78 | Assisting/performing Pap smear | | | | | |
| 79 | Performing Visual inspection of cervix with acetic acid | | | | | |
| 80 | Assisting/observation of cervical punch biopsy/ Cystoscopy/Cryosurgery | | | | | |
| 81 | Assisting in gynecological surgeries | | | | | |
| 82 | Postoperative care of woman with gynecological surgeries | | | | | |
| 83 | Counsel on Breast self-examination | | | | | |
| 84 | Counseling couples with infertility | | | | | |
| 85 | Completion of safe delivery with certification | | | | | |
| VII SEMESTER – COMMUNITY HEALTH NURSING II | | | | | | |

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|---|--|--|--|--|--|--|
| 1 | Screening, diagnosing, management and referral of clients with common conditions/emergencies | | | | | |
| 2 | Antenatal and postnatal care at home and health centre | | | | | |
| 3 | Conduction of normal childbirth & newborn care at health centre | | | | | |
| 4 | Tracking every pregnancy and filling up MCP card | | | | | |
| 5 | Maintenance of records/ registers/reports | | | | | |
| 6 | Adolescent counseling & participation in youth friendly | | | | | |

| S.No. | Specific Procedural Competencies/Skills | Performs independently | Assists/ Observes Procedures A/O | DATE | | Signature of the Tutor/ Faculty |
|-------|---|------------------------|----------------------------------|--------------------------|---------------|---------------------------------|
| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| | services | | | | | |
| 7 | Counseling for safe abortion services | | | | | |
| 8 | Family planning counseling | | | | | |
| 9 | Distribution of temporary contraceptives – condoms, OCP's, emergency contraceptives, Injectable MPA | | | | | |
| 10 | Insertion of interval IUCD | | | | | |
| 11 | Removal of IUCD | | | | | |
| 12 | Participation in conducting vasectomy/tubectomy camp | | | | | |
| 13 | Screening, diagnosis, primary management and referral of clients with occupational health problems | | | | | |
| 14 | Health assessment of elderly | | | | | |
| 15 | Mental Health screening | | | | | |
| 16 | Participation in community diagnosis – data management | | | | | |
| 17 | Writing health centre activity report | | | | | |
| 18 | Participation in organizing and conducting clinic/health camp | | | | | |
| 19 | Participation in disaster mock drills | | | | | |
| 20 | Co-ordinating with ASHAs | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| | and other community health workers | | | | | |
| VII SEMESTER – NURSING RESEARCH & STATISTICS | | | | | | |
| <i>Research Process Exercise</i> | | | | | | |
| 1 | Statement of the problem | | | | | |
| 2 | Formulation of Objectives & Hypotheses | | | | | |
| 3 | Literature review of research report/article | | | | | |
| 4 | Annotated bibliography | | | | | |
| 5 | Preparation of sample research tool | | | | | |
| <i>Analysis & Interpretation of data – Descriptive statistics</i> | | | | | | |

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

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

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

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

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

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

Signature of the Faculty Coordinator

Signature of the HOD/Principal

CLINICAL REQUIREMENTS

| S.No. | Clinical Requirement | Date | Signature of the Faculty |
|--------------------------------------|-------------------------------------|-------------|---------------------------------|
| I & II SEMESTER | | | |
| NURSING FOUNDATION I & II | | | |
| 1 | History Taking – 21. 2. | | |
| 2 | Physical Examination – 21. 2. | | |
| 3 | Fall risk assessment – 2 | | |

| S.No. | Clinical Requirement | Date | Signature of the Faculty |
|--|--|------|--------------------------|
| | 1. 2. | | |
| 4 | Pressure Sore Assessment – 21. 2. | | |
| 5 | Nursing Process – 21. 2. | | |
| 6 | Completion of first aid module | | |
| 7 | Completion of Health assessment module | | |
| III SEMESTER – ADULT HEALTH NURSING I | | | |
| | Medical | | |
| 1 | Care Study – 1 | | |
| 2 | Health education – 1 | | |
| 3 | Clinical presentation/care note – 1 | | |
| | Surgical | | |
| 4 | Care study – 1 | | |
| 5 | Health education – 1 | | |
| 6 | Clinical Presentation/Care note – 1 | | |
| | Cardiac | | |
| 7 | Cardiac assessment – 1 | | |
| 8 | Drug presentation – 1 | | |
| | Communicable | | |
| 9 | Clinical presentation/Care note – 1 | | |
| | Musculoskeletal | | |
| 10 | Clinical presentation/Care note – 1 | | |
| | OR | | |
| 11 | Assist as circulatory nurse – 5i. ii. iii . iv. v. | | |

| | | | |
|----|--|--|--|
| 12 | Assist as scrub nurse in minor surgeries – 5i. ii. | | |
|----|--|--|--|

