

**Krishna Vishwa Vidyapeeth (Deemed to be University)**

**Krishna Institute of Nursing Sciences, Karad**



**Syllabus**

**Post Basic B. Sc. Nursing**

**Program Code: 4201**

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# **PHILOSOPHY**

## **Preamble of the program**

Krishna Vishwa Vidyapeeth , Deemed to be university's, Krishna Institute of Nursing Sciences believes that, believes in proper systematic teaching, training and research in Modern Medical Sciences and uniformity in various courses in medical and allied health sciences.

The philosophy of the P. B. B. Sc.(N) is incorporated by KINS at par of Indian Nursing Council. Indian Nursing Council believes that, Health is a state of well-being that enables a person to lead a psychologically, socially and economically productive life.

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

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

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

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

Under graduate nursing education program at the post basic level prepares its graduates to become exemplary citizen by adhering to code of ethics and professional conduct at all times in fulfilling personal, social and professional obligations so as to respond to national aspirations.

## **AIMS :**

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

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

make independent decisions in nursing situations, protect the rights of                      and

facilitate individuals and groups in pursuit of health, function in the hospital, community nursing services, and conduct research studies in the areas of nursing practice. They are also expected to assume the role of teacher, supervisor,

manager in a clinical/public health setting.

## **OBJECTIVES :**

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

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

## **COURSE OF STUDY :**

<b>Sr. No.</b>	<b>Subject</b>	<b>Theory Hours</b>	<b>Practical Hours</b>	<b>Total Hours</b>
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### **1<sup>st</sup> Year**

1.	Nursing Foundation	45	030	075
2.	Nutrition & Dietetics	30	015	045
3.	Biochemistry & Biophysics	60	-	060
4.	Psychology	60	015	075
5.	Maternal Nursing	60	240	300
6.	Child Health Nursing	60	240	300
7.	Microbiology	60	030	090
8.	Medical & Surgical Nursing	90	270	270
9.	English (Qualifying)	60	-	060

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<b>Total</b>		<b>525</b>	<b>840</b>	<b>1215</b>
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Note: Hindi/local language as per the need of the institution.

### **2<sup>nd</sup> Year**

10.	Sociology	60	-	060
11.	Community Health Nursing	60	240	300
12.	Mental Health Nursing	60	240	300
1.	Introduction to Nursing	60	075	135

	Education			
2.	Introduction to Nursing	60	180	240

	Administration			
3.	Introduction to Nursing	45	120	165

	Research & Statistics			
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<b>Total</b>		<b>345</b>	<b>855</b>	<b>1200</b>
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## **SCHEME OF EXAMINATION:**

### **1<sup>st</sup> Year**

Paper	Subject	Duration	Internal Assessment	External Assessment	Total Marks
Theory					
1.	Nursing Foundation	2	15	35	050
2.	Nutrition & Dietetics	2	15	35	050
3.	Biochemistry & Biophysics	3	25	75	100
4.	Psychology	3	25	75	100
5.	Microbiology	3	25	75	100
6.	Maternal Nursing	3	25	75	100
7.	Child Health Nursing	3	25	75	100
8.	Medical & Surgical Nursing	3	25	75	100
9.	* English (Qualifying)	--	100 College level qualifying exam, minimum passing Marks 33%.		100
Practicals					
1.	Medical & Surgical Nursing		50	50	100
2.	Child Health Nursing		50	50	100
3.	Maternal Nursing		50	50	100

Note: \* **College level qualifying exam to appear in University Examination, minimum passing Marks 33%**

**2<sup>nd</sup> Year**

<b>Paper</b>	<b>Subject</b>	<b>Duration</b>	<b>Internal Assessment</b>	<b>External Assessment</b>	<b>Total Marks</b>
<b>Theory</b>					
1	Sociology	3	25	75	100
2	Community Health Nursing	3	25	75	100
3	Mental Health Nursing	3	25	75	100
4	Introduction to Nursing Education	3	25	75	100
5	Introduction to Nursing Service Administration	3	25	75	100
6	** Introduction to Nursing Research Statistics	2	50	50	100
<b>Practical</b>					
1	Community Health Nursing		50	50	100
2	Mental Health Nursing		50	50	100
3	** Introduction to Nursing Research Statistics		Research Project		050

Note: \*\* College level qualifying exam changed to University Examination.

**N.B.:**

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



**Post Basic B. SC. Nursing Program code: 4201      Course code: 4201-11**

**1st Year Post Basic B. SC. Nursing**

**Subject: Nursing Foundation**

**Theory – 45 Hours**

**Placement: - 1<sup>ST</sup> YEAR POST BASIC BSC**

### **COURSE DESCRIPTION:**

This course will help student develop and understanding of the philosophy, objectives and responsibility of nursing as a profession. The purpose of the course is to orient to the current concept involved in the practice of the nursing and developments in the Nursing Profession.

### **OBJECTIVES**

At the end of the course the student will,

- Identify professional accept of nursing.
- Explain theories of nursing.
- Identify ethical aspect of nursing profession.
- Utilize steps of nursing process.
- Identify the role of the Nurse in various levels of health services.
- Appreciate the significance of quality assurance in Nursing.
- Explain current trends in health and Nursing

Unit No. & Total Hrs	Objectives	Contents With Distributed Hours			T/L Methods	Methods of Evaluation
		Must Know	Desire to Know	Nice to Know		
I (6hrs)	<p>At the end of the unit students are able to</p> <p><b>Knowledge:</b> Understand and explain the philosophy, objectives, and responsibilities of a graduate nurse. Describe professional organization and summarize career planning.</p> <p><b>Skill:</b> Prepare the philosophy and objectives of nursing program.</p> <p><b>Attitude:</b> Incorporate this knowledge in nursing practice</p>	<p><b>Development of Nursing As a Profession:</b> History of Nursing, History of Nursing in India</p> <p>It's Philosophy Objectives (1hr)</p> <p>Responsibilities of a graduate nurse &amp; Expanded role of the nurse (1hr)</p> <p>Code of ethics professional conduct for nurses. (1hr)</p> <p>Qualities of a graduate nurse, scope of nursing profession. (1hr)</p>	<p>• Development of nursing education in India and trends in nursing education (1hr)</p> <p>Professional organizations, career planning. (1hr)</p>	<p>Trends influencing nursing practice. (1hr)</p>	Lecture	<p>Essay type</p> <p>Short answers</p> <p>Objective type</p>

II (12 hours)	<p>At the end of the unit students are able to</p> <p><b>Knowledge:</b> Understand and describe ethical legal and other issues in Nursing and explain the concepts of health and illness.</p> <p><b>Skill:</b> Use this knowledge in professional practice.</p> <p><b>Attitude:</b> Incorporate this knowledge for providing optimum care to the client.</p>	<ul style="list-style-type: none"> <li>• Ethical, legal, and other issues in Nursing. (1hr)</li> <li>• Concepts of health and illness, effects on the person(1hr)</li> <li>• Maslow's hierarchy of needs</li> <li>• Developmental Concepts, Needs, Roles And Problems Of The Developmental Stages Of Individual: <ul style="list-style-type: none"> <li>• Newborn(1hr)</li> <li>• Infant(1 hr)</li> <li>• Toddler</li> </ul> </li> <li>• Stress and adaptation</li> <li>• Stress Management</li> <li>• Assist with coping and adaptation</li> <li>• o Creating therapeutic environment (1hr)</li> <li>• Legal aspect, legal liability, legal responsibility, Infection control</li> </ul>	<p>Developmental Concepts, Needs, Roles, and Problems of The Developmental Stages of Individual:</p> <ul style="list-style-type: none"> <li>• Pre Adolescent (1hr)</li> <li>• Adolescent (1hr)</li> <li>• Adulthood, Middle Age (1hr)</li> </ul> <p>Old Age.</p> <p>Recreational and diversion therapies (1hr)</p>	Health care concepts and nursing care concepts. (1hr)	Lecture  Discussion	<p>Essay type</p> <p>Short answers</p> <p>Objective type</p>
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		and standard safety measures. (1 hr.)				
III (5 hours)	At the end of unit students are able to <b>Knowledge :</b> Understand concepts, purposes, types, importance and paradigm of nursing theories. <b>Skill:</b> Write nursing process by applying nursing theories and provide care to the client. <b>Attitude:</b> Read different theories of nursing and implement in nursing process	<b>Theory of Nursing practices:</b> Meta paradigm of nursing – characterized by four central concepts i.e. Nurse, Person (client/patient). Health and Environment, Contributions of Florence Nightingale(1hr) Nursing theories: Florence Nightingale(1hr), Virginia Henderson(1hr)	Purposes of nursing theories, Current trends that influences nursing theories, types of nursing theories, the link between nursing theories and research process. (1hr.)  Nursing theories:  Betty Newman,  Martha Rogers,(1hr)  Dorothea Orem, (1hr)		Workshop	- Essay type  Short answers  Objective • type
IV (10 hours)	At the end of unit students are able to <b>Knowledge:</b> Define nursing process. and Understand & describe importance of nursing process. <b>Skill:</b> Apply nursing process in day today's work. <b>Attitude:</b> Recognizes importance of	<b>Nursing process:</b> <b>Definition, Purpose, (1 hr)</b> • Assessment; tools for assessment, methods, recording.(1hr) • Nursing Diagnosis : Definition	Implementation: different approaches to care, organizations and Implementation of care, recording. (1 hr) • Evaluation: Tools for evaluation, process of evaluation, types of	Types of care plans, planning Process (1 hr)	• Demonstration Bed side clinic	Essay type  Short answers  Objective type

	evaluation of nursing care.	s, concepts, statements, types, interpretation (2 hrs) Planning: Teaching for planning care (1hr) Methods of data collection, analysis and utilization of data relevant to nursing process. (1hr)	evaluation. (2hrs)			
V 6 hrs	At the end of unit students are able to <b>Knowledge:</b> Understand and describe important of quality assurance in nursing and role of a statutory bodies. <b>Attitude:</b> Maintains quality standards and contributes improving quality care.	<ul style="list-style-type: none"> <li>• <b>Quality assurance: Definition, concept, Purposes, Approaches and principles. (1hr)</b></li> <li>• Nursing standards (1hr)</li> <li>• Nursing audit (1hr)</li> </ul> Total Quality Management (1hr) Function of quality assurance process, components of quality assurance program and factors influencing on quality assurance practices. (1hr.)	Role of council and professional bodies in maintenance of standards.(1hr)	Models of Quality assurance (1hr)	Lecture Discussion	Essay type  Short answers  Objective • type
VI (6hours)	At the end of unit students are	<b>Primary health care concept and</b>	Holistic Nursing (1hr)	Family-oriented Nursing	Lecture	- Essay type

	<p>able to</p> <p><b>Knowledge :</b></p> <p>Understand and describe various methods and approaches to nursing care.</p> <p><b>Skill:</b> Apply this knowledge in selecting appropriate care to the client.</p> <p><b>Attitude:</b> Incorporate this knowledge in professional practice</p>	<p><b>Community oriented Nursing (1hr)</b></p> <ul style="list-style-type: none"> <li>• Primary Nursing.(1hr)</li> </ul> <p>Problem-oriented Nursing and Team Nursing.(1hr)</p>	Progressive patient care(1hr)	concept (1hr)	Discussion	<p>Short answers</p> <p>Objective</p> <ul style="list-style-type: none"> <li>• type</li> </ul>
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#### Formative And Summative Evaluation:

#### Internal Assessment: (Theory Exams) Maximum Marks: 15marks.

<b>Midterm Examination</b>	<b>35marks</b>	
<b>Pre Final Examination</b>	<b>35 Marks</b>	
<b>Total</b>	<b>70 Marks.</b>	
<b>(70 Marks To Be Converted In To 15 Marks For Internal Assessment (Theory)).</b>		
<b>External Assessment: (Theory) -University Examination: 35 Marks</b>		
<b>Midterm 35</b>	<b>Prefinal 35</b>	<b>University Examination 35</b>
MCQ- 5X1=5	MCQ- 5X1=5	MCQ- 5X1=5
BAQ- 6X2=12	BAQ- 6X2=12	BAQ- 6X2=12
SAQ- 4X2=8	SAQ- 4X2=8	SAQ- 4X2=8
LAQ- 10X1=10	LAQ- 10X1=10	LAQ- 10X1=10

**Reference:-**

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

**Post Basic B. SC. Nursing**

**Program code: 4201**

**Course code: 4201-12**

**1st Year Post Basic B. SC. Nursing**

**Subject: Nutrition & Dietetics**

**Time Allotted: Theory – 30 Hrs.**

**Practical- 15 Hrs**

**Placement: - 1<sup>ST</sup> YEAR POST BASIC BSC**

**COURSE DESCRIPTION: -**

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

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

- Explain the principles and practices of nutrition and dietetics
- Plan therapeutic diets in different setting
- Identify Nutritional needs of different age group and plan diet accordingly
- Prepare meals using different methods utilizing cookery rules



Unit No. & Total Hrs	Objectives	Contents With Distributed Hours			T/L Methods	Methods of Evaluation
		Must Know	Desire to Know	Nice to Know		
I (08 hours)	At the end of unit students are able to <b>Cognitive:</b> Understand and describe various types of diets and important of nutrition. <b>Psychomotor:</b> Plan the diet in a various disease conditions. <b>Affective:</b> Dietary habits of the clients.	<ul style="list-style-type: none"> <li>• <b>Introduction to Nutrition and dietetics</b></li> <li>• Balanced diet, Factors on Which It Depends. (1 hour)</li> <li>• <b>Food guides – Basic Four Food Groups</b></li> <li>• Food pyramid (1 hour)</li> <li>• <b>Food Exchange System</b> (1 hour)</li> <li>• <i>Food pyramid</i></li> <li>• Review of nutrients – (1 hour)</li> <li>• Micro Nutrients (1 Hour)</li> <li>• Macro nutrients (1hour)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Meal planning/Menu planning – Definition, principles, steps</b></li> <li>• Factors to be considered in planning. (1 hour)</li> <li>• Food Hygiene, preparation and preservation (1 hour)</li> <li>• Food additives Classification of food additives (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Guides available for planning. (1 hour)</li> </ul>	Lectures & Discussion • Demonstrations • Case discussions • Seminars • Clinical practice	Essay type • Short answers • Objective type • Skill assessment with check list • Clinical WorkBAQ
II (08 hours)	At the end of unit students are able to	<b>Introduction: - to diet therapy</b>	<ul style="list-style-type: none"> <li>• Routine hospital diets. (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Allergy, Infections</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures &amp; Discussion</li> </ul>	Essay type • Short answers

	<p><b>Cognitive:</b> Know the important of therapeutic diet.</p> <p><b>Psychomotor:</b> Prepare therapeutic diet.</p> <p><b>Affective:</b> Appreciate cultural values.</p>	<ul style="list-style-type: none"> <li>• Therapeutic diet under each unit i.e.</li> <li>• Cardiovascular diseases, Gastrointestinal diseases (1 hour)</li> <li>• Renal disorders , (1 hour)</li> <li>• Endocrine and metabolic disorders (1 hour)</li> <li>• malnutrition, overweight and underweight</li> <li>• Etiology, classification of underweight, types of malnutrition, prevention of malnutrition (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Pre and post-operative stage deficiency disease (1 hour)</li> </ul>	and fevers, (1 hour)	<ul style="list-style-type: none"> <li>• Demonstrations</li> <li>• cookery</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type of question</li> <li>Assessment of skill assessment with check list <i>BAQ</i></li> </ul>
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		Assessment of Recommended Dietary Allowance (RDA) as per age group. (1hour)  Role of nurse in diet therapy (1hour)				
III (08 hours)	At the end of unit students are able to <b>Cognitive:</b> Understand and describe nutritional requirements of children and feed them. <b>Psychomotor:</b> Prepare various types of foods for children.  <b>Affective:</b> Appreciates likings and disliking of children	<b>Infant and child nutrition</b> <ul style="list-style-type: none"> <li>Feeding of normal infants: factors to be considered in planning. (1 hour)</li> <li>Nutritional requirements. (1 hour)</li> </ul> Supplementary feeding of infants: Advantage and method of introduction (1 hr) <ul style="list-style-type: none"> <li>Weaning effects on mother</li> </ul>	Psychology of infant and child feeding. <ul style="list-style-type: none"> <li>Feeding pre-school child: nutritional needs, factors to be considered in planning diets.</li> <li>Problems in feeding School Lunch Programme, Advantages, Need in India Prevention of Nutritional Disorders In Infants, Preschooler and school</li> </ul>	<ul style="list-style-type: none"> <li>Feeding of premature infants, Factors to be considered in planning and nutritional requirement (1 hr)</li> </ul>	Lectures & Discussion <ul style="list-style-type: none"> <li>Demonstrations</li> <li>Practice sessions</li> <li>Seminar</li> <li>Clinical Practice</li> <li>case discussion</li> </ul>	Essay type Short answers <ul style="list-style-type: none"> <li>Objective type of questions</li> </ul> Assessment of skills with assessment of Patients with diet. <i>BAQ</i>

		and child. (1 hr) Feeding the sick child. Diet in diseases of infancy and childhood. Deficiency states – malnutrition, under nutrition, other nutrients deficiency. (1 hour)	going children (2 hour)			
IV (06 hours)	At the end of unit students are able to <b>Cognitive:</b> Understand and describe national feeding programmes and nutritional needs of special groups. <b>Psychomotor:</b> Develop ability to teach individuals and families to prepare low cost nutritive foods. <b>Affective:</b> Appreciates socio cultural and economic background of individual	<b>Community Nutrition:</b> <ul style="list-style-type: none"> <li>• Need for community nutrition programme.</li> <li>• Nutritional needs for special groups: infant, child, adolescent (1 hour)</li> <li>• Pregnant and lactating mother and old people. (1 hour)</li> <li>• Current nutritional problems and</li> </ul>	Methods of assessing nutritional status of individual / group / community. (1 hour) Methods of imparting nutrition Education (1 Hr ) Selection of cheap and nutritious foods. Nutrition education needs and methods. (1 hr) Substitutes for non-vegetarian foods Dietary needs of Immunocompromised patients (1 hr)	-	Lectures & Discussion •Demonstrations •Practice sessions •Case discussions •Seminars •Clinical practice Procedures. • Health Education Supervised Clinical practice Presentation	Essay type •Short answers •Objective type •Skill assessment with checklist •Clinical Work assessment of patient management <i>BAQ</i>

	and families.	<p>national programmes (mid day school meal etc.)</p> <ul style="list-style-type: none"> <li>• Anemia Mukd Bharat Program, Weekly Iron Folic Acid Supplementation (WIFS) (1 hour)</li> <li>• Role of nurse in national nutritional programmes (1 hour)</li> <li>• Mid day meal scheme</li> <li>• Role of nurse in mid day meal program (1 hr)</li> </ul> <p>National Deworming programme , Iron Deficiency Disorder control programme , Anemia control, supplementary Nutrition</p>				
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		programme , (1hr) National program for control of blindness or Vitamin A prophylaxis Program (1 hr) Nutritional Agencies (1 hr)				
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<b>Formative And Summative Evaluation:</b>		
<b>Internal Assessment: (Theory Exams) Maximum Marks: 15marks.+10(cookery Practical) = 25 Marks</b>		
<b>Midterm Examination</b>	<b>35marks</b>	
<b>Pre Final Examination</b>	<b>35 Marks</b>	
<b>Total</b>	<b>70 Marks.</b>	
<b>(70 Marks To Be Converted Into 15 Marks For Internal Assessment (Theory).</b>		
<b>Cookery practical -25 Marks To Be Converted Into 10 Marks For Internal Assessment</b>		
<b>External Assessment: (Theory) -University Examination: 35 Marks</b>		
<b>Midterm 35</b>	<b>Prefinal 35</b>	<b>University Examination 35</b>
MCQ- 5X1=5	MCQ- 5X1=5	MCQ- 5X1=5
BAQ- 6X2=12	BAQ- 6X2=12	BAQ- 6X2=12
SAQ- 4X2=8	SAQ- 4X2=8	SAQ- 4X2=8
LAQ- 10X1=10	LAQ- 10X1=10	LAQ- 10X1=10

**References: -**

1. Clinical Dietetics and Nutrition, Anita 4<sup>th</sup> Ed.
2. Nutritive Value of Indian Foods, Gopalan, 1<sup>st</sup> Ed
3. Uses Foods, Nutrition and Diet Therapy, Darshan Sohi, 11<sup>th</sup> Ed.
4. Nutrition a Diet Therapy, Williams
5. Clinical Dietetics and Nutrition, Philip

## **1st Year Post Basic B. SC. Nursing**

**Post Basic B. SC. Nursing**

**Program Code: 4201  
4201-13**

**Course Code:**

**Subject: Biochemistry**

**Theory – 30 hours**

### **AIM:**

The broad goal of teaching biochemistry to nursing students is to enable them to understand the chemical processes taking place in the human body in health and disease and this knowledge will help them to increase the quality of patient care.

### **OBJECTIVES:**

At the end of the course, the students are able to:

1. Identify the basic principles of biochemistry.
2. Understand and grasp the basic outline of chemistry and the properties of important biomolecules like glucose, urea etc.
3. Summarize the working of enzymes and their importance as diagnostic tools for the clinician.
4. Describe the mechanisms involved in the maintenance of body fluids along with the electrolytes.
5. Be able to understand the concepts of laboratory medicine, which involves learning about physiological levels of important bio molecules and the underlying cause of change in disease states.

