

PRAVARA INSTITUTE OF MEDICAL SCIENCES

(DEEMED TO BE UNIVERSITY)

**Established Under Section 3 of UGC Act 1956, Vide Govt. of India
Notification no F-9-11/2000-U.3, dated 29th September 2003**



REVISED INC B.SC. NURSING SEMESTER SYLLABUS

Approved Vide Academic Council Resolution No. AC/2021/D-13 (i) dated 28th October 2021
and
Approved Vide Academic Council Resolution No AC/2023/(1)/D-13(ii) dated 20th June 2023
and
Approved Vide Academic Council Resolution No AC/2024(1)/D-13(i) dated 25th January 2024



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**INDIAN NURSING
COUNCIL NOTIFICATION**

New Delhi, the 5th July, 2021

[INDIAN NURSING COUNCIL (REVISED REGULATIONS AND CURRICULUM FOR B.Sc. (NURSING) PROGRAM), REGULATIONS, 2020]

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

SHORT TITLE AND COMMENCEMENT

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

DEFINITIONS

In these Regulations, unless the context otherwise requires,

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

I. INTRODUCTION OF THE PROGRAM

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

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

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

II. PHILOSOPHY

The Council believes that:

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

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

Scope of nursing and midwifery practice encompasses provision of promotive, preventive, curative and rehabilitative aspects of care to people across the life span in a wide variety of health care settings. Nursing practice is based on acquisition of knowledge, understanding, attitude, competencies and skills through the Council's curricular and practice standards.

The competencies in which the students are trained will guide them in performing their scope of practice. Nursing offers qualified nurses and midwives a wealth of opportunities in the field of practice, education, management and research in India and overseas.

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

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

III. AIMS &

OBJECTIVES AIMS

The aims of the undergraduate program are to

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

OBJECTIVES

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

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

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

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

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

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

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

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

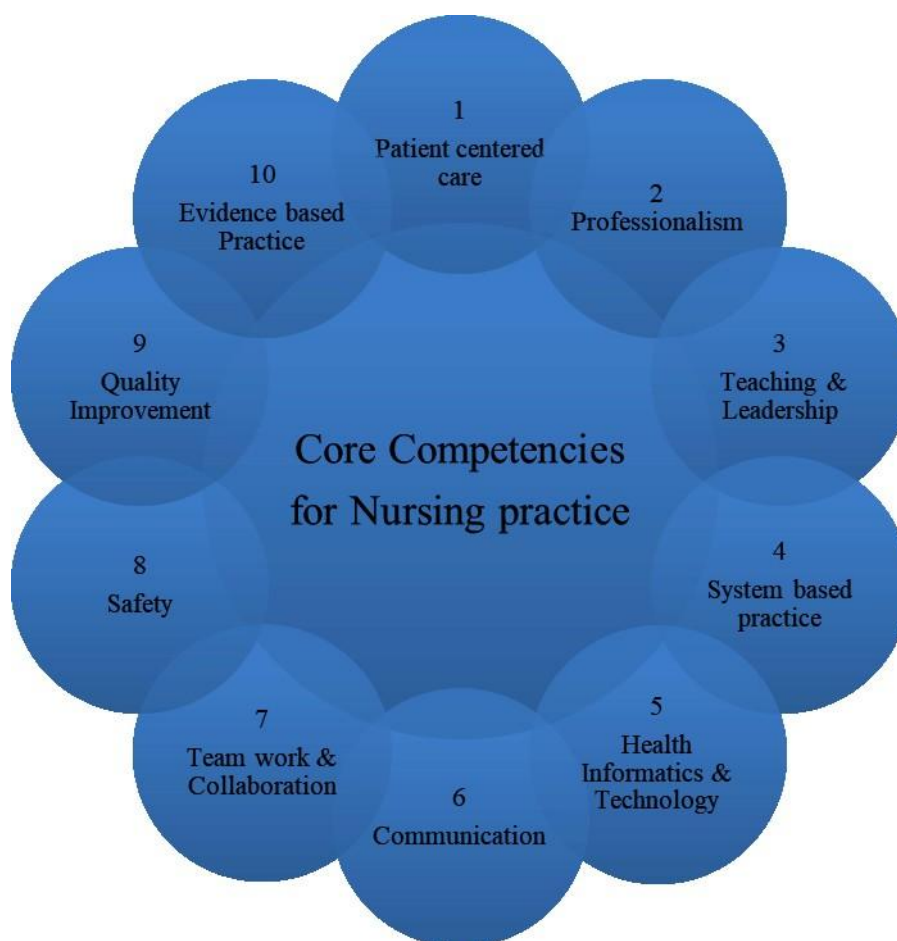


Figure 1. Core competencies for nursing and midwifery practice by B.Sc. Nursing Graduate { Adapted from NLN Model and Massachusetts: Nurse of the Future – Core Competencies (2016) }

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

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

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

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

1. Parent Hospital (Unitary/Single Hospital)

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

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

OR

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

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

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

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

2. Change of Trust/Society

- The Trust/Society cannot be purchased as per Indian Trust Act, but there can be change of trustees/members. It is therefore the purchase of institution or change of membership will not be considered for continuation of the program. The institution which is purchased/taken over will be considered as closed. And a fresh Govt. Order shall be required mentioning the Trust/Society name along with programs.
- The change of membership in Society/change of trustees in the Trust to be submitted immediately after incorporating through Registrar Cooperative Societies/Indian Trust Act.
- As per law Trust/Society can open number of institutions, but it will be considered as one institution under the ambit of one Trust/Society. It is therefore, a Trust/Society can open only one nursing institution in one city/town.
- If already an institution is existing in that city or town with an abbreviated name (e.g. RK College of Nursing) then another institution with expanded name (Rama Krishna College of Nursing) will not be allowed).
- Not two Institutions will have same name in same city/town.

3. Change of Address

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

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

5. Strict Compliance of the Syllabus prescribed by the Council

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

6. Close/Re-start of the Nursing Programs

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

7. Change of Name of the Institution

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

8. Re-Inspection

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

9. Number of Sanctioned Seats

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

10. Enhancement of Seats

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

11. Bond System

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

MINIMUM REQUIREMENTS OF PHYSICAL FACILITIES

Regulations pertaining to Building and Laboratories

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

- (iii) Thenursinginstitutioncanhaveallthenursingprogramsinthesamebuildingbutwithrequisiteprogramwiseinfrastructure.However,laboratoriescanbeshared.
- (iv) IftheTrust/Society/Companyhassomeothereducationalprograms,thenursingprogramshallbeinseparateblock/floorwithprescribedsq.ft.area.
- (v) Nursingprogrammaybeinhospitalpremiseswithaconditionthatitshallbeinseparateblock/floorwithprescribedsq.ft.area.
- (vi) LongleasebytheGovernmentwillbeconsidered.However,rentedbuildingshallnotbeconsideredastheirownbuilding.
- (vii) Itismandatorythatinstitutionshallhaveitsownbuildingwithintwoyearsofitsestablishment.
- (viii) OwnBuilding/Lease/RentedBuilding:

a) Ifoneofthe trustee/member/directorof the Trust/Society/Companydesires to lease the building ownedbyhimfornursingprogram,itshould be fora periodof30 years.Itshould also beensured that lease deedthatisenteredintobetweentheTrust/Society/Companyandthetrustee/member/director,owningthebuilding,shoul dcontainaclausethattheleasedeedcannotbeterminatedforaperiodof30years.

Further, it isclarified that,for a Nursing Institution (Managed bya Trust/Society/Company), own buildingwouldbeabuildingeitherownedandcontrolledbytheTrust/Society/Companyorownedandcontrolledbyatruste e/member/directoroftheTrust/Society/Company.Thatis,iftheownerofthebuildingisatrustee/member/directoroftheTr ust/Society/Companyandshe/heleasesthebuildingtotheTrust/Society/Companyfor30years,itwillbeconsideredasow nbuildingofthenursinginstitution.

b) AdulyregisteredgiftdeedofthebuildinginfavoroftheTrust/Society/Companyshouldbeconstruedtobe –ownbuilding.

FurtheritisclarifiedthatiftheleaseofthebuildingisbetweenanygovernmentauthorityandtheTrust/Society/Company/n ursing institution and the lease is for30 years or more,it will also be considered asownbuilding.

Anydeedofthebuildingwhichisnotaspereitherclause(a)or(b)aboveshallbeconsideredas–Rented Buildingonly.

c) Incasesofirrevocablepowerofattorney,documentsofthebuildingshouldbedulyregisteredasperlaw.

d) **Penalty for not having own building:** Institutions which do not have their own building within two years ofestablishmenthastopaythepenaltyfornohavingtheownbuilding. ThepenaltyfeesisRs. 1LakhforB.Sc.(Nursing)Pro gramfor6consecutiveyears.Evenafter6yearsiftheinstitutiondoesnothaveownbuildingthenactionshallbetakenunderS ection14oftheAct.However,aleaseof30yearsispermissiblewiththetrustee/member/directoroftheTrust/Society/Com pany.

A. TEACHINGBLOCK

The College of Nursing should be within 30 km distance from its parent hospital having space for expansion in aninstitutional area. For a college with an annual admission capacity of 60 students, the constructed area of the college shouldbe23200 squarefeet.

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

S.No.	TeachingBlock	Area(insq.ft.)
1	LectureHall	4@ 900 = 3600
2	SkillLab/SimulationLaboratory	
	i.NursingFoundationincludingAdultHealthNursing&AdvancedNursingLab	1600
	ii.CommunityHealthNursing& NutritionLab	1200
	iii.ObstetricsandGynaecology NursingLab	900
	iv.ChildHealthNursingLab	900
	v.Pre-ClinicalScienceLab	900
3	ComputerLab*	1500
4	A.V.AidsRoom	600

5	MultipurposeHall	3000
6	CommonRoom(MaleandFemale)	1000
7	StaffRoom	800
8	PrincipalRoom	300
9	VicePrincipalRoom	200
10	Library	2300
11	OneRoomforeachHeadofDepartments	5@ 200 = 1000
12	FacultyRoom	2400
13	ProvisionsforToilets	1000
	TotalConstructedArea	23200sq.ft.

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

Note:

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

1. Class Rooms

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

2. Laboratories

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

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

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

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

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

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

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

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

3. Multipurpose Hall

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

4. Library

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

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

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

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

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

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

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

5. Audio-Visual Aids Room & Store Room

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

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

6. Other Facilities

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

7. Garage

Garage should accommodate a 50 seater vehicle.

8. Fire Extinguisher

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

9. Playground

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

B. HOSTEL BLOCK

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

Hostel Block (60 Students)

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

Grand Total of Constructed Area

Teaching Block 23200 sq.ft.

Hostel Block 21100 sq.ft.

Grand Total 44300 sq.ft.

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

Hostel Facilities

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

1. Pantry

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

2. Washing & Ironing Space

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

3. Warden's Room

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

4. Telephone

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

5. Canteen

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

6. Transport

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

Staff for the Hostel

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

CLINICAL FACILITIES for 60 students

1. Parent hospital

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

2. Additional Affiliation of Hospital

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

a. Criteria for Affiliation

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

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

b. The size of the Hospital for Affiliation

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

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

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

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

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

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

Note:

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

5. Community Health Nursing Field Practice Area

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

ANTI-RAGGING

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

BUDGET

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

TEACHING FACULTY

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

A. Qualifications & Experience of Teachers of College of Nursing

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

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

C. Departments

Number of Nursing departments = 6 (Six)

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

Note: Professor shall be head of the department.

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

(Forexamplefor40studentsintake minimum number of teachers required is 16 including Principal,i.e.,1–Principal,1–VicePrincipal,1 –Professor, 2 –AssociateProfessor,3–AssistantProfessor,and8tutors)

Tostarttheprogram,minimum3M.Sc.(Nursing)shallbeappointed.

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

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

Sl.No.	Courses/Subjects
1	English
2	Anatomy
3	Physiology
4	Sociology
5	Psychology
6	Biochemistry
7	Nutrition&Dietetics
8	HealthNursingInformaticsandTechnology
9	Microbiology
10	Pharmacology
11	Pathology&Genetics
12	ForensicNursing
13	AnyotherClinicalDiscipline
14	PhysicalEducation
15	ElectiveCourses

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

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

E. Additional Staff for College of Nursing

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

- UpperDivision Clerk 2
- LowerDivision Clerk 2
- StoreKeeper 1
- ClassroomAttendants 2
- SanitaryStaff-Asperthephysicalspace
- SecurityStaff-Aspertherequirement
- Peons/OfficeAttendants 4
- Library
 - a) Librarian 2
 - b) LibraryAttendants-Aspertherequirement
- Hostel
 - a) Wardens 3
 - Cooks,Bearers -Aspertherequirement
 - GardenersandDhobi(Desirable)

Note:Provisionshouldbemadetohaveleaveservestaff inadditiontotheregularstaffaccordingtorules.

F. CollegeManagementCommittee

FollowingmembersshouldconstitutetheBoardofManagementoftheCollege:

Principal	Chairperson
Vice-Principal	Member
Professor/AssociateProfessor/AssistantProfessor	Member
ChiefNursingOfficer/NursingSuperintendent	Member
RepresentativeofMedicalSuperintendent	Member

ADMISSIONTERMSANDCONDITIONS

1. Themimumageforadmissionshallbe17yearson31stDecemberoftheyearinwhichadmissionissought.Themaximumageimit foradmission shall be35 years.
2. **MinimumEducationalQualification**
 - a) Candidate with Science who have passed the qualifying 12th Standard examination (10+2) and must haveobtained a minimum of 45% marks in Physics, Chemistry and Biology taken together and passed in Englishindividually.
 - b) Candidates are also eligible from State Open School recognized by State Government and National Institute ofOpenSchool(NIOS) recognizedby CentralGovernmenthavingSciencesubjectsandEnglishonly.
 - c) Englishisacompulsorysubjectin10+2forbeingeligibleforadmissiontoB.Sc.(Nursing).
3. Colourblindcandidatesareeligibleprovidedthatcolourcorrectivecontactlensandspectaclesarewornbysuchcandidates.
4. Candidateshallbe medicallyfit.
5. Marriedcandidatesarealsoeligibleforadmission.
6. Studentsshallbeadmittedonceinayear.
7. Selectionofcandidateshouldbebasedonthemeritofthe**entranceexamination**.Entrancetest**shallcompriseof:
 - a) AptitudeforNursing 20marks
 - b) Physics 20marks
 - c) Chemistry 20marks
 - d) Biology 20marks

e) English

20marks

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

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

8. Reservation Policy

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

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

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

- **Reservation for disability**

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

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

Note:

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

9. Foreign Nationals:

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

10. Admission/Selection Committee

This committee should comprise of:

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

11. Admission Strength

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

12. Health Services

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

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

13. Records

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

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

14. Transcript

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

VI. CURRICULUM

Curricular Framework

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

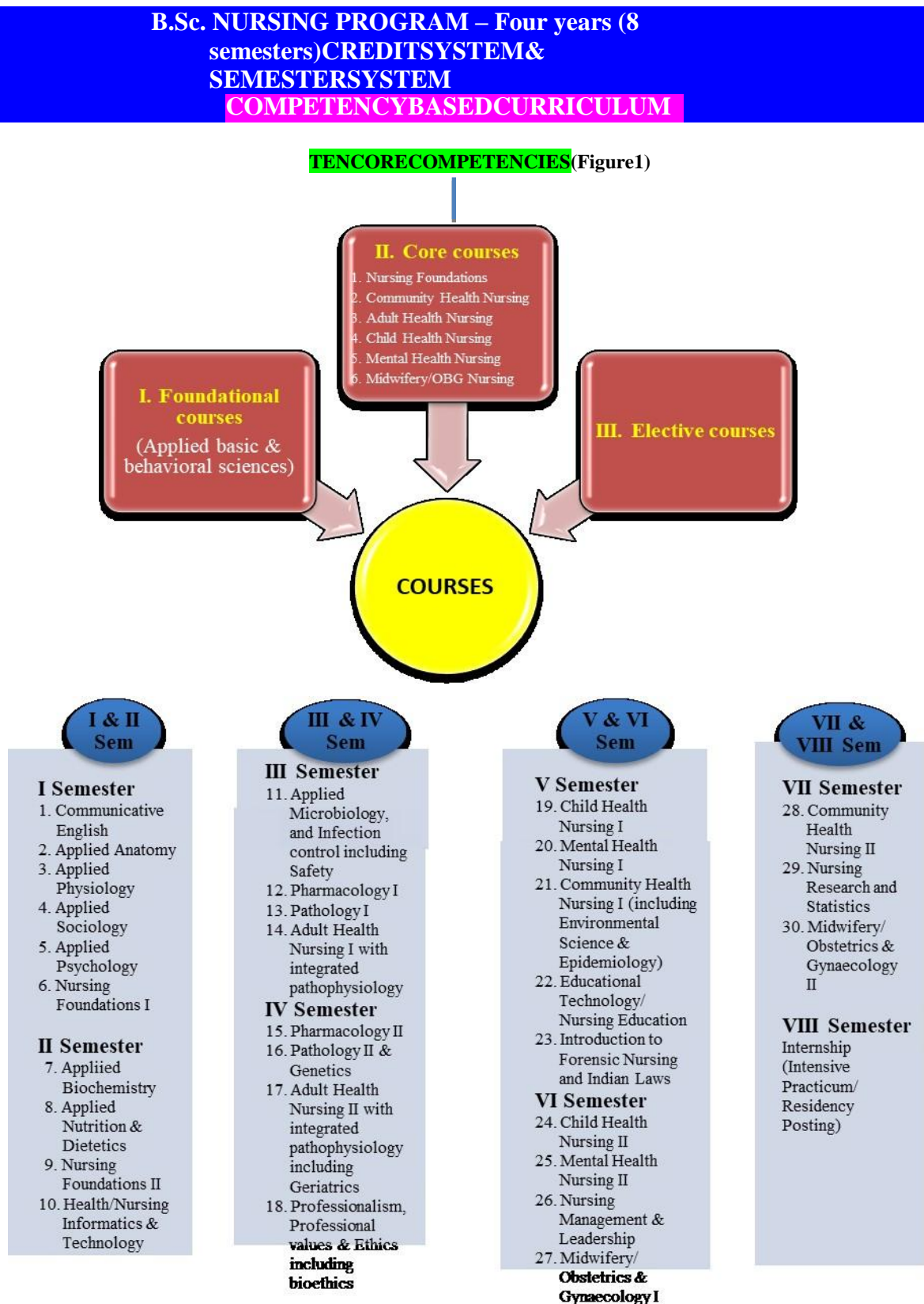


Figure 2. Curricular Framework

1. PROGRAM STRUCTURE

B.Sc.Nursing Program Structure			
I Semester	III Semester	V Semester	VII Semester
1. Communicative English 2. Applied Anatomy 3. Applied Physiology 4. Applied Sociology 5. Applied Psychology 6. *Nursing Foundations I Mandatory Module *First Aid as part of Nursing Foundation I Course	1. Applied Microbiology and Infection Control including Safety 2. Pharmacology I 3. Pathology I 4. *Adult Health (Medical Surgical) Nursing I with integrated pathophysiology Mandatory Module *BCLSA as part of Adult Health Nursing I	1. *Child Health Nursing I 2. Mental Health Nursing I 3. Community Health Nursing I (including Environmental Science & Epidemiology) 4. Educational Technology/Nursing Education 5. Introduction to Forensic Nursing and Indian Laws Mandatory Modules *Essential Newborn Care (ENBC), Facility Based Newborn Care (FBNBC), IMNCI and PLS as part of Child Health Nursing	1. Community Health Nursing II 2. Nursing Research & Statistics 3. Midwifery/Obstetrics and Gynecology (OBG) Nursing II Mandatory Modules *Safe delivery app under OBG Nursing I/II (VI/VII Semester)
II Semester	IV Semester	VI Semester	VIII Semester
1. Applied Biochemistry 2. Applied Nutrition and Dietetics 3. *Nursing Foundations II 4. Health/Nursing Informatics & Technology Mandatory Module *Health Assessment as part of Nursing Foundation II Course	1. *Pharmacology II 2. Pathology II & Genetics 3. Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing 4. Professionalism, Professional Values & Ethics including Bioethics Mandatory Module *Fundamentals of Prescribing under Pharmacology II *Palliative care module under Adult Health Nursing II	1. Child Health Nursing II 2. Mental Health Nursing II 3. Nursing Management & Leadership 4. *Midwifery/Obstetrics and Gynecology (OBG) Nursing I Mandatory Module *SBAModule under OBG Nursing I/II (VI/VII Semester)	Internship (Intensive Practicum/Residency Posting)

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

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

MANDATORY MODULES

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

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

ELECTIVE MODULES

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

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

- Human values
- Diabetes care
- Soft skills

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

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

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

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

2. CURRICULUM IMPLEMENTATION: OVERALL

PLAN Duration of the program: 8 semesters

1-7 Semesters

One Semester Plan for the first 7 Semesters

Total Weeks per Semester: 26 weeks per semester

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

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

Vacation, Holidays, Examination and Preparatory Holidays: 6 weeks Vacation: 3

weeks

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

8th Semester

One semester: 22 weeks

Vacation: 1 week

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

3. COURSES OF INSTRUCTION WITH CREDIT STRUCTURE

S.No	Semester	Course Code	Course/Subject Title	Theory credits	Theory Contact hours	Lab/Skill Lab Credits	Lab/Skill Lab Contact hours	Clinical credits	Clinical Contact hours	Total credits	Total (hours)
1	First	ENGL 101	Communicative English	2	40						40
		ANAT105	Applied Anatomy	3	60						60
		PHYS110	Applied Physiology	3	60						60
		SOCI115	Applied Sociology	3	60						60
		PSYC120	Applied Psychology	3	60						60
		N-NF(I)125	Nursing Foundation I including First Aid module	6	120	2	80	2	160	10	360
		SSCC(I)130	Self-study/Co-curricular								40+40
			TOTAL	20	400	2	80	2	160	20+2+2=24	640+80=720
2	Second	BIOC135	Applied Biochemistry	2	40						40
		NUTR140	Applied Nutrition and Dietetics	3	60+2=62						60
		N-NF(II) 125	Nursing Foundation II including Health Assessment module	6	120	3	120	4	320		560
		HNIT145	Health/Nursing Informatics & Technology	2	40	1	40				80
		SSCC(II)130	Self-study/Co-curricular								40+20
			TOTAL	13	262	4	160	4	320	13+4+4=21	740+60=800
3	Third	MICR201	Applied Microbiology and Infection Control including Safety	2	40	1	40				80
		PHAR(I)205	Pharmacology I	1	20						20
		PATH(I) 210	Pathology I	1	20						20
		N-AHN (I)215	Adult Health Nursing I with integrated pathophysiology including BCLS module	7	140	1	40	6	480		660
		SSCC(I)220	Self-study/Co-curricular								20
			TOTAL	11	220	2	80	6	480	11+2+6=19	780+20=800
4	Fourth	PHAR(II)205	Pharmacology II including Fundamentals of prescribing module	3	60						60
		PATH(II)210	Pathology II and Genetics	1	20						20
		N-AHN (II)225	Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing + Palliative care module	7	140	1	40	6	480		660