| S.No. | Clinical Requirement | Date | Signature of the Faculty |
|--|---|------|--------------------------|
| | iii. iv. v. | | |
| 13 | Positioning & draping – 5i. ii. iii . . iv. v. | | |
| 14 | Assist as scrub nurse in major surgeries – 5i. ii. iii . . iv. v. | | |
| 15 | Completion of BCLS module | | |
| IV SEMESTER – ADULT HEALTH NURSING II | | | |
| | ENT | | |
| 1 | ENT assessment of an adult – 2i. ii. | | |
| 2 | Observation and activity report of OPD | | |
| 3 | Clinical presentation – 1 | | |
| 4 | Drug Book | | |
| | EYE | | |
| 5 | Eye assessment i. Adult – 1 ii. Geriatric – 1 | | |
| 6 | Patient-teaching – 1 | | |
| 7 | Clinical Presentation– 1 | | |
| | NEPHROLOGY & UROLOGY | | |

| | | | |
|----|---|--|--|
| 8 | Assessment of adult – 1 Assessment of Geriatric – 1 | | |
| 9 | Drug presentation – 1 | | |
| 10 | Care study/Clinical presentation – 1 | | |
| | BURNS AND RECONSTRUCTIVE SURGERY | | |

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

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| | CRITICAL CARE | | |
| 31 | Assessment of critically ill i. Adult ii. Geriatric | | |

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

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| | Psychiatry OPD | | |
| 1 | History taking and Mental status examination – 2i. | | |

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

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| | vii. Slaughter-house | | |
| 5 | Nutritional assessment – Adult 1 | | |
| 6 | Individual health teaching – Adult 1 | | |

| S.No. | Clinical Requirement | Date | Signature of the Faculty |
|---|---|------|--------------------------|
| 7 | Use of AV aids – flash cards/posters/flannel graphs/flip charts (AnyTwo) i. ii. | | |
| 8 | Health assessment of i. Woman – 1 ii. Infant/under five child – 1 iii. Adolescent – 1 iv. Adult – 1 | | |
| 9 | Growth monitoring of children under five – 1 | | |
| 10 | Documentation i. Individual records – 1 ii. Family records – 1 | | |
| 11 | Investigation of an epidemic – 1 | | |
| 12 | Screening and primary management of i. Communicable diseases – 1 ii. NCD – 1 | | |
| 13 | Home visits – 2 | | |
| 14 | Participation in national health programs – 2 | | |
| 15 | Participation in school health program – 1 | | |
| V SEMESTER – EDUCATIONAL TECHNOLOGY/NURSING EDUCATION | | | |
| 1 | Microteaching – 2 i. Theory – 1 ii. Practical/lab – 1 | | |
| 2 | Field Visit to nursing educational institution – regional/national organization | | |
| VI SEMESTER – NURSING MANAGEMENT & LEADERSHIP | | | |
| 1 | Field visit to Hospital – regional/national organization | | |
| VI & VII SEMESTER – MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I & II | | | |
| 1 | Antenatal assessment and care – 20 | | |

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| 2 | Postnatal assessment and care – 15 | | |
| 3 | Assessment of labour using partograph – 10 | | |
| 4 | Per vaginal examination – 10 | | |
| 5 | Observing normal childbirths/deliveries– 10 | | |
| 6 | Assisting in conduction of normal childbirth – 10 | | |
| 7 | Conduction of normal deliveries – 10 | | |

| S.No. | Clinical Requirement | Date | Signature of the Faculty |
|--|--|------|--------------------------|
| 8 | Assisting in abnormal/instrumental deliveries – 5 | | |
| 9 | Performing placental examination – 5 | | |
| 10 | Episiotomy and suturing (only if indicated)– 3 | | |
| 11 | Assist/observe Insertion of PPIUCD–2 | | |
| 12 | Newborn assessment – 10 | | |
| 13 | Newborn resuscitation – 5 | | |
| 15 | Kangaroo mother care – 2 | | |
| Nursing Care Plan/Clinical presentation with Drug Study | | | |
| 16 | <i>Antenatal care</i> Normal (care plan) – 1 High risk (case study/Clinical presentation) – 1 | | |
| 17 | <i>Intrapartum care</i> High risk (Clinical presentation) – 1 | | |
| 18 | <i>Postnatal care</i> Normal (care plan) – 1 High risk (Clinical presentation) – 1 | | |
| 19 | <i>Newborn care</i> Normal (care plan) – 1 | | |
| 20 | Gynecological condition Care plan – 1 | | |
| 21 | Health talk – individual/group – 2 | | |
| 22 | Counseling mothers and family members | | |
| 23 | Visit to <ul style="list-style-type: none"> • Peripheral health facility/Laqshya certified labour room • Infertility centre (Virtual/videos) | | |
| 24 | Completion of SBA module | | |
| 25 | Completion of safe delivery app | | |

VII SEMESTER – COMMUNITY HEALTH NURSING II

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| 1 | Screening and primary management ofof i. Minor ailments – 2 ii. Emergencies – 1 iii. Dental problems – 1 iv. Eye – 1 v. ENT – 1 | | |
| 2 | Primary management and care based on protocols approved byMOH&FW (Home/health centre) | | |

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

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| 19 | Report on interaction with MPH/HV/ASHA/AWs (Any 2)1. 2. | | |
| VII SEMESTER – NURSING RESEARCH | | | |
| 1 | Research Project – Group/Individual Title: | | |