Unit No. & Total Hrs	Objectives	Contents With Distributed Hours			T/L Methods	Methods of Evaluation
		Must Know	Desire to Know	Nice to Know		
I (02 hours)	At the end of the unit, students can <b>Knowledge:</b> Understand the importance of biochemistry. <b>Skill:</b> Draw the structure of cells. <b>Attitude:</b> Incorporate its knowledge in nursing care.	<b>Introduction:</b> Study of cell and its various component Molecular composition of cell Prokaryotic And Eukaryotic Cells Various Components of Cell Functions of Plasma Membrane (1 hr)	Importance of Biochemistry in Nursing. (1 hr)	-----	Lectures & Discussion	Essay type •Short answers •Objective type
II (02 Hrs)	At the end of the unit, students can <b>Knowledge:</b> Understand the distribution, functions, and requirements of fluids and electrolytes in our body.	<b>Water and Electrolyte</b> Distribution of water and its functions in the human body (ECF & ICF) Electrolyte Distribution	<ul style="list-style-type: none"> <li>• Dehydration causes and consequences</li> <li>• Water &amp; Fluid balance</li> <li>• <i>Dehydration</i></li> </ul>	----	Lectures & Discussion	Essay type •Short answers •Objective type



	<p><b>Skill:</b> Identify the signs and symptoms of dehydration.</p> <p><b>Attitude:</b></p> <p>Incorporate this knowledge in nursing practice.</p>	<p>and its functions, in the body</p> <p>Types of electrolytes</p> <p>Electrolytes imbalance</p> <p>Types of electrolyte imbalances</p> <p>Electrolyte components</p> <p>(1 hour)</p>	<p>• <i>Renal regulation of PH— (1hr)</i></p>			
III (05 Hrs.)	<p>At the end of the unit students are able to</p> <p><b>Knowledge:</b> Understands actions of enzymes, and factors influencing digestion and absorption.</p> <p><b>Skill:</b> Able to handle the enzyme specimens.</p> <p><b>Attitude:</b> Incorporate this knowledge in nursing practice.</p>	<p><b>Enzymes</b></p> <ul style="list-style-type: none"> <li>• Definition and Mechanism of action. Classification of enzymes (1 hour)</li> <li>• Factors affecting enzyme activities</li> <li>• Regulatory properties of enzymes (1 hour)</li> <li>• Precautions for handling specimens for enzyme estimation (1 hour)</li> </ul> <p>Digestion and Absorption of carbohydrates, proteins, and lipids.(1 hour)</p>	<p>Enzymes in clinical diagnosis and its applications.</p> <p>Mal absorption syndrome (1 hr)</p> <p>Factors influencing the digestion and absorption. (1hour)</p>	---	Lectures & Discussion	<p>Essay type</p> <ul style="list-style-type: none"> <li>•Short answers</li> <li>•Objective type</li> </ul>

IV (05 hours )	At the end of the unit, students can –  <b>Knowledge:</b> Understand and describe ECT, oxidation, gluconeogenesis, glycogenesis, glycolysis, and glycogenolysis.	<b>Carbohydrate</b>  Elementary outline of Electron transport chain (ETC) and Biological, Oxidation (1 hour) Fat of glucose in the body includes gluconeogenesis, glycogenesis, glycolysis, and glycogenolysis . Storage of glucose. Outline and Importance of the TCA Cycle (Krebs cycle) . Reaction of TCA Cycle Amphibolic Role of TCA Cycle (1 hour) Regulation of blood glucose levels. Glucose Tolerance test (GTT) (1 hour)	Elementary consideration of Mono, disaccharides, and polysaccharides.  <i>Glucose tolerance test (1 hour)</i>	Hyperglycaemia (1 hour)	Lectures & Discussion	Essay type  •Short answers  •Objective type
V (05 hours )	At the end of unit students are able to <b>Knowledge:</b> Understand and describe essentials, properties, functions and importance of amino acids.	<b>Protein</b> • Protein Chemistry • Classification of proteins • Protein structure • Physical properties of proteins (1 hour)  • Essential amino acids, properties and functions • Important polypeptides • Plasma Proteins and their functions	• Nitrogenous constituents of Urine, blood their origin Urea cycle (1 hr) Nitrogen  balance. Uric  Acid	----	Lectures & Discussion	Essay type  •Short answers  •Objective type

		<ul style="list-style-type: none"> <li>• Nucleic acids- DNA, RNA (1 hours)</li> <li>• Biosynthesis of proteins in the cells and Role of nucleic acids in protein synthesis</li> </ul> <i>Liver function test (1hour)</i>	formation,  gout. (1 hr)			
VI (06 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe importance and functions of lipids.	<b>Fat</b> <ul style="list-style-type: none"> <li>• Biological Importance of lipids and their functions</li> <li>• Cholesterol and Lipoproteins</li> <li>• Sources occurrence and distribution (2 hours)</li> <li>• Blood levels and Metabolism</li> <li>• Biosynthesis of fats and storage of fats (B-oxidation) (1 hour)</li> </ul> Goal of lipid metabolism in Atherosclerosis and Heart diseases	<ul style="list-style-type: none"> <li>• Role of liver in fat metabolism Fatty liver, its causes and Prevention. (1 hr)</li> <li>• Ketone body formation and its utilization. (1 hr)</li> </ul>	Causes and detection of ketosis. (1 hour)	Lectures & Discussion	Essay type  •Short answers  •Objective type
VII Hours	At the end of unit students are able to <b>Knowledge:</b> Understand and describe the metabolism of carbohydrates, proteins, and fats.	<ul style="list-style-type: none"> <li>• Minerals metabolism. (1 hour)</li> <li>• Nutrition calorie value of food, BMR, SDA, balanced diet. (2 hours)</li> <li>• Lipids, proteins (1 hour)</li> </ul>	-----	Carbohydrates, (1 hour)		

## SECTION 'A – BIOCHEMISTRY

<b>Formative And Summative Evaluation:</b>		
<b>Internal Assessment: = Marks</b>		
<b>Midterm Examination</b>	<b>37marks</b>	
<b>Pre Final Examination</b>	<b>37 Marks</b>	
<b>Total</b>	<b>74 Marks.</b>	
<b>(74 Marks To Be Converted Into 14 Marks For Internal Assessment (Theory).</b>		
<b>Practical -</b>		
<b>External Assessment: (Theory) -University Examination: 37 Marks</b>		

<b>Midterm 37</b>	<b>Prefinal 37</b>	<b>University Examination 37</b>
MCQ- 5X1=5	MCQ- 5X1=5	MCQ- 5X1=5
BAQ- 5X2=10	BAQ- 5X2=10	BAQ- 5X2=10
SAQ- 4X3=12	SAQ- 4X3=12	SAQ- 4X3=12
LAQ- 10X1=10	LAQ- 10X1=10	LAQ- 10X1=10

6. Satyanarayan U., Essentials of biochemistry, edition 2, Books and Allied (P) Ltd.

**References:**

1. Anthikad Jacob, Biochemistry for nurses, 2 edition, 2004, Jaypee Brothers Medical Publishers (P)Ltd.
2. Champe Pamela C., Lippincott's illustrated reviews: Biochemistry, 2 edition, 2005, Lippincott, Williams & Wilkins
3. Raju S.M. Biochemistry for nurses, edition 1, 2004. Jaypee Brothers Medical Publishers (P)Ltd.
4. Reddy K.R. Medical biochemistry for nurses, edition 1, 2001, Jaypee Brothers Medical Publishers (P)Ltd.
5. Deb A.C., Fundamentals of biochemistry. Edition 6, 1996, New Central Book Agency (P) Ltd.,

**Post Basic B. Sc. Nursing      Program code: 4201      Course code: 4201-13**

**1<sup>st</sup> Year Post Basic B. Sc. Nursing**

**Subject : Biophysics**

**Placement: - 1<sup>ST</sup> YEAR POST BASIC BSC**

**Time Allotted Theory: 30 Hrs**

**Course Description:**

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

### Section B –Biophysics

Unit No. & Total Hrs	Objectives	Contents With Distributed Hours			T/L Methods	Methods of Evaluation
		Must Know	Desire to Know	Nice to Know		
I (02 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe the concepts of unit and measurements. <b>Skill:</b> Able to use measurements in nursing practice. <b>Attitude:</b> Recognizes the importance of units.	<b>Introduction:</b> Concepts of unit and measurements Protocol for measurement of unit  Fundamental and derived units Unit of length, weight, mass, time. (1 hour)	Systems of unit With their standards of measurement (1 Hr)	-	Lecture Discussion Demonstration Practice session Case discussion Seminar presentation	Essay type Short answer Objective type Assessment of skills with check list Assessment of Patients' management Problem
II (02 hours)	At the end of unit students are able to <b>Knowledge:</b> Understands and describes vector, speed, velocity and accelerations. <b>Skill:</b> Able to apply law of motion while providing care to the patients. <b>Attitude:</b> Incorporate	<b>Vector and scalar motion-</b> <ul style="list-style-type: none"> <li>• Vector and scalar motion, speed, velocity and acceleration</li> <li>• Newton's law of motion</li> <li>• Application in laws of newton in health care system Hospital (1hour)</li> </ul>	Types of motion ,scalar and vector quantities , Types of velocity Acceleration (1hr)	-	Lecture Discussion Demonstration Practice session Case discussion Seminar presentation	Essay type Short answer Objective type Assessment of skills with check list Assessment of Patients' management Problem

	knowledge into practice	<ul style="list-style-type: none"> <li>Application of these principles in nursing (1 hour)</li> </ul>				
III (03 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand and describe various aspects of gravity.</p> <p><b>Skill:</b> Apply principles of gravity in nursing</p>	<p><b>Gravity</b> Specific gravity, Centre of gravity, principles of gravity(1 hr).</p> <p>Effect of gravitational forces on human body. Importance of gravity in day-to-day life Applications of Archimedes' principle (1 hr).</p>	Application of principles of gravity in nursing. (1 hr)	-	<p>Lecture Discussion Demonstration Practice session Case discussion Seminar Presentation.</p>	<p>Essay type Short answer Objective type Assessment of skills with check list Assessment of Patients' management Problem</p>
IV (03 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand describe concept of force, work, and energy.</p> <p><b>Skill:</b> Apply principles of mechanics while providing tractions to the patients.</p> <p><b>Attitude:</b> Recognizes the importance of body mechanics in nursing practice.</p>	<p><b>Force, Work and Energy—</b></p> <p><b>Energy</b> Type and transformation of energy, forces of the body, Static forces (1 hr) Principles of machines, friction and body mechanics (1 hr)</p> <p>Simple mechanics – lever and body mechanics, pulley and traction, inclined plane, screw. Application of these principles in nursing (1 hr)</p>	<p>Force, work, Energy: Their units of measurement.</p> <p>Uses of energy in human life (1 hr)</p>	-	<p>Lecture Discussion Demonstration Practice session Case discussion Seminar presentation</p>	<p>Essay type Short answer Objective type Assessment of skills with check list Assessment of Patients management Problem</p>
V (03 hrs)	<p>At the end of unit students are able to</p>	<p><b>Heat</b></p> <ul style="list-style-type: none"> <li>Nature, measurement, transfer of heat ,</li> </ul>	<ul style="list-style-type: none"> <li>Use of heat for sterilization</li> </ul>	-	<p>Lecture Discussion Demonstration</p>	<p>Essay type Short answer</p>

	<p><b>Knowledge:</b> Understand and describe nature and effects of heat, relative humidity, and regulation of body temperature.</p> <p><b>Skill:</b> Regulate temperature and humidity while providing care to patients.</p> <p><b>Attitude:</b> Identify deviations in body temperature.</p>	<p>Effects of heat on matter</p> <ul style="list-style-type: none"> <li>• Relative humidity, specific heat (1 hr)</li> <li>• Temperature scales</li> <li>• Regulation of body temperature</li> <li>• Application of heat principles in nursing (1 hour)</li> </ul>	<ul style="list-style-type: none"> <li>• Sterilization Methods (1 hr)</li> </ul>		<p>Practice session Case discussion Seminar Presentation.</p>	<p>Objective type Assessment of skills with check list Assessment of Patients management Problem</p>
VI (03 hour)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand and describe laws of reflection, elements of the eye, and use of light in therapy.</p> <p><b>Skill:</b> Uses light in therapies.</p> <p><b>Attitude:</b> Recognizes the importance of light in patient care.</p>	<p><b>Light</b> Focusing elements of the eye, defective vision and its correction, use of lenses</p> <p>Relationship between energy, frequency and wavelength of light. Use of light in therapy (1 hr)</p> <p>The physics of vision Structure of the eye Action of the eye Power of accommodation Focusing elements of the eye, defective vision and its correction, use of lenses Power of lens (1 hr)</p>	<p>Laws of reflection Features of lens Lenses and images Biological effects of light</p> <p>Application of these principles in nursing Medical uses of electromagnetic radiation Visible light in medicine Infrared radiation Ultraviolet radiation Photosensitivity Mechanism of Photosensitivity</p>	-	<p>Lecture Discussion Demonstration Practice session Case discussion Seminar Presentation.</p>	<p>Essay type Short answer Objective type Assessment of skills with check list Assessment of Patients management Problem</p>



			(1 hr)			
VII (03 hrs)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand and describe various principles of osmotic pressure.</p> <p><b>Skill:</b> Able to apply the principles of osmotic pressure providing nursing care.</p> <p><b>Attitude:</b> Recognizes the importance of osmotic pressure.</p>	<p><b>Pressures:</b> Atmospheric pressure, hydrostatic pressure, osmotic pressure (1 hr) Measurements of pressures in the body. (1 hr) Arterial and venous blood pressures, Ocular pressure Intracranial pressure- Measurement of pressure in hospital (1 hr) Applications of these principles in nursing (1 hr)</p>	-	-	<p>Lecture Discussion Demonstration Practice session Case discussion Seminar Presentation.</p>	<p>Essay type Short answer Objective type Assessment of skills with check list Assessment of Patients management Problem</p>
VIII (02 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand and describe various aspects of sound.</p> <p><b>Skill:</b> Able to apply the principles of sound in providing nursing care.</p> <p><b>Attitude:</b> Appreciates socio cultural and economic background of individual and families.</p>	<p><b>Sound :</b> Frequency, Velocity and Intensity Vocalization and hearing Use of ultrasound  Wave phenomenon Characteristic of sound Various methods of ultrasound imaging in medicine  Doppler effect Applications of sound (1 hr)</p>	<p>Noise pollution and its prevention</p> <p>Application of these principles in nursing (1 hr)</p>	-	<p>Lecture Discussion Demonstration Practice session Case discussion  Seminar presentation</p>	<p>Essay type Short answer Objective type Assessment of skills with check list Assessment of Patients management Problem</p>
IX (05 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand and</p>	<p><b>Electricity and Electromagnetism:</b> Nature of Electricity, Voltage, Current,</p>	Flow of electricity in solids, electrolytes,	-	<p>Lecture Discussion Demonstration</p>	<p>Essay type Short answer Objective type</p>

	<p>describe Electricity and Electromagnetism.</p> <p><b>Skill:</b> Assist in the procedures such as ECG, EEG, EMG, and ECT.</p> <p><b>Attitude:</b> Recognizes the importance of principles of electricity.</p>	<p>Resistance and their Units (1 hr)</p> <ul style="list-style-type: none"> <li>Electricity and human body</li> <li>ECG, EEG, EMG, ECT</li> <li>Pace makers and defibrillators. (1 hr)</li> <li>M.R.I. Scanning, CAT Scan\ (1 hr)</li> </ul> <p>M.R.I. Scanning, CAT Scan role of nurse</p> <p>Effect of electricity on human body</p> <p>Use of various electronic equipment in patient care (1 hr)</p>	<p>gases and vacuum</p> <p>Magnetism and electricity.</p> <p>Application of these principles in nursing (1 hr)</p>		<p>Practice session</p> <p>Case discussion</p> <p>Seminar presentation</p>	<p>Assessment of skills with check list</p> <p>Assessment of Patients management Problem</p>
X (02 hours)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand and describe the principles of radioactivity.</p> <p><b>Skill:</b> Apply principles of radioactivity in nursing care.</p>	<p><b>Atomic Energy:</b></p> <ul style="list-style-type: none"> <li>Structure of Atom, Isotopes and Isobars.</li> </ul> <p>Radiation protection units and limits, instruments used for detection of ionizing radiation. X-rays.</p> <p>Application of these principles in nursing (1 hr)</p>	<p>Radioactivity: Use of radioactive isotopes (1 hr)</p>	-	<p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice session</p> <p>Case discussion</p> <p>Seminar Presentation.</p>	<p>Essay type</p> <p>Short answer</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <p>Assessment of Patients management Problem</p>
XI (02 hrs)	<p>At the end of unit students are able to</p> <p><b>Knowledge:</b> Understand s and describe the</p>	<p><b>Principles of Electronics:</b> Common electronic equipment used in patient care. (2 hrs)</p>	-	-	<p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice session</p>	<p>Essay type</p> <p>Short answer</p> <p>Objective type</p> <p>Assessment of skills</p>

	principles of electronics.				Case discussion Seminar presentation	with check list Assessment of Patients management Problem
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**Practicum:-**

Experiments and tests should be demonstrated wherever applicable

Evaluation

Internal assessment: - 25 marks (**Biophysics = 12 Marks** + Biochemistry = 13 Marks)

**Out of 12 Marks to be send to the University**

76 Marks from Biophysics (midterm & prelim) to be converted into 12 Marks

External assessment (Theory): 38 Marks (University Examination)

**Section –B: Biophysics**

**38 Marks**

<b>Midterm 38</b>	<b>Prefinal 38</b>	<b>University examination 38</b>
<b>SECTION A-</b> MCQ-1X6=6 Marks	<b>SECTION A-</b> MCQ-1 X6=6 Marks	<b>SECTION A-</b> MCQ-1 X6=6 Marks
<b>SECTION B –</b> BAQ- 2 X 5 = 10 Marks SAQ- 4 X3 = 12 Marks	<b>SECTION B –</b> BAQ- 2 X 5 =10 Marks SAQ- 4 X3 = 12 Marks	<b>SECTION B –</b> BAQ- 2 X 5 =10 Marks SAQ- 4 X3 = 12 Marks
<b>SECTION C – 1X10=10</b> TOTAL = 10MARKS	<b>SECTION C –</b> 1X10=10 TOTAL = 10 Marks	<b>SECTION C –</b> 1X10=10 TOTAL = 10 Marks
Theory Examination: Midterm: 38 Marks Prefinal: 38marks		
External Assessment: University Examination: Theory: 38 Marks		

**References:**

- 1.Sharma Suresh Kumar, Biophysics in nursing,1<sup>st</sup> edition, 2011, Jaypee Brothers Medical Publishers (P)Ltd.
- 2.Randhawa S.S., Text book of biochemistry & biophysics,1<sup>st</sup> edition,2013, S. Vikas & Co., Publishing House
- 3.Randhawa S.S., Text book of biochemistry & biophysics,1<sup>st</sup> edition,2011, S. Vikas & Co., Publishing House

4.Sharma Suresh Kumar, Text book of biochemistry & biophysics for nurses,1 edition,2014, Jaypee Brothers Medical Publishers (P)Ltd.

**Post Basic B. SC. Nursing Program Code: 4201      Course Code: 4201- 14**

**1<sup>st</sup> Year Post Basic B. SC. Nursing  
Subject: Psychology**

**Placement: - 1<sup>ST</sup> YEAR POST BASIC BSC**

Theory: 60 hrs

Practical: 15 hrs.

**Course Description:**

This course is designed to orient students with regards to psychological principles, and widen their knowledge of the fundamentals of psychology. The course offers Students and

opportunity to understand the psychodynamics of patient behavior and to apply theoretical concepts in practical settings.

**Objectives:** The course aims towards the developing students skills in –

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

Unit No. & Total Hrs.	Objectives	Contents			T/L Method	Method of Evaluation
		Must Know	Desirable to Know	Nice to Know		

Unit I (7hrs)	<p>At the end of unit students are able to:</p> <p><b>Cognitive:</b></p> <p>Define psychology</p> <p><b>Psychomotor:</b></p> <p>Explain the branches of psychology.</p> <p><b>Affective:</b></p> <p>Describe nursing implications in psychology.</p>	<p><b>Introduction to psychology-</b></p> <ul style="list-style-type: none"> <li>○ Definition, history and scope (1hr)</li> <li>○ Branches and methods</li> <li>○ relationship with other subjects(1 hr)</li> <li>○ Terminology used in Psychology and Technological changes in psychology and entrepreneurship (1Hr)</li> <li>○ Relationship between psychology &amp; sociology (1Hr)</li> </ul> <p><b>Relationship with other subjects and the learning psychology for nurses. (1hr)</b></p>	<ul style="list-style-type: none"> <li>○ Psychology and the student nurse(1hr)</li> <li>○ Habits and skill(1hr)</li> </ul>		<p>Lecture cum Discussion PPT presentation</p> <p>Group discussion</p> <p>Experiments</p>	<ul style="list-style-type: none"> <li>• MCQ,</li> <li>• Short answers</li> <li>• long answers</li> </ul>
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Unit II (5hrs)	<p>At the end of unit students are able to:</p> <p><b>Cognitive:</b> Definition attention, &amp; Factors affecting on attention</p> <p><b>Psychomotor:</b> Explain types &amp; difficulties and problem in perceptions.</p> <p><b>Affective:</b> Utilize knowledge of perception in clinical field.</p>	<p><b>Sensation, attention and perception</b></p> <p>Process in sensation</p> <p>Problems in sensation (1hr).</p> <p><b>Attention-</b> Definition, characteristics and types factors affecting attention. (1hr)</p> <ul style="list-style-type: none"> <li>• <b>Perception</b> – definition and characteristics of <ul style="list-style-type: none"> <li>○ Perception form, depth and movement</li> <li>○ <b>Psychology and sensation – sensory process.</b> (1hr).</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Types and difficulties in perception</li> </ul> <p>Problems and nursing care. (1hr).</p>	<p>Distraction and sustaining attention.</p> <p>Types and difficulties in perception.</p> <p>Recent trends in clinical psychology (1hr)</p>	<p>Lecture cum Discussion</p> <p>PPT presentation</p> <p>• Group discussion</p> <p>Experiments</p>	<ul style="list-style-type: none"> <li>• MCQ,</li> <li>• Short answers</li> <li>• long answers</li> <li>• Seminar.</li> <li>• Assignment</li> <li>• s.</li> </ul>
Unit III (5hrs)	<p>At the end of unit students are able to understand :</p> <p><b>Cognitive</b> Define motivation</p> <p>• <b>Psychomotor:</b> recognize the emotional reactions of the</p>	<p><b>Motivation.</b></p> <p>Definition, nature and needs and motives biological and social(1hrs)</p> <ul style="list-style-type: none"> <li>• Frustration and conflicts</li> <li>• Types of conflicts (1hr)</li> </ul> <p>Positive psychology and its intervention</p>	<p>Self actualization</p> <ul style="list-style-type: none"> <li>○ Application in nursing care(1hr)</li> </ul>	<p>Theories of motivation.(1hr)</p>	<ul style="list-style-type: none"> <li>• Lecture cum</li> <li>• Discussion.</li> <li>• Ppt presentation.</li> </ul> <p>Group discussion.</p>	<ul style="list-style-type: none"> <li>• MCQ,</li> <li>• Short answers</li> <li>• long answers</li> <li>• Seminar.</li> <li>• Assignments.</li> </ul>

	individuals . <b>Affective:</b> Application of this knowledge in nursing care.	(1hr)				
<b>Unit IV</b> (5hrs)	At the end of unit students are able to understand : <b>Cognitive:</b> Define emotion. <b>Psychomotor:</b> Positive attitude towards patient care <b>Affective:</b> application of this knowledge in nursing care.	<b>Emotion:</b> definition and meaning, expressions, definition and meaning, perceptions. (1hr) Types of perception(1hr) Disorders of perception Uses of psychology to solve everyday Issues(1hr) Nature , characteristics, components and types of emotions. (1hrs)	Emotions in sickness, nursing care.(1hr)	Theories of emotion. (1hrs)	<ul style="list-style-type: none"> <li>• Lecture cum</li> <li>• Discussion. Ppt presentation.</li> <li>• Group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ,</li> <li>• Short answers , long answers Seminar. Assignments.</li> <li>Unit test</li> </ul>



<b>Unit V</b> (5hrs)	<p>At the end of unit students are able to understand :</p> <p><b>Cognitive</b> define personalities explain its nature &amp; factors affecting on personality</p> <p><b>Psychomotor:</b> Differentiate personality disorder.</p> <p><b>Affective:</b> Implication of this knowledge during clinical area.</p>	<p><b>Personality:</b> definition, nature, constituents of personality. (1hr)</p> <p>-defence mechanism, psychological problems, Personality assessment methods(1hr)</p> <p>Impact of global pandemic on psychology(1 hr)</p>	- Personality disorders and nursing. (1hr)	Theories of personality development. (1hr)	<ul style="list-style-type: none"> <li>• Case discussion</li> <li>• Lecture cum</li> <li>• Discussion.</li> <li>• PPT presentation.</li> <li>• Group discussion.</li> </ul> <p>Practical session.</p>	<ul style="list-style-type: none"> <li>• MCQ,</li> <li>• Short answers</li> </ul> <p>, long answers Seminar. Assignment s.</p>
<b>Unit VI</b> (4hrs)	<p>At the end of unit students are able to understand :</p> <p><b>Cognitive.</b> Define psychological aspects in nursing</p> <p><b>Psychomotor:</b> Acquire knowledge for different kinds of personality</p>	<p><b>Psychological aspects of nursing.</b> Psychological needs of child, adolescent, (1hr ) adult, aged Various research methods in psychology for children's (1 hr)</p> <p>Importance of the social and psychological</p>	Behaviour and sickness (1 hr)	Psychological needs of chronically ill and attendants.(1hr)	<ul style="list-style-type: none"> <li>• Case discussion</li> <li>• Lecture cum</li> <li>• Discussion.</li> <li>• Ppt presentation.</li> <li>• Group discussion.</li> </ul> <p>Practical session.</p>	<ul style="list-style-type: none"> <li>• MCQ,</li> <li>• Short answers</li> </ul> <p>, long answers Seminar. Assignments.</p>