S.No	Semester	CourseCode	Course/SubjectTitle	Theor y credits	Theor y Conta cthou rs	Lab/S killLa bcredi ts	Lab/ Skill Lab Conta cthou rs	Clinical credits	Clinic al Conta cthou rs	Total credits	Total (hours)
		PROF230	Professionalism, ProfessionalValues and Ethics includingbioethics	1	20						20
		SSCC(II)220	Self-study/Co-curricular								40
			TOTAL	12	240	1	40	6	480	12+1+ 6=19	760+40 =800
5	Fifth	N-CHN(I)301	Child Health Nursing IncludingEssentialNewborn Care(ENBC), FBNC, IMNCIandPLS,modules	3	60	1	40	2	160		260
		N-MHN(I)305	MentalHealthNursingI	3	60			1	80		140
		N- COMH(I)310	CommunityHealthNursinglin cluding EnvironmentalScience&Epid emiology	5	100			2	160		260
		EDUC315	EducationalTechnol ogy/NursingEducati on	2	40	1	40				80
		N-FORN320	Introduction to ForensicNursingandIndi anlaws	1	20						20
		SSCC(I)325	Self-study/Co-curricular								20+20
			TOTAL	14	280	2	80	5	400	14+2+ 5=21	760+40 =800
6	Sixth	N- CHN(I I)301	ChildHealthNursingII	2	40			1	80		120
		N- MHN(I I)305	MentalHealthNursingII	2	40			2	160		200
		NMLE330	NursingManagement& Leadership	3	60			1	80		140
		N-MIDW(I /OBGN335	Midwifery/Obstetrics andGynaecology(OBG)Nursi ngIncludingSBA module	3	60+2= 62	1	40	3	240		340
		SSCC(II)325	Self-study/Co-curricular								-
			TOTAL	10	202	1	40	7	560	10+1+ 7=18	800
7	Seventh	N- COMH(II)401	CommunityHealthNursingI I	5	100			2	160		260
		NRST405	NursingResearch&S tatistics	2	40	2	80 (Projec t-40)				120
		N- MIDW(II/ OBGN410	Midwifery/Obstetrics andGynaecology(OBG)Nursi ngIIincludingSafedeliveryap p module	3	60	1	40	4	320		420

S.No	Semester	CourseCode	Course/SubjectTitle	Theor y credits	Theor y Conta cthou rs	Lab/S killLa bcredi ts	Lab/ Skill Lab Conta cthou rs	Clinical credits	Clinic al Conta cthou rs	Total credits	Total (hours)
			Self-study/Co-curricular								-
			TOTAL	10	200	3	120	6	480	10+3+ 6=19	800
8	Eight (Internship)	INTE415	CommunityHealthNursing -4weeks								
		INTE420	AdultHealthNursing-6 weeks								
		INTE425	ChildHealthNursing-4 weeks								
		INTE430	MentalHealthNursing-4 weeks								
		INTE435	Midwifery-4weeks								
				TOTAL=22 weeks				12 (1credit =4 hours per week per semester)			1056 {4 hours× 22 weeks= 88 hours× 12 credits = 1056 hours} (48 hours per week ×22 weeks)

1 credit theory-1 hour per week per semester

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

semester 1 credit clinical- 4 hours per week per semester

1 credit elective course-1 hour per week per semester

Total Semesters=8

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

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

Total number of course credits including internship and electives – 156

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

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

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

Distributionofcredits,hoursandpercentageforthetheoryandpracticum(SkillLab&Clinical)acrosseightsemesters

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

Practicum(7semesters)excludinginternship

Lab/skilllab/simulationlab–600(17%)

Clinical–2880 (83%)

Total–3480

Lab/skilllab/simulationlab=17%ofthetotalpracticumplanned

Note:Besidesthestipulatedlabandclinicalhours,amaximumof13%(400-450hours)fromtheclinicalhourscanbeusedinsimulationlab/skilllabforskilllab/simulation learning and not to exceed 30% of total hours.

4. SCHEME OF EXAMINATION

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

ISEMESTER

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

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

Example:

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

II SEMESTER

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

III SEMESTER

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

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

IV SEMESTER

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

		both)				
2	AdultHealthNursingII	25		75	3	100
3	Professionalism,EthicsandProfessionalV alues	25	25		2	50
Practical						
4	AdultHealthNursingII	50		50		100

V SEMESTER

S.No.	Course	Assessment(Marks)				
		Internal	End Semester Coll egeexam	End Semester Unvers ityExam	Hours	Total marks
Theory						
1	ChildHealthNursingI	*25				
2	MentalHealthNursingI	*25				
3	Community Health Nursing I includingEnvironmentalScience&Epid emiology	25		75	3	100
4	Educational Technology/NursingEducation	25		75	3	100
5	IntroductiontoForensicNursingandIn dianLaws	25	25		2	50
Practical						
6	ChildHealthNursingI	*25				
7	MentalHealthNursingI	*25				
8	CommunityHealthNursingI	50		50		100

*WillbeaddedtotheinternalmarksofChildHealthNursingIIandMentalHealthNursingIIinboththeoryandpracticalrespectively in thenext semester(Totalweightage remainssame).

VI SEMESTER

S.No.	Course	Assessment(Marks)				
		Internal	End Semester Coll egeexam	EndSemester UniversityExam	Hours	Total marks
Theory						
1	ChildHealthNursing(I&II)	25 SemV-25 &Sem VI-25 (withaver age ofboth)		75	3	100
2	MentalHealthNursing(I&II)	25 SemV-25 &Sem VI-25 (withaver age ofboth)		75	3	100

3	NursingManagement&Leadership	25		75	3	100
4	Midwifery/Obstetrics&GynecologyI	*25				
Practical						
5	ChildHealthNursing(I&II)	50 (SemV-25 &Sem VI-25)		50		100
6	MentalHealthNursing(I&II)	50 (SemV-25 &Sem VI-25)		50		100
7	Midwifery/Obstetrics&GynecologyI	*25				

*WillbeaddedtoInternalmarksofMidwiferyIItheoryandpracticalrespectivelyinthenextsemester(Totalweightageremainsthe same)

VII SEMESTER

S.No.	Course	Assessment(Marks)				
		Internal	End SemesterCollegeExam	End SemesterUniversityExam	Hours	Total marks
Theory						
1	CommunityHealthNursingII	25		75	3	100
2	NursingResearch&Statistics	25		75	3	100
2	Midwifery/ObstetricsandGynecology(OBG)Nursing(I &II)	25 SemVI-25 & SemVII-25 (withaverage ofboth)		75	3	100
Practical						
3	CommunityHealthNursingII	50		50		100
4	Midwifery/ObstetricsandGynecology(OBG)Nursing(I &II)	50 (SemVI-25 & SemVII-25)		50		100

VIII SEMESTER

S.No.	Course	Assessment(Marks)				
		Internal	End SemesterCollegeExam	End SemesterUniversityExam	Hours	Total marks
Practical						
1	CompetencyAssessment	100		100		200

5. EXAMINATION**REGULATIONS Note:**

1. Applied Anatomy and Applied Physiology: Question paper will consist of Section-A Applied Anatomy of 37 marks and Section-B Applied Physiology of 38 marks.
2. Applied Sociology and Applied Psychology: Question paper will consist of Section-A Applied Sociology of 37 marks and Section-B Applied Psychology of 38 marks.
3. Applied Microbiology and Infection Control including Safety: Question paper will consist of Section-A Applied Microbiology of 37 marks and Section-B Infection Control including Safety of 38 marks.
4. Applied Nutrition and Dietetics and Applied Biochemistry: Question paper will consist of Section-A Applied Nutrition and Dietetics of 50 marks and Section-B Biochemistry of 25 marks.
5. Pharmacology, Genetics and Pathology: Question paper will consist of Section-A of Pharmacology with 38 marks, Section-B of Pathology with 25 marks and Genetics with 12 marks.
6. Nursing Research and Statistics: Nursing Research should be of 55 marks and Statistics of 20 marks.
7. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each course/subject for appearing for examination.
8. A candidate must have 100% attendance in each of the practical areas before award of degree.
9. Following exams shall be conducted as College exam and minimum pass is 50% (C Grade) and to be sent to the University for inclusion in the marks sheet and shall be considered for calculating aggregate.
 - i. Communicative English
 - ii. Health/Nursing Informatics and Technology
 - iii. Professionalism, Professional Values and Ethics including Bioethics
 - iv. Introduction to Forensic Nursing & Indian Laws
10. Minimum pass marks shall be 40% (P grade/4 point) for English only and elective modules.
11. Minimum pass marks shall be 50% in each of the Theory and practical papers separately except in English.
12. The student has to pass in all **mandatory modules** placed within courses and the pass mark for each module is 50% (C Grade). The allotted percentage of marks will be included in the internal assessment of College/University Examination (Refer Appendix 2).
13. A candidate has to pass in theory and practical exam separately in each of the paper.
14. If a candidate fails in either theory or practical, he/she has to re-appear for both the papers (Theory and Practical).
15. If the student has failed in only one subject and has passed in all the other subjects of a particular semester and Grace marks of up to 5 marks to theory marks can be added for one course/subject only, provided that by such an addition the student passes the semester examination.
16. The candidates shall appear for exams in each semester:
 - i. The candidates shall have cleared all the previous examinations before appearing for fifth semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
 - ii. The candidates shall have cleared all the previous examinations before appearing for seventh semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
 - iii. The candidates shall have cleared all the previous examination before appearing for final year examination.
 - iv. The maximum period to complete the course successfully should not exceed 8 years.
17. The candidate has to pass separately in internal and external examination (shall be reflected in the marks sheet). No institution shall submit average internal marks of the students not more than 75% (i.e. if 40 students are admitted in a course the average score of the 40 students shall not exceed 75% of total internal marks).
18. At least 50% of the Non-nursing subjects like Applied Anatomy & Physiology, Applied Biochemistry, Applied Psychology & Sociology, Applied Microbiology, Pharmacology, Genetics, Nutrition & Dietetics, Communicative English and Health/Nursing Informatics & Technology should be taught by the Nursing teachers. Teachers who are involved in teaching non-nursing subjects can be the examiners for the program.
19. Maximum number of candidates for practical examination should not exceed 20 per day. Particular year and of same institution batch shall be examined by the same set of examiners.
20. All practical examinations must be held in the respective clinical areas.

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

VII. ASSESSMENT GUIDELINES

1. Grading of Performance

Based on the performance, each student shall be awarded a final grade at the end of the semester for each course. Absolute grading is used by converting the marks to grade, based on predetermined class intervals. UGC 10

point grading system is used with pass grade modified.

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

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

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

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

Ex. SGPA Computation

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

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

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

ComputationofCGPA

CGPAiscalculatedwithSGPAofallsemesterstotwodecimalpointsandis indicatedinfinalgradeinmarkcard/transcriptshowing gradesof all8 semestersandtheircourses/subjects.

CGPAreflectsthefailedstatusincaseof failtillthecourse/sarepassed.

SemesterI	Semester2	Semester3	Semester4
Credit – CrCr:20	Cr:22	Cr:25	Cr:26
SGPA:6.5	SGPA:7.0	SGPA:5.5	SGPA:6.0
Cr×SGPA=20×6.5			

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

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

TranscriptFormat

Basedontheaboverecommendationonlettergrades,gradepts,SPGAandCGPA,thetranscriptshallbeissuedforeachsemesterwith haconsolidatedtranscriptindicatingtheperformancein all semesters.

DeclarationofPass

First Class with Distinction – CGPA of 7.5 and

aboveFirstClass – CGPAof 6.00-7.49

SecondClass –CGPAof5.00-5.99

2. InternalAssessmentandGuidelines

Themarksdistributionofinternalassessmentisshownin Appendix1andthespecificguidelinesinAppendix2.

3. UniversityTheoryandPracticalExaminationPattern

Thetheory questionpaperpatternandpracticalampatternareshowninAppendix3.

SYLLABUSCOMMUNICATIV**EENGLISH****PLACEMENT:ISEMESTER**

THEORY: 2Credits(40hours)

DESCRIPTION: The course is designed to enable students to enhance their ability to speak and write the language (and useEnglish) required for effective communication in their professional work. Students will practice their skills in verbal andwrittenEnglishduring clinicaland classroomexperience.

COMPETENCIES:Oncompletionofthecourse,thestudentswillbeableto

1. IdentifythesignificanceofCommunicativeEnglishforhealthcareprofessionals.

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

COURSE OUTLINE

T–Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3(T)	Identify the significance of communicative English	Communication <ul style="list-style-type: none"> • What is communication? • What are communication roles of listeners, speakers, readers and writers as healthcare professionals? 	<ul style="list-style-type: none"> • Definitions with examples, illustrations and explanations • Identifying competencies/communicative strategies in LSRW • Reading excerpt on the above and interpreting them through tasks 	<ul style="list-style-type: none"> • Checking for understanding through tasks
II	5(T)	Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence	Introduction to LSRGW <ul style="list-style-type: none"> • L–Listening: Different types of listening • S– Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation • R–Reading: Medical vocabulary, • Gr – Grammar: Understanding tenses, linkers • W – Writing simple sentences and short paragraphs – emphasis on correct grammar 	<ul style="list-style-type: none"> • Exercises on listening to news, announcements, telephone conversations and instructions from others • Information on fundamentals of Speech – Consonant, Vowel, Stress and Intonation with tasks based on these through audio/video and texts • Reading a medical dictionary/ glossary of medical terms with matching exercises • Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions 	<ul style="list-style-type: none"> • Through check your understanding exercises

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	5(T)	Demonstrate attentive listening in different hypothetical situations	Attentive Listening <ul style="list-style-type: none"> Focusing on listening in different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations Reproducing Verbatim Listening to academic talks/lectures Listening to presentation 	<ul style="list-style-type: none"> Listening to announcements, news, documentaries with tasks based on listening With multiple choice, Yes/No and fill in the blank activities 	<ul style="list-style-type: none"> Checking individually against correct answers Listening for specific information Listening for overall meaning and instructions Listening to attitudes and opinions Listening to audio, video and identify keypoints
IV	9(T)	Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means	Speaking–Effective Conversation <ul style="list-style-type: none"> Conversations situations – informal, formal and neutral Factors influencing way of speaking – setting, topic, social relationship, attitude and language Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations Asking for information, giving instructions and directions Agreeing and disagreeing, giving opinions Describing people, places, events and things, narrating, reporting & reaching conclusions Evaluating and comparing Complaints and suggestions Telephone conversations Delivering presentations 	<ul style="list-style-type: none"> Different types of speaking activities related to the content Guided with prompts and free discussions Presentation techniques Talking to peers and other adults. Talking to patients and Patient attenders Talking to other healthcare professionals Classroom conversation Scenario based learning tasks 	<ul style="list-style-type: none"> Individual and group/peer assessment through live speaking tests Presentation of situation in emergency and routine Handoff Reporting in doctors/nurses' rounds Case presentation Face to face oral communication Speaking individually (Nurse to nurse/patient/doctor) and to others in the group Telephonic talking
V	5(T)	Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, and anecdotes	<ul style="list-style-type: none"> Reading Reading strategies, reading notes and messages Reading relevant articles and news items Vocabulary for everyday activities, abbreviations and medical vocabulary Understanding visuals, graphs, figures and notes on instructions 	<ul style="list-style-type: none"> Detailed tasks and exercises on reading for information, inference and evaluation Vocabulary games and puzzles for medical lexis 	<ul style="list-style-type: none"> Reading/summarizing/justifying answers orally Patient document Doctor's prescription of care Journal/news

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

APPLIED ANATOMY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

COURSEOUTLINE

T–Theory

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	6(T)	Describe the structure of digestive system	The Digestive system <ul style="list-style-type: none"> • Structure of alimentary canal and accessory organs of digestion • Application and implications in nursing 	<ul style="list-style-type: none"> • Lecture cum Discussion • Video/Slides • Anatomical Torso 	<ul style="list-style-type: none"> • Short answer • Objective type
IV	6(T)	Describe the structure of circulatory and lymphatic system.	The Circulatory and Lymphatic system <ul style="list-style-type: none"> • Structure of blood components, blood vessels – Arterial and Venous system • Position of heart relative to the associated structures • Chambers of heart, layers of heart • Heart valves, coronary arteries • Nerve and blood supply to heart • Lymphatic tissue • Veins used for IV injections • Application and implication in nursing 	<ul style="list-style-type: none"> • Lecture • Models • Video/Slides 	<ul style="list-style-type: none"> • Short answer • MCQ
V	4(T)	Identify the major endocrine glands and describe the structure of endocrine glands	The Endocrine system <ul style="list-style-type: none"> • Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands 	<ul style="list-style-type: none"> • Lecture • Models/charts 	<ul style="list-style-type: none"> • Short answer • Objective type
VI	4(T)	Describe the structure of various sensory organs	The Sensory organs <ul style="list-style-type: none"> • Structure of skin, eye, ear, nose and tongue • Application and implications in nursing 	<ul style="list-style-type: none"> • Lecture • Explain with Video/models/charts 	<ul style="list-style-type: none"> • Short answer • MCQ
VII	10(T)	<p>Describe anatomical position and structure of bones and joints</p> <p>Identify major bones that make up the axial and appendicular skeleton</p> <p>Classify the joints</p> <p>Identify the application and implications in nursing</p> <p>Describe the structure of muscle</p>	The Musculoskeletal system: <p>The Skeletal system</p> <ul style="list-style-type: none"> • Anatomical positions • Bones – types, structure, growth and ossification • Axial and appendicular skeleton • Joints – classification, major joints and structure • Application and implications in nursing 	<ul style="list-style-type: none"> • Review – discussion • Lecture • Discussions • Explain using charts, skeleton and loose bones and torso • Identifying muscles involved in nursing procedures in lab 	<ul style="list-style-type: none"> • Short answer • Objective type

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

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

APPLIED PHYSIOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

COURSE OUTLINE

T–Theory

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

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

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

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

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

APPLIED SOCIOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

COURSE OUTLINE

T – Theory

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

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

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

APPLIED PSYCHOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 Hours)

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

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

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

COURSEOUTLINE

T–Theory

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

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

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

NURSING FOUNDATION - I (including First Aid

module) PLACEMENT: I SEMESTER

THEORY: 6 Credits (120 hours)

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

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

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

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

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

First Aid: 40 Hours (including Basic CPR)

COURSE OUTLINE

T – Theory, SL – Skill Lab

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

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

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

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

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

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

*Mandatory module

CLINICAL PRACTICUM

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

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

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

SKILL LAB**Use of Mannequins and Simulators**

S.No.	Competencies	Mode of Teaching
1.	Therapeutic Communication and Documentation	Role Play
2.	Vital signs	Simulator/Standardized patient
3.	Medical and Surgical Asepsis	Videos/Mannequin
4.	Pain Assessment	Standardized patient
5.	Comfort Devices	Mannequin
6.	Therapeutic Positions	Mannequin
7.	Physical Restraints and Siderails	Mannequin
8.	ROM Exercises	Standardized patient
9.	Ambulation	Standardized patient
10.	Moving and Turning patients in bed	Mannequin
11.	Changing position of helpless patients	Mannequin/Standardized patient
12.	Transferring patients bed to stretcher/wheelchair	Mannequin/Standardized patient
13.	Admission, Transfer, Discharge & Health Teaching	Role Play

CLINICAL POSTINGS – General Medical/Surgical

Wards 10 weeks × 16 hours/week = 160 Hours

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

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

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

APPLIED BIOCHEMISTRY

PLACEMENT: II SEMESTER

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

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

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

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

COURSEOUTLINE

T–Theory

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

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

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

APPLIEDNUTRITIONANDDIETETICS**PLACEMENT : II SEMESTER****THEORY:**3 credits (60 hours) + **2 hours=Total=62 hours****Theory ;** 45 hours +**2 hours=47 hours****Lab** :15 hours**DESCRIPTION:**ThecourseisdesignedtoassistthestudentstoacquirebasicknowledgeandunderstandingoftheprinciplesofNutritionandDieteticsandapplythisknowledgein thepracticeof Nursing.**COMPETENCIES:**Oncompletionofthecourse,thestudentswillbeableto

1. Identifytheimportanceofnutritioninhealthandwellness.
2. Applynutrientanddietarymodificationsincaringpatients.
3. ExplaintheprinciplesandpracticesofNutritionandDietetics.
4. Identifynutritional needsofdifferentagegroupsandplanabalanceddietfor them.
5. Identifythedietaryprinciplesfordifferentdiseases.
6. Plantherapeuticdietforpatientsufferingfromvariousdiseaseconditions.
7. Preparemealsusingdifferentmethodsandcookeryrules.