	<b>Affective:</b> Implication of good nursing care in clinical practice.	1 aspects. (1hrs)				
<b>Unit VII</b> (5hrs)	At the end of unit students are able to understand : <b>Cognitive</b> define individual differences its significance <b>Psychomotor:</b> implication of different role of nurse in health and sickness. <b>Affective:</b> Develops positive attitude towards different types of personality while giving care to the client.	<b>Individual difference:</b> - Definition and significance, - heredity and environment - role in health and sickness(1hr)  -Types of individual differences  Dealing with ego -Promotive and preventive mental health strategies and services (2hrs) -Dimensions of individual differences Problems arise out of individual differences in the classroom. (1 hr.)	Explain individual differences, effects on health.(1hr)  - Implications in nursing. Different Moralities in every days life and its impact on old age person (1hr)		<ul style="list-style-type: none"> <li>• Case discussion</li> <li>• Lecture cum</li> <li>• Discussion.</li> <li>• PPT presentation.</li> <li>• Group discussion.</li> </ul> Practical session.	<ul style="list-style-type: none"> <li>• MCQ,</li> <li>• Short answers</li> <li>• Long answers</li> <li>• Seminar.</li> <li>• Assignments.</li> </ul> Unit test.
<b>Unit VIII</b> (5hrs)	At the end of unit students are able to understand : <b>Cognitive:</b>	<b>Intelligence and abilities:</b> <ul style="list-style-type: none"> <li>• Definitions and nature Intelligence (1hr),</li> <li>• Definition</li> </ul>	Psychological testing. (1Hr) New innovations in psychotherapy (1hr)	Psychological measurement (1hr)	<ul style="list-style-type: none"> <li>• Case discussion</li> <li>• Lecture cum</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ,</li> <li>• Short answers</li> <li>• Long answers</li> <li>• Seminar.</li> </ul>

	Define intelligence.  <b>Psychomotor:</b> Demonstrate psychological testing & measurement.  <b>Affective:</b> develops positive attitude towards patients in clinical area.	s and nature abilities <ul style="list-style-type: none"> <li>Intelligence and abilities during sickness. (1hr)</li> </ul> Various types of intelligences (1hr),			<ul style="list-style-type: none"> <li>Discussion.</li> <li>PPT presentation.</li> <li>Group discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Assignments.</li> </ul> Unit test
<b>Unit IX</b> (5hrs)	At the end of unit students are able to: <b>Cognitive:</b> Explain definition, nature, of learning. <b>Psychomotor:</b> Explain laws and types of learning. <b>Affective:</b> Application of this knowledge in learning	<b>Learning:</b> Definition, nature and Conditioning: learning (1hr) Learning theories. (1hr) Process, Types of learning curves in psychology (1hr)	<ul style="list-style-type: none"> <li>Learning during health and sickness(1hr)</li> </ul> Laws and types and factors affecting on learning(1hr)		<ul style="list-style-type: none"> <li>Case discussion</li> <li>Lecture cum</li> <li>Discussion.</li> <li>Ppt presentation.</li> <li>Group discussion.</li> </ul> Practical session.	<ul style="list-style-type: none"> <li>MCQ,</li> <li>Short answers</li> <li>Long answers</li> <li>Seminar. Assignments.</li> </ul>

<b>Unit X</b> (5hrs)	At the end of unit students are able to: <b>Cognitive:</b> explain memory, Definition, its nature, its factors. <b>Psychomotor:</b> Students will acquire the different ways for to retain memory.  <b>Affective:</b> Student will utilize this knowledge in clinical area. & memory during illness	<b>Memory and forgetting.</b> Memory – definition and nature ○ Memory models - and factors affecting(1hr) Memory methods to improve memory. (1hr) Forgetting – definition, explanation of forgetting. (1hr)	<ul style="list-style-type: none"> <li>Memory during health and sickness</li> <li>Forgetting during health and sickness (1hr)</li> <li>Impact of psychological wellbeing and quality of life on memory and forgetting (1hr).</li> </ul>		<ul style="list-style-type: none"> <li>Case discussion</li> <li>Lecture cum</li> <li>Discussion.</li> <li>Ppt presentation.</li> <li>Group discussion.</li> </ul> Practical session.	<ul style="list-style-type: none"> <li>MCQ,</li> <li>Short answers</li> <li>Long answers</li> <li>Seminar.</li> <li>Assignments.</li> </ul> Unit test
<b>Unit XI</b> (5hrs)	At the end of unit students are able to understand : <b>Cognitive:</b> Define attitude.	<b>Attitudes:</b> Definition and nature, (1hr) Development of attitude (1hr) modification of attitude(1hr)	Role of attitudes in health and sickness (1hr) Impact of psychology on leadership quality.(1hr) <b>Assessment of attitude (methods) (1hr)</b>		Case discussion <ul style="list-style-type: none"> <li>Lecture cum</li> <li>Discussion.</li> <li>Ppt presentation.</li> <li>Group discussion.</li> </ul> Practical session.	<ul style="list-style-type: none"> <li>MCQ,</li> <li>Short answers</li> <li>Long answers</li> <li>Seminar.</li> <li>Assignments.</li> </ul>
<b>Unit XII</b> (4hrs)	At the end of unit students are able to understand : <b>Cognitive</b> Define good mental health.	<b>Mental health and mental hygiene-</b> Definition of mental health and mental hygiene, Concept of mental health(1hr)	Characteristics of a mentally healthy person  Role of nurse in mental health and mental hygiene (1hr)		unit test <ul style="list-style-type: none"> <li>Case discussion</li> <li>Lecture cum</li> <li>Discussion.</li> <li>Ppt presentation.</li> </ul>	<ul style="list-style-type: none"> <li>MCQ,</li> <li>Short answers</li> <li>Long answers</li> <li>Seminar.</li> <li>Assignments.</li> </ul>

	<b>Psychomotor:</b> Acquired knowledge regarding good mental health .	Concept of mental hygiene Mindfulness and psychological wellbeing (1hr).	<b>Role of nurse in mentally ill patients. (1hr.)</b>		<ul style="list-style-type: none"> <li>Group discussion. Practical session.</li> </ul>	
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### Internal Assessment Evaluation Scheme

#### A. Theory

Sr.No.	Examination	Marks (Maximum)	Total Theory Marks Sent To University [A]
1.	Midterm Examination	75	
2.	Pre-Final Examination	75	
	Total	150	15

#### B. Practical

Sr. No.	Activity	Marks	Total Marks	Total Practical Marks Sent To University [B]
1.	Assignment	1x 10	10	
	Total		10	10

Internal Assessment Marks Sent To University =    A + B    =    15 + 10    =    25
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#### References:

1. Bhatia, b.d. and craig, m: elements of psychology and mental hygiene for nurses; chennai : orient longmanpvt. Ltd
2. Dandekar, w.n. : fundamentals of experimental psychology ; kolhapur : mogheprakashan
3. Hurlock, e. : developmental psychology ; singapore :tatamcgraw hill book co.,
4. McGhee, a : psychology as applied to nursing ; london : churchilllivingstone
5. Morgan, c.t. and king, r.a.: introduction to psychology ; singapore : mcgraw hill book co.

**KRISHNA VISHWA VIDYAPEETH, DEEMED TO BE UNIVERSITY,  
KRISHNA INSTITUTE OF NURSING SCIENCES, KARAD  
1<sup>ST</sup> YEAR POST BASIC BSC NURSING  
SUBJECT: PSYCHOLOGY  
EVALUATION CRITERIA FOR ASSIGNMENT: 10 MARKS**

<b>Sr. No.</b>	<b>Item</b>	<b>Maximum Marks</b>	<b>Mark allotted</b>
<b>1</b>	Overall clarity	02	
<b>2</b>	Interaction with material	02	
<b>3</b>	Formulation of ideas	02	
<b>4</b>	Structure and organization	02	
<b>5</b>	conclusion	01	
<b>6</b>	Footnotes and Bibliography	01	
	<b>TOTAL=</b>	<b>10</b>	

Signature of Student

Signature of Teacher

Date

<b>EXTERNAL ASSESSMENT: (Theory) –</b> <b>University Examination: 75 Marks</b>		
<b>MIDTERM 75</b>	<b>PREFINAL 75</b>	<b>UNIVERSITY EXAMINATION</b>
MCQ-1X15=15Marks	MCQ-1X15=15Marks	MCQ-1X15=15Marks
LAQ-1X10=10Marks	LAQ-1X10=10Marks	Section B-2X10=20Marks
LAQ-1X10=10MARKS	LAQ-1X10=10MARKS	Section B-4X5=20Marks
BAQ-2X10=20Marks	BAQ-2X10=20Marks	Section C-10X2=20Marks
SAQ4X5=20Marks	SAQ4X5=20Marks	

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**Post Basic B. SC. Nursing Program code: 4201    Course code: 4201-15**

**1<sup>st</sup> Year Post Basic B. SC. Nursing**

**Subject: Microbiology**

**Time allotted: Theory 60 Hrs**

**Practical -30 Hrs**

### **COURSE DESCRIPTION**

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

### **OBJECTIVES:**

At the end of the course, the student will

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



Unit no & total Hrs.	Objectives	Contents			T/L Method	Evaluation
		Must Know	Desire to Know	Nice to Know		
I (03 hrs)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe the basic concepts of microbiology.	<b>Structure and classification of Microbes:</b> Morphological types, .(1Hr) Size and form of bacteria.(1Hr)	-Motility -classification of microorganism (1Hr)	--	Lecture Discussion	
II (03hrs)	At the end of unit students are able to <b>Knowledge:</b> Know the identification of microorganisms	<b>Identification of micro-organism:</b> (1hrs) Discussion of laboratory methods (1hrs) Specimen Collection (Review) <ul style="list-style-type: none"> <li>• Principle of specimen collection</li> <li>• Types of specimens</li> <li>• Collection techniques and special considerations</li> <li>• Appropriate containers</li> <li>• Transportation of the sample</li> <li>• Staff precautions in handling specimens</li> </ul>	Diagnosis of bacterial diseases (1 hour)	--	Lecture Discussion	

III (04 hrs)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe the growth and nutrition of microorganis  m.	Growth and nutrition of Microbes. (1 hrs ) Temperature ( (1 hrs ) Blood (1 hrs )	Moisture. (1 hrs )	-----	Lecture Discussio n	
IV (07hr s)	At the end of unit students are able to <b>Knowledge:</b> Understand describe disinfection and sterilization. <b>Skill:</b> Perform disinfection of the care giving areas. Attitude: Recognizes the importance of disinfection in nursing practice.	<b>Destruction of micro- organism:</b> Chemotherapy (1hr) Hospital infection control procedure, (1hr) Biomedical Waste management • Types of hospital waste, waste segregation and hazards – Introduction role of nurses.(1hr) <i>CSSD &amp; BMW Educational visit(1hr)</i> Hand Hygiene • Types of Hand hygiene. • Hand washing and use of alcohol hand rub • Moments of Hand Hygiene	Sterilization and disinfections. (1 hr) Effect of heat and cold. (1 hr)	Antibiotics  (1 hr)	Lecture Discussio n <i>CSSD &amp; BMW Educational visit</i>	

		• WHO hand hygiene promotion				
V (10hrs)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe various disease producing microorganisms.	<b>Disease producing micro-organisms: introduction:</b> Gram positive Bacilli (1 hr). <b>Gram Negative bacilli (1hr)</b> Description Anaerobes (1 hr) Cocci, Description Cocci. Gram Negative Cocci (1hr) <b>Gram positive Cocci (1hr)</b> Preparation of models of microorganisms & presentation (1hrs)	Spirochetes (1 hour). Rickettsia, Leprosy (1 hr)	Tuberculosis (1hr)	Lecture Discussion	
VI (06 hrs)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe various disease producing fungi.	<b>Pathogenic fungi:</b> Dermatophytes, Systemic Mycotic infection, Cont. Description. Systemic Mycotic infection (1 hr)	Antigen reaction, (1HR) Anti-body reaction (1HR)	Laboratory diagnosis of Mycotic infection. (1 hour)	Lecture Discussion on Microbiology Department visit	

		<i>Microbiology Department visit(1hrs)</i>				
VII (03hrs)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe immunity, hypersensitivity, and antigen antibody reactions. <b>Attitude:</b> Recognizes the importance of immunity.	<b>Immunity:</b> Immunity Immunoglobulins: Structure, types & properties Vaccines: Types & classification, storage and handling, cold chain, Immunization for various diseases (1Hr) <b>Cold Chain (1hr)</b> Immunization schedule(1Hr)	Hypersensitivity – Skin test(1Hr) <b>Immunoglobulin's (1hr)</b>	----	Lecture Discussion  Visit to observe vaccine storage	
VIII (9 hrs)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe various parasites and vectors.	<b>Parasites and vectors:</b> Characteristics (1 hr ) Classification of parasites. (1 hr) Protozoal infection (1 hr) Amoebiasis (1hr) <b>Plasmodium (1hr)</b> Helminthes infection (1 hr)	Diagnosis of parasitic infection (1hr) parasitic infection (1hr) Diseases transmitted by Vector(1Hr)	Vector (1Hr)	Lecture Discussion	
IX (9hrs )	At the end of unit students are able to	<b>Viruses:</b> Diseases caused by viruses in men	Characteristic s of viruses (1 hours) Classification	Cont... Diseases caused by	Lecture Discussion	

	<p><b>Knowledge:</b> Understand and describe classification and characteristics of viruses.</p>	<p>(1hr) Their control (1hr)  Morphology of Zika virus, Characteristics, (1hr) Source, portal of entry(1hr) Transmission of infection, Identification of disease control of spread of infection(1Hr) <b>Preventive Measures (1hr)</b></p>	<p>(1 hours) general Preventive measures (1hours)</p>	<p>viruses in animal ( 1 hr )</p>		
X (06 hrs)	<p>At the end of unit students are able to <b>Knowledge:</b> Understand and describe the microorganisms transmitted through food.</p>	<p><b>Micro-organisms transmitted through foods:</b> Introduction Food poisoning, (1hr) Classification Food poisoning. (1hr) Nursing responsibility Food poisoning. (1hr)</p>	<p>Classification Food borne infections (1hr)  Prevention of Food borne infections. (1hr)</p>	<p>Introduction, Food borne infections. (1hr)</p>	Lecture Discussion	

Sr. No	Practical	30 Marks
1)	Use and Care of Microscope Common Examination: Smear, Blood, Modules, Yeasts.	6marks
2)	Staining Techniques-Gram Staining, Acid Fast Staining. Hanging Drop Preparation.	6marks
3)	Preparation of Media and Culture Techniques. -Collection Handling and Transportation of Various Specimens.	6marks
4)	Sterilization Methods- Physical, Chemical and Mechanical	4marks
5)	Identification and Study of the following Bacteria :StreptoCocci, Pneumococci and Staphylococci,Corynebacteria Spirochetes and Gonococci. Enteric Bacteria. Posting In Infection Control Department.	3marks
6)	Demonstration of Serological Methods	3marks
7)	Identification of Parasites and Vectors.	2marks

### Summative Evaluation

Mid term	Pre final	University Examination
MCQ : $\frac{1}{2}$ Marks $\times 20 = 10$ Marks	MCQ – 15 X 1 = 15 Marks	<b>Section B –</b> SAQ – 5 X 3 = 15 Mark SAQ – 3 X 5 = 15 Marks <b>Section C –</b> LAQ – 2 X 15 = 30 Marks
SAQ :5 Marks $\times 4 = 20$ Marks	SAQ – 5 X 3 = 15	
LAQ : 10 Marks $\times 2 = 20$ Marks	SAQ – 3 X 5 = 15 Marks	
	LAQ – 2 X 15 = 30 Marks	

**Internal Assessment:****Theory: 15 Marks****Journal Assignment: 10 Marks**

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Total: 25 marks

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(out of 25 marks to be send to the university

Theory Examination: Midterm 50 Marks

Prefinal 75 Marks

**Method of evaluation**

1. Written Tests
2. Assignments
3. Practical and Oral Test

**References:**

1. Alice Corrairie Smith, “ Microbiology and pathology” 9th ed., Mosby Co.
2. Bernard D. Davis, Rentap Dalbecco Herman N. Eisen& Harold S. Ginsberg, “ Microbiology”, 3rd ed, A Harper International edition.
3. Hug L. L Moffet, (1981) “Clinical microbiology”, 2nd ed., J. B. Lippincott Co.
4. Macbie and Mecartney, (1980), “Medical microbiology” 13th ed., Printed.
5. P. Ananthanarayan and C. K. Jayarm Panikar, “Textbook of microbiology”, 8<sup>th</sup> ed., Orient Longman Company Ltd.
6. Chakravarti Text book of Microbiology.
7. T. Panjratan Text Book of Microbiology in nursing, New central Book agency Calcutta 2002.

**Post Basic B. SC. Nursing Program**

**Code: 4201**

**Course code: 4201-16**

**1<sup>st</sup> Year Post Basic B. SC. Nursing**

**Subject: Maternal Nursing**

**Allotted Theory : 60 Hrs**

**Practical: 240 Hrs**

**COURSE DESCRIPTION ;**

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

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

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



Unit No. & Total Hrs.	Objectives	Contents			T/L Methods	Method of Evaluation
		Must Know	Desirable to Know	Nice to Know		
I (05 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe trans cultural maternity nursing, role of nurse in family welfare programmes. <b>Skill:</b> To apply legislation related to maternal benefits, MTP act and family planning. <b>Attitude:</b> Describe expanded role of midwife in maternity care.	<b>Must know</b> <ul style="list-style-type: none"> <li>Maternity care and practices in various cultures across the world.</li> <li>Expanded role of the midwife in maternity.</li> <li>Safe motherhood initiative. (1 hr)</li> <li>Maternal mortality, morbidity and perinatal mortality.</li> <li>Neonatal morbidity and mortality rate. (1 hr)</li> <li>Midwifery-led care units (MLCU)</li> <li>Legal provisions in midwifery practice in India <ul style="list-style-type: none"> <li>INC/MOH &amp; FW regulations</li> </ul> </li> <li>ICM code of ethics. (1hr)</li> </ul> Total -3Hrs	Early history of midwifery and evolution of obstetrics.  Legislation related to maternal benefits, MTP acts, Family planning (1 hr)  Total -1Hrs	Family welfare programme (1 hr)  Total -1Hrs	Lecture Discussion	MCQs BAQs SAQs
II (06 hours)	At the end of unit students are able to <b>Knowledge:</b> Review anatomy and	<b>Anatomy and Physiology of Female Reproductive System</b>	Menstrual cycle.(1hr) Human reproduction.(1hr)		Lecture Discussion	MCQs BAQs SAQs

	<p>physiology of female reproductive system. Explain fertilization, fetal growth and fetal circulation.</p> <p><b>Skill:</b> Demonstrate fetal skull and female pelvis.</p> <p><b>Attitude:</b> Recognizes placenta, liquor amnii, and umbilical cord.</p>	<p>Review of anatomy and physiology of female reproductive system. (1 hr) Female pelvis and foetal skull. (1 hr)</p> <p>gametogenesis, fertilization, embryo. (1 hr) Placenta, liquor amnii, umbilical cord(1 hr)</p> <p>The foetus: foetal growth, foetal circulation. (1 hr)</p> <p>Puberty (1 hr)</p> <p>Total -4Hrs</p>	<p>Abnormalities of placenta, umbilical cord, liquor amnii and membranes (1 Hr)</p> <p>Total -2Hrs</p>			
III (14 hours)	<p>At the end of the unit students are able to</p> <p><b>Knowledge:</b> Understands and Describe physiological changes during pregnancy, physiology of lactation, diagnosis of pregnancy and antenatal care.</p> <p><b>Skill:</b> Demonstrate mechanism of normal labor.</p>	<p><b>NORMAL PREGNANCY</b></p> <ul style="list-style-type: none"> <li>Physiological changes during pregnancy .</li> <li>Diagnosis of pregnancy and antenatal care. (1 hr)</li> <li>Antenatal assessment of fetal well being.</li> <li><i>Minor disorders of pregnancy</i></li> </ul>	<p>Pregnancy with STD, HIV / AIDS (1hr). Common Gynecological Problems. Fibroids, Uterine and Cervical Prolapse. (1hour) Physiology of lactation and breast feeding. (1 hour) Cervical erosions, Carcinoma. Uterine</p>	<p>Ovarian tumor during pregnancy</p> <p>Total -1Hrs</p> <p>Management of active second stage labour in water birth. (1hr)</p>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul> <p><b>CBL Videos Demonstration</b></p>	<p>MCQs BAQs SAQs</p>

	<b>Attitude:</b> Perform antenatal assessment of fetal well being.	<i>and its management. (1 hr)</i> <ul style="list-style-type: none"> <li>• Physiology of normal labour.(1hr)</li> <li>• Mechanism of normal labour.</li> <li>• Management of I, II, and III stages of labour. Physiology of normal puerperium. Management of normal puerperium. (1 hour)</li> <li>• USG, NST, CTG. Radiography. ( 1 hr)</li> <li>• <i>Nursing Management of I, II, and III stages of labour. (1 hr)</i></li> <li>• Healthy birth practices and</li> <li>• Non pharmacological pain relief methods (1 hr)</li> </ul>	Inversion etc. -Infection control precaution during COVID-19 situation in antenatal. -Infection control precaution during COVID-19 situation in intranatal. -Infection control precaution during COVID-19 situation in postnatal. (1 hr) Total -4Hrs			
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		<ul style="list-style-type: none"> <li>• Obstetrics shock</li> <li>• Role of Doula/ASHA's in 1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup> stage of labour.</li> <li>• Insertion of postpartum IUCD</li> </ul> <p>Cultural competence (Taboos related to postnatal diet and practices) (1 hr)</p> <ul style="list-style-type: none"> <li>• Role of Doula/ASHA's in 1<sup>st</sup>, 2<sup>nd</sup> &amp; 3<sup>rd</sup> stage of labour.</li> <li>• Insertion of postpartum IUCD</li> </ul> <p>Cultural competence (Taboos related to postnatal diet and practices) (1 hr)</p> <p>Total -9Hrs</p>				
IV (06 hours)	At the end of unit students are able to <b>Knowledge:</b> Understand and describe asphyxia neonatrum, respiratory distress, neonatal jaundice, birth injuries and newborn infections.	Immediate care of newborn, including SGA & LGA.(1 hr) Normal characteristics and essential care of newborn. Newborn Resuscitation. Asphyxia Neonatrum, respiratory distress. Jaundice in newborn. (1 hr) Birth injuries, infection in newborn.	Organization of NICU Infection control precaution during COVID-19 situation in newborn. Total -1Hrs Total -1Hrs	Still birth – incidence, causes and prevention. Total -1Hrs  Total -1Hrs	Lecture Discussion  Demonstration	MCQs BAQs SAQs

	<b>Skill:</b> Demonstrate newborn assessment and newborn resuscitation. <b>Attitude:</b> Practice immediate care of newborn. Identify the organization of NICU.	Congenital anomalies and vomiting in newborn. Care of low birth weight babies in labour room and nursery/NICU <i>Minor disorders of newborn and its management. (1 hour)</i> • Rashtriya BalSwasthya Karyakaram (RSBK) – children. (1hr)				
		Total -4Hrs				
V (24 hours)	At the end of unit students are able to <b>Knowledge:</b> Explains various medical and gynecological disorders during pregnancy. <b>Skill:</b> Perform antenatal and post natal assessment for high risk cases. <b>Attitude:</b> Identify various factors responsible for high risk pregnancy.	<b>Medical Disorders In Pregnancy</b>  Toxemias' during Pregnancy: Pre-eclampsia, Eclampsia. (1 hr) Anemia in pregnancy. Diabetes mellitus in pregnancy. (1 hr) Heart diseases during pregnancy. (1hr) Abortions. (1 hr) Hydatidiform mole. Ectopic pregnancy. (1 hr) Ante partum hemorrhage – Placenta praevia, Abruptio placenta. (1 hr) Hyper emesis Gravidarum. Multiple	Breast complications – Breast engorgement, breast abscess, acute mastitis. (1 hour) Caesarean section(1 hour) Uterine rupture, cervical tear(1 hour) Renal disorders in pregnancy (1 hour) Pregnancy in Rh negative women. (1 hour) Pregnancy with previous caesarean	Jaundice in pregnancy .Pulmonary TB. Total -1Hrs	<b>PBL Role play</b>	MCQs BAQs SAQs

		<p>pregnancies. Hydramnios: (1 hr) Oligohydramnios. ,Polyhydramnios. Preterm labour, (1 hr) Postdatism. Premature rupture of membrane. (1 hr) IUGR. Uterine Fibroid during pregnancy. (1 hr) Medical termination of pregnancy. Abnormal presentation – Unstable lie, Occipito posterior, face, brow, Breech, compound presentation. (1 hr) Abnormal uterine action. Contracted pelvis and CPD. (1 hr) Obstructed labour, rupture of uterus, injuries of maternal birth canal, cord Prolapsed. (1 hr) Post partum haemorrhage (1 hr) Breast complications – Breast engorgement, breast abscess, acute mastitis. (1 hr) D &amp; E , S &amp; E Use of instruments –</p>	<p>section. (1 hour) Puerperal pyrexia and puerperal sepsis.(1hr) Psychiatric disorders in puerperium (1hr) Total -8Hrs</p>			
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		Forceps, Vacuum. (1 hr) <b>Nursing management of perinatal loss (1 hour)</b> Total -15Hrs				
VI (02 hrs)	At the end of unit students are able to <b>Knowledge:</b> Describe the pharmacological agents, their effects during pregnancy, labour, puerperium and newborn. Describe the role and responsibility of midwife in administration of drugs. <b>Skill:</b> Calculate the drug dose used. Identify the effects of drugs used.	<b>Pharmacotherapeutics</b>  Oxytocin, Prostaglandins – use in obstetrics. (1 hr) Anaesthesia and analgesics used in obstetrics. (1 hr) <b>Total = 2 Hrs</b>	Nursing responsibilities related to anaesthesia (1 hr)	--	Lecture cum discussion Demonstration	MCQs BAQs SAQs
VII (03 hours)	At the end of unit students are able to <b>Knowledge:</b> Describe the population	<b>Current Trends in Reproductive health (RCH)</b>	Advances in maternity care. (1 hour)	Unwed mothers.		MCQs BAQs SAQs

	dynamics and indicators of maternal child health. Describe the methods of contraception and role of nurse in family welfare programme. <b>Skill:</b> Calculate the indicators of maternal and child health.	National welfare Programmes for women National family welfare programme. (1 hr)  Infertility, genetic counselling. (1 hr)  Total -2Hrs	Surrogacy .(1 hr) Family planning and other reproductive health services during COVID-19 (1 hr)  Total -1Hrs			
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**SUBJECT: MATERNAL NURSING**

**Placement: First Year PBBSC**

**Theory: 60 Hrs.**

**PRACTICAL: 240 HRS.**

**INTERNAL ASSESSMENT EVALUATION SCHEME**

**A. Theory**

Sr. No.	Examination	Marks (maximum)	Total <b>theory</b> marks sent to University [A]
1.	Midterm examination	75	
2.	Pre-final examination	75	
	TOTAL	150	25

**B. Practical**

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



### Clinical Evaluation & Clinical Assignment

Sr. No.	Activity	Marks	Total marks	Total <b>practical</b> marks sent to University <b>[B]</b>
1.	Case study: Two (50 Marks each)	2x50	100	
2.	Case Presentation : One	50	50	
3.	Clinical Evaluation 3 (100 Marks each)	3x100	300	
4.	Group Health teaching (one)	25	25	
5.	Nursing Care plan (Gyanae :One )	25	25	
	TOTAL		500	

**Internal assessment marks sent to University = A + B = 100 +500 = 50**

SUMMATIVE		
MID-TERM : 75M	PREFINAL 75M	UNIVERSITY EXAMINATION
MCQ- 15 -1M: 15	MCQ- 15 -1M: 15	MCQ- 15 -1M: 15
BAQ-10-2M-20	BAQ-10-2M-20	BAQ-10-2M-20
SAQ-5-4M:20	SAQ-5-4M:20	SAQ-5-4M:20
LAQ-1-10M	LAQ-1-10M	LAQ-1-10M
LAQ-1-10M	LAQ-1-10M	LAQ-1-10M

**KRISHNA VISHWA VIDYAPEETH, DEEMED TO BE UNIVERSITY,  
KRISHNA INSTITUTE OF NURSING SCIENCES, KARAD  
EVALUATION FORMAT FOR HEALTH TALK**

NAME OF THE STUDENT .....

AREA OF EXPERIENCE.....

PERIOD OF EXPERIENCE .....

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

SUPERVISOR.....

**Total 100**

**Marks**

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

100 marks will be converted into 25

**KRISHNA VISHWA VIDYAPEETH, DEEMED TO BE UNIVERSITY,**

**KRISHNA INSTITUTE OF NURSING SCIENCES, KARAD**

**EVALUATION CRITERIA CASE STUDY**

**Total Marks -50**

<b>SR.NO</b>	<b>CONTENT</b>	<b>ALLOTTED MARKS</b>	<b>OBTAINED MARKS</b>
<b>1</b>	Assessment / Introduction	5	
<b>2</b>	Knowledge and understanding of disease	15	
<b>3</b>	Nursing care plan	20	
<b>4</b>	Discharge plan	5	
<b>5</b>	Summary & evaluation	3	
<b>6</b>	Bibliography	2	
<b>TOTAL</b>		<b>50</b>	

**Signature of Student**

**Signature of Teacher**

**Date:**

**KRISHNA VISHWA VIDYAPEETH, DEEMED TO BE UNIVERSITY, KARAD**

**KRISHNA INSTITUTE OF NURSING SCIENCES, KARAD**

**EVALUATION CRITERIA CASE PRESENTATION**

**Total Marks -50**

<b>Sr.No</b>	<b>Content</b>	<b>Allotted Marks</b>	<b>Obtained Marks</b>
<b>1</b>	Assessment / Introduction	5	
<b>2</b>	Knowledge and understanding of disease	10	
<b>3</b>	Presentation skill	10	
<b>4</b>	Nursing care plan	15	
<b>5</b>	A.V.Aids	5	
<b>6</b>	Over all	5	
<b>7</b>	Summary & Evaluation	2	
	Time	1	
	Bibliography	2	
	<b>TOTAL</b>	<b>50</b>	

**Signature of Student**

**Signature of Teacher**

**Date:**

**KRISHNA VISHWA VIDYAPEETH, DEEMED TO BE UNIVERSITY,**

**KRISHNA INSTITUTE OF NURSING SCIENCES, KARAD**

**EVALUATION CRITERIA FOR NURSING CARE PLAN**

**Total Marks 25**

<b>Sr. No</b>	<b>CRITERIA</b>	<b>MARKS ALLOTTED</b>	<b>MARKS OBTAINED</b>
<b>1.</b>	History taking	3	
<b>2.</b>	Assessment of needs & problems	5	
<b>3.</b>	Nursing process	8	
<b>4.</b>	Implementation of care	5	
<b>5.</b>	Follow-up care	2	
<b>6.</b>	Bibliography	2	
	<b>Total</b>	<b>25</b>	

**Signature of Students**

**Signature of Teacher**

**Date :**

**KRISHNA VISHWA VIDYAPEETH, DEEMED TO BE UNIVERSITY,**

**KRISHNA INSTITUTE OF NURSING SCIENCES, KARAD**

**CLINICAL EVALUATION: MATERNITY NURSING**

**Area: - Ante Natal Ward.**

(Maximum Marks – 100 )

Name of the student -----

Year: 1<sup>st</sup> Year PB B.Sc Nursing

Duration of Experience:

Sr no	Criteria	1	2	3	4
	<b>KNOWLEDGE, SKILL &amp; APPLICATION</b>				
1.	Demonstrates, sound scientific knowledge & understanding in her dealings with the patient & family				
2.	Demonstrates ability & skill in history taking of antenatal Mothers				
3.	Demonstrates skill in antenatal assessment				
4.	Demonstrates skill in identifying the needs & problems of antenatal mothers				
5.	Demonstrates ability to analyze & plan care for antenatal				
6.	Demonstrate ability to implement the planned care to antenatal mothers				
7.	Demonstrate ability in preparing patients for surgical intervention if necessary				
8.	Able to perform & assist in diagnostic & treatment Modalities				
9.	Demonstrate skill in intrauterine fetal monitoring				
10.	Makes relevant observations & record & reports them promptly & effectively				
11.	Identifies risk factors & manages emergency situations effectively & promptly				
12.	Works independently & makes prompt, relevant decisions in all situations.				
13.	Able to carry out health talks & incidental health teachings effectively				
14.	Demonstrates sound knowledge of drug used safely during antenatal period.				
15.	Able to establish therapeutic relationship with the patient & family				
	<b>Personality aspects</b>				
16.	Professional grooming & turn-out in uniform				
17.	Patient, keen & attentive listener				
18.	Courteous, tactful & considerate in all her dealings with colleagues, seniors, patients & family				
19.	Expresses ideas/concepts concisely				
20.	Enthusiastic & interested, takes interest in clinical setting				
21.	Follows instructions & exhibits positive behavioral changes as and when required				
22.	Displays emotional maturity in all her dealings in the clinical setting				
23.	Demonstrates evidence of self learning by additional reading of current literature				

24.	Displays persuasive, assertive & compulsive leadership behavior, affecting changes in patient's behavior in clinical setting				
25.	Practices economy in relation to time effort & material in all aspects of care				

**Positive & Negative Aspects.**

**Signature of Student**

**Signature of Clinical Supervisor**

**Date :**

**KRISHNA VISHWA VIDYAPEETH, DEEMED TO BE UNIVERSITY,**

**KRISHNA INSTITUTE OF NURSING SCIENCES, KARAD**

**CLINICAL EVALUATION: MATERNITY NURSING**

**Area: - Labour Room.**

(Maximum Marks – 10)

Name of the student

Year: 1<sup>st</sup> Year PB B.Sc Nursing

Duration of Experience:

Sr no	Criteria	1	2	3	4
	<b>KNOWLEDGE, SKILL &amp; APPLICATION</b>				
1.	Demonstrates, sound scientific knowledge & understanding in her dealings with the patient & family				
2.	Demonstrates ability & skills in history taking of maternity patients				
3.	Demonstrate ability to perform general, abdominal & per- vaginal examination				
4.	Demonstrate ability to analyze & interpret the data collected for nursing care planning				
5.	Demonstrate the ability to identify the needs of maternity patients & neonates				
6.	Demonstrates ability in planning nursing care & implement according to the needs of the patients.				
7.	Displays skill in trolley setting & assisting in instrumental deliveries & other procedures				
8.	Confident & skillful in conducting normal deliveries with episiotomy & immediate post natal care				
9.	Identifies risk factors & manages emergency situations effectively				
10.	Works independently & makes prompt, relevant decisions in all situations				
11.	Able to carry out health talks & incidental health teachings effectively				
12.	Demonstrates sound knowledge of drug used in obstetrics & gynaec practice				
13.	Able to establish therapeutic relationship with the patient & family				
14.	Able to perform & assist in diagnostic procedures & treatment modalities				
15.	Makes relevant observations & records & reports them promptly & effectively.				
	<b>Personality aspects</b>				
16.	Professional grooming & turn-out in uniform				
17.	Patient, keen & attentive listener				
18.	Courteous, tactful & considerate in all her dealings with colleagues, seniors, patients & family				
19.	Expresses ideas/concepts concisely				
20.	Enthusiastic & interested, takes interest in clinical setting				
21.	Follows instructions & exhibits positive behavioral changes as and when required				



22.	Displays emotional maturity in all her dealings in the clinical setting				
23.	Demonstrates evidence of self learning by additional reading of current literature				
24.	Displays persuasive, assertive & compulsive leadership behavior, affecting changes in patient's behavior in clinical setting				
25.	Practices economy in relation to time effort & material in all aspects of care				

**Positive & Negative Aspects.**

**Signature of Student**

**Signature of Clinical Supervisor**

**Date :**

**KRISHNA VISHWA VIDYAPEETH, DEEMED TO BE UNIVERSITY,  
KRISHNA INSTITUTE OF NURSING SCIENCES, KARAD**

**CLINICAL EVALUATION: MATERNITY NURSING**

**Area: - Post Natal Ward.**

(Maximum Marks – 100)

Name of the student -----

Date :

Year: I Year PB B.Sc Nursing

Duration of Experience:

Sr No	Criteria	1	2	3	4
	<b>KNOWLEDGE, SKILL &amp; APPLICATION</b>				
1.	Demonstrates, sound scientific knowledge & understanding in her dealings with the patient & family				
2.	Demonstrates ability & skills in history taking of maternity patients				
3.	Demonstrate ability to perform general, abdominal & per- vaginal examination				
4.	Demonstrate ability to analyze & interpret the data collected for nursing care planning				
5.	Demonstrate the ability to identify the needs of maternity patients & neonates				
6.	Demonstrates ability in planning nursing care & implement according to the needs of the patients.				
7.	Displays skill in trolley setting & assisting in instrumental deliveries & other procedures				
8.	Confident & skillful in conducting normal deliveries with episiotomy & immediate post natal care				
9.	Identifies risk factors & manages emergency situations effectively				
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11.	Able to carry out health talks & incidental health teachings effectively				
12.	Demonstrates sound knowledge of drug used in obstetrics & gynaec practice				
13.	Able to establish therapeutic relationship with the patient & family				
14.	Able to perform & assist in diagnostic procedures & treatment modalities				
15.	Makes relevant observations & records & reports them promptly & effectively.				
	<b>Personality aspects</b>				
16.	Professional grooming & turn-out in uniform				
17.	Patient, keen & attentive listener				
18.	Courteous, tactful & considerate in all her dealings with colleagues, seniors, patients & family				
19.	Expresses ideas/concepts concisely				
20.	Enthusiastic & interested, takes interest in clinical setting				
21.	Follows instructions & exhibits positive behavioral changes as and when required				
22.	Displays emotional maturity in all her dealings in the clinical setting				
23.	Demonstrates evidence of self learning by additional reading of current literature				
24.	Displays persuasive, assertive & compulsive leadership behavior, affecting changes in patient's behavior in clinical setting				
25.	Practices economy in relation to time effort & material in all aspects of care				

**Positive & Negative Aspect**

**Signature of Student**

**Signature of Clinical Superviso**

**Post Basic B. SC. Nursing**

**Program code: 4201**

**Course code: 4201-17**

**1<sup>st</sup> Year Post Basic B. SC. Nursing**

**Subject: Child Health Nursing**

**Time allotted: 60hrs**

**COURSE DESCRIPTION: -**

**Practical- 240 hrs**

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

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

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

Unit no & total Hrs.	Objectives	Contents			T/L Method	Evaluation
		Must Know	Desirable to Know	Nice to Know		
<b>I</b> (07 hrs)	At the end of unit students are able to  <b>Knowledge</b> : Know the basic care of child health nursing <b>Skill:</b> Organize the principles of pre and post operative care of child health nursing.	<b>Introduction to Child Health Nursing</b> <ul style="list-style-type: none"> <li>Modern concept of child care, internationally accepted rights of the child. Changing trends in hospital care, (1hr)</li> <li>preventive, promotive and curative aspects of child health Child morbidity and mortality rates (1 hr)</li> <li>Hospital environment for a sick child and role of a pediatric nurse in caring for the hospitalized child. (1hr)</li> <li>Principles of pre and post operative care of infants and children. (1hr)</li> </ul> Identify research areas in child health Nursing. (1hr)	National policy and legislation in relation to child health and welfare. (1hr)  - Differences between adult and child care. (1 hr)  -Identify research areas in child health Nursing. .(1hr)	National programs related to child health and welfare. (1hr)	Lecture Discussion  Demonstration Practice session PBL Case discussion  Seminar Drug book/ presentation  Health Education  Paediatric nursing procedures  Collection of specimen, calculation & administration of drugs , administration of oxygen nebulization, exchange transfusion	Essay type Short answer  Objective type  Assessment of skills with check list Assessment of Patients' management Problem
<b>II</b> (12 hrs)	At the end of unit students are able to <b>Knowledge</b> : Know the normal growth and development of the child.	<b>The Healthy Child Growth &amp; development:</b> <ul style="list-style-type: none"> <li>Principles &amp; factors affecting growth &amp; development. (1 hr)</li> <li>Assessment of growth and</li> </ul>	-Nutritional needs of infants and children -Preparation of fluids- N/2, N/3 N/4, N/5 etc. fluid requirements for infants and children, fluid	Role of play in children - Need, importance and value of play, selection of play	Lecture Discussion Demonstration Practice session Case discussion Seminar Drug book/	Essay type Short answer Objective type Assessment of skills with check list

	<p><b>Skill:</b> Develop the nursing care regarding the nutritional needs.</p> <p><b>Attitude:</b> Have a positive attitude regarding the preventive humanization.</p>	<p>development.(1 hr)</p> <ul style="list-style-type: none"> <li>• Growth &amp; development from birth to adolescence, needs of normal children through stages of development and parental guidance.(1hr)</li> <li>• Infancy, 1hr)</li> <li>• toddler, pre-schooler, 1hr)</li> <li>• school age child and adolescents. Preventive immunization. (1 hr)</li> </ul> <p>Preparation of fluids- N/2, N/3 N/4, N/5 etc.</p> <p>fluid requirements for infants and children, fluid administration (1hr).</p> <p>Fluid and electrolyte balance and disturbance and their management (1hr)</p>	<p>administration (1hr)</p> <ul style="list-style-type: none"> <li>• principles of paediatric nutrition. (1hr)</li> <li>• Breast feeding, Artificial feeding &amp; Weaning (1 hrs)</li> </ul> <p>Growth chart -Fluid and electrolyte balance and disturbance and their management (1hr)</p>	<p>material and nurse's role. (1 hr)</p>	<p>presentation</p>	<p>Assessment of Patients management problem</p>
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<p><b>III (08 hrs)</b></p>	<p>At the end of unit students are able to  <b>Knowledge</b> : Know the comprehensive nursing care of neonatal problems.  <b>Skill:</b> Develop the skill of prevention of neonatal problems.  <b>Attitude:</b> Predict and explain the critical care concept in child health.</p>	<p><b>Care of the Newborn</b>  Admission and Transfer of sick neonate (1hr)</p> <p>Characteristics and care of a newborn. (1hr)</p> <ul style="list-style-type: none"> <li>• Asphyxia neonatorum.</li> <li>• Low birth weight infants</li> <li>• Sensory stimulation and pain management (1hr)</li> <li>• -Care of baby on ventilator(1hr)</li> <li>• Nursing management of common neonatal disorders. (1hr)</li> <li>• Neonatal jaundice &amp; photo therapy. Neonatal sepsis &amp; hypoglycaemia (1hrs)</li> <li>• Neonatal resuscitation (1 hr)</li> <li>• Genetic counseling and role of nurse (1 hr)</li> </ul>	<p>Prevention &amp; Control of infection.  -Neonatal monitoring and observation and documentation(1 hr)</p> <p>Critical care concept in child health (1hr)</p>	<p>Organization of Neonatal units, (1hr)</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion</li> <li>• Seminar</li> <li>• Drug book/ presentation</li> <li>• Neonatal resuscitation (1 hr)</li> <li>• New born assessment KMC Case Presentation (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> </ul> <p>Assessment of skills with check list</p> <ul style="list-style-type: none"> <li>• Assessment of Patients management Problem</li> </ul>
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<b>IV (29 hours)</b>	<p>At the end of unit students are able to</p> <p><b>Knowledge</b> : Know the different types of diseases in all the body systems.</p> <p><b>Skill:</b> Develop nursing care according to disease aspect.</p> <p><b>Attitude:</b> Identify the children who are in vulnerable group.</p>	<p><b>Nursing Management of common childhood illness</b></p> <ul style="list-style-type: none"> <li>• <b>PALS</b> (Paediatric advance life support (2hrs practical))</li> <li>• <b>IMNCI(Integrated management of Neonatal &amp; childhood illness)</b></li> <li>• <b>Concept, Principles, Purposes &amp; Nurses' role: IMNCI.(1hr)</b></li> </ul> <p><b>Nutritional deficiency disorders.</b></p> <ul style="list-style-type: none"> <li>• Protein energy malnutrition(1 hr)</li> </ul> <p><b>Severe acute malnutrition &amp; moderate acute malnutrition(1hr)</b></p> <p><b>Respiratory diseases &amp; disorders:</b></p> <ul style="list-style-type: none"> <li>• Acute bronchitis &amp; Bronchiolitis</li> <li>• Pneumonia (1hr)</li> <li>• Bronchial Asthma (1 hrs)</li> </ul> <p><b>Disorders of the gastro-intestinal system:</b></p> <ul style="list-style-type: none"> <li>• Acute gastroenteritis</li> <li>• Tracheo esophageal fistula</li> </ul>	<p><b>Disorders of Skin, Eye &amp; ENT</b></p> <p><b>a) Skin</b> :Eczema, urticaria, scabies, pediculosis, worm infestations(1hr)</p> <p><b>b) Eye &amp; ENT</b> : Tonsillitis, Deafness, Otorrhoea, Otitis Media, (1hr) Congenital Cataract, hypertelorism(1hr)</p> <p><b>Paediatric Emergencies</b> :</p> <ul style="list-style-type: none"> <li>• Accidents, Poisoning, Stings &amp; Bites (1hr)</li> <li>• Foreign bodies,</li> <li>• Haemorrhage &amp; Drowning, Burns (1hr)</li> </ul> <p><b>Communicable Diseases in Children:</b> Measles/rubella, Chicken pox. Diphtheria (1hr) Whooping cough. Tetanus, Poliomyelitis AIDS Tuberculosis (1hr) <b>Prevention and management of child with covid 19 (1hr)</b></p> <p><b>Orthopaedic Disorders</b></p> <ul style="list-style-type: none"> <li>• CTEV (Club foot) , Congenital hip dislocation (1hr)</li> </ul>	<p>Vitamin deficiency disorders (Rickets, scurvy, Vit. A deficiency disorders) (2hr)</p> <p>Fractures. (1 hr)</p>	<p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice session</p> <p>Case discussion</p> <p>Seminar</p> <p>Drug book/ presentation</p> <p>PALS (Paediatric advance life support (2hrs practical))</p> <ul style="list-style-type: none"> <li>• <b>Workshop on Covid 19 in children (7hrs)</b></li> </ul>	<p>Essay type</p> <p>Short answer</p> <p>Objective type Assessment of skills with check list</p> <p>Assessment of Patients' management Problem</p>
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		<ul style="list-style-type: none"> <li>• Cleft lip and palate(<b>1hr</b>)</li> <li>• Hypertrophic Pyloric Stenosis</li> <li>• Hirschsprung's disease &amp; Intestinal Obstruction</li> <li>• Anorectal anomalies (<b>1hr</b>)</li> </ul> <p><b>Cardiovascular system:</b></p> <ul style="list-style-type: none"> <li>• Rheumatic fever(<b>1hr</b>)</li> <li>• Congenital heart diseases(<b>1hr</b>)</li> <li>• Congestive cardiac failure. (<b>1hr</b>)</li> </ul> <p><b>Disorders of Genito urinary System:</b></p> <ul style="list-style-type: none"> <li>• Acute glomerulo nephritis</li> <li>• Nephrotic Syndrome (<b>1hr</b>)</li> <li>• Wilm's tumour &amp;</li> <li>• Congenital disorders (<b>1hrs</b>)</li> </ul> <p><b>Neurological disorders:</b></p> <ul style="list-style-type: none"> <li>• Convulsions in children &amp; Epilepsy</li> <li>• Meningitis &amp; Encephalitis(<b>1hr</b>)</li> <li>• Hydrocephalus, Meningocele and meningomyelocele (<b>1hr</b>)</li> </ul> <p>•Prevention and management of child with GB Syndrome (<b>1hr</b>)</p> <p><b>Haematological disorders:</b></p>	<p>IMNCI(Integrated management of Neonatal &amp; childhood illness)</p> <p>Concept</p> <p>Principles</p> <p>Purposes &amp;</p> <p>Nurses' role: IMNCI.(1hr)</p>			
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		<ul style="list-style-type: none"> <li>• Anaemia&amp; Thalassemia</li> <li>• Idiopathic thrombocytic Purpura(<b>1hr</b>)</li> <li>• Leukaemia, hemophilia (<b>1hrs</b>)</li> </ul> <p><b>Endocrine Disorders:</b></p> <ul style="list-style-type: none"> <li>• Juvenile Diabetes Mellitus (<b>1hr</b>)</li> </ul> <p>PALS (Paediatric advance life support (2hr theory + 2hrs practical )</p>				
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<b>V (04 hours )</b>	<p>At the end of unit students are able to</p> <p><b>Knowledge</b> : Know the health deviation of children.</p> <p><b>Skill:</b> Describe the health problems of children when it is deviated.</p>	<p><b>Management of behavioural problems in children childhood illness:</b></p> <p><b>Management of challenged children:</b></p> <ul style="list-style-type: none"> <li>• Enuresis, Encopresis, temper tantrums somnambulism , juvenile delinquency, speech defects, tics, pica, antisocial behavior, obesity, anorexia nervosa accidents , sport injury <b>(1 hr)</b></li> <li>• Socially challenged – Child abuse &amp; child labour<b>(1hr)</b></li> <li>• Mental retardation</li> <li>• Physically challenged</li> <li>• Cerebral palsy. <b>(1hr)</b></li> </ul> <p>-</p>	<p>Need for early diagnosis, treatment and rehabilitation of the Mentally challenged <b>(1 hr)</b></p> <p><b>Child guidance clinic and role of nurse (1 hr)</b></p>	<p>Lecture Discussion Demonstration</p> <p>Practice session Case discussion</p> <p>Seminar</p> <p>Drug book/ presentation Visit to Mental retardation school</p> <p>Physically challenged center <b>(3hr)</b></p>	<p>Essay type Short answer Objective type Assessment of skills with check list Assessment of Patients management problem</p>
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**Internal Assessment:****A. Theory**