**Evidenced based practice
COURSEOUTLINE****T–Theory**

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

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

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>Children, adolescents and elderly</p> <ul style="list-style-type: none"> • Diet in pregnancy – nutritional requirements and balanced diet plan • Anemia in pregnancy – diagnosis, diet for anemic pregnant women, iron & folic acid supplementation and counseling • Nutrition in lactation – nutritional requirements, diet for lactating mothers, complementary feeding/weaning • Principles of Ayurveda in Diet <ul style="list-style-type: none"> ▪ <i>Introduction</i> ▪ <i>Preparation</i> ▪ <i>Benefits</i> ▪ <i>Evidenced based practice</i> 		
VIII	6(T)	Classify and describe the common nutritional deficiency disorders and identify nurses' role in assessment, management and prevention	<p>Nutritional deficiency disorders</p> <ul style="list-style-type: none"> • Protein energy malnutrition – magnitude of the problem, causes, classification, signs & symptoms, Severe acute malnutrition (SAM), management & prevention and nurses' role • Childhood obesity – signs & symptoms, assessment, management & prevention and nurses' role • Vitamin deficiency disorders – vitamin A, B, C & D deficiency disorders – causes, signs & symptoms, management & prevention and nurses' role • Mineral deficiency diseases – iron, iodine and calcium deficiencies – causes, signs & symptoms, management & prevention and nurses' role 	<ul style="list-style-type: none"> • Lecture cum Discussion • Charts/Slides • Models 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer
IX	4(T) 7(L)	Principles of diets in various diseases	<p>Therapeutic diets</p> <ul style="list-style-type: none"> • Definition, Objectives, Principles • Modifications – Consistency, Nutrients, • Feeding techniques. • Diet in Diseases – Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders Constipation, Diarrhea, Pre and Post-operative period 	<ul style="list-style-type: none"> • Lecture cum Discussion • Meal planning • Lab session on preparation of therapeutic diets 	<ul style="list-style-type: none"> • Essay • Short answer • Very short answer

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

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

NURSING FOUNDATION - II (including Health Assessment

Module) PLACEMENT: II SEMESTER

THEORY: 6 Credits (120 hours)

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

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

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

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

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

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

Health Assessment Module: 40 hours

COURSE OUTLINE

T – Theory, SL – Skill Lab

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

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

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

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

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/ LearningActivities	Assessment Methods
			<ul style="list-style-type: none"> ○ Diffusion ○ Oxygentransport ● Alterationsinoxygenation ● Nursinginterventionstopromoteoxygenation: assessment, types,equipmentused& procedure ○ Maintenanceofpatentairway ○ Oxygenadministration ○ Suctioning–oral, tracheal ○ Chestphysiotherapy– Percussion,Vibration&Posturaldrainage ○ CareofChestdrainage– principles& purposes ○ PulseOximetry– Factorsaffecting measurement of oxygensaturation using pulse oximeter,Interpretation ● Restorative&continuingcare ○ Hydration ○ Humidification ○ Coughingtechniques ○ Breathingexercises ○ Incentivespirometry 		
VIII	5(T) 10(SL)	Describe theconcept of fluid,electrolytebalance	<p>Fluid,Electrolyte,andAcid–BaseBalances</p> <ul style="list-style-type: none"> ● Review of Physiological Regulation ofFluid, Electrolyte and Acid-BaseBalances ● FactorsAffectingFluid,ElectrolyteandAcid-BaseBalances ● Disturbancesinfluidvolume: <ul style="list-style-type: none"> ○ Deficit <ul style="list-style-type: none"> ▪ Hypovolemia ▪ Dehydration ○ Excess <ul style="list-style-type: none"> ▪ Fluidoverload ▪ Edema ● Electrolyteimbalances(hypoandhyper) <ul style="list-style-type: none"> ○ Acid-baseimbalances <ul style="list-style-type: none"> ▪ Metabolic–acidosis&alkalosis ▪ Respiratory–acidosis&alkalosis ○ Intravenoustherapy 	<ul style="list-style-type: none"> ● Lecture ● Discussion ● Demonstration 	<ul style="list-style-type: none"> ● Essay ● Shortanswer ● Objectivetype ● Problemsolving – calculations

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>infusion sets</p> <ul style="list-style-type: none"> ○ Prevention of Needle-Stick Injuries • Topical Administration: Types, purposes, site, equipment, procedure ○ Application to skin & mucous membrane ○ Direct application of liquids, Gargle and swabbing the throat ○ Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina ○ Instillations: Ear, Eye, Nasal, Bladder, and Rectal ○ Irrigations: Eye, Ear, Bladder, Vaginal and Rectal ○ Spraying: Nose and throat • Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications) – purposes, types, equipment, procedure, recording and reporting of medications administered • Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intrapleural, intra-arterial 		
X	5(T) 6(SL)	Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice	<p>Sensory needs</p> <ul style="list-style-type: none"> • Introduction • Components of sensory experience – Reception, Perception & Reaction • Arousal Mechanism • Factors affecting sensory function • Assessment of Sensory alterations – sensory deficit, deprivation, overload & sensory poverty • Management ○ Promoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment) <p>Care of Unconscious Patients</p> <ul style="list-style-type: none"> • Unconsciousness: Definition, causes & risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations • Assessment and nursing management of patient with unconsciousness, complications 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay • Short answer • Objective type

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

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

CLINICAL PRACTICUM

Clinical: 4 Credits (320 hours)

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

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

SKILL LAB**Use of Mannequins and Simulators**

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

CLINICAL POSTINGS – General Medical/Surgical

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

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

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

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

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

HEALTH/NURSING INFORMATICS AND TECHNOLOGY

PLACEMENT: II SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICAL/LAB: 1 Credit (40 hours)

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

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

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

COURSE OUTLINE

T–Theory, P/L–Lab

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
I	10	15	Describe the importance of computer and technology in patient care and nursing practice	Introduction to computer applications for patient care delivery system and nursing practice <ul style="list-style-type: none"> Use of computers in teaching, learning, research and nursing practice 	<ul style="list-style-type: none"> Lecture Discussion Practical session Supervised clinical practice on EHR use Participate in data analysis using statistical package with a statistician 	(T) <ul style="list-style-type: none"> Short answer Objective type Visit reports Assessment of assignments
			Demonstrate the use of computer and technology in patient care, nursing education, practice, administration and research.	<ul style="list-style-type: none"> Windows, MS Office: Word, Excel, PowerPoint Internet Literature search Statistical packages Hospital management information system 	<ul style="list-style-type: none"> Visit to hospitals with different hospital management systems 	(P) <ul style="list-style-type: none"> Assessment of skills using checklist
II	4	5	Describe the principles of health informatics Explain the ways data, knowledge and information can be used for effective healthcare	Principles of Health Informatics <ul style="list-style-type: none"> Health informatics – needs, objectives and limitations Use of data, information and knowledge for more effective healthcare and better health 	<ul style="list-style-type: none"> Lecture Discussion Practical session Work in groups with health informatics team in a hospital to extract nursing data and prepare report 	(T) <ul style="list-style-type: none"> Essay Short answer Objective type questions Assessment of report
III	3	5	Describe the concepts of information system in health Demonstrate the use of health information system in hospital setting	Information Systems in Healthcare <ul style="list-style-type: none"> Introduction to the role and architecture of information systems in modern healthcare environments Clinical Information System (CIS)/Hospital Information System (HIS) 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Practical session Work in groups with nurse leaders to understand the hospital information system 	(T) <ul style="list-style-type: none"> Essay Short answer Objective type
IV	4	4	Explain the use of electronic health records in nursing practice Describe the latest trend in electronic health records standards and interoperability	Shared Care & Electronic Health Records <ul style="list-style-type: none"> Challenges of capturing rich patient histories in a computerable form Latest global developments and standards to enable lifelong electronic health records to be integrated from disparate systems. 	<ul style="list-style-type: none"> Lecture Discussion Practical session on Simulated EHR system Practical session Visit to health informatics department of a hospital to understand the use of EHR in nursing practice 	(T) <ul style="list-style-type: none"> Essay Short answer Objective type (P) Assessment of skills using checklist

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

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

SKILLS

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

APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY**PLACEMENT:** III SEMESTER**THEORY:** 2 Credits (40 hours)**PRACTICAL:** 1 Credit (40 hours) (Lab/Experiential Learning –L/E)**SECTION A: APPLIED MICROBIOLOGY****THEORY:** 20 hours**PRACTICAL:** 20 hours (Lab/Experiential Learning –L/E)

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

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

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

COURSEOUTLINE

T–Theory,L/E–Lab/ExperientialLearning

Unit	Time(Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	3		Explain concepts and principles of microbiology and its importance in nursing	Introduction: <ul style="list-style-type: none"> • Importance and relevance to nursing • Historical perspective • Concepts and terminology • Principles of microbiology 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Short answer • Objective type
II	10	10(L/E)	Describe structure, classification, morphology and growth of bacteria Identify Microorganisms	General characteristics of Microbes: <ul style="list-style-type: none"> • Structure and classification of Microbes • Morphological types • Size and form of bacteria • Motility • Colonization • Growth and nutrition of microbes • Temperature • Moisture • Blood and body fluids • Laboratory methods for identification of Microorganisms • Types of Staining – simple, differential (Gram's, AFB), special – capsular staining (negative), spore, LPCB, KOH mount. • Culture and media preparation – solid and liquid. Types of media – semi synthetic, synthetic, enriched, enrichment, selective and differential media. Pure culture techniques – tube dilution, pour, spread, streak plate. Anaerobic cultivation of bacteria 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Experiential Learning through visual 	<ul style="list-style-type: none"> • Short answer • Objective type
III	4	6(L/E)	Describe the different disease producing organisms	Pathogenic organisms <ul style="list-style-type: none"> • Micro-organisms: Cocci – gram positive and gram negative; Bacilli – gram positive and gram negative • Viruses • Fungi: Superficial and Deep mycoses • Parasites • Rodents & Vectors <ul style="list-style-type: none"> ○ Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms 	<ul style="list-style-type: none"> • Lecture cum Discussion • Demonstration • Experiential learning through visual 	<ul style="list-style-type: none"> • Short answer • Objective type
IV	3	4(L/E)	Explain the concept of	Immunity	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Short answer • Objective

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

SECTION B: INFECTION CONTROL & SAFETY

THEORY: 20 hours

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

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

COMPETENCIES: The students will be able to:

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

COURSE OUTLINE

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

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

Unit	Time(Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			setting	Associatedevents(VAE) -Prevention of Central LineAssociated Blood StreamInfection(CLABSI) • Surveillance of HAI – Infectioncontrol team & Infection controlcommittee		
II	3	4(L)	Demonstrate appropriate use of different types of PPEs and the critical use of risk assessment	Isolation Precautions and use of Personal Protective Equipment(PPE) • Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect) • Epidemiology & Infection prevention – CDC guidelines • Effective use of PPE	• Lecture • Demonstration & Re-demonstration	• Performance assessment • OSCE
III	1	2(L)	Demonstrate the hand hygiene practice and its effectiveness on infection control	Hand Hygiene • Types of Hand hygiene. • Hand washing and use of alcohol hand rub • Moments of Hand Hygiene • WHO hand hygiene promotion	• Lecture • Demonstration & Re-demonstration	• Performance assessment
IV	1	2(E)	Illustrates disinfection and sterilization in the health care setting	Disinfection and sterilization • Definitions • Types of disinfection and sterilization • Environment cleaning • Equipment Cleaning • Guide on use of disinfectants • Spaulding's principle	• Lecture • Discussion • Experiential learning through visit	• Short answer • Objective type
V	1		Illustrate on what, when, how, why specimens are collected to optimize the diagnosis for treatment and management.	Specimen Collection (Review) • Principle of specimen collection • Types of specimens • Collection techniques and special considerations • Appropriate containers • Transportation of the sample • Staff precautions in handling specimens	• Discussion	• Knowledge evaluation • Quiz • Performance assessment • Checklist
VI	2	2(E)	Explain on BioMedical waste management & laundry management	BMW (BioMedical Waste Management) <i>Laundry management process and infection control and prevention</i>	• Discussion • Demonstration • Experiential learning through	• Knowledge assessment by short answers, objective type • Performance

Unit	Time(Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
				<ul style="list-style-type: none"> Wastemanagementprocessandi nfectionprevention Staffprecautions Laundrymanagement Country ordinance and BMWNational guidelines 2017:Segregation of wastes, Colourcoded waste containers, wastecollection&storage, Packagin g&labeling, Transportation 	visit	assessment
VII	2		<p>Explain in detailabout Antibioticstewardship,AMR</p> <p>DescribeMRSA /MDRO and itsprevention</p>	<p>Antibioticstewardship</p> <ul style="list-style-type: none"> ImportanceofAntibiotic Stewardship Anti-MicrobialResistance PreventionofMRSA,MDROinthe althcare setting 	<ul style="list-style-type: none"> Lecture Discussion Writtenassignment –Recent AMR(Antimicrobialresistance)guidelines 	<ul style="list-style-type: none"> Shortanswer Objectivetype Assessmentof assignment
VIII	3	5(L/E)	<p>Enlist the patientsafety indicatorsfollowed in ahealth careorganization andthe role of nursein the patientsafety auditprocess</p> <p>Captures andanalyzes incidents andevents forqualityimprovement</p>	<p>PatientSafetyIndicators</p> <ul style="list-style-type: none"> CareofVulnerablepatients Preventionof Iatrogenicinjury Careoflines, drainsandtubing's Restrain policy and care – PhysicalandChemical Blood&blood transfusionpolicy PreventionofIVComplication PreventionofFall PreventionofDVT Shiftingandtransportingofpatients Surgicalsafety Carecoordinationeventrelatedtom edication reconciliation andadministration Preventionofcommunicationerrors PreventionofHAI Documentation <p>IncidentsandadverseEvents</p> <ul style="list-style-type: none"> Capturingofincidents RCA(RootCauseAnalysis) CAPA(CorrectiveandPreventiveAction) Reportwriting 	<ul style="list-style-type: none"> Lecture Demonstration Experiential learning Lecture 	<ul style="list-style-type: none"> Knowledge assessment Performance assessment Checklist/OSCE Knowledge assessment Shortanswer

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

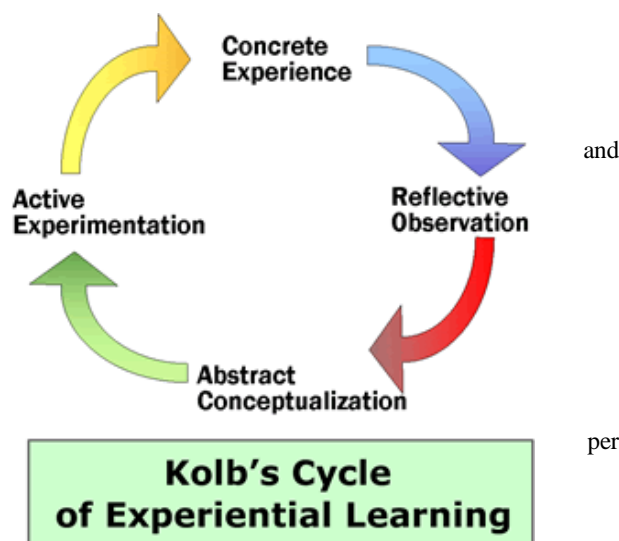
Unit	Time(Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			indicators Identify risk of occupational hazards, prevention and post exposure prophylaxis.	prevention • Fall prevention • Radiations safety • Annual health check Healthcare Worker Immunization Program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

*Experiential Learning:

Experiential learning is the process by which knowledge is created through the process of experience in the clinical field. Knowledge results from the combination of grasping

transforming experience. (Kolb, 1984). The experiential learning cycle begins with an experience that the student has had, followed by an opportunity to reflect on that experience. Then students may conceptualize and draw conclusions about what they experienced and observed, leading to future actions in which the student experiments with different behaviors. This begins the new cycle as the students have new experiences based on their experimentation. These steps may occur in nearly any order as the learning progresses. As

the need of the learner, the concrete components and conceptual components can be in different order as they may require a variety of cognitive and affective behaviors.



PHARMACOLOGY-I

PLACEMENT: III SEMESTER

THEORY: 1 Credit (20 hours)

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

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

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

COURSEOUTLINE

T–Theory

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
I	3(T)	DescribePharmacodynamics,Pharmacokinetics,Classification,principles ofadministrationofdrugs	IntroductiontoPharmacology <ul style="list-style-type: none"> • Definitions&Branches • Nature&Sourcesofdrugs • DosageFormsandRoutesofdrugadministration • Terminologyused • Classification, Abbreviations,Prescription,DrugCalculation,WeightsandMeasures • <i>Pharmacodynamics</i>: Actions, DrugAntagonism, Synergism, Tolerance,Receptors,Therapeutic,adverse,toxiceffects,pharmacovigilance • <i>Pharmacokinetics</i>: Absorption,Bioavailability, Distribution,Metabolism,Interaction,Excretion • Review: Principles of drugadministrationandtreatmentindividualization <ul style="list-style-type: none"> ○ Factors affectingdose,routeetc. • IndianPharmacopoeia:LegalIssues,DrugLaws,ScheduleDrugs • RationalUseofDrugs • PrinciplesofTherapeutics 	<ul style="list-style-type: none"> • Lecture cumDiscussion • Guided reading andwritten assignmentonscheduleKdrugs 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype • Assessmentof assignments
II	1(T)	Describe antiseptics,and disinfectant &nurse'sresponsibilities	Pharmacologyofcommonlyusedantisepticsanddisinfectants <ul style="list-style-type: none"> • AntisepticsandDisinfectants • Composition,action,dosage,route,indications,contraindications, Druginteractions,sideeffects,adverseeffects,toxicity androleof nurse 	<ul style="list-style-type: none"> • Lecture cumDiscussion • Drug study/presentation 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype
III	2(T)	Describe drugs actingon gastrointestinal system &nurse'sresponsibilities	DrugsactingonG.I.system <ul style="list-style-type: none"> • Pharmacologyofcommonlyuseddrugs <ul style="list-style-type: none"> ○ EmeticsandAntiemetics ○ LaxativesandPurgatives ○ Antacidsandantipepticulcerdrugs ○ Anti-diarrhoeals – Fluid andelectrolyte therapy, Furazolidone,dicyclomine • Composition,action,dosage,route,indications, contraindications, druginteractions, side effects, adverseeffects,toxicity androleof nurse 	<ul style="list-style-type: none"> • Lecture cumDiscussion • Drug study/presentation 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype

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

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

PATHOLOGY - I

PLACEMENT: III SEMESTER

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

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

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

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

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

COURSE OUTLINE

T–Theory

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

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

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

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

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

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

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

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

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

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

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

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/ LearningActivities	Assessment Methods
		Prepareandprovidesh ealth education onblooddonation	agranulocytosis • Lymphomas,myelomas		
VIII	8(T) 2(L)	Explain the etiology,pathophysiology,clinical manifestations,diagnostic tests, andmedical, surgical,nutritional,and nursingmanagement ofendocrinedisorders Demonstrate skill inassessmentofendocrin eorgan dysfunction Prepareandprovidesh ealth education ondiabeticdiet Demonstrate skill ininsulinadministratio n	Nursing management of patientswithdisordersofendocrines ystem • Review of anatomy and physiologyofendocrine system • Nursing Assessment –History andPhysicalassessment • Disorders of thyroid andParathyroid,AdrenalandPituita ry(Hyper, Hypo,tumors) • Diabetesmellitus	• Lecture, discussion,demonst ration • Practicessession • CaseDiscussion • Healtheducation	• Prepare healtheducati on onself-administration ofinsulin • Submits adiabetic dietplan
IX	8(T) 2(L)	Explain the etiology,pathophysiology,clinical manifestations,diagnostic tests, andmedical, surgical,nutritional,and nursingmanagement ofdisorders ofintegumentarysystem Demonstrateskillini ntegumentaryassess ment Demonstrateskillin medicatedbath Prepare and providehealtheducation onskincare	Nursing management of patientswith disorders of Integumentarysystem • Reviewofanatomyandphysiologyof skin • NursingAssessment:HistoryandP hysicalassessment • Infection and infestations;Dermatitis • Dermatoses;infectiousandNoni nfectious • Acne,Allergies,Eczema&P emphigus • Psoriasis,Malignantmelanoma, Alopecia • Specialtherapies,alternativet herapies • Drugs used in treatment ofdisordersofintegumentarysyste m	• Lecture,discussion • Demonstration • Practicessession • CaseDiscussion	• Drugreport • Preparation ofHomecarepla n
X	16(T) 4(L)	Explain the etiology,pathophysiology,clinical manifestations,diagnostic tests, andmedical, surgical,nutritional,and nursingmanagement ofmusculoskeletaldisor ders	Nursingmanagementofpatientsw ithmusculoskeletalproblems • ReviewofAnatomyandphysiologyof the musculoskeletalsystem • NursingAssessment:Historyandp hysical assessment, diagnostictests • Musculoskeletal trauma:Dislocation,fracture,sprain, strain,	• Lecture/ • Discussion • Demonstration • CaseDiscussion • Healtheducation	• Nursingcare plan • Prepare healthteaching on careof patient withcast

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

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

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

The students will be competent to:

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

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

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

B. Clinical Postings

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

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

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

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

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

IV. NURSINGMANAGEMENTOFPATIENTSWITHDISORDERSOFINTEGUMENTARYSYSTEM**A. SkillLab**

Use of manikins and
simulatorsApplicationoftopicalmedication

B. ClinicalPostings

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

V. NURSINGMANAGEMENTOFPATIENTSWITHCOMMUNICABLEDISEASES**A. SkillLab**

- Barrier Nursing
- Reverse Barrier Nursing
- Standard precautions

B. ClinicalPostings

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

VI. NURSINGMANAGEMENTOFPATIENTSWITHMUSCULOSKELETALPROBLEMS**A. SkillLab**

Use of manikins and simulators

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

B. ClinicalPostings

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

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

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

PHARMACOLOGY-II

including Fundamentals of Prescribing Module

PLACEMENT: IV SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

COURSEOUTLINE

T–Theory

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

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

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

PATHOLOGY-II AND GENETICS

PLACEMENT: IV SEMESTER

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

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

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

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

COURSE OUTLINE

T–Theory

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

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/ LearningActivities	Assessment Methods
			<ul style="list-style-type: none"> • Analysisofsemen: <ul style="list-style-type: none"> ○ Sperm count, motility andmorphology and their importance ininfertility • Urine: <ul style="list-style-type: none"> ○ Physicalcharacteristics,Analysis, CultureandSensitivity • Faeces: <ul style="list-style-type: none"> ○ Characteristics ○ Stool examination: Occult blood,Ova, Parasite and Cyst, Reducingsubstanceetc. ○ Methodsandcollectionofurineandfaecesforvarioustests 		

GENETICSCOURS

EOUTLINE

T–Theory

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/ LearningActivities	Assessment Methods
I	2(T)	Explain nature,principles andperspectives ofheredity	Introduction: <ul style="list-style-type: none"> • Practicalapplicationofgeneticsinnursing • Impactof geneticconditiononfamilies • Reviewofcellulardivision:mitosisandmeiosis • Characteristicsandstructureofgenes • Chromosomes:sexdetermination • Chromosomalaberrations • Patternsofinheritance • Mendeliantheoryofinheritance • Multipleallotsandbloodgroups • Sexlinkedinheritance • Mechanismofinheritance • Errorsintransmission(mutation) 	<ul style="list-style-type: none"> • Lecture • Discussion • Explainusingslides 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype
II	2(T)	Explain maternal,prenatal and geneticinfluences ondevelopment ofdefectsanddiseases	Maternal, prenatal and geneticinfluencesondevelopmentofdefectsanddiseases <ul style="list-style-type: none"> • Conditions affecting the mother:geneticand infections • Consanguinityatopy • Prenatalnutritionandfoodallergies • Maternalage 	<ul style="list-style-type: none"> • Lecture • Discussion • Explainusingslides 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype

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

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

PLACEMENT: IV SEMESTER

THEORY: 7 Credits (140 hours)

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

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

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

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

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

COURSE OUTLINE

T–Theory, L/SL –Lab/Skill Lab

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	12(T) 4(SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye Describe eye donation, banking and transplantation	Nursing management of patient with disorder of eye <ul style="list-style-type: none"> Review of anatomy and physiology of the eye History, physical assessment, diagnostic assessment Eye Disorders <ul style="list-style-type: none"> Refractive errors Eyelids: infection, deformities Conjunctiva: inflammation and infection, bleeding Cornea: inflammation and infection Lens: cataract Glaucoma Retinal detachment Blindness Eye donation, banking and transplantation 	<ul style="list-style-type: none"> Lecture and discussion Demonstration of visual aids, lens, medication administration Visit to eye bank 	<ul style="list-style-type: none"> MCQ Short Essay OSCE Drug book
III	15(T) 4(L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of Kidney and urinary system disorders Demonstrate skill in genitourinary assessment Prepare patient for genitourinary investigations Prepare and provide health education on prevention of renal calculi	Nursing management of patient with Kidney and Urinary problems <ul style="list-style-type: none"> Review of Anatomy and physiology of the genitourinary system History, physical assessment, diagnostic tests Urinary tract infections: acute, chronic, lower, upper Nephritis, nephrotic syndrome Renal calculi Acute and chronic renal failure Disorders of ureter, urinary bladder and Urethra Disorders of prostate: inflammation, infection, stricture, obstruction, and Benign Prostate Hypertrophy 	<ul style="list-style-type: none"> Lecture cum Discussion Demonstration Case Discussion Health education Drug book Field visit – Visit to hemodialysis unit 	<ul style="list-style-type: none"> MCQ Short Note Long essay Case report Submits health teaching on prevention of urinary calculi
IV	6(T)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of male reproductive disorders	Nursing management of disorders of male reproductive system <ul style="list-style-type: none"> Review of Anatomy and physiology of the male reproductive system History, Physical Assessment, Diagnostic tests Infections of testis, penis and adjacent structures: Phimosi, Epididymitis, and 	<ul style="list-style-type: none"> Lecture, Discussion Case Discussion Health education 	<ul style="list-style-type: none"> Short essay

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/ LearningActivities	Assessment Methods
			Orchitis <ul style="list-style-type: none"> Sexual dysfunction, infertility,contraception MaleBreastDisorders:gynecomastia,tumor, climacteric changes 		
V	10(T) 4(SL)	Explain the etiology,pathophysiology,clinical manifestations,types, diagnosticmeasures andmanagement ofpatients with disordersof burns/cosmeticsurgeries and its significance	Nursingmanagementofpatientwithburns, reconstructive and cosmeticsurgery <ul style="list-style-type: none"> Review of anatomy and physiology oftheskin andconnectivetissues History, physical assessment,assessmentofburnsandfluid&electrolyteloss Burns Reconstructive and cosmetic surgeryfor burns, congenital deformities,injuriesandcosmeticpurposes,genderreassignment Legalandethicalaspects Specialtherapies:LAD,vacuumeddressing. Laser, liposuction, skinhealth rejuvenation, use of dermafilters 	<ul style="list-style-type: none"> Lecture anddiscussio n Demonstration ofburn woundassessment, vacuumdressing and fluidcalculations Visit to burnrehabilitationcentr es 	<ul style="list-style-type: none"> OSCE Shortnotes
VI	16(T) 4(L/SL)	Explain the etiology,pathophysiology,clinical manifestations,diagnostic measuresand management ofpatients withneurologicaldisorders	Nursingmanagementofpatientwithneurologicaldisorders <ul style="list-style-type: none"> Review of anatomy and physiology oftheneurological system History,physicalandneurologicala sssessment,diagnostictests Headache,Headinjuries Spinalinjuries:Paraplegia, Hemiplegia,Quadriplegia Spinalcordcompression:herniationofin vertebraldisc Intracranialandcerebralaneurysms Meningitis,encephalitis,brain,ab scess,neuro-cysticercosis Movementdisorders:Chorea,Seizures &Epilepsies Cerebrovasculardisorders:CVA Cranial,spinalneuropathies:Bell'sp alsy,trigeminalneuralgia PeripheralNeuropathies Degenerativediseases:Alzheimer's disease,Parkinson'sdisease Guillain-Barrésyndrome,Myastheniagravis&M ultiplesclerosis 	<ul style="list-style-type: none"> Lecture anddiscussio n Demonstration ofphysiotherapy,neu roassessment,trache ostomycare Visitto rehabilitation center,long term careclinics, EEG, NCVstudyunit, 	<ul style="list-style-type: none"> OSCE Shortnotes Essay Drugbook

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

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/ LearningActivities	Assessment Methods
				module duringclinical hours(20hours)	
IX	15(T) 4(L/SL)	Explain the types,policies, guidelines,prevention andmanagementofdisaster and theetiology,pathophysiology,clinical manifestations,diagnostic measuresand management ofpatients with acuteemergencies	<p>Nursing management of patient inEmergencyandDisastersituation</p> <p>DisasterNursing</p> <ul style="list-style-type: none"> • Conceptandprinciplesofdisasternursing,RelatedPolicies • Typesofdisaster:Naturalandmanmade • Disaster preparedness: Team,guidelines, protocols, equipment,resources • Etiology, classification,Pathophysiology, staging, clinicalmanifestation, diagnosis, treatmentmodalities and medical and surgicalnursingmanagementofpatientwithmedical and surgical emergencies –Poly trauma, Bites, Poisoning andThermalemergencies • Principlesofemergencymanagement • Medicolegalaspects 	<ul style="list-style-type: none"> • Lecture anddiscussio n • Demonstration ofdisasterpreparedness (Mockdrill)andtrigging • Filed visit to localdisaster managementcenters or demo byfireextinguishers • Group presentation(role play, skit,concept mapping) ondifferent emergencycare • ReferTraumacare management/ATC Nmodule • Guided reading onNational DisasterManagemntAuthority(NDMA)guidelines 	<ul style="list-style-type: none"> • OSCE • Case presentationsandcasestudy
X	10(T)	Explain the Concept,physiological changes,and psychosocialproblems of ageing Describe the nursingmanagement of theelderly	<p>Nursingcareoftheelderly</p> <ul style="list-style-type: none"> • Historyandphysicalassessment • Aging process and age-related bodychangesandpsychosocialaspects • Stressandcopinginelderpatient • Psychosocialandsexualabuseofelderly • Role of family and formal and non-formalcaregivers • Useofaidsandprosthesis(hearingaids, dentures) • Legalandethicalissues • National programs for elderly,privileges,communityprogramsandhealthservices • Homeandinstitutionalcare 	<ul style="list-style-type: none"> • Lecture anddiscussio n • Demonstration ofcommunication withvisual and hearingimpaired • Fieldvisittooldagehomes 	<ul style="list-style-type: none"> • OSCE • Case presentations • Assignmenton familysystems ofIndia focusingon geriatricpopulation
XI	15(T) 8(L/SL)	Explain the etiology,pathophysiology,clinical manifestations,diagnostic measuresand management ofpatients in critical careunits	<p>NursingmanagementofpatientsincriticalCareunits</p> <ul style="list-style-type: none"> • Principlesofcriticalcarenursing • Organization:physicalset-up,policies,staffingnorms • Protocols,equipmentandsupplies 	<ul style="list-style-type: none"> • Lecture anddiscussio n • Demonstration onthe use ofmechanicalventilators, cardiacmonitorsetc 	<ul style="list-style-type: none"> • Objectivetype • Shortnotes • Case presentations • Assessment ofskill onmonitoring

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

CLINICAL PRACTICUM

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

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

The students will be competent to

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

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

I. Nursing Management of Patients with ENT Disorders

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

II. Nursing Management of Patients with Eye Conditions

A. Skill Lab

Use of manikins and simulators

- Instilling Eye medications
- Eye irrigation
- Eye bandage

B. Clinical Postings

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

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

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

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

IV. Nursing Management of Patients with Burns and Reconstructive Surgery

A. Skill Lab

Use of manikins and simulators

- Assessment of burn wound
- Wound dressing

B. Clinical Postings

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

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

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

B. Clinical Postings

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

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

- Barrier Nursing
- Reverse Barrier Nursing

B. Clinical Postings

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

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

- Application of topical medication
- Administration of chemotherapy

B. Clinical Postings

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

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

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

B. Clinical Postings

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

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

- Use of assistive safety devices

B. Clinical Postings

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

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

- Assessment critically ill
- ET tube setup-suction
- TT suction
- Ventilator setup
- Chest drainage
- Bag mask ventilation

- Central & Peripheral line
- Pacemaker

B. Clinical Postings

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

PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING BIOETHICS PLACEMENT

NT: IV SEMESTER

THEORY: 1 Credit (20 hours)

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

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

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

COURSEOUTLINE

T–Theory

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

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

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

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

CHILDHEALTHNURSING-I**PLACEMENT:**VSEMESTER**THEORY:**3Credits(60hours)**PRACTICUM:**Lab/SkillLab:1Credit(40hours) Clinical:2Credits(160hours)**DESCRIPTION:**Thiscourseisdesignedfordevelopinganunderstandingofthemodernapproachtochild-care,identification,preventionandnursingmanagementofcommonhealthproblemsofneonatesandchildren.**COMPETENCIES:**Oncompletionofthecourse,thestudentswillbeableto

1. Developunderstandingofthehistoryandmodernconceptsofchildhealthandchild-care.
2. ExploretHENationalchildwelfareservices,nationalprogramsandlegislationinthelightofNationalHealthPolicy2017.
3. Describetheroleofpreventivepediatricsandperformpreventive measurestowardsaccidents.
4. Participateinnationalimmunizationprograms/UniversalImmunizationProgram(UIP).
5. Identifythedevelopmentalneedsofchildrenandprovideparentalguidance.
6. Describetheprinciplesof childhealthnursingandperformchildhealthnursingprocedures.
7. Demonstratecompetenciesinnewbornassessment,planningandimplementationofcare tonormalandhigh-risknewbornincluding neonatalresuscitation.
8. ApplytheprinciplesandstrategiesofIntegratedmanagementofneonatalandchildhoodillness(IMNCI).
9. Applytheknowledgeofpathophysiologyandprovidenursingcaretochildrenwithrespiratorysystemdisorders.
10. IdentifyandmeetchildhoodemergenciesandperformchildCPR.

COURSEOUTLINE**T–Theory,L/SL –Lab/SkillLab**

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/ LearningActivities	Assessment Methods
I	10(T) 10(L)	Explain the modernconceptofchild-care Describe Nationalpolicy, programs andlegislationinrelationto child health &welfare Describe role ofpreventivepediatrics	Introduction: Modern concepts of child-care <ul style="list-style-type: none"> • Historicaldevelopmentofchildhealth • Philosophyandmodernconceptofchild-care • Cultural and religious considerationsinchild-care • Nationalpolicyandlegislationinrelationtochildhealthandwelfare • Nationalprogramsandagenciesrelated to welfare services to thechildren • Internationallyacceptedrightsofthechild • Changing trends in hospital care,preventive, promotive and curativeaspectofchild health • <i>Preventivepediatrics:</i> <ul style="list-style-type: none"> ○ Concept ○ Immunization ○ Immunizationprogramsandcold 	<ul style="list-style-type: none"> • LectureDiscussion • Demonstration ofcommon pediatricprocedures 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype • Assessmentof skills withchecklist

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

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

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

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

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

PRACTICUM: Skill Lab: 1 Credit (40 hours)

Clinical: V SEMESTER – 2 Credits (160

hours) VI SEMESTER –

1 Credit (80 hours)

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

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

Skill Lab

Use of Manikins and

Simulators PLS, CPAP, Endotracheal

Suction **Pediatric Nursing Procedures:**

dures:

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

CLINICALPOSTINGS

8weeks×30hoursperweek(5weeks+3weeks)

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/Clinical Skills	Clinical Requirements	Assessment Methods
Pediatric Medical Ward	V Sem – 2weeks VI Sem – 1week	<ul style="list-style-type: none"> • Provide nursing care to children with various medical disorders 	<ul style="list-style-type: none"> • Taking pediatric history • Physical examination & assessment of children • Administration of oral, I/M, & I/V medicine/fluids • Calculation of fluid replacement • Preparation of different strengths of I/V fluids • Application of restraints • Administration of O₂ inhalation by different methods • Baby bath/sponge bath • Feeding children by Katoris spoon, Paladai cup • Collection of specimens for common investigations • Assisting with common diagnostic procedures • Teaching mothers/parents <ul style="list-style-type: none"> ○ Malnutrition ○ Oral rehydration therapy ○ Feeding & Weaning ○ Immunization schedule • Play therapy 	<ul style="list-style-type: none"> • Nursing care plan –1 • Case study presentation –1 • Health talk –1 	<ul style="list-style-type: none"> • Assess performance with ratings scale • Assess each skill with checklist OSCE/OSPE • Evaluation of case study/presentation & health education session • Completion of activity record
Pediatric Surgical Ward	V Sem – 2weeks VI Sem – 1week	<ul style="list-style-type: none"> • Recognized different pediatric surgical conditions/malformations • Provide pre & post-operative care to children with common paediatric surgical conditions/malformation • Counsel & educate parents 	<ul style="list-style-type: none"> • Calculation, preparation & administration of I/V fluids • Bowel wash, insertion of suppositories • Care for stomies: <ul style="list-style-type: none"> ○ Colostomy Irrigation ○ Ureterostomy ○ Gastrostomy ○ Enterostomy • Urinary catheterization & drainage • Feeding <ul style="list-style-type: none"> ○ Naso-gastric ○ Gastrostomy 	<ul style="list-style-type: none"> • Nursing care plan – 1 • Case study/presentation –1 	<ul style="list-style-type: none"> • Assess performance with ratings scale • Assess each skill with checklist OSCE/OSPE • Evaluation of case study/presentation • Completion of activity record

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

MENTAL HEALTH NURSING - I

PLACEMENT: V SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

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

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

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

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

COURSE OUTLINE

T–Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6(T)	Describe the historical development & current trends in mental health nursing Discuss the scope of mental health nursing Describe the concept of normal & abnormal behaviour	Introduction <ul style="list-style-type: none"> • Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices • Mental health team • Nature & scope of mental health nursing • Role & functions of mental health nurse in various settings and factors affecting the level of nursing practice • Concepts of normal and abnormal behaviour 	<ul style="list-style-type: none"> • Lecture cum Discussion 	<ul style="list-style-type: none"> • Essay • Short answer
II	10(T)	Define the various terms used in mental health Nursing Explain the classification of mental disorders Explain the psychodynamics of maladaptive behaviour Discuss the etiological factors & psychopathology of mental disorders Explain the principles and standards of Mental Health Nursing Describe the conceptual models of mental health nursing	Principles and Concepts of Mental Health Nursing <ul style="list-style-type: none"> • Definition: mental health nursing and terminology used • Classification of mental disorders: ICD 11, DSM 5, Geropsychiatry manual classification • Review of personality development, defense mechanisms • Etiology bio-psycho-social factors • Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neurotransmission • Principles of Mental Health Nursing • Ethics and responsibilities • Practice Standards for Psychiatric Mental Health Nursing (INC practice standards) • Conceptual models and the role of nurse: <ul style="list-style-type: none"> ○ Existential model 	<ul style="list-style-type: none"> • Lecture cum Discussion • Explain using Charts • Review of personality development 	<ul style="list-style-type: none"> • Essay • Short answer

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

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

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

PLACEMENT: SEMESTER V & VI**MENTAL HEALTH NURSING -I**—1 Credit (80 hours)**MENTAL HEALTH NURSING -II**—2 Credits (160 hours)**PRACTICE COMPETENCIES:** On completion of the course, the students will be able to:

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

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

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

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

COMMUNITY HEALTH NURSING-I
including Environmental Science & Epidemiology

PLACEMENT: V SEMESTER

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

PRACTICUM: Clinical: 2 Credits (160 hours)

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

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

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

COURSE OUTLINE

T–Theory

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

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

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

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

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

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

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Develop beginningskills in handling social issues affecting the health and development of the family Identify and assist the families to utilize the community resources appropriately	<p><i>F. Sensitize and handlesocial issues affectinghealthanddevelopmentofthefamily</i></p> <ul style="list-style-type: none"> • Womenempowerment • Womenandchildabuse • Abuseofelders • Femalefoeticide • Commercialsexworkers • Substanceabuse <p><i>G. Utilize communityresourcesfor clientandfamily</i></p> <ul style="list-style-type: none"> • Traumaservices • Oldagehomes • Orphanages • Homes for physicallychallenged individuals • Homesfordestitute • Palliativecarecentres • Hospicecarecentres • Assistedlivingfacility 	<ul style="list-style-type: none"> • Familyrecords • Healthcenterrecords • Fieldvisits 	<ul style="list-style-type: none"> • Evaluation offield visitreports
VIII	10(T)	Describe the concepts, approaches and methods of epidemiology	<p>Introduction to Epidemiology—Epidemiological Approaches and Processes</p> <ul style="list-style-type: none"> • Epidemiology: Concept and Definition • Distribution and frequency of disease • Aims & uses of epidemiology • Epidemiological models of causation of disease • Concepts of disease transmission • Modes of transmission: Direct, Indirect and chain of infection • Time trends or fluctuations in disease occurrence • Epidemiological approaches: Descriptive, analytical and experimental • Principles of control measures/level of 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • Field visits: communicable disease hospital & Entomology office • Investigation of an epidemic of 	<ul style="list-style-type: none"> • Short answer • Essay • Report on visit to communicable disease hospital • Report on visit to entomology office

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

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

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
			<p>infectionsandScabies</p> <p>5. National Aids Control Organization(NACO)</p> <p>6. National Vector BorneDiseaseControlProgram</p> <p>7. NationalAirQuality MonitoringProgram</p> <p>8. Any other newly addedprogram</p>		
X	15(T)	Describe the nationalhealth program for thecontrol of non-communicablediseases and the roleofnursesinscreening,identification, primarymanagement andreferral to a healthfacility	<p>Non-CommunicableDiseases and NationalHealthProgram(NCD)</p> <ul style="list-style-type: none"> • National response toNCDs(Everydiseasewill be dealt under thefollowingheadlines • Epidemiologyofspecificdiseases • Prevention and controlmeasures • Screening, diagnosing/identificationandprimarymanagement, referral andfollowup care <p>NCD-1</p> <ul style="list-style-type: none"> ○ DiabetesMellitus ○ Hypertension ○ Cardiovasculardiseases ○ Stroke&Obesity ○ Blindness:Categoriesofvisual impairment andnational program forcontrolof blindness ○ Deafness: nationalprogramforpreventionandcontrolofdeafness ○ Thyroiddiseases ○ Injury and accidents:Risk factors for Roadtraffic injuries andoperationalguidelines fortrauma care facility onhighways <p>NCD-2Cancers</p> <ul style="list-style-type: none"> ○ CervicalCancer ○ BreastCancer ○ Oralcancer ○ Epidemiologyofspecificcancers,Riskfactors/ 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Roleplay • Suggestedfieldvisits • Fieldpractice • Assessment of clients with non-communicable diseases 	<ul style="list-style-type: none"> • Field visitreports • Assessment offamily casestudy • OSCEassessment • Shortanswer • Essay

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

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

CLINICAL PRACTICUM

CLINICAL: 2 Credits (160 hours)

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

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

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

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

EDUCATIONAL TECHNOLOGY/NURSING

EDUCATION PLACEMENT: V SEMESTER

THEORY: 2 Credits (40 hours)

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

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

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

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

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

COURSE OUTLINE

T–Theory, P –Practical(Laboratory)

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

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

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

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

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

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

INTRODUCTION TO FORENSIC NURSING AND INDIAN

LAW PLACEMENT: V SEMESTER

THEORY: 1 Credit (20 hours)

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

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

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

COURSE OUTLINE

T–Theory

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

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

CHILD HEALTH NURSING -II

PLACEMENT: VISEMESTER

THEORY: 2 Credits (40 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

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

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

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

COURSEOUTLINE

T–Theory

Unit	Time (Hrs)	LearningOutcomes	Content	Teaching/ LearningActiv ities	Assessment Methods
I	20(T)	Describe the etiology,pathophysiology,clinical manifestationand nursingmanagement ofchildrenwithdisorder sof cardiovascular,gastrointestinal, genitourinary, andnervoussystem	<p>Cardiovascularsystem:</p> <ul style="list-style-type: none"> • IdentificationandNursingmanagemento fcongenitalmalformations • Congenital heart diseases: CyanoticandAcyanotic(ASD,VSD,PD A,TOF) • Others:RheumaticfeverandRheumatiche artdisease,Congestive cardiacfailure <p>• Hematologicalconditions:</p> <p>a)Congenital:Hemophilia, Thalassemia</p> <p>b) Others: Anemia, Leukemia,Idiopathic thrombocytopenicpurpura, Hodgkins and non-hodgkinslymphoma</p> <p>Gastro-intestinalsystem:</p> <ul style="list-style-type: none"> • IdentificationandNursingmanagemento fcongenitalmalformations. • Congenital: Cleft lip, Cleft palate,Congenital hypertrophic pyloricstenosis, Hirschsprungs disease(Megacolon),Anorectalmalfor mation,Malabsorption syndrome, Abdominalwalldefects, Hernia • Others: Gastroenteritis, Diarrhea,Vomiting, Protein energy malnutrition,Intestinalobstruction,Hepa ticdiseases,intestinalparasites <p>Genitourinaryurinarysystem:</p> <ul style="list-style-type: none"> • IdentificationandNursingmanagemento fcongenitalmalformations. • Congenital: Wilms tumor, Extropy ofbladder, Hypospadias, Epispadias,Obstructiveuropathy • Others:Nephroticsyndrome,Acuteg lomerulonephritis,renalfailure <p>Nervoussystem:</p> <ul style="list-style-type: none"> • IdentificationandNursingmanagemento fcongenitalmalformations a)Congenital:Spinabifida,H ydrocephalous. b) Others: Meningitis, Encephalitis,Convulsivedisorders(convulsionsand seizures), Cerebral palsy headinjury 	<ul style="list-style-type: none"> • Lecture cumdiscussi on • Demonstrationand practicesession 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype • Assessment ofskills withchecklist
II	10(T)	Describe the etiology,pathophysiol ogy,clinical manifestationandnursi ng	<p>Orthopedicdisorders:</p> <ul style="list-style-type: none"> • Clubfoot 	<ul style="list-style-type: none"> • Lecture cumdiscussi on • Demonstration 	<ul style="list-style-type: none"> • Shortanswer • Objectivetype • Assessmentof

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

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

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

Given under Child Health Nursing -I as I & II

MENTAL HEALTH NURSING-II

PLACEMENT: VISEMESTER

THEORY: 1 Credit (40 Hours)

PRACTICUM: Clinical: 2 Credits (160 Hours)

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

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

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

COURSE OUTLINE

T–Theory

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

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • AdmissionanddischargeproceduresasperMHCA2017 • RoleandresponsibilitiesofnursesinimplementingMHCA2017 		
VII	5(T)	<p>Describe the model of preventive psychiatry</p> <p>Describe Community Mental health services and role of the nurse</p>	<p>Community Mental Health Nursing</p> <ul style="list-style-type: none"> • Development of Community Mental Health Services: • National mental health policy viz. National Health Policy • National Mental Health Program • Institutionalization versus Deinstitutionalization • Model of Preventive psychiatry • Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and nurses' responsibilities • Mental Health Agencies: Government and voluntary, National and International • Mental health nursing issues for special populations: Children, Adolescence, Women Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc. 	<ul style="list-style-type: none"> • Lecture cum discussion • Clinical/ field practice • Field visits to mental health service agencies 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of the field visit reports