Sr. No.	Examination	Marks (maximum)	Total theory marks sent to University [A]
1.	Midterm examination	75	
2.	Pre-final examination	75	
	TOTAL	150	25

**B. Practical**

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

**C. Clinical Evaluation & Clinical Assignment**

Sr. No.	Activity	Marks	Total marks	Total practical marks sent to University [B]
	Case study: Two (50 marks each) Pediatric Medical-1 Pediatric Medical-1	2x50	100	
	Case Presentation :One	50	50	
	Clinical Evaluation 3 (100 Marks each) (One Pediatric medical, One Pediatric surgical & One NICU-100 Marks each)	3x100	300	
	Group Health teaching (one)	25	25	
	Assessment of growth and development (Preterm baby, Infant, Toddler, Preschooler, and scholar (Marks 20 each).	20x5	100 Marks	
	TOTAL		675	

**Internal assessment marks sent to University = B + C = 100 +675 = 50**

**References:**

1. Ghaio.P. Et Al. (2000) Ghai's Essentials of Paediatrics. 1<sup>st</sup>edn. Mehta Offset Works. New Delhi.
2. Marlow Dorothy& Redding. (2001) Textbook Of paed. Nsg. 6<sup>th</sup>edn. Harbarcourtindia Ltd. New Delhi.
3. Parthasarathy Et Al. (2000) Iap Textbook of Paediatricnsg. Jaypee Bros., 2 Nd Ed. New Delhi.
4. Vishwanathan& Desai. (1999) Achar's Textbook of Paediatrics. 3<sup>rd</sup> Ed. Orient Longman. Chennai.
5. Wong Dona Et Al. Whaley & Wong's Nursing Care of Infants & Children.6<sup>th</sup>edn. Mosby Co., Philadelphia.
6. Dr. C.S. Waghale, Principles And Practice of Clinical Pediatrics, Vora Publication 1996

**Post Basic B. SC. Nursing Program code: 4201    Course code: 4201-18**  
**1<sup>st</sup> Year Post Basic B. SC. Nursing**

**Subject: Medical –Surgical Nursing**

**Allotted Hrs: 90Hrs**  
**Practical: 270Hrs**

**Course Description:**

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

**Objectives:**

At the end of the course, the f.y.p.b.sc. Nursing students will-

1. Explain relevant anatomy & physiology of various systems of the body.
2. Explain etiology, patho physiology & manifestations of various disorders.
3. Explain the actions, side-effects & nursing implications in administering drugs for various disorders.
4. Discuss the recent advancement in the investigations, treatment & care of patients with medical surgical conditions.
5. Develop skill in giving comprehensive nursing care to patients following the steps of nursing process.
6. Assist the patients& their families in identifying & meeting their own health needs.
7. Provide planned& incidental health education on various aspects related to disorder & relevant care.
8. Appreciate the role of the nurse in the medical surgical health team.

Unit No & Total hrs	Objectives	Contents			T/ L Methods	Method of evaluation
		Must Know	Desire to Know	Nice to Know		
Unit I 20 hrs	At the end of unit students are able to Knowledge : understand and use the functional aspect of language. Skill: use grammatically corrects english while speaking and writing. Attitude: appreciate the importance of language and vocabulary.	<b>Introduction to Medical Surgical Nursing</b>  remedial study of grammar. 4 hrs  -review of grammar vocabulary 4 hr  effective use of dictionary . 2 hrs  -prepare task oriented seminar 3 hrs	-symposia 3 hrs  Panel discussion. 3 hrs	Nurses' role in COVID 19Pandemic. (1Hr)	Demonstrate use of dictionary  Class room Exercise on use of grammar  Practice in public speaking	Essay type  •Short answers  •Objective type  •Skill assessment  With check list  •Clinical work
Unit II 10 hrs	At the end of unit students are able ability to understand selected passage and express meaning in ons's own words .	<b>Nursing management of patients with specific problems:</b>  the ability to understand selected passage 2 hrs Express meaning in ons's own words . Reading 4 hrs	Advance Technology related COVID -19 (2Hrs)	Comprehension of prescribe books 2 hrs	Exercise on • Reading • Summarizing Comprehension	Essay type  •Short answers  •Objective type of  Question  Assessment of skill  Assessment

		Comprehensive assessment and care planning for the elderly.(1Hr) Hospital-acquired infections, standard precaution related with respiratory disorder(1Hr)				With check list  •Clinical work
Unit III 15 hrs	At the end of unit students are able to Knowledge : understand and recognize variety of skills and methods. Skill : develop writing skills Attitude: use writing skills in day to day activities..	-the study of various forms of composition -- note taking 2 hrs - nurses notes, 3 hrs Anecdotal records 3 hrs -writing of summery 2 marks  Glasgow Coma Scale (GCS), NIH Stroke Scale · Intracranial pressure (ICP) monitoring (1Hr)	3 hrs - nurses reports on health problems diary 2 hrs		Exercise on • Letter writing • Nurses notes • Précis • Anecdotal • Health problems etc. • Story writing • Diary writing • Resume/cv <i>Essay writing on Discussion on written report /documents</i>	Essay type  Short answers  •Objective  Type of Questions  Assessment  Of skills with  Assessment of  Patients with  Clinical work  Management  Problem
IV (10 hrs)	At the end of unit students are able to <b>Knowledge :</b>	<b>Nursing management of patients with cardiovascular problems</b>	-review of anatomy and physiology of cardiovascular system.	Recent advancement in cardiology( 1 hr)	•Lectures& discussion Charts, graphs	Essay type  Short answers

	<p>understand and describe nursing management of patient with cardiovascular disorders.</p> <p><b>Skill:</b> identify the health needs of the patients with cardiovascular problems and tries to fulfill them.</p> <p><b>Attitude:</b> learns to appreciate importance of time management and working under stress while rendering care to such patients.</p>	<p>Pathophysiology, diagnostic procedures and management of:-ischemic Heart disease. Congestive heart failure. Rheumatic and other valvular diseases. Endocarditis. (1 hr)</p> <p>Congenital heart diseases, hypertension, heart block. Cardiac emergency-cardiac arrest (1 hr)</p> <p>- acute pulmonary edema. (1 hour)</p> <p>-cardio-genic shock (1 hr)</p> <p>-peripheral vascular disorders (1 hr)</p> <p>- cardiac tamponade -aneurysm. (1 hr)</p>	<p>(1 hr)</p> <p>-cardiac arrhythmias (1 hr)</p> <p>- cardiomyopathies, (1 hr)</p> <p><b>STEMI &amp; NSTEMI management in CCU (1Hr.)</b></p> <p>• Post-cardiac arrest care and therapeutic hypothermia (1Hr)</p>		<p>Models, films and slides</p> <ul style="list-style-type: none"> <li>•demonstrations</li> <li>•practice sessions</li> <li>•case discussions</li> <li>•seminars</li> <li>•clinical practice</li> <li>•drug book</li> <li>•exposure to related Procedures.</li> <li>• Health Education supervised Clinical practice</li> <li>• Drug book / Presentation</li> </ul>	<ul style="list-style-type: none"> <li>•Objective</li> </ul> <p>Type of Questions</p> <p>Assessment</p> <p>Of skills with</p> <p>Assessment of</p> <p>Patients with</p> <p>Clinical work</p> <p>Management</p> <p>Problem</p>
V (6 hrs)	<p>At the end of unit students are able to</p> <p><b>Knowledge :</b> understand and describe nursing management of patient with</p>	<p><b>Nursing management of patients with respiratory problems</b></p> <p>-Upper respiratory tract infection</p> <p>-Bronchitis</p> <p>-Asthma</p> <p>-Emphysema, empyema, COPD(1hr)</p>	<p>-Review of anatomy and physiology of respiratory system</p> <p>-Patho-physiology, diagnostic procedures. Drugs used in management</p>	<p><b>ABG interpretation and implications</b></p> <p>• <b>Capnography and pulse oximetry monitoring (1hr)</b></p>	<p>lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• explain charts, Graphs models, Films and slides</li> <li>•demonstrations</li> <li>•practice sessions</li> <li>•case</li> </ul>	<p>Essay type</p> <p>Short answers</p> <p>Objective type</p> <ul style="list-style-type: none"> <li>•Skill assessment</li> </ul> <p>With check list</p> <ul style="list-style-type: none"> <li>•clinical work</li> </ul>



	respiratory problems. <b>Skill:</b> identify the health needs of the patients with respiratory problems and tries to fulfill them. <b>Attitude:</b> incorporate this knowledge in rendering care to the patient.	Bronchiectasis Pneumonia -Pulmonary tuberculosis -Pleural effusion -Chest injuries(1 hour) -Respiratory arrest and insufficiency(3 hour) -Pulmonary embolism (1 hour)	of these patients.  management of:- atelectasis, lung abscess tumors and cysts special respiratory therapies. (1 hour) COVID -19 (1 hr)		discussions /seminars •clinical practice •drug book •exposure To procedure visit to Blood bank participation in blood Bank, counselling <i>Visit to RNTCP center (7hours )</i> Role play COVID -19 (2 hr)	- Quiz on COVID 19 (2hr)
VI (5 hrs)	At the end of unit students are able to <b>Knowledge :</b> understand and describe nursing management of patient with genitor urinary problem. <b>Skill:</b> perform nursing activities with competency while working in genito-urinary unit. <b>Attitude:</b> appreciate	<b>Nursing management of patients with genito-urinary problems</b> -nephritis -renal calculus -Acute renal failure -Chronic renal failure . (1 hr) -End stage renal disease -Congenital disorders, urinary tract infections (1 hr) -Benign prostate hypertrophy -Drugs used in the management of these patients	Review of anatomy and physiology patho-physiology, diagnostic procedures -special procedures, dialysis, renal transplant. (1 hours)  Palliative care in end-stage renal disease (1Hr.		•lectures & Discussion • explain Using charts, graphs models, films and slides •demonstrations •practice sessions •case discussions/ Seminars •supervised Clinical practice •drug book/ presentation •exposure to procedure	Essay type •short answers •objective type •skill assessment With check list •clinical work Assessment of Patient management Problem

	the professional role of nurse.	(1 hr)				
VII (10 hrs)	At the end of unit students are able to <b>Knowledge :</b> understand and describe nursing management of patient with digestive problem. <b>Skill:</b> provide quality care to such patients. <b>Attitude:</b> appreciate special needs of patients with digestive problems.	<b>Nursing management of patients with digestive problems:</b> -G.I bleeding, peptic ulcer (1 hr) -Infections. Colitis. Diarrheal dysentery. (1 hr) -Cholecystitis hepatitis .Hepatic coma (1 hr) -cirrhosis of liver. Portal hypertension. (1 hr) Pancreatitis. Tumors, hernias (1 hr) - fistulas, fissures, haemorrhoids (1 hr) Nutritional therapy in GI disorders (Enteral & Parenteral nutrition) 1(hour) · Preoperative and postoperative nursing care in GI surgeries (1hour)	-acute abdomen. (1 hr) -Mal-absorption syndrome. (1 hr) - diagnostic procedures , drugs used in the management of such patients (1 hr)	-Review of anatomy and pathophysiology (1 hr.)	Lecture Discussion Practice session Case discussion / seminar health Education supervise clinical practice •drug book /presentation	Essay type Short answer Objective type Assessment of skills With check list Assessment of Patients management Problem

VIII (4 hrs)	At the end of unit students are able to <b>Knowledge</b> : understand nursing management of patient with endocrine problem <b>Skill</b> : contribute in special diagnostic test and educating the patients. <b>Attitude</b> : consider specific needs of patients.	<b>Nursing management of patients with endocrine problems</b> Thyroid disorders -diabetes mellitus . Pituitary disorders . (1 hours) -patho-physiology, diagnostic procedures. -Diabetes insipidus Adrenal tumor (1 hrs)	-drugs used in endocrine problems. (1 hr)	-review of anatomy and physiology of endocrine system. (1 hr)	Explain using Charts, graphs Models ,films ,slides Demonstration Practice session Case discussion /seminar Health education Supervised Clinical practice Drug book/ presentation	•essay type Short Answer Objective Type Assessment of Skills with Check list •assessment of patients Management Problem
IX (4 hrs)	At the end of unit students are able to <b>Knowledge</b> : know the management of patient with musculoskeletal disorders. <b>Skill</b> : develop competency in caring patients with musculoskeletal disorders. <b>Attitude</b> : appreciate specific skill and	<b>Nursing management of patients with musculoskeletal problems</b> -arthritis, osteomyelitis fractures, dislocation and trauma (1 hr) -Osteomalacia and osteoporosis -Amputation ,Rehabilitation . (1hr)	-prolapsed disc, diagnostic procedures. - prosthesis.(1 hr) -bursitis. -tumor -transplant and replacement surgeries (1 hr)	review of anatomy and physiology and patho-physiology (1 hr)	Lecture Discussion Demonstration Practice session Case discussion Seminar Drug book/ presentation	Essay type Short Answer Objective Type Assessment of skills With check List •Assessment of patients Management Problem

	knowledge required for caring such patients.					
X (3 hrs)	At the end of unit students are able to <b>Knowledge :</b> understand and explain nursing management of female patients with reproductive disorders. <b>Skill :</b> communicate properly with patients to understand the problems <b>Attitude:</b> considerate socio cultural values and beliefs in caring such patients.	<b>Nursing management of patients with disorders of the female reproductive tract</b> (1 hr) -disorders of menstruation. - infection of the genital tract -benign and malignant tumors of the genital tract R.V.F.,V.V.F (1 hr)	Climacteric changes and associated problems. (1 hr)		Lecture Discussion Explain using Charts, graphs Models, films, Slide Demonstration Practice session Case discussion /seminar Health education Supervised clinical practice Drug book/ presentation presentation	Essay Type Short Answers Objective Type Assessment of skill With Check list Check list Assessment of Patients Management Problem
XI (5 hrs)	At the end of unit students are able to <b>Knowledge :</b> acquire knowledge of nursing management of a patient with oncological disorders.	<b>Nursing management of patients with oncological disorders</b> Types of neoplasms Modalities of treatment and nurses role Preventive measures	-special therapies (1 hr) - chemotherapy and radiotherapies. (1 hr)		<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul> Practice session Case discussion /seminar Health education	Essay type Short Answer Objective Type Assessment of skills with Check list Assessment of patient Management Problem

	<b>Skill:</b> contribute in special diagnostic procedure. <b>Attitude:</b> maintain patient's dignity and respect.	and other therapies (1 hr) -patho physiology (1hr) -diagnostic procedures (1 hr)			Supervised clinical practice Drug book/ presentation <i>Visit to radiotherapy center</i> (2 hr )	
XII (3 hrs)	At the end of unit students are able to <b>Knowledge :</b> understand and describe nursing management of patients with burns. <b>Skill:</b> maintain the asepsis and prevent infections.  <b>Attitude:</b> develops learning attitude while caring for such patients.	<b>Nursing management of patients with burns. (2 hr)</b>	nursing management of patient with reconstructive surgeries. (1hr)		Lecture Discussion Demonstration Practice session	Essay type Short Answer Objective Type Assessment of Skills With Check list •assessment of patients Management problem
XIII (5 hrs)	At the end of unit students are able to <b>Knowledge :</b> understand and describe the nursing management of a patient with	Nursing management of patients with - common communicable diseases (1 hr) -STDs- (1 hours) HIV&AIDS. (1 hr)	Nursing management of patients with immunological disorders (2 hr )	-----	Lecture Discussion Demonstration Practice session Case discussion /seminar Health education Supervised	Essay type Short Answer Objective type Assessment of Skills With check list

	<p>common communicable diseases and STDs.</p> <p><b>Skill:</b> acquire skill required for caring immunologically compromised patients.</p> <p><b>Attitude:</b> maintain confidentiality.</p>				clinical practice Drug book/ presentation	
XIV (5 hrs)	<p>At the end of unit students are able to</p> <p><b>Knowledge</b> : acquire knowledge of nursing management.</p> <p><b>Skill:</b> assist in performing diagnostic test.</p> <p><b>Attitude:</b> maintain dignity and respect of patient.</p>	<p><b>Nursing management of patients with diseases of eye,(1 hrs)</b></p> <p><b>-ear,(1 hr)</b></p> <p><b>-nose,(1 hr)</b></p>	<p>- throat(1hr)</p> <p>- skin. (1 hr)</p>		<p>Lecture Discussion</p> <p>Demonstration Practice session Case discussion /seminar Health education Supervised clinical practice Drug book/presentation</p>	<p>Essay type Short Answer Objective type Assessment of Skills With check list</p>
XV (06 hrs)	<p>At the end of unit students are able to</p> <p><b>Knowledge</b> : understand and describe nursing management</p>	<p><b>Nursing management of patient with blood disorders:</b> Anaemia. Leukaemia. Bleeding disorders. Purpura etc. (1 hrs)</p>	<p>-review of the anatomy and physiology of blood and blood products. Patho-physiology, diagnostic</p>		<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul> <p>Practice session Case discussion /seminar</p>	<p>Essay type Short Answer Objective type Assessment of Skills With check list</p>

	<p>t of patients with blood disorders.</p> <p><b>Skill:</b> maintain asepsis, prevent infection.</p> <p><b>Attitude:</b> provide emotional support to the patients.</p>	<p>-Blood transfusion, safety checks, -procedure and requirements , management of adverse transfusion reaction records of blood transfusion. , (1 hrs)</p> <p>-Bio safety and waste management in relation to blood transfusion (1hr)</p> <p>- hemophilia Blood bank functioning and hospital transfusion committee. Management and counselling of Blood donors,(1 hr)</p>	<p>procedures. (1 hrs)</p> <p>phlebotomy procedure and post donation management .(1 hrs)</p>		<ul style="list-style-type: none"> <li>Health education</li> </ul> <p>Supervised clinical practice</p> <p>Drug book/presentation</p>	
XVI (03 hrs)	<p>At the end of unit students are able to –</p> <p><b>Knowledge</b> : enlist nursing emergency and describe management of such emergency.</p>	<p><b>Nursing in emergencies</b></p> <p>-Cardiac emergencies. Trauma. Poisoning. (1 hr)</p> <p>- Hypertensive ,crises, adrenal crises(1hr)</p>	<p>-Crises management :- thyroid crises, (1 hr)</p>		<p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice session</p> <p>Case discussion /seminar</p> <p>Health education</p> <p>Supervised clinical practice</p> <p>Drug book/ Presentation</p>	<p>Essay type</p> <p>Short Answer</p> <p>Objective type</p> <p>Assessment of Skills</p> <p>With check list</p>

	<b>Skill:</b> work effectively as a emergency team member.  <b>Attitude:</b> appreciate time management devotion.				-Crisis Intervention Nursing intervention-counselling In COVID 19. (6 hr)	
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Formative evaluation

Theory examination:

Midterm: 75 Marks

Prefinal: 75 Marks

Grand Total: 150 Marks

Sent to university: 25

### Practical:

Sr. No	Requirement	Prescribed no.	Marks for each	Total marks	Sent to university
1.	Nursing care plan	<b>05</b> <ul style="list-style-type: none"> <li>➤ Medical ward – 01</li> <li>➤ Surgical ward – 01</li> <li>➤ Orthopedic ward – 01</li> <li>➤ Neurology ward-01</li> <li>➤ Oncology ward-01</li> </ul>	25 marks	125 marks	
2.	Case presentation	<b>02</b> <ul style="list-style-type: none"> <li>➤ Medical or surgical ward</li> </ul>	50 marks	100 marks	
3.	Case study	<b>02</b> <ul style="list-style-type: none"> <li>➤ Medical ward – 01</li> <li>➤ Surgical ward – 01</li> </ul>	50 marks	100 marks	
4.	Clinical evaluation	<b>03 (medical, surgical, critical care unit)</b>	100 marks	300 marks	
5.	Practical examinations (midterm &prefinalexam)		100 marks	200 marks	
			<b>Grand total</b>	<b>825 Marks</b>	<b>100 Marks</b>
	<b>Summative Evaluation</b>				



	<b>Midterm 75</b>	<b>Pre-final 75</b>	<b>University examination 75</b>	
	SECTION A-MCQ-1X15=15MARKS	SECTION A-MCQ-1X15=15MARKS	SECTION A-MCQ-1X15=15MARKS	
	SECTION B-BAQ-2X10= 20MARKS	SECTION B- BAQ-2X10= 20MARKS	SECTION B- BAQ-2X10= 20MARKS	
	SECTION B- SAQ-4X5=20 MARKS	SECTION B- SAQ-4X5=20 MARKS	SECTION B- SAQ-4X5=20 MARKS	
	SECTION C- LAQ-2X10=20 MARKS	SECTION C- LAQ-2X10=20 MARKS	SECTION C- LAQ-2X10=20 MARKS	

**External Assessment: University Examination: Theory: 75marks Practical: 50 Marks**

### **Reference Books:**

- Joyce m. Black Janehokanson hawks “ medical-surgical nursing” for positive outcomes .volume- i ,7<sup>th</sup> edition.
- Harrison “principal of internal medicine concept, process &practice”, 3rd edition.International edition.
- Basawanthappa BT, nursing administration, Jaypee brothers’ medical publishers (p) ltd 2004, edition 1st.
- Brunner &Siddhart’s, the text book of medical surgical nursing; 10<sup>th</sup> edition.
- Joyce m. Black, medical surgical nursing; saunder sharcourtptvt. Ltd.; 6<sup>th</sup> edition.
- Mehta, medicine for nurses, P.J. Mehta; 1<sup>st</sup> edition.
- James, pharmacology of nurses; balliaretindall, 5<sup>th</sup> edition

**Post Basic B. SC. Nursing    Program Code: 4201    Course Code: 4201-19**

**1<sup>st</sup> Year Post Basic B. SC. Nursing  
Subject: English**

**Time Allotted: Theory -60 Hrs**

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

### **Objectives**

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

Unit no & Total Hrs	Objectives	Contents			T/I Methods	Method of evaluation
		Must Know	Desire to Know	Nice to Know		
Unit I 20 hrs	At the end of unit students are able to <b>Knowledge:</b> understand and use the functional aspect of language. <b>Skill:</b> use grammatically corrects English while speaking and writing. <b>Attitude:</b> appreciate the importance of language and vocabulary.	-remedial study of grammar. 4 hrs -review of grammar vocabulary 4 hrs effective use of dictionary. 2 hrs -prepare task-oriented seminar 3 hrs	-symposia 3 hrs  Panel discussion . 4 hrs		<ul style="list-style-type: none"> <li>• Demonstrate use of dictionary</li> <li>• Class room</li> <li>• Exercise on use of grammar</li> </ul> Practice in public speaking	

Unit II 10 hrs	At the end of unit students are able to <b>Knowledge</b> Understand selected passage and express meaning in one's own words .	-the ability to understand selected passage 2 hrs Express meaning in one's own words . Reading 4 hrs		Comprehension of prescribed books 4 hrs	Exercise on • Reading • Summarizing Comprehension	
Unit iii 15 hrs	At the end of unit students are able to <b>Knowledge:</b> Understand and recognize variety of skills and methods. <b>Skill :</b> develop writing skills <b>Attitude:</b> use writing skills in day to day activities.	-the study of various forms of composition -- note taking 2 hrs - nurses notes, 3 hrs Anecdotal records 3 hrs -writing of summery 2 marks	3 hrs - nurses reports on health problems diary 2 hrs		Exercise on • Letter writing • Nurses notes • Précis • Anecdotal • Health problems etc. • Story writing • Diary writing • Resume/cv Essay writing on Discussion on written report /documents	
Unit IV 15 hrs	At the end of unit students are able to <b>Knowledge:</b> Understand and describe importance of listening and use of teaching material. <b>Skill :</b> develop comprehensive listening abilities <b>Attitude :</b> incorporate good listening habits	-verbal communication 4 hrs  Oral reports 3 hrs  Summarization of discussion 2 hrs	-listening comprehension -film cassette and radio . 3 hrs	-debates 3 hrs The student will submit one sample of each item from her own practical experience	Exercise on Listening to audios Video tapes Identify the key	

## Practicum

- The clinical experience in the wards and bed side nursing will provide opportunity for students to fulfill the objectives of learning language.
- Assignment on writing and conversation through participation in discussion debates seminars and symposia. The students will gain further skills in task oriented communication.

## Evaluation Scheme

### Theory:

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

### Assignments:

#### Theory:

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

Two Tutorials Shall Be Conducted In Each Term.

Sr. No	Subject	Hours	Internal	External	Total
01	English	60	25	75	100

### Internal Assessment 25marks

(Send To University)

Midterm : 75  
Prefinal : 75  
Total : 150

External Assessment :  
College Exam

75marks  
Total 100 Marks

## References

- ❖ Living English Grammar & Composition Tickoo M.L. & Subramaniam A.E, Oriental Longman, New Delhi.
- ❖ English for practical purposes Valke, Thorat Patil & Merchant, Macmillan Publication, New Delhi.
- ❖ Enriching your competence in English, by Thorat, Valke, Orient Publication, Pune
- ❖ English Grammar & Composition Wren & Martin, S. Chand Publications-2005, Delhi.
- ❖ Selva Rose, Carrier English for Nurses, 1<sup>st</sup> edition -1999, published by Orient Long man Pvt. Ltd. – 1997, Chennai.

**Post Basic B. SC. Nursing**

**Program code: 4201**

**Course code: 4201-26**

**II<sup>nd</sup> Year Post Basic B. SC. Nursing**

**SUBJECT: SOCIOLOGY**

**Placement: II<sup>nd</sup> yr. Post Basic BSC**

**Time Allotted: Theory: 60 Hrs.**

**COURSE DESCRIPTION:**

This course is to reorient students to sociology related to community of social institutions in India and its relationship with health, illness and nursing.

**OBJECTIVES:**

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

- Describe sociological concepts applicable to nursing.
- Determine role of sociology in nursing as related to social institutes in India
- Develop positive attitudes towards individual family and community.

Unit No & Total Hr.	Objectives	Content			T/L Method	Method of Evaluation
		Must to Know	Desirable to Know	Nice to Know		
I (2Hrs)	At the end of unit students are able to <b>Cognitive:</b> Understand the importance of sociology in nursing. <b>Psychomotor:</b> Identify the impact of society and its relationship with others. <b>Affective:</b> Develop understanding for societal theories in sociology and its implication in community	<b>Introduction</b> <ul style="list-style-type: none"> <li>Importance of Study of Sociology In Nursing .</li> </ul> Branches of sociology  <ul style="list-style-type: none"> <li>Scope of sociology for nurses (1 hrs.)</li> </ul>	Relationship of Anthropology Sociology etc. (1hr)	--	Lectures & Discussion  Charts, graphs Seminars.  Group Discussion	•Short answers •BAQ

II (8 Hrs)	At the end of unit students are able to <b>Cognitive:</b> Explain fundamental concept and interdependence of individual and the society. <b>Psychomotor:</b> Identify the areas of interdependence of society and its relation with. With others. <b>Affective:</b> Appreciate societal norms for socialization. And for social stratification.	<b>Individual and the Society</b> <ul style="list-style-type: none"> <li>• Socialization:</li> <li>• Importance's of sociology (1hr)</li> <li>• elements of socialization</li> <li>• Characteristic of socialization ( 1 hr)</li> </ul> Socialization process and its theories (1hrs) <ul style="list-style-type: none"> <li>• <b>Natural Resources.</b></li> <li>• Landslides, soil erosion and desertification.</li> <li>• Role of an individual in conservation of natural resource</li> <li>• Impact of technological changes in society(1hr)</li> <li>• How the nurses will adapt the technological change in hospital setting.(1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Interdependence of the individual and society(1hr)</li> <li>• <b>Theories of man and society ( 1hr)</b></li> <li>• Equitable use of resources for sustainable lifestyles. (1 hr.)</li> </ul>	Personal Disorganization (1hr)	<ul style="list-style-type: none"> <li>•Lectures &amp; Discussion</li> <li>• Charts, graphs Seminars.</li> <li>•Group Discussion</li> </ul>	Essay type •Short answers •BAQ  Assignment
III (8 Hrs)	At the end of unit students are able to <b>Cognitive:</b> Explain fundamental concept of culture <b>Psychomotor:</b> Recognize the cultural	<b>CULTURE</b> Culture : <ul style="list-style-type: none"> <li>• Definition and meaning of culture and civilization</li> <li>• Purpose of culture (1hr)</li> <li>• Culture: Characteristic</li> </ul>	<ul style="list-style-type: none"> <li>• Diversity And Uniformity of Culture (1hr)</li> <li>• Culture affects health and disease and Civilization and culture</li> </ul>	Evolution of Culture (1hr)	Lectures & Discussion Charts, graphs Seminars.  Group Discussion	Essay type •Short answers  Objective Assignments  BAQ

	behavior in disease conditions . <b>Affective:</b> Application of this while working with community	of culture & types of culture (1hr) • Nature of Culture • function of Culture (1 hr) Cultural moderation and its impact on society Cultural elements of diversity in India (1hr) • Impact of culture on society (1 hr)	(1 hr) Transcultural Nursing (1Hr)			
IV (14 Hrs)	At the end of unit students are able to <b>Cognitive:</b> Understand and explain various social groups, social institutions, and their role in health and disease. <b>Psychomotor:</b> Identify the roles and functions of different social groups and institutions and support them for the enhancement	<b>Social Organization</b> • Social groups and the importance of its organization (2hrs) • Crowds and Public (1hr) • Groups Nations , Race (1hr) • <b>Social Institutions:</b> The Family • Marriage (1hr) • Economic Organization (1hr) • The Urban community (1Hr) • Rural Community In India and Ecology (1hr)	Characteristics of the town city and Characteristics of the village (1 hr) • Education , Religion , Arts, (1 hr) Political Organization (1 hr) Legislation on Indian marriage and family (1hr)	Social Stratification on :Class And Caste (1 hr)	Lectures & Discussion Charts, graphs Seminars. Group Discussion Roll Plays Community awareness programme. panel discussion	Essay type • Short answers • Objective Assignments . BAQ



	nt of health of people. <b>Affective:</b> Articulates the help to different social groups and institutions	<ul style="list-style-type: none"> <li>• Biodiversity and its conservation.</li> <li>• Biodiversity at global, National and local levels.</li> <li>• India as a mega-diversity nation.</li> </ul> (1 hr)				
V (8 Hrs)	<p>At the end of unit students are able to</p> <p><b>Cognitive:</b> Describe social process and its aspects.</p> <p><b>Psychomotor:</b> Identify social process in nurse patient relationship and establish therapeutic N-P R.</p> <p><b>Affective:</b> Use social interaction for dissemination of health information and during social interaction.</p>	<p><b>Social Process:</b> Definition, meaning , (1 hr)</p> <ul style="list-style-type: none"> <li>• Process of Social Interaction: definition, meaning , factors, influencing interaction, Importance (1 hr)</li> <li>• Competition (1 hr)</li> <li>• Conflict and</li> <li>• Cooperation (1 hr)</li> </ul> <p>Stages of social transformation (1Hr)</p>	<ul style="list-style-type: none"> <li>• Accommodation (1 hr)</li> <li>• Assimilation (1 hr)</li> </ul>	War (1hr)	<p>Lectures &amp; Discussion Charts, graphs Seminars.</p> <p>Group Discussion</p> <p>Roll Plays Community awareness programme. . Quiz competition .Debate</p>	<p>Essay type</p> <ul style="list-style-type: none"> <li>•Short answers</li> <li>•Objective Assignments</li> <li>. BAQ</li> </ul>
VI (10 Hrs)	At the end of unit students are able to	<ul style="list-style-type: none"> <li>• <b>Social Change</b> Nature and Process of Social Change:</li> </ul>	<ul style="list-style-type: none"> <li>• Factors Influencing Cultural Change and</li> </ul>	Water (Prevention and control of	Lectures & Discussion	<p>Essay type</p> <ul style="list-style-type: none"> <li>•Short answers</li> </ul>

	<p><b>Cognitive:</b> Describe social change and its implication to health sector.</p> <p><b>Psychomotor:</b> Provide need based service to the society.</p> <p><b>Affective:</b> Appreciate impact of science and technology on social change.</p>	<p>Impact of Social Change on the environment and each individual(1hrs)</p> <p>•Factors affecting social change: .Demographic .Technological .Agricultural development (1hr)</p> <p><b>Social Issues and the Environment.</b> Environment Protection Act.(1Hr)</p> <p>• Air (Prevention and Control of Pollution) Act. (1hr)</p> <p>• Wildlife Protection Act</p> <p>• Forest Conservation Act (1hr)</p> <p>• Issues involved in enforcement of environmental legislation.(1Hr)</p> <p>• Public awareness Importance's of social change(1Hr)</p> <p>• Role of nurse in preventing the pollution from society. (1hr)</p>	<p>• Factors Influencing Cultural Lag (1 hr)</p>	<p>Pollution Act ( 1hr)</p>	<p>Charts, graphs Seminars.</p> <p>Group Discussion</p> <p>Roll Plays</p> <p>Debate</p>	<p>•Objective Assignments</p> <p>BAQ</p>
VII (10 Hrs)	<p>At the end of unit students are able to <b>Knowledge:</b> Understand the reasons for social</p>	<p><b>Social Problems: -</b></p> <ul style="list-style-type: none"> <li>• Social Disorganization , Meaning and definition of organization</li> <li>• disorganization, causes of disorganization</li> </ul>	<p>Growth of Urbanization, Prostitution Minority Groups, Rights of Women and Children</p>	<p>*Housing , Illiteracy, Food Supplies (1Hr)</p>	<p>Lectures &amp; Discussion</p> <p>Charts, graphs Seminars. Group Discussion Roll Plays</p>	<p>Essay type</p> <ul style="list-style-type: none"> <li>•Short answers</li> <li>•Objective Assignments</li> <li>BAQ</li> </ul>

problems and their nature. <b>Skill:</b> Identify social problems and intervene promptly. <b>Attitude:</b> Strive to prevent social problems.	<ul style="list-style-type: none"> <li>• <b>Social Disorganization -levels and its theories(2 hrs)</b></li> <li>• Control and Planning :</li> <li>• Poverty ,Population</li> <li>• Covid -19</li> <li>• Global pandemic and its effects on society(1hr)</li> </ul> <p><b>Impact of Post Covid on society</b> <b>(2 hrs)</b></p>	<p>Child Labour and Child Abuse, (1 hr)</p> <p>Delinquency and Crime Substance Abuse. (1hr)</p> <p>Role of clinical sociology in crisis intervention. (1hr)</p> <p>Role of nurse in reducing social problem and enhance coining (1hr)</p>	<p>Sociologic al strategy for developin g services for the abused (1Hr)</p>	<p>Community awareness programme. .Mass media Quiz competition Panel Discussion Debate</p>	
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4. Fairchild, H.P.:Dictionary of sociology; New York, 1944
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**EVALUATION:**

<b>Paper</b>	<b>Subject Sociology</b>	<b>Duration</b>	<b>Internal assessment</b>	<b>External Assessment</b>	<b>Total</b>
10	Theory	3hrs.	25	75	100

**Internal Assessment:- 25 Marks****Theory : - 15 Marks****Clinical Assignment: - 10 Marks****Total : - 25 Marks**

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

**Internal Assessment (Theory): 15 Marks**

Mid-Term :- 75 Marks

Prefinal : - 75 Marks

Total :- 150 Marks

(150 Marks from mid-term &amp; prefinal to be converted into 15 Marks)

**Clinical Assignments:- 10 Marks****External Assessment (Theory): - 75 Marks****(University Examination)**

<b>External Assessment: (Theory) -University examination: 75 Marks</b>		
<b>MIDTERM 75</b>	<b>PREFINAL 75</b>	<b>UNIVERSITY EXAMINATION</b>
MCQ-1M X15 = 15Marks	MCQ-1M X15 = 15Marks	MCQ A - 1M X15 = 15Marks
BAQ – 2M X10 = 20 MARKS	BAQ – 2M X10 = 20 MARKS	Section B – 2M X10 = 20Marks
SAQ - 4M X 5 = 20 MARKS	SAQ - 4M X 5 = 20 MARKS	Section B – 4M X5 = 20Marks
LAQ- 10M X 2 = 20 MARKS	LAQ- 10M X 2 = 20 MARKS	Section C – 10M X2 = 20Marks
150 MARKS TO BE CONVERTED IN TO 15 MARKS FOR INTERNAL MARKS (THEORY) CLINICAL ASSISMMENT : 10 MARKS TOTAL : 15 + 10 = 25 MARKS		

**Post Basic B. SC. Nursing Program code: 4201    Course code: 4201-21**

**II<sup>nd</sup> Year Post Basic B. SC. Nursing**

**Subject : Community Health Nursing-II**

**Time: Theory- 60 Hours**

**Practical –240 hours**

**General Objectives:** At the end of the course students will be able to --

- 1) Explain the concept of various factors contributing the health of individual family and community.
- 2) Explain and analyze health need of individual family and community based on factors contributing to health and illness
- 3) Describe national health care delivery system.
- 4) Describes epidemiological methods and principles of prevention and control of illness in the community.
- 5) Study implementation of national programmes and role of CHN in prevention and control of diseases.
- 6) Identify the role of personnel working in the community health setup and appreciate the integrated approach to community health.
- 7) Plan the work of community health nurse and supervise the health workers.
- 8) Study concept of public health administration and role of nurse as manager and supervisor.

Unit No. & Hours	Learning Objectives	Content			T/L Method	Method of Evaluation
		Must Know	Desire to know	Nice to Know		
I ( 6 Hrs)	At the end of the unit, students are able to  <b>Knowledge:</b> Explain community health nursing and discuss the principles of primary health care.  <b>Attitude:</b> Incorporate the principles of primary care in daily practice.	<b>Introduction</b>  Introduction to Community Health -Concepts, principles, and elements of primary health care.  Introduction to community health nursing. ( 1Hr)  Community Nursing Process.  ( 1Hr)  Clients right-CPA ( 1Hr)  Total-3 Hr	Ethical principles  Application of ethics in Community health practice  Govt & legal influence on community health nursing practice  Law in community health nursing ( 2Hr)	Objectives, scope, and principles of community health nursing.  ( 1Hrs)	Lecture  discussion	Short answers  Essay type  Short answers  Objective type
II ( 8Hrs.)	At the end of the unit, students are able to:  <b>Knowledge:</b> Differentiate community health nursing practice from hospital	<b>Family Health Services:</b>  Concepts, objectives, scope and principles.  Individual, family and community as a unit of service.  Principles and techniques of home visiting.	Surveillance and monitoring. ( 3 Hr)		Lecture  discussion	Short answers  Essay type  Short answers

	<p>nursing practice.</p> <p><b>Skill:</b> Provide effective nursing care to the individuals and families in community settings.</p> <p><b>Attitude:</b> Develops working relationships with individuals and families for improving health status.</p>	<p>Establishing a working relationship with the family.</p> <p>Working with families in relation to the prevention of disease, and promotion of health. (1Hr)</p> <p>Care of the sick, physically handicapped, and mentally challenged in the home. (1Hrs)</p> <p>Mother &amp; child tracking system (MCTS) Safe childbirth checklist (1 Hr)</p> <p>Introduction to Rastriya Bal Suraksha Karyakrum (RBSK) Programme (1Hrs)</p>				Objective type
III (10Hrs)	<p>At the end of the unit, students are able to:</p> <p><b>Knowledge:</b> Discuss the National Health policy, organization and administration of health services in India.</p> <p><b>Skill:</b> Promotes team-building</p>	<p><b>Organization and administration of health services in India:</b></p> <p>Health care delivery system in India.</p> <p>Health team concept in – Centre, State, District, Urban health services, rural health services. Role of voluntary health organizations and international health agencies.</p> <p>Role &amp; responsibilities of mid-level healthcare</p>	<p>System of medicines. (1Hr)</p> <p>Centrally sponsored health schemes. (1 Hr.)</p> <p>National health policy. ( 1Hr)</p>	<p>Role of voluntary health organizations and international health agencies.</p> <p>Role of health personnel in the community</p> <p>Public health legislations. (1Hr)</p>	Lecture discussion	<p>Short Answers</p> <p>Essay type Short Answers</p> <p>Objective type</p>

	<p>activities and develops a dedicated team to provide effective health services.</p> <p><b>Attitude:</b> Appreciate the importance of the contribution of each team member in achieving the goals.</p>	<p><b>providers (MLHP)(1 hr.)</b></p> <p>Ayushman Bharat – the upgradation of sub-centers into of health &amp; wellness centers, concept of comprehensive primary health care &amp; key elements of CPHC, service delivery &amp; continuum of care &amp; Role of mid-level healthcare providers (MLHP) (2 Hrs)</p> <p>Role of health personnel in the community</p> <p>NRHM &amp; NUHM</p> <p>Universal Health Coverage</p> <p>All recent Government health schemes for universal health coverage</p> <p>System of medicines.</p> <p>Centrally sponsored health schemes.</p> <p>National health policy.</p> <p>Public health legislations</p>				
IV (4 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand and discuss the</p>	<p><b>Health Education:</b></p> <p>Aims, Concepts and scope of health education. Methods and media for health</p>	<p>Communication techniques. (1 hr)</p> <p>Behavior Change</p>		Lecture discussions	Short answers



	<p>importance and principles of health education.</p> <p><b>Skill:</b> Plan and provide effective health education to the individuals, families and community.</p> <p><b>Attitude:</b> Recognize and acknowledge the importance of culture, traditions and habits while providing health education.</p>	<p>education programme</p> <p>Methods and media for health education programme.</p> <p>Planning for health education and role of nurse.</p> <p>National plan for health education</p> <p>Behavior change communication &amp; soft skill</p> <p>Approaches of health education –</p> <p>Community level approach</p> <p>Group-level approach</p> <p>Family level approach</p> <p>Individual level approach</p> <p>Steps of health education</p> <p>Stages of health education</p> <p>( 2Hrs)</p>	<p>Communication Strategies</p> <p>Implications of BCC</p> <p>(1 hr)</p>			<p>Essay type</p> <p>Short answers</p> <p>Objective type</p>
<p>V</p> <p>(17 Hrs)</p>	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Elaborate the role of various categories of</p>	<p>Role of the community health nurse <b>National health programmes:</b></p> <p>Maternal and child health programmes.</p>	<p>Mahatma Phule Jeevendai Yojana</p> <p>PM Ayushman Yojana (1 hrs)</p>	<p>Common problems during disasters and methods to</p>	<p>Lecture discussion</p>	<p>Short answers</p> <p>Essay type</p>

	<p>nursing personnel in implementing national health programmes.</p> <p><b>Skill:</b> Participate effectively in implementation on national health programmes.</p> <p><b>Attitude:</b> appreciate the importance of inter sectoral coordination in effective implementation of national health programmes.</p>	<p>( 3Hrs)</p> <p>Family welfare and school health services. (2Hrs)</p> <p>Occupational health services. ( 2 Hrs)</p> <p>National/ State Occupational Health Programs(1Hr)</p> <p>National program for health care of elderly (NPHCE) (1hrs)</p> <p>State level programs/Schemes for older adults (1hrs)</p> <p>Role of a community health nurse in geriatric health services – Screening, diagnosing, management and referral of older adults with health problems (1hrs)</p> <p>Disaster Management:</p> <p>Introduction: Definition</p> <p>Disaster types and magnitude (1Hr)</p> <p>Concept, Definition. Types and phases of disaster</p> <p>(1 hour)</p>	<p>PM Surakshit Matrrav Vandan Yojana (1 hrs)</p> <p>Adolescents reproductive sexual health programme ( ARSH), and other (1 hrs)</p> <p>Adolescent Empowerment Programme such as Balika Shakti Yojana, etc. (1 hrs)</p> <p>Epidemiological surveillance and disease control.(1 Hrs)</p> <p>Disaster preparedness Emergency preparedness (1Hr)</p> <p>Disaster response including emergency relief measures</p>	<p>overcome (1Hr)</p> <p>Basic disaster supplies kit (1Hr)</p> <p>Training and supervision of health care workers. As a member of the health team. (1 Hrs)</p> <p>Role of NGO.</p> <p>International assistance and collaboration. (1 hour)</p>	<p>Short answers</p> <p>Objective type</p>
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		<p>Disaster management: Disaster response, disaster preparedness, and disaster mitigation. (1 hours)</p> <p>Team approach, Intersectoral approach: Vaccination, nutrition, and rehabilitation.</p> <p>Role of State and central Govt.(1 hour)</p>	and Life saving techniques(1Hr)			
VI ( 9Hrs)	<p>At the end of unit students are able to:</p> <p>Knowledge: Understand the concept of epidemiology and its uses in community health nursing practice.</p> <p>Skill: Apply the knowledge of epidemiology while practicing community health nursing.</p> <p>Attitude: Contribute in research &amp; epidemiological studies.</p>	<p><b>Epidemiology:</b> Definition, concepts, aims, objectives, methods and principles. (4Hrs)</p> <p><b>Integrated disease surveillance project (IDSP)</b> ( 2Hr)</p> <p><b>Organization of IDSP, flow of information (1Hr)</b></p>	<p>Application of epidemiology, principles and concepts in community health. ( 2Hr)</p>	<p>Epidemiology theories and models. ( 1Hr)</p>	<p>Lecture discussion</p>	<p>Short answers</p> <p>Essay type</p> <p>Short answers</p> <p>Objective</p>

VII ( 6Hrs)	At the end of unit students are able to:  <b>Knowledge:</b> Understand the meaning and uses of biostatistics and vital statistics.  <b>Skill:</b> Maintain the records and reports correctly.  <b>Attitude:</b> Appreciate the importance of biostatistics and vital statistics.	Biostatics and vital statistics.  Introduction, definition and scope, legislation. ( 2Hrs)  Methods of presenting data. ( 1Hr)	Report, recording and compiling of vital statistics at the local level.(1Hrs)  Management information services.  (1 Hr)	Definitio n and methods of computing vital statistics  ( 1Hr)	Lecture  discussi on	Short answer s  Essay type  Short answer s  Object ive  type
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### References :

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## INTERNAL ASSESSMENT EVALUATION SCHEME

### A. THEORY

Sr. No	Examination	Marks (maximum)	Total theory marks sent to University
1.	Midterm examination	75	
2.	Pre-final examination	75	
	TOTAL	150	25

### C Practical

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

### D Clinical Evaluation & Clinical Assignment: 625 Marks

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

Practical exam 100 Marks A + Clinical Evaluation & Clinical Assignment 625 Marks B =

725 ( 725 Marks from practical to be converted into 50 marks send to University

<b>SUMMATIVE</b>		
<b>MID-TERM : 75M</b>	<b>PREFINAL 75M</b>	<b>UNIVERSITY EXAMINATION</b>
MCQ- 15 -1M: 15	MCQ- 15 -1M: 15	MCQ- 15 -1M: 15
BAQ-10-2M-20	BAQ-10-2M-20	BAQ-10-2M-20
SAQ-5-4M:20	SAQ-5-4M:20	SAQ-5-4M:20
LAQ-1-10M	LAQ-1-10M	LAQ-1-10M
LAQ-1-10M	LAQ-1-10M	LAQ-1-10M

**Post Basic B. Sc. Nursing      Program code: 4201      Course code: 42012**

**II<sup>nd</sup> Year Post Basic B. Sc. Nursing**

**Subject : Mental Health Nursing**

**Placement: IInd Year**

**Time Allotted Theory      : 60 hrs.**

**Practical: 240 hrs.**

### **COURSE DESCRIPTION**

This course enables the students to recognize and appreciate the causes, symptoms and process of abnormal human behaviour.

It also introduces the student to the present day treatment modalities in the light of psychological, social and cultural factors affecting human behavior. This course helps the student to learn principles of mental health and psychiatric nursing and to

Develop skills in the management of the mentally ill in hospital and community.

### **OBJECITVES:**

At the end of course, the student will

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

## COURSE CONTENT

Unit No. & total hours		Objectives	CONTENT			T/L Method	Evaluation
			Must know	Desirable to know	Nice to Know		
I (5 Hrs)		At the end of unit students are able to: <b>Knowledge:</b> Understand the historical development of mental health nursing. <b>Skill:</b> Apply this knowledge in patient care. <b>Attitude:</b> Incorporate this knowledge for better patient care.	<b>Introduction and Historical development:</b> <ul style="list-style-type: none"> <li>Philosophy, principles of mental health and psychiatric nursing. (1 hrs)</li> <li>Role and qualities of mental health and psychiatric nurse. Mental health team and functions of team members Concepts of normal and abnormal behaviour (1 hrs)</li> <li>Legal aspects in psychiatry and mental health services.</li> </ul> <b>Scope of mental health nursing (1 hrs)</b>	Stigma Related to Mental Illness (1hr)	<ul style="list-style-type: none"> <li>Historical development.</li> <li>History of psychiatry</li> </ul> Historical development of mental health nursing. (1 hr)	Lecture Discussion	Essay type  •Short answers  •Objective type  •Clinical work
II (5Hrs.)		<b>Knowledge:</b> Understand and describe classification and terminology used in mental health nursing and Know the etiology & pathophysiology of mental disorders. <b>Skill:</b> Apply this knowledge in clinical practice.	<b>Classification and Assessment of mental disorders:</b> <ul style="list-style-type: none"> <li>Etiological factors and psychopathology of mental disorders. (1 hr)</li> <li>History taking assessment methods for</li> </ul>		Terminology used in psychiatry. (1 hr)-  Classification of mental disorders.  <b>Practice Standards</b>	Lecture Discussion	Essay type  •Short answers  •Objective type



		<b>Attitude:</b> Incorporate with care.	mental disorders (1 hr)		for Psychiatric Mental Nursing (INC practice standards) (1hr)		
III (4 Hrs.)		<b>Knowledge:</b> Understand the process of therapeutic communication. <b>Skill:</b> Conduct interview of patient and family members effectively. <b>Attitude:</b> Incorporate this knowledge in nursing practice.	<b>Therapeutic communication:</b> • Therapeutic communication (1 hr) technique, nurse patient relationship, • Therapeutic impasses and its management, Process recording (1 hr)	• Communication process and Role of nurse in therapeutic communication (1Hr)	Interview skills Review of technique of IPR- Johari Window (1hr)	Lecture Discussion	Short answers •Objective type
IV 20 Hrs.		<b>Knowledge:</b> Understand and describe etiology, treatment and nursing management of various mental disorders. <b>Skill:</b> Prepare nursing care plan as per disease condition. <b>Attitude:</b> Incorporate this knowledge in various types of setting.	<b>Management of mental disorders:</b> • Etiological factors, psychopathology, types, clinical features, □ Prevalence and incidence (1 hr) Diagnostic criteria, • Investigations: Related Blood chemistry, EEG, CT & MRI • Psychological tests (1 hr) Treatment and nursing management <b>Nursing management of patient with following disorders:</b> • <b>Neurotic Disorders:</b>	• Disorders of childhood and adolescence. • Mental retardation (1hr) • Autism, ADHD, Conduct Disorders (1 hr) • Separation Disorder (1hr) • Difference between psychotic and neurotic disorders, (1 hr) • Nursing Assessment-History, Physical,	- Psychosomatic disorders. (1 hr) -Personality disorders. (1 Hrs)	Lecture Discussion	Short answers •Objective type •Clinical work Essay type

			<p>Anxiety neurosis &amp; Depressive neurosis,</p> <ul style="list-style-type: none"> <li>• (1 hr) Obsessive Compulsive (1 hr) Neurosis (1 hr) Phobic and Somatoform disorders. (1 hrs)</li> <li>• <b>Psychotic Disorders:</b> Schizophrenic form, affective and organic psychosis(1 hrs).</li> <li>• Organic brain syndrome, Delirium, Dementia (1hrs)</li> <li>• Nursing management of Geriatric Patient Epidemiology Bio Psycho Sociological aspects of aging.(1hr) Aetiology, Treatment modalities (1hr)</li> <li>• Nursing management of Geriatric Psychiatric disorders Follow-up and home care and rehabilitation. (1hr)</li> </ul>	<p>mental and neurological assessment of Geriatric Psychiatric condition (1hr)</p> <ul style="list-style-type: none"> <li>• psychopathology, clinical features, diagnosis and Differential diagnosis of Geriatric Psychiatric disorders</li> </ul>			
V (3 Hrs.)		<p><b>Knowledge:</b> Understand and explain the substance use disorder. <b>Skill:</b> Differentiate substance use</p>	<p><b>Management of patient with substance use disorders:</b></p> <ul style="list-style-type: none"> <li>• Substance use and misuses. Dependence,</li> </ul>	<ul style="list-style-type: none"> <li>• Classification of psychoactive substances.</li> <li>• Etiology and</li> </ul>		Lecture Discussion	<p>Short answers</p> <ul style="list-style-type: none"> <li>•Objective type</li> </ul>

		disorders from other mental health disorders. <b>Attitude:</b> Contribute effectively in management of substance abuse disorder.	intoxication and withdrawal. Psychopathology – clinical features, diagnostic criteria. (1 hr) Treatment and nursing management of patient with substance abuse disorders. Preventive and rehabilitative aspect of substance abuse (1 hr)	contributor y factors. Agencies for Deaddiction Acts related to narcotic and psychotropic substances and illegal drug trafficking (1hr)			•Clinical work Essay type
VI (2 Hrs.)		<b>Knowledge:</b> Know and explain the classification, etiology, psychopathology and management of mental sub normality. <b>Skill:</b> Identify the mental sub normality. <b>Attitude:</b> Provide effective nursing care.	<b>Management of mental sub normality:</b> <ul style="list-style-type: none"> <li>Classification of mental sub normality.(1 hr)</li> <li>Etiological factors, psychopathology, psychometric assessment, diagnostic criteria and management of sub normality. (1 Hrs)</li> </ul>			Lecture Discussion	Short answers •Objective type •Clinical work Essay type
VII (4 Hrs.)		<b>Knowledge:</b> Understand and explain the psychiatric emergencies and their management. <b>Skill:</b> Manage psychiatric emergencies effectively. <b>Attitude:</b> Motivate community to cooperate in dealing with psychiatric emergencies.	<b>Psychiatric emergencies:</b> <ul style="list-style-type: none"> <li>Types of emergencies, psychopathology, clinical features, assessment and diagnosis, treatment and nursing (1 hr)</li> <li><b>Guidance and counselling (1hr)</b></li> </ul>	<ul style="list-style-type: none"> <li>Management of patients with psychiatric emergencies. (1 Hrs)</li> <li>Crisis intervention therapy and Coping enhancement (1Hr)</li> </ul>	-	Lecture Discussion	•Objective type •Clinical work Essay type

VIII 12 Hrs.		<p><b>Knowledge:</b> Understand and explain different therapeutic modalities in psychiatric nursing.</p> <p><b>Skill:</b> Practice different therapies.</p> <p><b>Attitude:</b> Develops positive attitude towards AYUSH.</p>	<p><b>Therapeutic modalities:</b></p> <ul style="list-style-type: none"> <li>Principles, indications, (1hr) contraindications and role of nurse in various treatment methods. (1 Hrs)</li> <li>Milieu therapy. (1 hr)</li> <li>Psychotherapy. (1 hr)</li> <li>Behavior therapy. (1 hr)</li> <li>Group therapy(1hr).</li> <li>Family therapy. (1 hr)</li> </ul>	<ul style="list-style-type: none"> <li>Therapeutic community (1hr)</li> <li>Occupational therapy. (1hr)</li> <li>Pharmacotherapy. (1 hr)</li> <li>Electroconvulsive therapy (1 Hr)</li> <li>Other miscellaneous therapies.</li> <li>Colour therapy, Mud Therapy, Aroma therapy, BatcFlowers therapy, (1Hr)</li> </ul>		Lecture Discussion	<p>Short answers</p> <ul style="list-style-type: none"> <li>•Objective type</li> </ul> <p>Essay type</p>
IX (5 Hrs.)		<p><b>Knowledge:</b> Understand and describe preventive psychiatric measurement.</p> <p><b>Skill:</b> Recognizes early signs and symptoms of mental disorder.</p> <p><b>Attitude:</b> Contribute effectively in National Mental Health Programme.</p>	<p><b>Preventive psychiatry:</b></p> <ul style="list-style-type: none"> <li>Models of prevention. Role of nurse in preventive psychiatry. (1 hr)</li> <li>Community mental health nursing</li> <li>National mental health programmes.</li> <li>National Mental Health Act. (1 hr)</li> <li>Rights of mentally ill persons (1 Hr)</li> </ul>	<ul style="list-style-type: none"> <li>Community mental health agencies. (1hr)</li> </ul>	Psychiatric social work. (1 Hr)	Lecture Discussion	

## INTERNAL ASSESSMENT EVALUATION SCHEME

### A.THEORY

Sr.No	Examination	Marks (maximum)	Total theory marks sent to University
1.	Midterm examination	75	
2.	Pre-final examination	75	
	TOTAL	150	25

### B.Practical

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

### C.Clinical Evaluation & Clinical Assignment: 625 Marks

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

Practical exam 100 Marks A + Clinical Evaluation & Clinical Assignment 625 Marks B = 725 (725 MARKS FROM PRACTICAL TO BE CONVERTED INTO 50 MARKS SEND TO UNIVERSITY)

SUMMATIVE		
MID-TERM : 75M	PREFINAL 75M	UNIVERSITY EXAMINATION
MCQ- 15 -1M: 15	MCQ- 15 -1M: 15	MCQ- 15 -1M: 15
BAQ-10-2M-20	BAQ-10-2M-20	BAQ-10-2M-20
SAQ-5-4M:20	SAQ-5-4M:20	SAQ-5-4M:20
LAQ-1-10M	LAQ-1-10M	LAQ-1-10M
LAQ-1-10M	LAQ-1-10M	LAQ-1-10M

## References :

1. Gail Wiscars Stuart, Michele T. Laraia. "Principles and practice of psychiatric nursing", 8th edition, Elsevier, India Pvt. Ltd. New Delhi 2005
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3. M.S. Bhatia, A concise text Book of Psychiatric Nursing, CBS publishers and distributors, Delhi 2nd ed. 1999.
4. M.S. Bhatia, Essentials of Psychiatry, CBS publishers and distributors, Delhi
5. Mary C Townsend. "Psychiatric Mental Health Nursing". Concept of care, 4th edition. F.A. Davis Co. Philadelphia 2003.
6. Bimla Kapoor, Psychiatric nursing, Vol. I & II Kumar publishing house Delhi, 2001
7. Niraj Ahuja, A short textbook of psychiatry, Jaypee brothers, new delhi, 2002.
8. The ICD10, Classification of mental and behavioural disorders, WHO, A.I.T.B.S. publishers, Delhi, 2002
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11. Katherine M. Fortin, Psychiatric Nursing Care plans, Mosby Year book. Toronto
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14. R. Baby, Psychiatric Nursing N.R. Brothers, Indore, 1st edition 2001.
15. Varghese Mary, Essential of psychiatric & mental health nursing,
16. Foundations Journals of mental health nursing
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18. Deborah Antai-Otong. "Psychiatric Nursing" Biological and behavioral concepts. Thomson. Singapore 2003
19. Mary Ann Boyd. "Psychiatric Nursing". Contemporary practice. Lippincott. Williams and Wilkins. Tokyo.

**Post Basic B. SC. Nursing    Program code: 4201    Course code: 4201-22**

**Subject : Introduction To Nursing Education**

**Placement: - Second Year P.B.B.sc. Nursing**

**Time Allotted Theory -60 hrs**

**Practical-75 hr**

**COURSE DESCRIPTION:**

This course introduces the students to the principles and concepts of education, curriculum development, and methods and media of teaching. It also describes the steps in curriculum development and implementation of education programmes in Nursing.

**OBJECTIVES:**

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

1. Describe the philosophy and principles of education.
2. Explain the teaching – learning process.
3. Develop the ability to teach using various methods and media.
4. Describe the process of assessment.
5. Describe the administrative aspects of school of Nursing.
6. Participate in planning and organizing an in-service education programme.
7. Develop basic skill of counselling and guidance.

Unit No. & Total Hrs.	Objectives	CONTENTS			T/L Methods	Methods of Evaluation
		Must Know	Desirable To Know	Nice To Know		
I (5 Hrs)	At the end of unit students will able to: <b>Knowledge:</b> Understand and explain meaning of education, aims, functions and principles of education <b>Skill:</b> Practice principles of education and write aims and objectives for different learning experiences. <b>Attitude:</b> Develop awareness of factors influencing education.	<b>Introduction to education:</b> <ul style="list-style-type: none"> <li>• Concept, Meaning and definition of education. Aims, function and principles of education. (1hr)</li> <li>• Philosophy of education</li> <li>• Formulating policies for Philosophy</li> </ul> Challenges to follow philosophical guidelines (1 hr)  <b>Current trends and issues in nursing education. (1 hr.)</b>	<ul style="list-style-type: none"> <li>• Factors influencing development of philosophy of nursing education. (1 hr)</li> <li>• <i>Current trends and issues in nursing education.</i></li> </ul> Qualities role and responsibilities of Nursing Teacher (1 hr)		Lecture	Essay type  Short answers  Objective type



II ( 5 Hrs)	At the end of unit students will be able to: <b>Knowledge:</b> Understand and explain Nature and characteristics of learning. <b>Skill:</b> Prepare systematic lesson plans. <b>Attitude:</b> Incorporate maxims of learning while organizing learning experiences.	<b>Teaching learning process:</b> <ul style="list-style-type: none"> <li>• Nature and characteristics of learning. (1hr)</li> <li>• Principles and maxims of teaching. (1 hr)</li> <li>• Lesson planning.</li> </ul> <b>Computer assisted learning (1 hr)</b>	<ul style="list-style-type: none"> <li>• Formulating objectives</li> </ul> Definition, importance and meaning, types, Blooms taxonomy (2hrs)		Lecture	Essay type  Short answers  Objective type
III ( 12 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand and explain various methods of teaching. <b>Skill:</b> Practice teaching using different methods of teaching. <b>Attitude:</b> Recognize the need for a specific method of teaching for given topic.	<b>Methods of teaching:</b> <ul style="list-style-type: none"> <li>• <b>Teaching methods</b></li> <li>• Lecture (1hr)</li> <li>• Discussion(1hr)</li> <li>• Demonstration</li> <li>• Group discussion(1hr)</li> <li>• Role play</li> <li>• Panel discussion(1hr)</li> <li>• <b>Individual presentation (1 hr)</b></li> <li>• Seminar</li> <li>• Workshop(1hr)</li> <li>• <b>Clinical teaching methods:</b></li> <li>• Case methods</li> <li>• Case presentation(1hr)</li> <li>• Nursing rounds and reports</li> <li>• Bedside clinic</li> <li>• <b>Ward teaching</b></li> </ul>	<b>Teaching methods:</b> <ul style="list-style-type: none"> <li>• Symposium</li> <li>• Programmed instruction(1hr)</li> <li>• Computer assisted learning.</li> <li>• Exhibition</li> <li>• Field trip</li> <li>• Project</li> </ul> Uses of Newer innovative methods Evidenced based practices, (2hr) <b>Clinical teaching methods:</b> <ul style="list-style-type: none"> <li>• Ward teaching</li> <li>• Problem solving method(1hr)</li> </ul>	<b>Clinical teaching methods:</b> <ul style="list-style-type: none"> <li>• Conference (individual and group)</li> <li>• Recording of interaction process.</li> </ul> Factors considered in using A.V. Aids teaching learning process (1hr)	- Lecture - Discussion	Essay type •Short answers •Objective type

		<ul style="list-style-type: none"> <li>• Problem solving method(1hr)</li> </ul>				
IV (10 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Describe different educational media and their use in nursing education.</p> <p><b>Skill:</b> Develop skills in preparing and using different educational media.</p> <p><b>Attitude:</b> Appreciate the effect of educational media on learning.</p>	<p><b>Educational media.</b></p> <ul style="list-style-type: none"> <li>• Communication Process: Factors Affecting Communication. (1hr)</li> <li>• Purpose and Types of Audio-Visual Aids. (1hr)</li> <li><i>Principles, characteristics and sources of Audio-Visual Aids. (1hr)</i></li> <li>Sources of Audio-Visual Aids. (1hr)</li> <li>• Graphics aids: Chalk-board, Charts, Graphs, Poster, Flash Cards, Flannel graph / Khadigraph, Bulletin, Cartoon, (2 hr)</li> <li>• Projected Aids: Slides, Films and Television, VCR, VCP, Overhead Projector, Camera, Microscope Care, Maintenance &amp; Preservation of A.V.Aids. (1hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Printed Aids: Pamphlets and Leaflets. (1hr)</li> <li>• Audio Aids: Tape Recorder, Public address system, Computer. (1hr)</li> <li><i>•Role of teacher in preparing audio-visual aids. (1hr)</i></li> </ul>	<ul style="list-style-type: none"> <li>• Three Dimensional Aids: Objects, Specimen, Models, Puppets. (1hr)</li> </ul>	Worksh op	<p>Essay type</p> <ul style="list-style-type: none"> <li>•Short answers</li> <li>•Objective type</li> </ul>
V ( 10 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand various methods of assessment.</p> <p><b>Skill:</b> Demonstrate</p>	<p><b>Methods of assessment.</b></p> <ul style="list-style-type: none"> <li>• Purpose and Scope of evaluation and assessment. (2 hr)</li> <li>• Criteria for selection of assessment techniques and methods. (1hr)</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of skills: observation, check list. (1hr)</li> <li><i>Practical examination Viva, (1hr)</i></li> <li><i>•objective Structured clinical examination.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of attitude: Attitude scale. Reforms in nursing education system, (1hr)</li> </ul>	Worksh op	<p>Essay type</p> <ul style="list-style-type: none"> <li>•Short answers</li> <li>•Objective type</li> </ul>

	competence in assessment with different measures. <b>Attitude:</b> Be objective in assessment.	<ul style="list-style-type: none"> <li>• <b>Assessment of knowledge: (1hr)</b></li> </ul> Factors considered in assessment (1hr)	Constraints in assessment techniques (1hr)			
VI (8 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand and explain various areas of management of a school of nursing. <b>Skill:</b> Participate in recruitment and budget for a school of nursing. <b>Attitude:</b> Incorporate INC guidelines for managing school of nursing.	<b>Management of School of Nursing.</b> <ul style="list-style-type: none"> <li>• Planning of school of Nursing, organization. (1hr)</li> <li>• Recruitment of teaching staff, (1hr)</li> <li>budget, facilities for the school, (1hr)</li> <li>student selection and admission procedure, (1hr)</li> <li><b>maintenance of schools records, (1hr)</b></li> </ul>	preparation of annual reports, (1hr) INC Guidelines for schools of Nursing. (1hr)	Administrative planning of students, welfare services for students, (1hr)	<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> </ul>	Essay type <ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
VII (5 Hrs.)	At the end of unit students are able to: <b>Knowledge:</b> Understand the process of guidance and counseling. <b>Skill:</b> Identify the counseling	<b>Guidance and counselling:</b> Definition. <ul style="list-style-type: none"> <li>• Basic principles of guidance and counselling. (1 hrs)</li> <li>• Organization of guidance and counselling services. (1hr)</li> <li>• Counselling process. Difference between guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Managing disciplinary problems. Roles and responsibilities in Managing disciplinary problems (1hr)</li> <li>• Management of crisis. (1hr)</li> </ul>		<ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> </ul>	Essay type <ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

	needs of students. <b>Attitude:</b> Develop counseling skills.	and counselling(1hr)				
VIII (5 Hrs.)	At the end of unit students are able to: <b>Knowledge:</b> Understand and explain the need for in-service education in nursing. <b>Skill:</b> Plan and organize in-service education. <b>Attitude:</b> Learn various technique and methods of staff education.	<b>In-service education.</b> •Introduction to nature and scope of in-service education programme. (1hr) •Individual and Institutional benefits of In-service Education. (1 hr) Principles of adult learning. (1hr) • Planning for in-service programme. (1hr)	• Techniques, and methods of staff education programme (1hr) • Evaluation of in- service programme. (1hr)		- Lecture - Discussion	Essay type •Short answers •Objective type

### **References:**

- Bhatia, Kamala & Bhatia B.D.: The Principles and Methods of Teaching: Delhi, Doaba House, 1977.
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- Bhatia, Hans Raj Elements of Educational Psychology, Bombay, Qnent Conpman, Sthed, 1973.