CLINICAL PRACTICUM – 2 Credits (80 hours)

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

PLACEMENT: VI Semester

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

PRACTICUM: Clinical: 1 Credit (80 hours)

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

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

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

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

COURSE OUTLINE

T—Theory

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

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

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Conflictmanagementandnegotiation • Implementingplannedchange 		
VIII	4(T)	Explain theprocess ofcontrolling anditsactivities	<p>Controlling</p> <ul style="list-style-type: none"> • Implementing standards, policies,procedures,protocolsandpr actices • Nursingperformanceaudit,patients atisfaction • Nursing rounds, Documentation – recordsandreports • Totalqualitymanagement– Qualityassurance,Quality andsafety • Performanceappraisal • Programevaluationreviewtechnique(PERT) • Benchmarking,Activityplan(Ganttchart) • Criticalpathanalysis 	<ul style="list-style-type: none"> • Lecturecumdiscussion • Preparation of policies/protocolsfornursin gunits/department 	<ul style="list-style-type: none"> • Assessment of preparedpr otocols
IX	4(T)	Explain theconcepts oforganizationalbehavior andgroupdynamics	<p>OrganizationalBehaviorandHumanR elations</p> <ul style="list-style-type: none"> • Conceptsandtheoriesoforganizationalbehavior • Groupdynamics • Review–Interpersonalrelationship • Humanrelations • Publicrelationsinthecontextofnursing • Relations with professionalassociationsandemployeeyeeunions • Collectivebargaining • Review – Motivation and moralebuilding • Communication in the workplace – assertivecommunication • Committees – importance in theorganization,functioning 	<ul style="list-style-type: none"> • Lectureanddiscussion • Role play/ exercise – Groupdynamics&humanrelations 	<ul style="list-style-type: none"> • Shortanswer • OSCE
X	2(T)	Describe thefinancial management related tonursing services	<p>FinancialManagement</p> <ul style="list-style-type: none"> • Definition,objectives,elements,functions, principles & scope offinancial management • Financialplanning(budgetingfornursingdepartment) • Proposal,projectingrequirementforstaff, equipment and supplies for – Hospital & patient care units &emergency anddisaster units 	<ul style="list-style-type: none"> • Lecturecumdiscussion • Budgetproposalreview • Preparationofbudgetproposalfor or aspecificdepartment 	<ul style="list-style-type: none"> • Shortanswer • Essay • Assessmentof assignment

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			computer lab, transport facilities • Records & reports for students, staff, faculty and administrative • Committees and functioning • Clinical experiences		
XV	4(T)	Develop understanding of staffing the college and selecting the students	Staffing and Student Selection • Faculty/staff selection, recruitment and placement, job description • Performance appraisal • Faculty development • Faculty/staff welfare • Student recruitment, admission, clinical placement	• Guided reading on faculty norms • Faculty welfare activities report • Writing job description of tutors	• Short answer • Activity report • Assessment of job description
XVI	4(T)	Analyze the leadership and management activities in an educational organization	Directing and Controlling • Review – Curriculum implementation and evaluation • Leadership and motivation, supervision – review • Guidance and counseling • Quality management – educational audit • Program evaluation, evaluation of performance • Maintaining discipline • Institutional records and reports – administrative, faculty, staff and students	• Review principles of evaluation • Assignment – Identify disciplinary problems among students • Writing student record	• Short answer • Assessment of assignment and record
XVII	4(T)	Identify various legal issues and laws relevant to nursing practice	PROFESSIONAL CONSIDERATIONS Review – Legal and Ethical Issues • Nursing as a profession – Characteristics of a professional nurse • Nursing practice – philosophy, aim and objectives • Regulatory bodies – INC and SNC constitution and functions Review – Professional ethics • Code of ethics and professional conduct – INC & ICN • Practice standards for nursing – INC • International Council for Nurses (ICN) Legal aspects in nursing: • Consumer protection act, patient rights • Legal terms related to practice, legal		

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

Note: Less than 1 credit lab hours are not specified

CLINICAL PRACTICUM

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

Practice Competencies:

Hospital

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

College & Hostel

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

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

CLINICAL POSTING: Management experience in hospital & college.

MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING-I including SB A module

PLACEMENT: VISEMESTER

THEORY: 3 Credits (60 hours) + (02 hours) = Total (62 hours)

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

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

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

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

COURSE OUTLINE

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	8+2 (T)	Explain the history and current scenario of midwifery in India Review vital health	Introduction to midwifery <ul style="list-style-type: none"> • History of midwifery in India • <i>Current scenario:</i> <ul style="list-style-type: none"> ○ Trends of maternity care in India ○ Midwifery in India – Transformative education for relationship based and transformative midwifery practice in India • Vital health indicators – Maternal mortality ratio, Infant Mortality Rate, 	<ul style="list-style-type: none"> • Discussion • Demonstration • Roleplay • Directed reading and assignment: ICM competencies • Scenario based learning 	<ul style="list-style-type: none"> • Short answer • Objective type • Essay • Quiz

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		<p>indicators</p> <p>Describe the various national health programs related to RMNCH+A</p> <p>Identify the trends and issues in midwifery</p> <p>Discuss the legal and ethical issues relevant to midwifery practice</p>	<p>Neonatal Mortality Rate, perinatal mortality rate, fertility rates</p> <ul style="list-style-type: none"> ○ Maternal death audit ● National health programs related to RMNCH+A (Reproductive Maternal Newborn and Child Health + Adolescent Health) <p><i>Current trends in midwifery and OBG nursing:</i></p> <ul style="list-style-type: none"> ○ Respectful maternity and newborn care (RMNC) ○ Midwifery-led care units (MLCU) ○ Women centered care, physiologic birthing and demedicalization of birth ○ Birthing centers, water birth, lotus birth ○ Essential competencies for midwifery practice (ICM) ○ Universal rights of child-bearing women ○ Sexual and reproductive health and rights ○ Women's expectations & choices about care <p><i>Legal provisions in midwifery practice in India:</i></p> <ul style="list-style-type: none"> ● INC/MOH & FW regulations ● ICM code of ethics ● Ethical issues in maternal and neonatal care ● Adoption laws, MTP act, Pre-Natal Diagnostic Test (PNDT) Act, Surrogate mothers ● Roles and responsibilities of a midwife/Nurse practitioner midwife in different settings (hospital/community) ● Scope of practice for midwives ● Introduction to Labour Room & Quality Improvement Initiative: LaQshya programme ● <i>Quality care for pregnant women in labour room,</i> ● <i>Maternity Operation theatre</i> ● <i>Obstetrics Intensive Care units and High dependency unit</i> 		

II	6(T) 3(L)	Review the anatomy and physiology of human reproductive system	<p>Anatomy and physiology of human reproductive system and conception (Maternal, Fetal & Newborn physiology)</p> <p><i>Review:</i></p> <ul style="list-style-type: none"> • Female organs of reproduction • Female pelvis – bones, joints, ligaments, planes, diameters, landmarks, inclination, pelvic variations • Foetal skull – bones, sutures, 	<ul style="list-style-type: none"> • Lecture • Discussion • Self-directed learning • Models • Videos & films 	<ul style="list-style-type: none"> • Quiz • Short answer • Essay
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			fontanelles, diameters, moulding <ul style="list-style-type: none"> • Fetopelvic relationship • Physiology of menstrual cycle, menstrual hygiene • Fertilization, conception and implantation • Embryological development • Placental development and function, placental barrier • Fetal growth and development • Fetal circulation & nutrition 		
III	12(T) 10(L) 40(C)	Provide preconception care to eligible couples Describe the physiology, assessment and management of normal pregnancy Demonstrate knowledge, attitude and skills of midwifery practice throughout 1 st , 2 nd and 3 rd	<p>Assessment and management of normal pregnancy (ante-natal):</p> <p>Pre-pregnancy Care</p> <ul style="list-style-type: none"> • Review of sexual development (<i>Self Learning</i>) • Socio-cultural aspects of human sexuality (<i>Self Learning</i>) • Preconception care • Pre-conception counseling (including awareness regarding normal birth) Genetic counseling (<i>Self Learning</i>) • Planned parenthood <p>Pregnancy assessment and antenatal care (I, II & III Trimesters)</p> <p>Normal pregnancy</p> <ul style="list-style-type: none"> • Physiological changes during pregnancy • Assess and confirm pregnancy: Diagnosis of pregnancy – Signs, differential diagnosis and confirmatory tests • Review of maternal nutrition & malnutrition • Building partnership with women following RMC protocol • Fathers' engagement in maternity care <p>Ante-natal care:</p> <p>1st Trimesters</p> <ul style="list-style-type: none"> • Antenatal assessment: History taking, physical examination, breast examination, laboratory investigation • Identification and management of minor discomforts of pregnancy 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Self-Learning • Health talk • Roleplay • Counseling session • Case discussion/presentation • Simulation • Supervised clinical practice • Refer SBA module & Safemotherhood 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with checklist • Case study evaluation • OSCE

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

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

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

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

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

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

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

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

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

16. Newbornassessment
17. Kangaroomothercare
18. Familyplanningcounseling
19. PPIUCDinsertionandremoval

CLINICALPOSTINGS(6weeks×40hoursperweek=240hours)

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

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

Note: Partial Completion of SBA module during VI semester

VII SEMESTER

MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING -

II PRACTICUM

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

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

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

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

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

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

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

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

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

Note: Completion of safe delivery App module during VII Semester

COMMUNITY HEALTH NURSING—II

PLACEMENT: VI SEMESTER

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

PRACTICUM: Clinical: 2 Credit (160 hours)

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

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

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

COURSEOUTLINE

T–Theory

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

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

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

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

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

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

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

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

COMMUNITY HEALTH NURSING II

Clinical practicum – 2 credits (160

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

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

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

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

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

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

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

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

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

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

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

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

PLACEMENT: VI SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

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

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

COURSE OUTLINE

T–Theory, SL/L–Skill Lab, C–Clinical

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

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

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

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

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

Note: Complete safe delivery app during VII Semester.

PRACTICUM

SKILL LAB & CLINICAL ARE GIVEN UNDER ROBG NURSING-I

LIST OF APPENDICES

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

APPENDIX 1

INTERNAL ASSESSMENT: Distribution of marks

I SEMESTER

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

II SEMESTER

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

III SEMESTER

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

IV SEMESTER

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

V SEMESTER

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

VI SEMESTER

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

VII SEMESTER

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

VIII SEMESTER (Internship)

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

APPENDIX 2
INTERNALASSESSMENTGUIDELINES
TH
EORY

I. CONTINUOUSASSESSMENT:10marks

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

marksTotal=30/3=10

Ifthereismandatorymodule inthatsemester,marksobtainedbystudentoutof10canbeaddedto30totaling40 marks

Total=40/4=10marks

II. SESSIONALEXAMINATIONS:15marks

Twosessionalexamspercourse

Exam pattern:

MCQ—4×1=4

Essay—1×10=10

Short—2×5=10

VeryShort—3×2=6

30marks× 2=60/4 =15

PRACTICAL

I. CONTINUOUSASSESSMENT:10marks

1. Attendance—**2marks**(95-100%:2marks,90-94:1.5marks,85-89:1mark, 80-84:0.5mark,<80:0)
2. Clinicalassignments –**10marks**
(Clinicalpresentation—3,drugpresentation&report—2,casestudy report—5)
3. Continuousevaluationofclinicalperformance—**10marks**
4. EndofpostingOSCE –**5marks**
5. Completion of procedures and clinical requirements – **3**

marksTotal=30/3 =10

II. SESSIONAL EXAMINATIONS: 15

marksExam pattern:

OSCE—10marks(2-3hours)

DOP—20 marks(4-5hours)

{DOP—Directlyobservedpracticalintheclinicalsetting}

Total=30/2=15

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

COMPETENCYASSESSMENT:(VIII SEMESTER)**Internalassessment**

Clinical performance evaluation – 10×5 specialty = 50

marks OSCE = 10×5 specialty = 50 marks

Total = 5 specialty \times 20 marks = 100

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

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

Section A (37 marks)

MCQ – $6 \times 1 = 6$

Essay – $1 \times 10 = 10$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 =$

6 Section B (38

marks) MCQ – 7×1

= 7

Essay – $1 \times 10 = 10$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 = 6$

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

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

Section A (25 marks)

MCQ – $4 \times 1 = 4$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 =$

6 Section B (50

marks) MCQ – 8×1

= 8

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

Short – $4 \times 5 = 20$

Very Short – $6 \times 2 = 12$

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

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

Section A (38 marks)

MCQ – $7 \times 1 = 7$

Essay – $1 \times 10 = 10$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 =$

6Section B (25

marks)MCQ– 4 ×1

=4

Short– $3 \times 5=15$

Very Short – $3 \times 2 =$

6Section C (12

marks)MCQ– 3 ×1

=3

Short– $1 \times 5=5$

VeryShort – $2 \times 2=4$

4. SectionA–55marksandSectionB–20marks

ResearchandStatistics:Research–SectionAandStatistics–SectionB

SectionA(55marks)

MCQ– $9 \times 1 =9$

Essay/situationtype– $2 \times 15=30$

Short– $2 \times 5=10$

Very Short – $3 \times 2 =$

6Section B (20

marks)MCQ– 4 ×1

=4

Short– $2 \times 5=10$

VeryShort – $3 \times 2=6$

5. Marks75(Forallotheruniversityexamswith75marks)

MCQ– $12 \times 1=12$

Essay/situationtype– $2 \times 15=30$

Short– $5 \times 5=25$

VeryShort – $4 \times 2=8$

6. CollegeExam(EndofSemester)–50marks(50/2=25marks)

MCQ– $8 \times 1 =8$

Essay/situationtype– $1 \times 10=10$

Short– $4 \times 5=20$

VeryShort – $6 \times 2=12$

II. UNIVERSITY PRACTICAL EXAMINATION – 50

marksOSCE– 15 marks

DOP –35marks

III. COMPETENCYASSESSMENT–UniversityExam(VIIISEMESTER)

IntegratedOSCEincludingall5specialties(Stationsbasedonevery specialty)=5specialty $5 \times 20=100$ marks

Totalof5Examiners: external–2andinternal–3(Onefromeachspecialty)

Internalexaminersmaybechosenfromcollegefacultywithrequiredqualificationorfromhospitalwithrequiredqualification.

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

I&II SEMESTER

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

S.No.	ProceduralCompetencies/Skills	Performsin dependently	Assists/Ob servesproc edures A/O	DATE		Signature of theTutor/Facul ty
				Skill Lab/Simul ationLab	Clinical Area	
19	Handhygiene(Handwashing&H andrub)					
20	Useofpersonalandprotectiveeq uipment					
VI	Comfort					
21	OpenBed					
22	OccupiedBed					
23	Post-operativeBed					
24	SupinePosition					
25	Fowler'sPosition					
26	LateralPosition					
27	PronePosition					
28	SemiPronePosition					
29	TrendelenburgPosition					
30	LithotomyPosition					
31	ChangingPositionofhelplessp atient (Moving/Turning/Logrolling)					
32	Cardiactable/Over-bedtable					
33	BackRest					
34	BedCradle					
35	Pain Assessment (Initial &Reassessment)					
VII	Safety					
36	Siderail					
37	Restraint(Physical)					
38	Fallriskassessment&postfallass essment					
VIII	Admission&Discharge					
39	Admission					
40	Discharge					
41	Transfer(withinhospital)					
IX	Mobility					
42	Ambulation					
43	Transferringpatientfrom&to					

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

S.No.	ProceduralCompetencies/Skills	Performsin dependently	Assists/Ob servesproc edures A/O	DATE		Signature of theTutor/Facul ty
				Skill Lab/Simul ationLab	Clinical Area	
66	ProvidingBedpan					
67	ProvidingUrinal					
68	Enema					
69	BowelWash					
XV	DiagnosticTests-Specimencollection					
70	UrineSpecimenforRoutineA nalysis					
71	UrineSpecimenforCulture					
72	Timedurinespecimencollection					
73	Fecesspecimenforroutine					
74	SputumCulture					
	UrineTesting					
75	Ketone					
76	Albumin					
77	Reaction					
78	SpecificGravity					
XVI	OxygenationNeeds/PromotingRespiration					
79	DeepBreathing&CoughingE xercises					
80	Steaminhalation					
81	Oxygenadministrationusingfacem ask					
82	Oxygenadministrationusingn asalprongs					
XVII	MedicationAdministration					
83	OralMedications					
84	Intramuscular					
85	Subcutaneous					
86	RectalSuppositories					
XVIII	DeathandDying					
87	Deathcare/LastOffice					
XIX	FirstAidandEmergencies					
	Bandages&Binders					
88	Circular					

S.No.	ProceduralCompetencies/Skills	Performsindependently	Assists/Ob-servesproc- edures A/O	DATE		Signature of theTutor/Facul- ty
				Skill Lab/Simul- ationLab	Clinical Area	
89	Spiral					
90	ReverseSpiral					
91	Recurrent					
92	Spica					
93	Figureofeight					
94	Eye					
95	Ear					
96	Caplin					
97	Jaw					
98	ArmSling					
99	AbdominalBinder					
100	BasicCPR(firstaid module)					

III&IVSEMESTER

S.No.	Specific ProceduralCompetencies/ Skills	Performsind- ependently	Assists/Ob- servesProc- edures A/O	DATE		Signature of theTutor/ Faculty
				SkillLab/Simul- ationLab	Clinical Area	
IIISEMESTER						
I	MEDICAL					
	<i>Intravenoustherapy</i>					
1	IVcannulation					
2	IVmaintenance&monitoring					
3	AdministrationofIVmedication					
4	CareofpatientwithCentralLi- ne					
	<i>Preparation,assisting,andaftercareofpatientsundergoingdiagnosticprocedures</i>					
5	Thoracentesis					
6	Abdominalparacentesis					
	<i>Respiratorytherapiesandmonitoring</i>					
7	Administrationofoxygenusingv- enturi mask					
8	Nebulization					

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

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

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

S.No.	Specific Procedural Competencies/ Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
	medication					
II	EYE					
9	History taking and examination of eyes and interpretation					
	<i>Assisting procedures</i>					
10	Visual acuity					
11	Fundoscopy, retinoscopy, ophthalmoscopy, tonometry					
12	Refraction tests					
13	Pre and postoperative care of patient undergoing eye surgery					
14	Instillation of eyedrops/medication					
15	Eye irrigation					
16	Application of eye bandage					
17	Assisting with foreign body removal					
III	NEPHROLOGY & UROLOGY					
18	Assessment of kidney and urinary system • History taking and physical examination • Testicular self-examination • Digital rectal exam					
	<i>Preparation and assisting with diagnostic and therapeutic procedures</i>					
19	Cystoscopy, Cystometrogram					
20	Contrast studies – IVP					
21	Peritoneal dialysis					
22	Hemodialysis					
23	Lithotripsy					
24	Renal/Prostate Biopsy					
25	Specific tests – Semen analysis, gonorrhoea test					
26	Catheterization care					
27	Bladder irrigation					

S.No.	Specific Procedural Competencies/ Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
28	Intake and output recording and monitoring					
29	Ambulation and exercise					
IV	BURNS & RECONSTRUCTIVE SURGERY					
30	Assessment of burns wound – area/degree/percentage of wound using appropriate scales					
31	First aid of burns					
32	Fluid & electrolyte replacement therapy					
33	Skincare					
34	Care of Burn wounds <ul style="list-style-type: none"> o Bathing o Dressing 					
35	Pre-operative and post-operative care of patient with burns					
36	Caring of skin graft and post cosmetic surgery					
37	Rehabilitation					
V	NEUROLOGY					
38	History taking, neurological Examination – Use of Glasgow coma scale					
39	Continuous monitoring of the patients					
40	Preparation and assisting for various invasive and non-invasive diagnostic procedures					
41	Care of patient undergoing neurosurgery including rehabilitation					
VI	IMMUNOLOGY					
42	History taking and Physical examination					
43	Immunological status assessment and interpretation of specific test (e.g. HIV)					
44	Care of patient with low immunity					
VII	ONCOLOGY					

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Signature of the Faculty Coordinator

Signature of the HOD/Principal

CLINICAL REQUIREMENTS

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

S.No.	ClinicalRequirement	Date	Signature of theFaculty
	1. 2.		
4	Pressure Sore Assessment – 21. 2.		
5	Nursing Process – 21. 2.		
6	Completionoffirstaidmodule		
7	CompletionofHealthassessmentmodule		
III SEMESTER – ADULT HEALTH NURSING I			
	Medical		
1	CareStudy –1		
2	Healtheducation–1		
3	Clinicalpresentation/carenote–1		
	Surgical		
4	Carestudy–1		
5	Healtheducation–1		
6	ClinicalPresentation/Carenote –1		
	Cardiac		
7	Cardiacassessment –1		
8	Drugpresentation –1		
	Communicable		
9	Clinicalpresentation/Carenote –1		
	Musculoskeletal		
10	Clinicalpresentation/Carenote –1		
	OR		
11	Assist as circulatory nurse – 5i. ii.i ii.i v. v.		
12	Assist as scrub nurse in minor surgeries – 5i. ii.		

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

S.No.	ClinicalRequirement	Date	Signature of theFaculty
11	Burnwoundassessment-1		
12	Clinicalpresentation -1		
13	ObservationreportofBurnsunit		
14	Observecosmetic/reconstructiveprocedures		
	NEUROLOGY		
15	Neuro-assessment - 2i ii.		
16	Unconsciouspatient-1		
17	Carestudy/casepresentation-1		
18	Drugpresentation -1		
	IMMUNOLOGY		
19	Assessmentofimmunestatus		
20	Teachingofisolationtopatient andfamilycaregivers		
21	Nutritionalmanagement		
22	CareNote -1		
	ONCOLOGY		
23	Observationreportofcancerunit		
24	Assessmentofeachsystemcancerpatients-2		
25	Carestudy/clinicalpresentation -1		
26	Pre and post-operative care of patient with various modes of cancer treatments such as chemotherapy, radiation therapy, surgery, BMT, etc -3(at least). i. ii.		
27	TeachingonBSEtofamily members		
	EMERGENCY		
28	Primaryassessmentofadult-1		
29	Immediate care (IV access establishment, assisting in intubation, suction, etc.)		
30	Useofemergencytrolley		
	CRITICALCARE		
31	Assessmentofcriticallyill i. Adult ii. Geriatric		

S.No.	ClinicalRequirement	Date	Signature of theFaculty
32	Carenote/Clinicalpresentation-1		
	GERIATRIC		
33	Geriatricassessment-1		
34	Carenote/clinicalpresentation -1		
35	Fallriskassessment1		
36	Functionalstatusassessment-1		
37	CompletionofFundamentalsofPrescribingmodule		
38	CompletionofPalliativecaremodule		
V&VISEMESTER –CHILDHEALTHNURSINGI&II			
	Pediatricmedical		
1	Nursingcareplan-1		
2	Casepresentation -1		
3	Healthtalk-1		
	Surgical		
4	Nursingcareplan-1		
5	Casestudy/presentation-1		
	OPD/ImmunizationRoom		
6	GrowthandDevelopmentalstudy: i. Infant- 1 ii. Toddler- 1 iii. Preschooler-1		
	NICCU/PICU		
7	Newbornassessment-1		
8	NursingCarePlan-1		
9	Kangaroomothercare-2		
10	Nursingcareplanof highrisknewborn -1		
11	CompletionofENBCmodule		
12	CompletionofFNBCmodule		
13	CompletionofIMNCImodule		
14	CompletionofPLSmodule		
V&VISEMESTER –MENTALHEALTHNURSINGI&II			
	PsychiatryOPD		
1	History taking and Mental status examination – 2i.		