## **EVALUATION SCHEME: INTERNAL ASSESSMENT**

### **A) Theory: 15 Marks**

i) Mid-term Examination: 75 Marks

ii) Pre-final Examination: 75 Marks

Total: 150 Marks

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

### **B} Assignment 10 Marks**

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

### **EXTERNAL ASSESSMENT: (Theory)**

University examination: 75 Marks

### **Anecdotal Record**

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

Evaluating Teaching Plan

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

A.V Aids 50 Marks

Assessment of tool 15 marks

Question Paper 15 marks

Check List 15 marks

Attitude Scale 15 marks

<b>Mid Term :75 Marks</b>	<b>Prefinal:75 Marks</b>	<b>University Examination 75 Marks</b>
MCQ-15X1=15 Marks	MCQ-15X1=15 Marks	MCQ – 15 X 1 = 15 Marks
BAQ- 10X2=20 Marks	BAQ- 10X2=20 Marks	BAQ- 10X2=20 Marks
SAQ-4X5=20 Marks	SAQ-4X5=20 Marks	SAQ-4X5=20 Marks
LAQ-2X10=20 Marks	LAQ-2X10=20 Marks	LAQ-2X10=20 Marks

**Post Basic B. SC. Nursing    Program Code: 4201    Course Code: 4201-23**

**II<sup>ND</sup> Year Post Basic B. SC. Nursing**

**Subject: Introduction To Nursing Administration**

**Theory: 60 hours**

**Practical: 180 hours**

**COURSE CONTENTS:**

This course is designed to give an opportunity to the student to gain an understanding of the principles of administration and its application to nursing service. It is also intended to assist the students in developing an understanding of the professional leadership need.

**OBJECTIVES:**

At the end of the course, the student will

1. Identify the principles of administration.
2. Describe the principles and techniques of supervision
3. Explain the principles and methods of personnel management.
4. Explain the principles of budgeting.
5. Organize and manage a nursing unit effectively.
6. Identify dynamics of organizational behavior, styles and functions of effective leadership

Unit No. & total hours	Objectives	Contents with distributed hours			T/L Method	F/S Evaluation
		Must know	Desirable to know	Nice to know		
I (10 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand the principles of administration. <b>Skill:</b> Practice the principles of administration. <b>Attitude:</b> Adapt as per the roles and take responsibilities appropriate to the role while working in clinical settings.	<b>Principles and Practice of Administration:</b> Significance, elements Principles of administration. Policies of hospital, different departments with special emphasis to department of nursing(1 hr)  <i>Office management.</i> Responsibilities of nursing personnel especially of ward sister,(1 hrs) Medico legal aspects, Medico legal policies (1 hrs) Concept of cost effectiveness. (1 hrs) Nursing service policies, procedures and manuals (1 hrs) Planning hospital and patient care unit (Ward)  • Centralization vs. Decentralization (1 hrs.)	Organization of hospital – definition, aims, functions, classification Health team. (1hrs)  Concept of cost effectiveness. Organizational Hierarchy (2 hrs)	Office management. Administrative office management (1 hrs)	Lecture, discussion  Observe the functioning of Nursing administration at various levels i.e., Institutions, departments and units.	Essay type Short answers  Assignment



		Planning for emergency and disaster (1 hrs)				
II (10 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand the factors that influence the quality of nursing care. <b>Skill:</b> Assign patients on priority of needs and demand of degree of care. <b>Attitude:</b> Maintain accurate records and reports promptly to appropriate authorities. Strive to maintain therapeutic environment.	<b>Nursing unit management:</b> <ul style="list-style-type: none"> <li>• Factors affecting the quality of nursing care. Nursing competencies (1 hr)</li> <li>• Maintenance of therapeutic environment Administration of unit – management of patient care</li> </ul> Patient Assignment types . (1 hr) <ul style="list-style-type: none"> <li>• nursing audit (1 hrs)</li> <li>• Maintenance of physical environment. Assignment of duties and time plan</li> <li>• Patient assignment, safety measures. Prevention of accidents and infections Infection control measures</li> <li>• Maintenance of patient records and reports,(1hr.)</li> <li>• Legal responsibilities. Nurses Role (1 hrs)</li> </ul> <b>Telemedicine &amp; Tele nursing (1hrs)</b>	<ul style="list-style-type: none"> <li>• Physical layout of nursing unit and necessary facilities (1hr.)</li> <li>• Maintenance of quality of nursing care</li> </ul> Skill enhancement (1hr.) Patient assignment, safety measures. Prevention of accidents and infections (1 hr)		Lecture, discussion	Essay type Short answers

		<p>Use of computers in hospital, college and community</p> <p>Electronic Medical Records (EMR),HER (1 hrs)</p> <ul style="list-style-type: none"> <li>• Use of computers in Nursing research (1hrs)</li> </ul>				
III (10 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand the staff recruitment, selection procedures and explain the staffing norms.</p> <p><b>Skill:</b> Demonstrate innovative ideas while preparing rotation plans and assigning duties.</p> <p><b>Attitude:</b> Develop self for managing discipline problems.</p>	<p><b>Personnel management:</b></p> <ul style="list-style-type: none"> <li>• Staff recruitment and selection, Recruitment process</li> <li>• appointment, promotions, Promotion policies</li> <li>• Personnel policies and job description,</li> <li>• Job analysis.</li> <li>• Staffing the unit,</li> <li>• staffing norms,</li> <li>• <i>Rotation plan, Master &amp; clinical rotation plan(1hr)</i></li> </ul> <p>leave planning, performance appraisal (1hr)</p> <p>Staffing (Human resource management) - Definition, objectives, components and functions (1 Hr)</p> <p>Deployment Training, development, credentialing, (1 Hr) retaining, transfer,</p>	<p>Staff welfare and management of discipline problems.</p> <p>(1 hr)</p>	<p><i>Rotation plan, (1hr)</i></p>	<p>Lecture, discussion</p> <p>PPT Presentation</p>	<p>Essay type</p> <p>Short answer</p> <p>Assignment</p>

		<p>terminating, superannuation  (1 Hr)</p> <p>Projecting staffing requirements /calculation of requirements of staff resources and Patient classification system (1 Hr)</p> <p>Program evaluation review technique (PERT), Bench marking, Activity plan (Gantt chart) (1hrs)</p> <p>Critical path analysis(1hrs)</p>				
IV (9 Hrs)	<p>At the end of unit students are able to:</p> <p><b>Knowledge:</b> Understand and explain nature of supervision and different tools used for supervision.</p> <p><b>Skill:</b> Practices principles of supervision and encourages staff develop skills.</p> <p><b>Attitude:</b> Participate and strive to organize staff</p>	<p><b>Supervision:</b></p> <ul style="list-style-type: none"> <li>Principles of supervision, Techniques of supervision (1hr)</li> <li>nature and objectives (1hr)</li> <li>Tools and technique of supervision. Evaluation. (1 hr)</li> <li>Nursing audit.(1 hr) <ul style="list-style-type: none"> <li>Staff development orientation programme. (1 hr)</li> </ul> </li> </ul> <p>Skill training. (1 hr)</p>	<ul style="list-style-type: none"> <li>Leadership Types of leadership(1 hrs) Leadership development(1h r)</li> </ul>	Problem solving process.( 1 hrs)	Lecture, discussion	Essay type Short answers

	development programmes.	Mentorship/preceptorship in nursing , Decision making  (1 hrs)				
V (9 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand and explain the principles of material management. <b>Skill:</b> Manage materials effectively. <b>Attitude:</b> Demand quality material and manage them efficiently.	<b>Material management (1hr)</b> • Principles of material management. (1 hr) • Quality assurance. Model of Quality assurance(1 hr) Role of nursing personnel in material management. (1hr)  <b>Financial audit</b>  • Nursing Audit (1hrs)	<ul style="list-style-type: none"> <li>• Inventory, (1 hr)</li> <li>Inventory methods (1 hr)</li> <li>• Inventory methods (1 hrs)</li> <li>• care of equipment's , (1hr.)</li> <li>• safe keeping (1hr.)</li> </ul>	Inventory methods (1hr)	Lecture, discussion	Essay type Short answers
VI (3 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand the principles and process of budgeting. <b>Skill:</b> Practice principles of budgeting while participating in budgeting process in different settings. <b>Attitude:</b> Demonstrate skill in budgeting for the unit.	<b>Financial management:</b> (1 hrs) • Budgeting, (1 hrs)	<ul style="list-style-type: none"> <li>• principles of budgeting (1 hrs)</li> </ul>	--	Lecture, discussion	Essay type Short answers

VII (9 Hrs)	At the end of unit students are able to: <b>Knowledge:</b> Understand and explain group dynamics and methods of records and reports. <b>Skill:</b> Enhance public relations through quality care and empathetic approach towards patients. <b>Attitude:</b> Maintain accurate and comprehensive records and reports appropriately.	<b>Organizational behaviour,</b> <ul style="list-style-type: none"> <li>Group dynamics (1 hr)</li> <li>human relations, (1 hr)</li> </ul> Organizational communication. (1 hr) <ul style="list-style-type: none"> <li>Methods of reporting. (1 hr)</li> <li>Maintaining record(1 hr)</li> </ul> Reports. Nurses responsibility (1hr) Barriers of Communication for nurses (1hrs)	<ul style="list-style-type: none"> <li>Public relations, (1 hr)</li> <li>Leadership (1hr)</li> <li>Leadership Style and functions. (1 hr)</li> </ul> Reports. (1hr)	--	Lecture, discussion	Essay type  Short answer
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**Theory : 60 hours**

**Practical: 180 hours**

### **Internal Assessment:**

Internal Assessment (Theory):

15 Marks

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

Mid-Term: 75 Marks

Prelim: 75 Marks

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Total: 150 Mark

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

### **Clinical Assignment:**

**10 Marks**

Practicum: Posting of ward management: 100 Marks

(100 Marks from Clinical Assignment to be converted into 10 Marks)External Assessment

(Theory): 75 Marks

(University Examination)

### **References :**

<b>Mid Term :75 Marks</b>	<b>Prefinal:75 Marks</b>	<b>University Examination 75 Marks</b>
MCQ-15X1=15 Marks	MCQ-15X1=15 Marks	MCQ – 15 X 1 = 15 Marks
BAQ- 10X2=20 Marks	BAQ- 10X2=20 Marks	BAQ- 10X2=20 Marks
SAQ-4X5=20 Marks	SAQ-4X5=20 Marks	SAQ-4X5=20 Marks
LAQ-2X10=20 Marks	LAQ-2X10=20 Marks	LAQ-2X10=20 Marks

1.TNAI. Nursing Administration and Management, 1st edition, Academic Press: New Delhi, 2000.

2.Shakharkar, B M. Principles of Hospital Administration and Planning, Jaypee Brothers:Banglore, 1998.

3.Pai, Pragna. Effective Hospital Management, 1st edition ,The National Book Depot: Mumbai,2002.

4.Srinivasan, A V.Managing a Modern Hospital, 1st edition, Sage Publications: New Delhi, 2002.

5.Basavanthappa, B T. Nursing Administration, 1st edition, J P Brothers Medical Publishers: New Delhi, 2000.

6.Goel, s & Kumar, R. Hospital Administration and Management, 1st edition, Deep and Deep Publications: New Delhi, 2000.

7.Park K. Park's Textbook of Preventive and Social Medicine, 17th edn, M/S BanarsidasBhanot Publishers: Jabalpur, 2003.

8.Russels, C S. Management & Leadership for Nurse Managers, 3rd edn, Jones BartlettPublishers: London, 2002.

9.Francis, E M &Desouza, Mario. Hospital Administration, 3rd edn, Jaypee Brothers Medical Publishers: New Delhi, 2000.

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11.Hersey, P. ,Blanchard, H K & Johnson, E D. Management of Organizational Behavior,Pearson Education Indian Branch: New Delhi, 2002.

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## **II<sup>nd</sup> Year Post Basic B. SC. Nursing**

### **Subject : Introduction To Nursing Research & Statistics**

**Theory-45Hrs**

**Practical-120 Hrs**

#### **Course Description: -**

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

#### **Objectives: -**

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

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

<b>Unit No. &amp;</b>	<b>Objectives</b>	<b>Contents With Distributed Hours</b>	<b>T/L Method</b>	<b>Evaluation</b>
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Total Hours						
		Must know	Desirable to know	Nice to know		
<b>A) INTRODUCTION TO RESEARCH METHODOLOGY</b>						
I (03 hours) 1 hrs. shifted from unit IV 3+1=4	At the end of unit students are able to <b>Cognitive:</b> Understand concept of nursing research, its need etc. <b>Psychomotor:</b> Apply principles of research to research project <b>Affective:</b> Contribute in improving the quality of nursing practice.	Steps of scientific methods Definition of research (1 hour) Need for nursing research (1 hour)	4) Characteristics of good research. Research process.  Basic Terminology related research process (1hr) -  5) Evidence based practice. Ethics in nursing research (1 hr.)		-Lecture -Discussion	-Essay Type Short Answers -Objective Type -Of Questions - Assessment of skill - Assessment with checklist
II (05 hours) 2 hrs. shifted from unit III 5+2=7	At the end of unit students are able to <b>Cognitive:</b> Understand research problem, purpose and objectives <b>Psychomotor:</b> Apply for effective research work. <b>Affective:</b> Incorporate Cognitive into practice.	-Statement of research problem - Statement of purpose and objectives.(1 hr.) --Review of literature. Searching of review of literature on internet With help of PUB Med (1 hr.)	-- Definition of research terms. -- Preparation of 10 research problem statement(1hr.)		-Lecture -Discussion <b>Research Methodology Workshop (4 hr )</b>	-Essay Type Short Answers -Objective Type -Of Questions - Assessment of skill - Assessment with checklist



<p>III (07Hr.)</p> <p>2 Hrs. shifted to unit II Total hr. 7-2=5</p>	<p>At the end of unit students are able to</p> <p><b>Cognitive:</b> Understand concept of research approaches.</p> <p><b>Psychomotor:</b></p> <p><b>Affective:</b> Incorporate Cognitive into practice.</p>	<p>1)Research approaches: 2)Historical Historical research methods (1 hr) Source hour) 3)Survey- (1 hr) 4)Experimental Characteristics (1 hr) Advantages &amp; Disadvantages (1 hr) Classification of research design. (1 hr) Qualitative design. (1 hr) Quantitative design. (1 hour) Non experimental research (1 hr)</p>			<p>-Lecture -Discussion</p>	<p>-Essay Type Short Answers -Objective Type Questions - Assessment of skill - Assessment with checklist</p>
<p>IV (05 hours)</p> <p>1 Hrs. shifted to unit I Total hr. 5-1=4</p>	<p>At the end of unit students are able to</p> <p><b>Cognitive:</b> Understand concept of sampling techniques and methods of data collection.</p> <p><b>Psychomotor:</b> Apply the methods of data collection in nursing practice.</p> <p><b>Affective:</b> Incorporate Cognitive into practice.</p>	<p>1)Sampling techniques and methods of data collection (1 hr) 2)Sampling (1 hr)</p>	<p>3)Instruments-questionnaire. Interview (1 hr) 4)Observation schedule, records, measurements (1 hr)</p>	<p>5)Reliability and validity of instruments (1 hr)</p>	<p>Lecture Discussion</p>	<p>Essay Type Short Answers -Objective Type Questions - Assessment of skill - Assessment with checklist</p>

V (04 hours)	At the end of unit students are able to <b>Cognitive:</b> Understand concept of data analysis <b>Psychomotor:</b> Apply cognitive for interpretation of data. <b>Affective:</b> Recognizing the different data.	1)Analysis of data: (1 hour) Tabulation 2)Classification and summarization (1 hour) 3)Presentation (1 hr) 4)Interpretation of data (1 hr)			-Lecture -Discussion	-Essay Type Short Answers -Objective Type of Questions - Assessment of skill - Assessment with checklist
VI (04 hrs)	At the end of unit students are able to <b>Cognitive:</b> Understand concept of communication of research findings. <b>Psychomotor:</b> Prepare reports related to patient care effectively. <b>Affective:</b> Contribute in improving the quality of nursing practice.	-- Communication of research findings (1 hr) --Writing report (1hours) Good academic research practices ( 2hr)			-Lecture -Discussion -Practice session	-Essay Type Short Answers -Objective Type -Of Questions - Assessment of skill - Assessment with checklist

### A) INTRODUCTION TO STATISTICS

VII (06 hours)	At the end of unit students are able to <b>Cognitive:</b> Understand concept of different statistical measures such as mean, mode and median <b>Psychomotor:</b> Apply it to different statistical data. <b>Affective:</b> Incorporate Cognitive into practice.	1)Frequency distribution:- Types of measure- - Frequencies - Class interval - Graphic method of describing frequency (1 hr) 2)Measures of central tendency:- - Mode - Median - Mean (1 hr) • Measures of variability:- - Range - Standard deviation (1 hr)	3)Introduction to normal probability (1 hr)	4)Descriptive statistics (1 hr)  Regression analysis (1 hr)	-Lecture -Discussion	-Essay Type Short Answers -Objective Type of Questions - Assessment of Skill - Assessment with Checklist
VIII (03 hours)	At the end of unit students are able to <b>Cognitive:</b> Understand concept of correlation  <b>Psychomotor:</b> Apply correlation in different data analysis.  <b>Affective:</b> Simplify the statistical problems	1)Correlation. (1 hr) 2)Computation by rank difference methods. (1 hr)	3)Uses of correlation coefficient (1 hr)		-Lecture -Discussion	-Essay Type Short Answers -Objective Type -Of Questions - Assessment of skill - Assessment with checklist
IX	At the end of unit students are able to	1)Biostatistics: - Crude rates and			-Lecture -Discussion	-Essay Type

(02 hours)	<b>Cognitive:</b> Understand concept of crude rates and standardized rates. <b>Psychomotor:</b> Apply it for the estimation of trends etc. <b>Affective:</b> Incorporate Cognitive into practice.	standardize d rates. (1 hour) 2) Ratio and estimation of the trends. (1 hour)				Short Answers -Objective Type -Of Questions - Assessment of skill - Assessment with checklist
X (04 hours)	At the end of unit students are able to <b>Cognitive:</b> Understand use of computers in different practices. <b>Psychomotor:</b> Apply it for ease in presenting the data effectively for nursing practices. <b>Affective:</b> Contribute in improving the quality of nursing practice.	1)Introduction to computers in nursing 2)Introduction to computers and disk operating system 3)Introduction to word processing. 4)Introduction to data base (1 hour) 5)Windows application:- - Word - Excel - Power-point - Multimedia (1 hour) 6)Introduction to Internet and use of electronic mail. (1 hour)	7)Use of statistical packages <b>Use of SPSS software in Statistics.</b> 8)Computer aided teaching and testing (1 hour)		-Lecture -Discussion - Demonstration -Practice session	-Essay Type Short Answers -Objective Type -Of Questions - Assessment of skill - Assessment with checklist

### Internal Assessment:

Internal Assessment (Theory):

a) Mid-term Examination: 50 Marks

ii) Pre-final Examination: 50 Marks

Total: 100 Marks

(100 Marks to be converted in to 25 Marks for Internal Assessment (Theor

<b>FORMATIVE EVALUATION</b>				
<b>RESEARCH PROJECT 50MARKS</b>				
<b>SUMMATIVE EVALUATION</b>				
<b>A) INTRODUCTION TO RESEARCH METHODOLOGY</b>				
<b>MIDTERM 50</b>	<b>PREFINAL 50</b>	<b>University Examination</b>		
MCQ- 1x09=09Marks	MCQ- 1x09=09Marks	MCQ- 1x09=09Marks		
BAQ- 2x4= 08Marks	BAQ- 2x4= 08Marks	BAQ- 2x4= 08Marks		
SAQ- 4x2= 08 Marks	SAQ- 4x2= 08 Marks	SAQ- 4x2= 08 Marks		
LAQ-1x10=10Marks	LAQ- 1x10=10Marks	LAQ- 1x10=10Marks		
<b>B) INTRODUCTION TO STATISTICS</b>				
MCQ- 1x01=01Marks	MCQ- 1x01=01Marks	MCQ- 1x01=01Marks		
BAQ- 2x3= 06 Marks	BAQ- 2x3= 06Marks	BAQ- 2x3= 06Marks		
SAQ- 4x2= 08 Marks	SAQ- 4x2= 08Marks	SAQ- 4x2= 08Marks		
<b>THEORY EXAMINATION: MIDTERM: 50 Marks</b> <b>PREFINAL: 50 Marks</b>		<b>GRAND TOTAL:</b>	<b>100 Marks</b>	<b>25 Marks</b>