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

S.No.	ClinicalRequirement	Date	Signature of theFaculty
7	Use of AV aids – flash cards/posters/flannel graphs/flip charts (AnyTwo) i. ii.		
8	Healthassessmentof i. Woman–1 ii. Infant/underfivechild– 1 iii. Adolescent–1 iv. Adult–1		
9	Growthmonitoringofchildrenunderfive –1		
10	Documentation i. Individualrecords– 1 ii. Familyrecords –1		
11	Investigationofanepidemic –1		
12	Screeningandprimarymanagementof i. Communicablediseases–1 ii. NCD–1		
13	Homevisits–2		
14	Participationinnationalhealth programs–2		
15	Participationinschoolhealthprogram–1		
VSEMESTER–EDUCATIONALTECHNOLOGY/NURSINGEDUCATION			
1	Microteaching –2 i. Theory – 1 ii. Practical/lab– 1		
2	Field Visit to nursing educational institution – regional/nationalorganization		
VISEMESTER–NURSINGMANAGEMENT&LEADERSHIP			
1	FieldvisittoHospital–regional/nationalorganization		
VI&VISEMESTER–MIDWIFERY/OBSTETRICSANDGYNECOLOGY (OBG)NURSINGI&II			
1	Antenatalassessmentandcare–20		
2	Postnatalassessmentandcare –15		
3	Assessmentoflabourusingpartograph–10		
4	Pervaginalexamination –10		
5	Observingnormalchildbirths/deliveries–10		
6	Assistinginconductionofnormalchildbirth –10		
7	Conductionofnormaldeliveries –10		

S.No.	ClinicalRequirement	Date	Signature of theFaculty
8	Assistinginabnormal/instrumentaldeliveries–5		
9	Performingplacentalexamination–5		
10	Episiotomyandsuturing(onlyifindicated)–3		
11	Assist/observeInsertionofPPIUCD–2		
12	Newbornassessment–10		
13	Newbornresuscitation–5		
15	Kangaroomothercare–2		
NursingCarePlan/ClinicalpresentationwithDrugStudy			
16	<i>Antenatalcare</i> Normal(careplan) –1 Highrisk(casestudy/Clinicalpresentation)–1		
17	<i>Intrapartumcare</i> Highrisk(Clinicalpresentation) –1		
18	<i>Postnatalcare</i> Normal(careplan) –1 Highrisk(Clinicalpresentation) –1		
19	<i>Newborncare</i> Normal(careplan) –1		
20	Gynecological conditionCareplan – 1		
21	Healthtalk–individual/group–2		
22	Counselingmothersandfamilymembers		
23	Visitto <ul style="list-style-type: none"> • Peripheralhealthfacility/Laqshyacertifiedlabourroom • Infertilitycentre(Virtual/videos) 		
24	CompletionofSBAModule		
25	Completionofsafedelivery app		
VII SEMESTER–COMMUNITYHEALTHNURSINGII			
1	Screeningandprimarymanagementof <ul style="list-style-type: none"> i. Minorailments–2 ii. Emergencies–1 iii. Dentalproblems–1 iv. Eye–1 v. ENT –1 		
2	PrimarymanagementandcarebasedonprotocolsapprovedbyMO H&FW (Home/healthcentre)		

S.No.	ClinicalRequirement	Date	Signature of theFaculty
3	Screeningandprimarymanagementof i. Highriskpregnancy ii. Highriskneonate		
4	Assessmentof i. Antenatal–1 ii. Intrapartum– 1 iii. Postnatal–1 iv. Newborn–1		
5	Conductionofnormalchildbirthanddocumentation–2		
6	Immediatenewborncareanddocumentation –1		
7	Familyplanningcounseling–1		
8	Grouphealtheducation(Rural/urban)–1		
9	Adolescentcounseling–1		
10	Familycasestudy(Rural/urban) –1		
11	Screening,diagnosis,primarymanagementandreferralofclientswithoccupationalhealth problems–2 i. ii.		
12	Healthassessment(physical&nutritional)ofelderly–1		
13	Mentalhealthscreeningsurvey–1		
14	Groupproject –Communitydiagnosis(datamanagement)		
15	Writingreportonhealthcentre activity–1		
16	Participation in organizing and conducting under five/antenatalclinic/healthcamp– 2 i. ii.		
17	Participationin disaster mockdrills		
18	Fieldvisits - Biomedicalwastemanagementsite - AYUSHcentre - Industry - Geriatricchome		
19	Report on interaction with MPH/HV/ASHA/AWs (Any 2) 1. 2.		
VIISEMESTER–NURSINGRESEARCH			
1	ResearchProject– Group/IndividualTitle:		

SignatureoftheFacultycoordinator

SignatureoftheHOD/Principal

CLINICALEXPERIENCEDETAILS

NameofICU	ClinicalCondition	Numberofdayscaregiven	Signature ofFaculty/Preceptor

SignatureoftheFacultyCoordinator**SignatureoftheHOD/Principal**

Dr. T. DILEEP KUMAR,
President[ADVT.-
III/4/Exty./140/2021-22]

Approved Vide Academic Council Resolution No AC/2024(1)/D-13(i)dated 25thJanuary2024

Inclusion of topics in the syllabus of Revised B. Sc Nursing (VI Semester)

Academic Year 2023-2024

SN	Name of the Topics with details	Subject	Course	Semester
1	<p>Unit I</p> <p>Introduction to Midwifery practice in India (02 hours)</p> <p>To include the Topic on [Introduction to Labour Room & Quality improvement Initiative :LaQshya programme, Quality care for pregnant women in labour room,Maternity Operation theatre,Obstetrics Intensive Care units and High dependency unit]</p>	<p>Midwifery/ Obstetrics & Gynecology Nursing- I</p>	<p>Revised B.Sc Nursing</p>	<p>Sixth (VI) Semester</p>

Reference

1. Labour room quality improvement initiative module by National Health Mission, Ministry of Health and Family welfare, Government of India 2017

Approved Vide Academic Council Resolution No AC/2023/(1)/D-13(ii) dated 20th June 2023

Inclusion of topics in the syllabus of Revised B. Sc Nursing (II Semester)
Subject : Applied Nutrition and Dietetics
Academic Year 2023-2024

SN	Name of the Topics with details	Subject	Course	Semester
1	<p>Unit VII Balanced diet Principles of Ayurveda in Diet (02 Hours) To include the Topic on</p> <ul style="list-style-type: none"> ▪ Introduction ▪ Preparation ▪ Benefits ▪ Evidenced based practice 	Applied Nutrition & Dietetics	Revised B.Sc Nursing	II nd Semester

Reference

- 1.Rastogi (2014) Ayurvedic Sciences of Food and Nutrition .ASIN:BOOHWMV- 94, Springer:ISBN-13:978-1461496274
2. Frawley D (2018) Ayurvedic Healing: A comprehensive guide.Lotus press,India
3. Sushruta Samhita, Author name: Maharisis Siusrata, edited Kavirja Ambikadutta Shastri, Chaukumba Sanksrit Samsthan, Varanasi.

**PRAVARA INSTITUTE OF MEDICAL SCIENCES
(DEEMED TO BE UNIVERSITY)**

**Established Under Section 3 of UGC Act 1956, Vide Govt. of India
Notification no F-9-11/2000-U.3, dated 29th September 2003**



**REVISED INC B.SC. NURSING SEMESTER
MANDATORY AND ELECTIVE MODULE**

Approved Vide Academic Council Resolution No. AC/2021/D-13 (i) dated 28th October 2021
and
Approved Vide Academic Council Resolution No AC/2022/D/13-(i) dated 25th August 2022



**SMT SINDHUTAI EKNATHRAO VIKHE PATIL COLLEGE OF NURSING,
Tal-Rahata, Dist-Ahmednagar, State-Maharashtra, India
LONI (BK) 413 736**

MODULES

B.Sc.NursingProgram

***MANDATORY MODULES
&ELECTIVEMODULES***

(Modular content/learning resources)



INDIAN NURSING COUNCIL

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

Price:Rs.....

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PREFACE

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

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

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

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

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



(T. Dileep Kumar)

President,
Indian Nursing Council

Ex-Nursing Adviser to Govt. of India

I. MANDATORYMODULES

(Modular content/learningresources)

I

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1. FIRTAID(Nursing FoundationI)

PLACEMENT:ISEMESTER

Theory:20hours

Practical:20hours

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

Competencies(LearningOutcomes):The student will be able to

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

LearningActivities:

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

AssessmentMethods:

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

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

Explanatory Note:

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

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

CONTENT OUTLINE

T-Theory, Practical-P

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
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I	T-2	Explain basic principles of first aid and law related to first aid.	First Aid: <ul style="list-style-type: none"> • Introduction • Aims • First aid and law General Principles: <ul style="list-style-type: none"> ○ Safety ○ Seeking help ○ Quick assessment 	<ul style="list-style-type: none"> • Lecture cum discussion • Role play 	<ul style="list-style-type: none"> • MCQ • Short answers
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Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Observation-consciousness and breathing ○ Provision of first aid 		
II	T-5 P-6	Describe various first aid techniques such as basic CPR, recovery position, top to toe assessment and hygiene and hand washing.	First aid techniques <ul style="list-style-type: none"> ● Basic CPR- Adult & baby/child ● Securing open airway ● Recovery position ● Initial top-to-toe assessment ● Hygiene & Hand washing technique 	<ul style="list-style-type: none"> ● Lecture cum discussion ● Demonstration ● Practice in skill lab/Simulation lab 	<ul style="list-style-type: none"> ● Short answers ● OSCE
III	T-8 P-8	Identify common emergencies that require immediate attention and first aid. Perform basic first aid techniques to deal with specific and common emergencies to preserve life.	First aid management of Common emergencies <ul style="list-style-type: none"> ● Review of anatomy & physiology of system mentioned below. ● Respiratory system: <ul style="list-style-type: none"> ○ Drowning ○ Strangulation & hanging ○ Choking ○ Suffocation by smoke ○ Asthma ● CVS <ul style="list-style-type: none"> ○ Chest discomfort/pain ○ Bleeding ○ Shock ● Injury & fractures <ul style="list-style-type: none"> ○ Head, neck & spinal injuries ○ Injuries & fractures to bones, joints, and muscles ○ Dislocations ○ Strains & Sprains ○ Immobilization techniques ● Unconsciousness & Nervous system related emergencies <ul style="list-style-type: none"> ○ Unconsciousness ○ Stroke ○ Convulsions, epilepsy ● GI & Endo system related emergencies <ul style="list-style-type: none"> ○ Diarrhea ○ Food poisoning ○ Diabetes ● Skin, burns, heat exhaustion, fever & hypothermia <ul style="list-style-type: none"> ○ Burns ○ Heat stroke ○ Fever ○ Hypothermia ● Poisoning ● Bites & stings <ul style="list-style-type: none"> ○ Animal bites, insect stings & bites ○ Snake bites ● Sensory system related <ul style="list-style-type: none"> ○ Foreign bodies in eye, ear, nose, or skin 	<ul style="list-style-type: none"> ● Self-study, Review & written assignment ● Lecture cum discussion ● Demonstration ● Role play ● Practice in skill lab/clinical ● Mock drill 	<ul style="list-style-type: none"> ● Case study ● Written Assignment ● OSCE

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

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

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

2.HEALTHASSESSMENT(Nursing FoundationII)

PLACEMENT:IISEMESTER

Theory:20hours

Practical-SkillLab:20hours

ModuleOverview:Thismodulecoversmethodsofhealthassessment, nursinghealthhistory,comprehensivephysicalassessmentandguidetoperformphysicalassessment.

Competencies(LearningOutcomes):Thestudent willbeableto

1. Identifythepurposesofthephysicalexamination.
2. Describethepreparationforhealthassessment.
3. Explainthefourmethods/techniquesusedinphysicalexamination:inspection,palpation,percussion,andauscultation.
4. Performcomprehensivehealthassessmentthatincludesnursinghealthhistoryandsystemwisephysicalexamination.
5. Identifyexpectedfindingsduringhealthassessment.

LearningActivities:

- Lectures
- Demonstration
- PracticeinSkill/SimulationLab
- Casestudymethod(casescenarioandquestions)
- Self-study/Readingassignments
- Writtenassignments

AssessmentMethods:

- Testpaper-Objectivetype/Shortanswers -20marks
- Assignments-10marks
- OSCE-20(NursingHealthhistory,Systemwisephysicalassessment,Comprehensivephysicalassessmentandidentificationof abnormalfindings)

WeightagetoInternalAssessment: 10markstobeaddedtointernal marksto makeupthetotalof40marks.

CONTENTOUTLINE T- Theory,P -Practical

Unit	Time(Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	T-4 P-4	Identify ThePurposes of thePhysicalExamination andDescribe thePreparation forHealth Assessment.Explain the FourMethods/Tech niques used inHealthAssessment:	HealthAssessment <ul style="list-style-type: none"> • Definition/Meaning • Purposes • PreparationforHealth Assessment • MethodsofHealthAssessment <ul style="list-style-type: none"> ○ Inspection, ○ Palpation, ○ Percussion,and ○ Auscultation. 	<ul style="list-style-type: none"> • Lecture • Demonstration • Practice in SkillLabandClinical 	<ul style="list-style-type: none"> • MCQ • Shortanswers • OSCE

li	T-8 P-8	Perform Comprehensive Health Assessment that includes	Comprehensive Health Assessment <ul style="list-style-type: none"> • Nursing Health History • <i>Physical Assessment</i> 	<ul style="list-style-type: none"> • Self-Study Review of Anatomy of System and Organs 	<ul style="list-style-type: none"> • Short answers • Written assignments • OSCE
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Unit	Time(Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Nursing HealthHistoryandSystemWise PhysicalExamination.	<ul style="list-style-type: none"> ○ Comprehensive PhysicalExamination-SystemWise 	<ul style="list-style-type: none"> ● Lecture ● Demonstration ● Practice in SkillLabandClinical 	
iii	T-8 P-8	Identify ExpectedFindings duringHealthAssessment	Guide To Perform Head-to-ToePhysical Assessment to identifyNormal/AbnormalFindings <ul style="list-style-type: none"> ● AssessmentTechniquesand NormalFindings 	<ul style="list-style-type: none"> ● Lecture cumdiscussion ● Demonstration ● Practice in SkillLabAndClinical ● Identification ofFindings 	<ul style="list-style-type: none"> ● Shortanswers ● Writtenassessments ● OSCE

LearningResource:

HealthAssessmentModulepreparedbyINC,givenbelow.

HEALTHASSESSMENT(NursingFoundationII)

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HEALTH ASSESSMENT

INTRODUCTION

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

Purposes of Health Assessment

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

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

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

Preparation of the patient

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

Methods of Physical Assessment

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

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

Thepurposeistoassesssthetexture,temperature,tenderness,moisture,size,distention,pulsation,andmobilityoforgansorm
asses

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

A. COMPREHENSIVE HEALTH ASSESSMENT

A comprehensive health assessment includes:

I. Nursing Health History

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

II. Physical Assessment

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

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

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

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

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

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

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

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

3.1 Face and Skull

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

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

3.2 Eyes

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

Standardized Testing: The Snellen chart for visual acuity

3.3 Ears

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

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

3.4 Nose

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

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

3.5 Mouth and Throat

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

3.6 Neck

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

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

4. Assessment of the Breast and Axillae

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

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

5. Assessment of Respiratory System (Thorax and Lungs)

5.1 Assessment of the Thorax

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

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

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

5.2 Assessment of the Lungs

Auscultation: The assessment of normal and adventitious breath sounds.

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

6. Assessment of the Cardiovascular System (Heart)

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

Auscultation: Listening to systolic heart sounds like the normal S₁ heart sound and abnormal clicks, the diastolic heart sounds of S₂, S₃, S₄, diastolic knocks and mitral valve sounds, all of which are abnormal with the exception of S₂ which can be normal among patients less than 40 years of age.

7. Assessment of the Abdomen

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

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

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

8. Assessment of the Male and Female Genitalia

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

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

9. Assessment of the Rectum and Anus

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

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

10. Assessment of the Musculoskeletal System

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

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

11. Assessment of the Peripheral Vascular System

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

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

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

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

12. Assessment of the Neurological System

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

The neurological system is assessed with:

Inspection

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

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

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

1. Integumentary System (Hair, Skin and Nails)

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

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

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

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

Normal Findings:**2.1 Skull**

- Generally round, with prominences in the frontal and occipital area (Normocephalic).
- Not tenderness noted upon palpation.

2.2 Scalp

- Lighter in color than the complexion.
- Can be moist or oily.
- No scars noted.
- Free from lice, nits and dandruff.
- No lesions should be noted.
- Not tenderness or masses on palpation.

2.3 Hair

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

2.4 Face

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

2.5 Eyes*Eyebrows, Eyes and Eyelashes*

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

Normal findings**Eyebrows**

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

**Severe exophthalmos****Eyes**

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

Eyelashes

- Color dependent on race.
- Evenly distributed.
- Turned outward.

Eyelids and Lacrimal Apparatus

- Inspect the eyelids for position and symmetry.
- Palpate the eyelids for the lacrimal glands.
 - To examine the lacrimal gland, the examiner, lightly slides the pad of the index finger against the client's upper orbital rim.
 - Inquire for any pain or tenderness.
- Palpate for the nasolacrimal duct to check for obstruction.
 - To assess the nasolacrimal duct, the examiner presses with the index finger against the client's lower inner orbital rim, at the lacrimal sac, **NOT AGAINST THE NOSE.**
 - In the presence of blockage, this will cause regurgitation of fluid in the puncta

Normal Findings

Eyelids

- Upper eyelids cover the small portion of the iris, cornea, and sclera when eyes are open.
- No PTOSIS noted. (Drooping of upper eyelids).
- Meets completely when eyes are closed.
- Symmetrical.

Lacrimal Apparatus

- Lacrimal gland is normally nonpalpable.
- Not tenderness on palpation.
- No regurgitation from the nasolacrimal duct. Co

conjunctivae

- The bulbar and palpebral conjunctivae are examined by separating the eyelids widely and having the client look up, down and to each side. When separating the lids, the examiner should exert **NO PRESSURE** against the eyeball; rather, the examiner should hold the lids against the ridges of the bony orbits surrounding the eye.

In examining the palpebral conjunctiva, everting the upper eyelid is necessary and is done as follows:

1. Ask the client to look down but keep his eyes slightly open. This relaxes the levator muscles, whereas closing the eyes contracts the orbicularis muscle, preventing lid eversion.
2. Gently grasp the upper eyelashes and pull gently downward. Do not pull the lashes outward or upward; this, too, causes muscle contraction.
3. Place a cotton tip application about 1 cm above the lid margin and push gently downward with the applicator while still holding the lashes. This everts the lid.
4. Hold the lashes of the everted lid against the upper ridge of the bony orbit, just beneath the eyebrow, never pushing against the eyeball.
5. Examine the lid for swelling, infection, and presence of foreign objects.
6. To return the lid to its normal position, move the lids slightly forward and ask the client to look up and to blink. The lid returns easily to its normal position.

Normal Findings

- Both conjunctivae are pinkish or red in color.
- With presence of many minute capillaries.
- Moist
- No ulcers
- No foreign

objects Sclerae

- The sclerae are easily inspected during the assessment of the conjunctivae.

Normal Findings

- Sclerae is white in color (anicteric sclera)
- No yellowish discoloration (icteric sclera).
- Some capillaries may be visible.
- Some people may have pigmented sclera. Co

cornea

- The cornea is best inspected by directing penlight obliquely from several positions.

Normal findings

- There should be no irregularities on the surface.
- Look smooth.
- The cornea is clear or transparent. The features of the iris should be fully visible through the cornea.
- There is a positive corneal reflex.

Anterior Chamber and Iris

- The anterior chamber and the iris are easily inspected in conjunction with the cornea. The technique of oblique illumination is also useful in assessing the anterior chamber.

Normal Findings

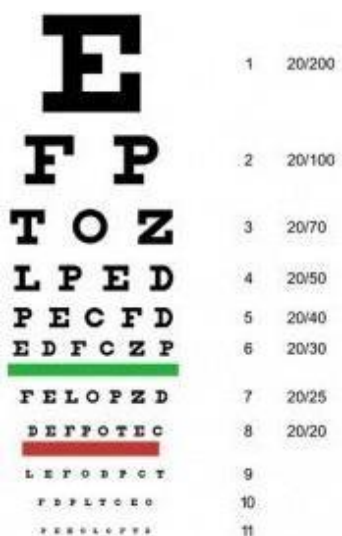
- The anterior chamber is transparent.
- No noted visible materials.
- Color of the iris depends on the person's race (black, blue, brown or green).
- From the side view, the iris should appear flat and should not be bulging forward. There should be no crescent shadow casted on the other side when illuminated from one side.

Pupils

- Examination of the pupils involves several inspections, including assessment of the size, shape reaction to light is directed is observed for direct response of constriction. Simultaneously, the other eye is observed for consensual response of constriction.
- The test for papillary accommodation is the examination for the change in pupillary size as it is switched from a distant to a near object.
- Ask the client to stare at the objects across the room.
- Then ask the client to fix his gaze on the examiner's index fingers, which is placed 5 inches from the client's nose.
- Visualization of distant objects normally causes pupillary dilation and visualization of nearer objects causes pupillary constriction and convergence of the eye.

Normal Findings

- Pupillary size ranges from 3-7mm, and are equal in size.
- Equally round.
- Constrict briskly/sluggishly when light is directed to the eye, both directly and consensual.
- Pupils dilate when looking at distant objects, and constrict when looking at nearer objects.
- If all of which are met, we document the findings using the notation PERRLA, pupil equally round, reactive to light, and accommodation.



A Snellen chart

- The optic nerve (Cranial Nerve II) is assessed by testing for visual acuity and peripheral vision.
- Visual acuity is tested using a Snellen chart, for those who are illiterate and unfamiliar with the western alphabet, the illiterate E chart, in which the letter E faces in different directions, may be used.
- The chart has a standardized number at the end of each line of letters; these numbers indicate the degree of visual acuity when measured at a distance of 20 feet.

- The numerator 20 is the distance in feet between the chart and the client, or the standard testing distance. The denominator 20 is the distance from which the normal eye can read the lettering, which corresponds to the number at the end of each letter line; therefore the larger the denominator the poorer the vision.
- Measurement of 20/20 vision is an indication of either refractive error or some other optic disorder.
- In testing for visual acuity you may refer to the following:
 - The room used for this test should be well lighted.
 - A person who wears corrective lenses should be tested with and without them to check for the adequacy of correction.
 - Only one eye should be tested at a time; the other eye should be covered by an opaque card or eye cover, not with client's finger.
 - Make the client read the chart by pointing at a letter randomly at each line; may be started from largest to smallest or vice versa.
 - A person who can read the largest letter on the chart (20/200) should be checked if they can perceive hand movement about 12 inches from their eyes, or if they can perceive the light of the penlight directed to their eyes.

Peripheral vision or visual fields

- The assessment of visual acuity is indicative of the functioning of the macular area, the area of central vision. However, it does not test the sensitivity of the other areas of the retina which perceive the more peripheral stimuli. The Visual field confrontation test, provide a rather gross measurement of peripheral vision.
- The performance of this test assumes that the examiner has normal visual fields, since that client's visual fields are to be compared with the examiners.

Follow the step on conducting the test:

- The examiner and the client sit or stand opposite each other, with the eyes at the same, horizontal level with the distance of 1.5–2 feet apart.
- The client covers the eye with an opaque card, and the examiner covers the eye that is opposite to the client covered eye.
- Instruct the client to stare directly at the examiner's eye, while the examiner stares at the client's open eye. Neither looks out at the object approaching from the periphery.
- The examiner holds an object such as a pencil or penlight, in his hand and gradually moves it in from the periphery of both directions horizontally and from above and below.
- Normally the client should see the same time the examiner sees it. The normal visual field is 180 degrees.

2.6 Ears

- Inspect the auricles of the ears for parallelism, size position, appearance and skin color.
- Palpate the auricles and the mastoid process for firmness of the cartilage of the auricles, tenderness when manipulating the auricles and the mastoid process.
- Inspect the auditory meatus or the ear canal for color, presence of cerumen, discharges, and foreign bodies.
- For adult pull the pinna upward and backward to straighten the canal.
- For children pull the pinna downward and backward to straighten the canal
- Perform otoscopic examination of the tympanic membrane, noting the color and landmarks.

Normal Findings

- The earlobes are bean shaped, parallel, and symmetrical.
- The upper connection of the earlobe is parallel with the outer canthus of the eye.
- Skin is same in color as in the complexion.
- No lesions noted on inspection.
- The auricles are has a firm cartilage on palpation.
- The pinnae coils when folded.
- There is no pain or tenderness on the palpation of the auricles and mastoid process.
- The ear canal has normally some cerumen on inspection.
- No discharges or lesions noted at the ear canal.
- On otoscopic examination the tympanic membrane appears flat, translucent and pearly gray in color.

2.7 Nose and Paranasal Sinuses

- The external portion of the nose is inspected for the following:
 - Placement and symmetry.
 - Patency of nares (done by occluding one nostril one at a time, and noting for difficulty in breathing)

- Flaring of alae nasi
- Discharge
- The external nares are palpated for:
 - Displacement of bone and cartilage.
 - Tenderness and masses
 - The internal nares are inspected by hyper extending the neck of the client, the ulnar aspect of the examiner's hand over the forehead of the client, and using the thumb to push the tip of the nose upward while shining a light into the nares.
- Inspect for the following:
 - Position of the septum.
 - Check septum for perforation. (Can also be checked by directing the lighted penlight on the side of the nose, illumination at the other side suggests perforation).
 - The nasal mucosa (turbinates)

for swelling, exudates and change in color. Paranasal Sinuses

- Examination of the paranasal sinuses is indirectly. Information about their condition is gained by inspection and palpation of the overlying tissues. Only frontal and maxillary sinuses are accessible for examination.
- By palpating both cheeks simultaneously, one can determine tenderness of the maxillary sinusitis, and pressing the thumb just below the eyebrows, we can determine tenderness of the frontal sinuses.

Normal Findings

- Nose in the midline
- No Discharges.
- No flaring of alae nasi.
- Both nares are patent.
- No bone and cartilage deviation noted on palpation.
- No tenderness noted on palpation.
- Nasal septum in the midline and not perforated.
- The nasal mucosa is pinkish to red in color. (Increased redness of turbinates are typical of allergy).
- No tenderness noted on palpation of the paranasal sinuses.

2.8 Mouth and Oropharynx, Lips

Inspected for:

- Symmetry and surface abnormalities
- Color
- Edema

Normal Findings

- With visible margin
- Symmetrical in appearance and movement
- Pinkish in color
- No

edema Temporomandibular

Joint

- Palpate while the mouth is opened wide and then closed for:
 - Crepitus
 - Deviations
 - Tenderness

Normal Findings

- Move smoothly with no crepitus.
- No deviations noted
- No pain or tenderness on palpation and jaw movement.

Gums Inspect

for:

- Color
- Bleeding

- Retractionofgums.

Normal Findings

- Pinkish in color
- No gum bleeding
- No receding gums

Teeth

Inspected for:

- Number
- Color
- Dental carries
- Dental fillings
- Alignment and malocclusions (2 teeth in the space for 1, or overlapping teeth)
- Tooth loss
- Breath should also be assessed during the process.

Normal Findings

- 28 for children and 32 for adults.
- White to yellowish in color
- With or without dental carries and/or dental fillings.
- With or without malocclusions.
- No

halitosis. Tongue

Palpated for:

- Texture

Normal Findings

- Pinkish with white taste buds on the surface.
- No lesions noted.
- No varicosities on ventral surface.
- Frenulum is thin and attaches to the posterior 1/3 of the ventral aspect of the tongue.
- Gag reflex is present.
- Able to move the tongue freely and with strength.
- Surface of the tongue is rough. Uv

ula

Inspected for:

- Position
- Color
- Cranial Nerve X (Vagus nerve) - Tested by asking the client to say "Ah" note that the uvula will move upward and forward.

Normal Findings

- Positioned in the midline.
- Pinkish to red in color.
- No swelling or lesion noted.
- Moves upward and backward when asked to say "ah"

Throat

Tonsils

Inspected for:

- Inflammation
- Size
- A Grading system used to describe the size of the tonsils can be used.
 - Grade 1 – Tonsils behind the pillar.
 - Grade 2 – Between pillar and uvula.
 - Grade 3 – Touching the uvula
 - Grade 4 – In the midline.

2.9 Neck

- The neck is inspected for position, symmetry and obvious lumps, visibility of the thyroid gland and Jugular Venous Distension
- Check the Range of Movement of the neck.

Normal Findings

- The neck is straight.
- No visible mass or lumps.
- Symmetrical
- No jugular venous distension (suggestive of cardiac congestion).
- The neck is palpated just above the suprasternal notch using the thumb and the index finger.

Normal Findings

- The trachea is palpable.
- It is positioned in the line and straight.
- Lymph nodes are palpated using palm tips of the fingers via systemic circular movements. Describe lymph nodes in terms of size, regularity, consistency, tenderness and fixation to surrounding tissues.

Normal Findings

- May not be palpable. May be normally palpable in thin patients.
- Nontender if palpable.
- Firm with smooth rounded surface.
- Slightly movable.
- About less than 1 cm in size.
- The thyroid is initially observed by standing in front of the patient and asking the patient to swallow. Palpation of the thyroid can be done either by posterior or anterior approach.



Posterior Approach:

1. Let the patient sit on a chair while the examiner stands behind him.
2. In examining the isthmus of the thyroid, locate the cricoid cartilage and directly below that is the isthmus.
3. Ask the patient to swallow while feeling for any enlargement of the thyroid isthmus.
4. To facilitate examination of each lobe, the client is asked to turn his head slightly toward the side to be examined to displace the sternocleidomastoid, while the other hand of the examiner pushes the thyroid cartilage toward the side of the thyroid lobe to be examined.
5. Ask the patient to swallow as the procedure is being done.
6. The examiner may also palpate for thyroid enlargement by placing the thumb deep to and behind the sternocleidomastoid muscle, while the index and middle fingers are placed deep to and in front of the muscle.
7. Then the procedure is repeated on the other side.

Anterior approach:

1. The examiner stands in front of the patient and with the palm surface of the middle and index fingers palpates below the cricoid cartilage.
2. Ask the patient to swallow while palpation is being done.
3. In palpating the lobes of the thyroid, similar procedure is done as in posterior approach. The patient is asked to turn his head slightly to one side and then the other of the lobe to be examined.
4. Again the examiner displaces the thyroid cartilage toward the side of the lobe to be examined.

5. Again, the examiner palpates the area and hooks thumb and fingers around the sternocleidomastoid muscle.

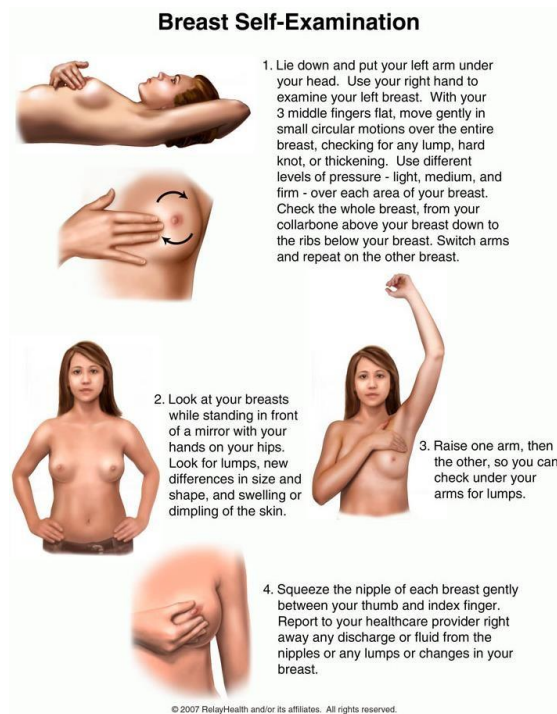
Normal Findings

- Normally the thyroid is nonpalpable.
- Isthmus may be visible in a thin neck.
- Nonodules are palpable.
- Auscultation of the Thyroid is necessary when there is thyroid enlargement. The examiner may hear bruits, as a result of increased and turbulence in blood flow in an enlarged thyroid.

3. Anterior and Posterior Thorax (Breast & Axillae, Thorax, Lungs and Heart)

3.1 Breast and Axilla

Breast



Inspection of the Breast

- There are 4 major sitting position of the client used for clinical breast examination. Every patient should be examined in each position.
 - The patient is seated with her arms on her side
 - The patient is seated with her arms abducted over the head.
 - The patient is seated and is pushing her hands into her hips, simultaneously eliciting contraction of the pectoral muscles.
 - The patient is seated and is leaning over while the examiner assists in supporting and balancing her.
- While the patient is performing these manoeuvres, the breasts are carefully observed for symmetry, bulging, retraction, and fixation.
- An abnormality may not be apparent in the breasts at rest as mass may cause the breasts, through invasion of the suspensory ligaments, to fix, preventing them from upward movement in position 2 and 4.
- Position 3 specifically assists in eliciting dimpling if a mass has infiltrated and shortened suspensory ligaments.

Normal Findings

- The overlying the breast should be even.
- May or may not be completely symmetrical at rest.
- The areola is rounded or oval, with same color, (Color varies from light pink to dark brown depending on race).
- Nipples are rounded, everted, same size and equal in color.
- No "orange peel" skin is noted which is present in edema.
- The veins may be visible but not engorged and prominent.

- No obvious mass noted.
- Not fixated and moves bilaterally when hands are abducted over the head, or is leaning forward.
- No retractions or dimpling.

Palpation of the Breast

- Palpate the breast along imaginary concentric circles, following a clockwise rotary motion, from the periphery to the center going to the nipples. Be sure that the breast is adequately surveyed. Breast examination is best done 1 week postmenses.
- Each areolar area is carefully palpated to determine the presence of underlying masses.
- Each nipple is gently compressed to assess for the presence of masses or discharge.

Normal Findings

- No lumps or masses are palpable.
- Not tenderness upon palpation.
- No discharges from the nipples.
- NOTE: The male breasts are observed by adapting the techniques used for female clients. However, the various sitting positions used for women are unnecessary.

Axillae

The lymph nodes in the axillary areas are also palpated for any enlargement or swelling.

3.2 Thorax

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

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

Percussion: It is done to identify normal and abnormal sounds over the thorax.

3.3 Lungs

Auscultation: The assessment of normal and adventitious breath sounds is done by auscultation.

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

3.4 Heart

Inspection of the Heart

- The chest wall and epigastrium is inspected while the client is in supine position. Observe for pulsation and heaves or lifts.

Normal Findings

- Pulsation of the apical impulse may be visible. (This can give some indication of the cardiac size).
- There should be no lift or heaves.

Palpation of the Heart

- The entire precordium is palpated methodically using the palms and the fingers, beginning at the apex, moving to the left sternal border, and then to the base of the heart.

Normal Findings

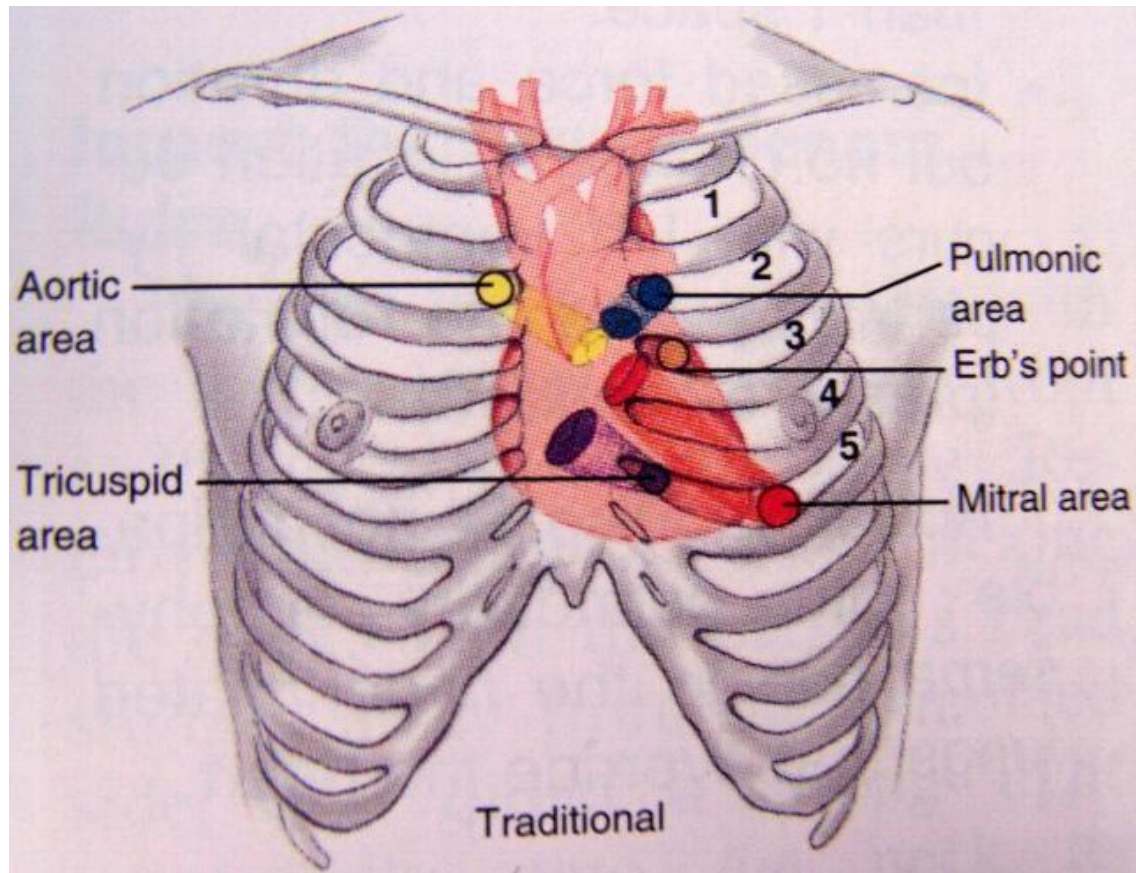
- No palpable pulsation over the aortic, pulmonic, and mitral valves.
- Apical pulsation can be felt on palpation.
- There should be no noted abnormal heaves, and thrills felt over the apex.

Percussion of the Heart

- The technique of percussion is of limited value in cardiac assessment. It can be used to determine borders of cardiac

dullness.

AuscultationoftheHeart



- Anatomicareasforauscultationoftheheart:
 - Aorticvalve–Right2ndICS sternalborder.
 - PulmonicValve–Left2ndICSsternalborder.
 - TricuspidValve– Left5thICSsternalborder.
 - MitralValve–Left5thICSmidclavicularline

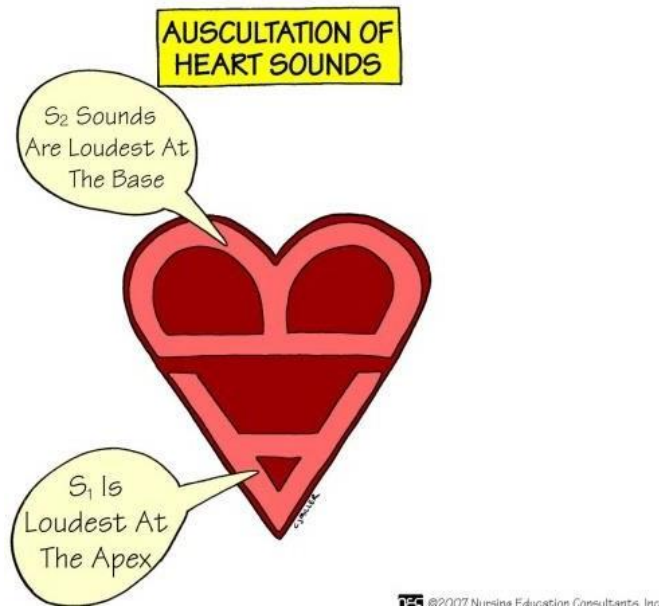
Positioningthepatientforauscultation:

1. Iftheheartsoundsarefaintorundetectable,trylisteningtothemwiththepatientseatedandleaningforward,orlyingon hisleftside,whichbringstheheartcloser to the surfaceofthechest.
2. Havingthepatientseatedandleaningforwardsbestsuitedforhearinghigh-pitchedsoundsrelatedtosemilarvalvesproblem.
3. Theleftlateralrecumbentposition isbestsuitedlow-pitchedsounds,suchasmitralvalveproblemsandextraheartsounds.

Auscultatingtheheart:

1. Auscultatethe heartinallanatomicareasaortic,pulmonic,tricuspidandmitral
2. ListenfortheS1andS2sounds(S1closureofAV valves;S2closureofsemilunarvalve).S1soundisbestheardover the mitralvalve;S2 isbestheardovertheaortic valve.
3. Listenforabnormalheartsoundse.g.S3,S4,andMurmurs.
4. Countheartrateatthepicalpulseforonefull minute.

AuscultationofHeartSounds

**Normal Findings**

- S₁&S₂canbeheard atallanatomic site.
- Noabnormalheartsoundsisheard(e.g.Murmurs,S₃&S₄).
- Cardiacraterangesfrom60-100 bpm.

4. Abdomen

Inabdominalassessment,besurethattheclienthasemptiedthebladderforcomfort.Placetheclientinasupine position withthekneeslightlyflexedto relaxabdominalmuscles.

Inspectionoftheabdomen

- Inspectforskinintegrity(Pigmentation,lesions,striae,scars,veins,and umbilicus).
- Contour(flat,rounded,scapold)
- Distension
- Respiratorymovement
- Visibleperistalsis
- Pulsations

Normal Findings

- Skin colorisuniform,nolesions.
- Somepatients mayhavestriaeorscar.
- No venousengorgement.
- Contourmaybe flat,roundedorscapoid
- Thinpatientsmayhavevisibleperistalsis.
- Aorticpulsationmaybe visibleonthinclients.

AuscultationoftheAbdomen

- Thismethodprecedespercussionbecausebowel motility,andthusbowelsounds,maybeincreasedbypalpation or percussion.
- Thestethoscopeandthehandsshouldbewarmed;iftheyarecold,theymayinitiatecontractionoftheabdominal muscles.
- Lightpressureonthestethoscopeissufficienttodetectbowelsoundsandbruits.Intestinalsoundsarerelativelyhigh-pitched;thebellmaybeused inexploringarterialmurmursand venoushum.

Peristalticsounds

- Thesesoundsareproducedbythemovementsofairandfluidsthroughthegastrointestinaltract.

Peristalsiscanprovide diagnosticcluesrelevanttothemotilityofbowel.

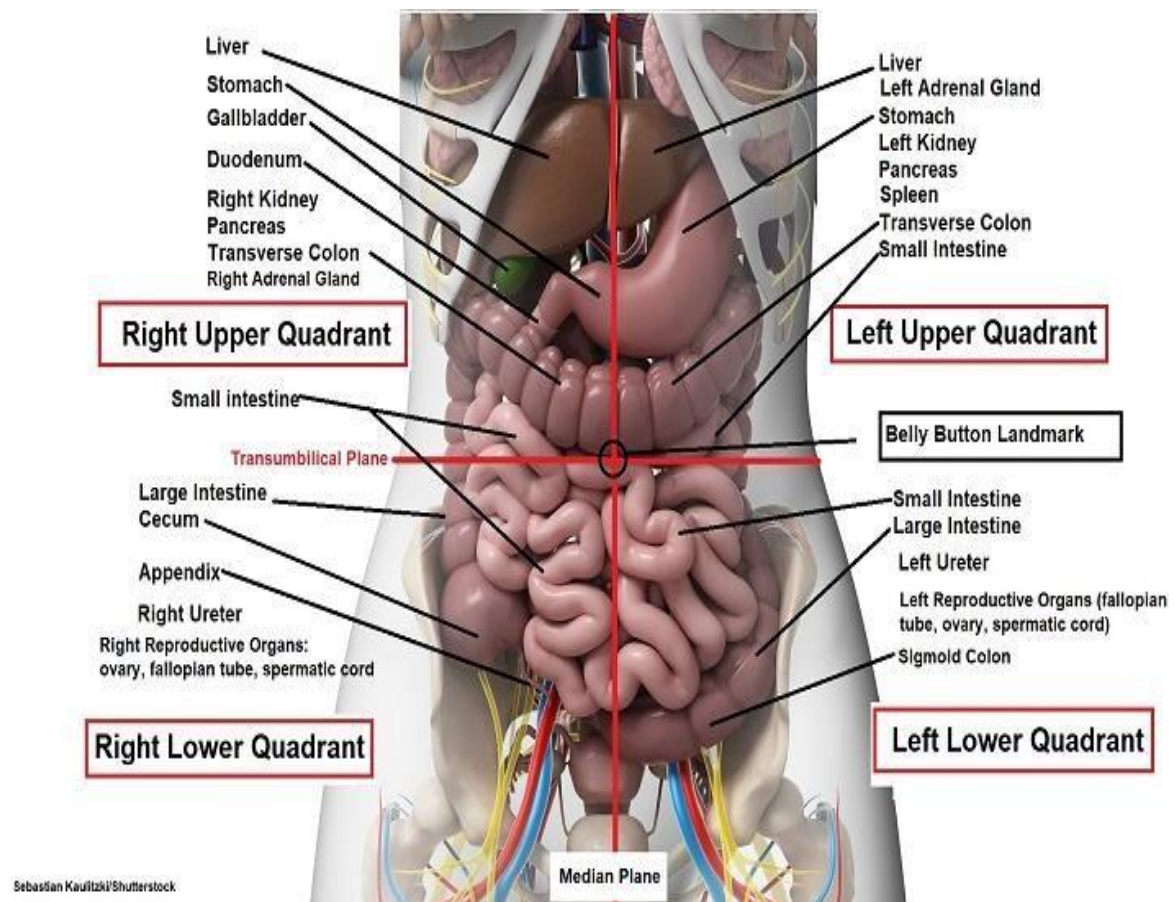
- Listeningto thebowelsounds (borborygmi)canbefacilitated byfollowingthesesteps:

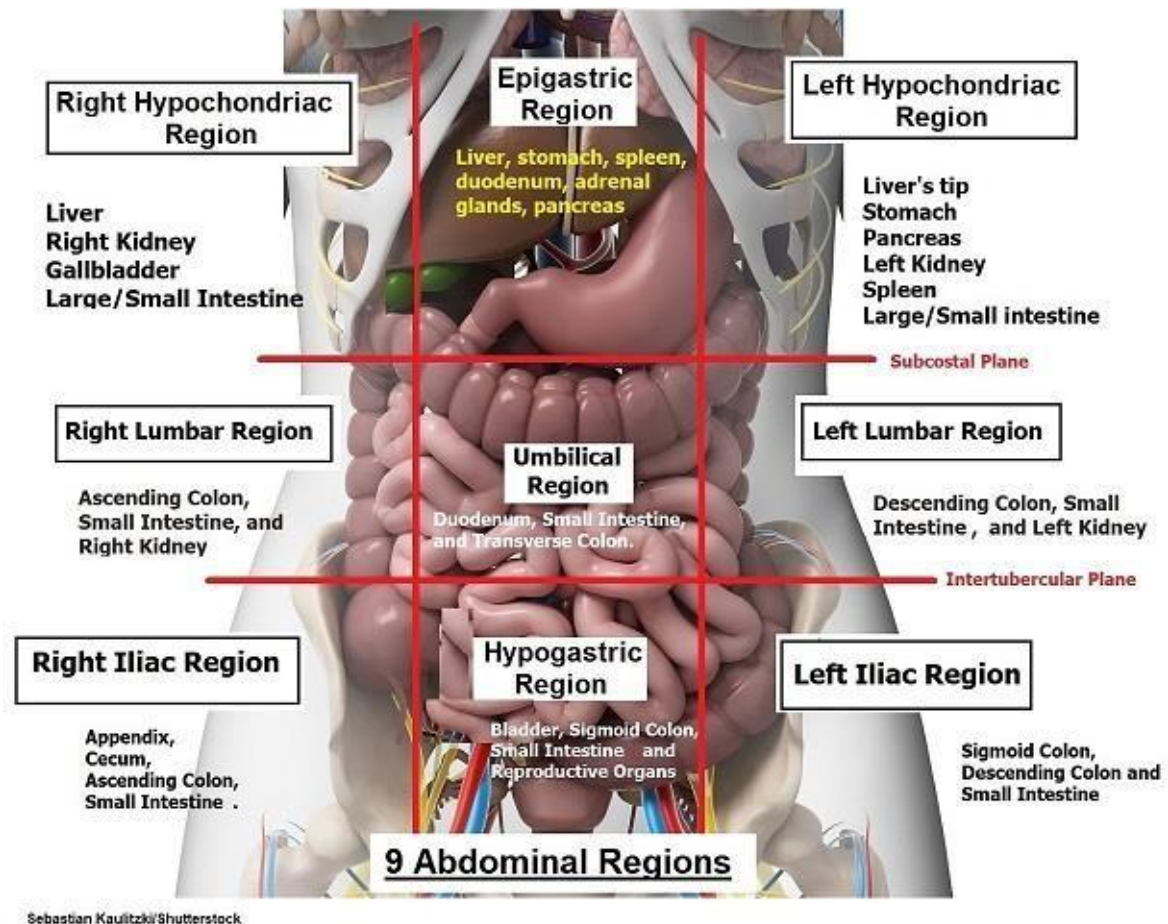
- Divide the abdomen into four quadrants.
- Listen over all auscultation sites, starting at the right lower quadrants, following the cross pattern of the imaginary lines in creating the abdominal quadrants. This direction ensures that we follow the direction of bowel movement.
- Peristaltic sounds are quite irregular. Thus it is recommended that the examiner listen for at least 5 minutes, especially at the periumbilical area, before concluding that no bowel sounds are present.
- The normal bowel sounds are high-pitched, gurgling noises that occur approximately every 5 – 15 seconds. It is suggested that the number of bowel sound may be as low as 3 to as high as 20 per minute, or roughly, one bowel sound for each breath sound.
- Some factors that affect bowel sound:
 - Presence of food in the GI tract.
 - State of digestion.
 - Pathologic conditions of the bowel (inflammation, Gangrene, paralytic ileus, peritonitis).
 - Bowel surgery
 - Constipation or Diarrhoea.
 - Electrolyte imbalances.
 - Bowel obstruction.

Percussion of the abdomen

- Abdominal percussion is aimed at detecting fluid in the peritoneum (ascites), gaseous distension, and masses, and in assessing solid structures within the abdomen.
- The direction of abdominal percussion follows the auscultation site at each abdominal quadrant as detailed below.

The abdomen can be divided into four quadrants or nine regions as follows.





- The entire abdomen should be percussed lightly to get a general picture of the areas of tympany and dullness.
- Tympany will predominate because of the presence of gas in the small and large bowel. Solid masses will percuss dull, such as liver in the RUQ, spleen at the 6th or 9th rib just posterior to or at the midaxillary line on the left side.
- Percussion in the abdomen can also be used in assessing the liver span and size of the spleen.

Percussion of the liver

- The palms of the left hand are placed over the region of liver dullness.
- The area is struck lightly with a fist of the right hand.
- Normally tenderness should not be elicited by this method.
- Tenderness elicited by this method is usually a result of hepatitis or cholecystitis.

Renal Percussion

- Can be done by either indirect or direct method.
- Percussion is done over the costovertebral junction.
- Tenderness elicited by such methods suggests renal inflammation.

Palpation of the Abdomen

Light palpation

- It is a gentle exploration performed while the client is in supine position. With the examiner's hands parallel to the floor.
- The fingers depress the abdominal wall, at each quadrant, by approximately 1 cm without digging, but gently palpating with slow circular motion.
- This method is used for eliciting slight tenderness, large masses, and muscles, and muscle guarding.
- Tensing of abdominal musculature may occur because of:
 - The examiner's hands are too cold or are pressed too vigorously or deep into the abdomen.
 - The client is ticklish or guards involuntarily.
 - Presence of subjacent pathologic condition.

Normal Findings

- Not tenderness noted.
- With smooth and consistent tension.
- No muscles guarding.

***Deep Palpation**

It is the indentation of the abdomen performed by pressing the distal half of the palmar surfaces of the fingers into the abdominal wall.

- The abdominal wall may slide back and forth while the fingers move back and forth over the organ being examined.
- Deeper structures, like the liver, and retroperitoneal organs, like the kidneys, or masses may be felt with this method.
- In the absence of disease, pressure produced by deep palpation may produce tenderness over the cecum, the sigmoid colon, and the aorta.

Liver palpation

- There are two types of bimanual palpation recommended for palpation of the liver. The first one is the superimposition of the right hand over the left hand.
 - Ask the patient to take 3 normal breaths.
 - Then ask the client to breathe deeply and hold. This would push the liver down to facilitate palpation.
 - Press hand deeply over the RUQ
- These second methods:
 - The examiner's left hand is placed beneath the client at the level of the right 11th and 12th ribs.
 - Place the examiner's right hand parallel to the costal margin in the RUQ.
 - An upward pressure is placed beneath the client to push the liver towards the examining right hand, while the right hand is pressing into the abdominal wall.
 - Ask the client to breathe deeply.
 - As the client inspires, the liver may be felt to slip beneath the examining fingers.

Percussion and Palpation of deep structures such as liver and kidney to be done under supervision*Normal Findings**

- The liver usually cannot be palpated in a normal adult. However, in extremely thin but otherwise well individuals, it may be felt the costal margins.
- When the normal liver margin is palpated, it must be smooth, regular in contour, firm and non-tender.

5. Male and Female Genitalia

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

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

6. Rectum and Anus

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

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

7. Extremities (Musculoskeletal system & Peripheral Vascular System)**Inspection**

- Observe for size, contour, bilateral symmetry, and involuntary movement.
- Look for gross deformities, edema, presence of trauma such as ecchymosis or other discoloration.
- Always compare both extremities.

Palpation

- Feel for evenness of temperature. Normally it should be even for all the extremities.
- Tonicity of muscle. (Can be measured by asking client to squeeze examiner's fingers and noting for equality of contraction).
- Perform range of motion.
- Test for muscle strength (performed against gravity and against resistance and described in the table below:

Table showing the Lovett scale for grading for muscle strength and functional level

Grade	Muscle function level	Lovett Scale
0	0% of normal strength	0 (Zero)
1	10% of normal strength; no movement, contraction of muscle is palpable or visible	T (Trace)
2	25% of normal strength; full muscle movement against gravity	P (Poor)
3	50% of normal strength; normal movement against gravity	F (Fair)
4	75% of normal strength; normal movement against gravity and against minimal resistance	G (Good)
5	100% of normal strength; normal movement against gravity and against minimal resistance	N (Normal)

Normal Findings

- Both extremities are equal in size.
- Have the same contour with prominences of joints.
- No involuntary movements.
- No edema
- Color is even.
- Temperature is warm and even.
- Have equal contraction and even.
- Can perform complete range of motion.
- No crepitus must be noted on joints.
- Can counteract gravity and resistance on ROM.

Peripheral Vascular System

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

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

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

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

8. Neurological system

Neurological assessment- mental status includes level of consciousness (LOC), orientation, and memory.

Balance is assessed using the relatively simple Romberg test. The Romberg test is the test that law enforcement use to test people for drunkenness. Gait can be assessed by simply observing the client as they are walking or by coaching the person to walk heel to toe as the nurse observes the client for their gait.

Gross motor functioning is bilaterally assessed by having the client contract their muscles; and fine motor coordination and functioning is observed for both the upper and the lower extremities as the client manipulates objects.

Sensory functioning is determined by touching various parts of the body, bilaterally, with a pen or another blunt item while the client has their eyes closed. The client is prompted to report whether or not they feel the blunt item as the nurse touches the area. Similarly, a hot and cold object is placed on the skin on various parts of the body to assess temperature sensory functioning. The client will then report whether they feel heat, cold or nothing at all.

Kinesthetic sensations are assessed to determine the client's ability to perceive and report their bodily positioning without the help of visual cues.

Tactile sensory functioning is assessed for the client's ability to have stereognosis, extinction, one point discrimination and two point discrimination. One and two point discrimination relate to the client's ability to feel whether or not they have gotten one or two pinpricks that the nurse gently applies. Stereognosis is the

client's ability to feel and identify a familiar object while their eyes are closed. For example, the nurse may place a pen, a button or a paper clip in the client's hand to determine whether or not the client can identify the object without any visual cues. Extinction is the client's ability to identify whether or not they are being touched by the person doing the assessment with either one or two bilateral touches. For example, the nurse may touch both knees and then ask the client if they felt one or two touches while the client has their eyes closed.

8.1 Reflexes

Reflexes are automatic muscular responses to a stimulus. When reflexes are absent or otherwise altered, it can indicate a neurological deficit even earlier than other signs and symptoms of the neurological deficit appear.

Reflexes can be described as primitive and long term. Primitive reflexes are normally present at the time of birth and these reflexes normally disappear as the baby grows older; neurological deficits are suspected when these primitive reflexes remain beyond the point in time when they are expected to disappear. Reflexes, other than the primitive reflexes, remain intact and active during the entire lifespan, under normal conditions.

Deep Tendon and Superficial Reflexes

A **deep tendon reflex** is often associated with muscle stretching. **Tendon reflex** tests are used to determine the integrity of the spinal cord and peripheral nervous system, and they can be used to determine the presence of a neuromuscular disease.

Superficial reflexes. **Superficial reflexes** are motor responses to scraping of the skin. They are graded simply as present or absent, although marked or asymmetrical responses should be considered abnormal as well.

- **Pupil reflex:** Pupil reflexes include pupil dilation and pupil accommodation. The "PERLA" mnemonic for pupil reflexes stands for Pupils Equally Reactive to Light and Accommodation which is a normal finding. The pupil reflexes for their reactions to light are assessed by using a flash light in a darkened room. Pupils will normally dilate as the light is withdrawn and they will normally constrict when the light is brought close to the pupils. The pupils are assessed not only for their reaction to light, they are also assessed in terms of their accommodation. Normally, the pupils will dilate when an object is moved away from the eye and they will constrict as the object is being brought closer to the eye.
- **Plantar reflex:** The plantar reflex is elicited when the person performing this assessment strokes the bottom of the foot and the client's toes curl down. The Babinski sign occurs when the foot goes into dorsiflexion and the great toe curls up; this sign is an abnormal response to this stimulation and it can indicate the presence of deep vein thrombosis.
- **Biceps reflex:** This reflex is assessed by placing the thumb on the biceps tendon while the person is in a sitting position and then tapping the thumb with the Taylor hammer.
- **Triceps reflex:** This reflex is elicited by tapping the triceps tendon with the Taylor hammer above the elbow while the client has their hands on their legs when the client is in a sitting position.
- **Patellar tendon reflex:** This reflex, often referred to as the knee jerk reflex, is elicited by tapping the patellar area with the Taylor hammer.
- **Calcaneal reflex:** This reflex, often referred to as the Achilles reflex, is the calcaneal reflex on the ankle with the Taylor hammer.
- **Gag reflex:** The gag reflex is elicited when the back of the mouth and the posterior tongue is stimulated with a tongue blade.
- **Blinking reflex:** This reflex is elicited when the eyes are touched or they are stimulated a sudden bright light or an irritant.
- An **abdominal reflex** is a superficial neurological **reflex** stimulated by stroking of the **abdomen** around the umbilicus. It can be helpful in determining the level of a CNS lesion.

All reflexes should be done bilaterally in rapid succession so that all differences between the right and the left reflexes can be determined and assessed. For example, when the person who is performing these assessments should assess the biceps reflex of the right arm and then immediately assess the biceps reflex of the left arm so that any differences or inequalities can be assessed and documented.

Deeptendonandsuperficial reflexes

Reflexes

□ Deep Tendon Reflexes (DTR)

- Biceps (C5-C6)
- Triceps (C7-C8)
- Brachioradialis (C5-C6)
- Quadriceps (Patellar) (L2-L4)
- Achilles (L5-S2)

□ Superficial Reflexes

- Plantar Reflex/Babinski (L4-S2)
- Abdominal Reflexes
(Upper T8-T10)(Lower T10-T12)
- Crematic Reflex (L1-L2)

Documenting Reflex Findings

Use these grading scales to rate the strength of each reflex in a deep tendon and superficial reflex assessment.

Deep tendon reflex grades

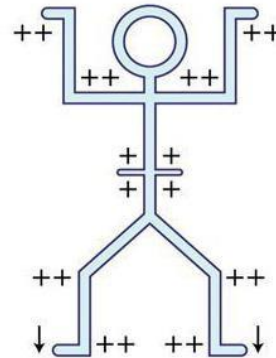
0 absent
+ present but diminished
++ normal
+++ increased but not necessarily pathologic
++++ hyperactive or clonic (involuntary contraction and relaxation of skeletal muscle)

Superficial reflex grades

0 absent
+ present

Use the patient's reflex ratings on a drawing of a stick figure. The figures here show documentation of normal and abnormal reflex responses.

Normal



8.2 Cranialnerves:

Lastly, thenurseassesses thetwelvecranialnerves. Someofthesetwelvecranialnervesareonlysensoryormotornerves, andothershavebothsensoryandmotor functions.

The twelvecranialnerves canbeeasilyremembered usingthismnemonic: OnOldOlympusTippyTop, AFatArmedGermanView AHop, asbelow:

1. Olfactory
2. Optic
3. Oculomotor
4. Trochlear
5. Trigeminal
6. Abducens
7. Facial
8. Acoustic
9. Glossopharyngeal
10. Vagus
11. Spinalaccessory
12. Hypoglossal

Eachofthesetwelvecranialnerves, theirfunctionandtheirclassificationassensory, motororbothsensoryandmotor are showninthe table below.

CranialNerveI(OlfactoryNerve)

- Totestthe adequacyoffunctionoftheolfactorynerve:
 - Theclientisaskedtoclosehis eyesandocclude.
 - Theexaminerplacesaromaticandeasilydistinguisheditemsnose(e.g. alcohol, vinegar, coffee).
 - Asktheclientto identifytheodor.
 - Eachsideistested separately(**Thereis noneedto usetwodifferentsubstances**)

Cranial Nerve II (Optic Nerve)

The optic nerve is assessed by testing for visual acuity and peripheral vision. **(Details shown in examination of eyes)**

Cranial Nerve III, IV & VI (Oculomotor, Trochlear, Abducens)

- All the 3 Cranial nerves are tested at the same time by assessing the Extra Ocular Movement (EOM) or the six cardinal positions of gaze.

Follow the given steps:

- Stand directly in front of the client and hold a finger or a pen light about 1 ft from the client's eyes.
- Instruct the client to follow the direction the object holds by the examiner by eye movements only; that is without moving the neck.
- Then the nurse moves the object in a clockwise direction hexagonally.
- Instruct the client to fix his gaze momentarily on the extreme position in each of the six cardinal gazes.
- The examiners should watch for any jerk movements of the eye (nystagmus).
- Normally the client can hold the position and there should be no nystagmus.

Cranial Nerve V (Trigeminal) - While performing the cranial nerves assessment, the respective cranial nerve assessment can be incorporated in the respective systems.

1. Sensory Function

- Ask the patient to close the eyes.
- Run a cotton wisp over the forehead, check and jaw on both sides of the face.
- Ask the patient if he/she feels it, and where it is felt.
- Check for corneal reflex using cotton wisp.
- The normal response is blinking.

2. Motor function

- Ask the patient to chew or clench the jaw. Palpate the jaw and feel for movement.
- The patient should be able to clench or chew with strength and force.

Cranial Nerve VII (Facial)**1. Sensory function (This nerve innervates the anterior 2/3 of the tongue).**

- Place a sweet, sour, salty, or bitter substance near the tip of the tongue.
- Normally, the client can identify the taste.

2. Motor function

- Ask the patient to smile, frown, raise eyebrow, close eyelids, whistle, or puff the cheeks.

Normal Findings

- Shape may be oval or rounded.
- Face is symmetrical.
- No involuntary muscle movements.
- Can move facial muscles at will.
- Intact cranial nerve V and VII.

The summary table is given below:

Cranial Nerve		Major Functions		Assessment
Cranial Nerve I	Olfactory	Sensory	Smell	Smell—coffee, cloves, peppermint
Cranial Nerve II	Optic	Sensory	Vision	Visual acuity—Snellen chart (cover eye not being examined) Test for visual fields Examine with ophthalmoscope
Cranial Nerve III	Oculomotor	Sensory and Motor – Primarily Motor	Eyelid and eyeball movement	Move eye up, down, and peripherally Test for accommodation Pupillary constriction Observe for ptosis of upper eyelid
Cranial Nerve IV	Trochlear	Sensory and Motor – Primarily Motor	Innervates superior oblique eye muscle Turns eye downward and laterally	Inferior lateral movement of the eye
Cranial Nerve V	Trigeminal	Sensory and Motor	Chewing Face and mouth touch and pain	Corneal reflex Sensation of skin of the face (eyebrow, cheeks and chin) by using a wisp of cotton Chewing, biting, lateral jaw movements (move jaw side to side)
Cranial Nerve VI	Abducens	Sensory and Motor – Primarily Motor	Turns eye laterally Proprioception (sensory awareness of part of the body)	Inferior lateral eye movements
Cranial Nerve VII	Facial	Sensory and Motor	Controls most facial expressions Secretion of ears and saliva	Taste—anterior two thirds of tongue; sweet—sugar; salty; sour—lemon; bitter (rinse mouth between applications) Movement of forehead and mouth Raise eyebrows, show teeth, smile, and puff out cheeks
Cranial Nerve VIII	Vestibulocochlear (auditory)	Sensory	Hearing Equilibrium sensation	Hearing, balance Weber and Rinne tests Otoscope
Cranial Nerve IX	Glossopharyngeal	Sensory and Motor	Taste Senses carotid blood pressure Muscle sense – proprioception, sensory awareness of the body	Swallowing and phonation Taste—posterior one third of tongue; see cranial nerve VII
Cranial Nerve X	Vagus	Sensory and Motor	Senses aortic blood pressure Slows heart rate Stimulates digestive organs Taste	Sensations of posterior one third of tongue, throat. Gag reflex (stimulate back of pharynx with a tongue blade) Swallowing and phonation
Cranial Nerve XI	Spinal Accessory	Sensory and Motor – Primarily Motor	Controls trapezius and sternocleidomastoid controls swallowing movements Muscle sense - proprioception	Shoulder movement, shoulder shrug, head rotation—push against examiner's hand
Cranial Nerve XII	Hypoglossal	Sensory and Motor – Primarily Motor	Controls tongue movements Muscle sense - proprioception	Tongue movement—protrude tongue, push tongue into the cheek

(Berman, Snyder, Kozier & Erb, 2008; Jarvis, 2008).

GlasgowComaScale:

The **Glasgow Coma Scale (GCS)** allows healthcare professionals to consistently evaluate the consciousness level of a patient. There are three aspects of behaviour that are independently measured as part of an **assessment** of a patient's GCS – motor responsiveness, verbal response and eye-opening.

Feature	Response	Score
Best eye response	Open spontaneously	4
	Open to verbal command	3
	Open to pain	2
	No eye opening	1
Best verbal response	Orientated	5
	Confused	4
	Inappropriate words	3
	Incomprehensible sounds	2
	No verbal response	1
Best motor response	Obeys commands	6
	Localising pain	5
	Withdrawal from pain	4
	Flexion to pain	3
	Extension to pain	2
	No motor response	1

ANNEXURE 1

Terms and terminology relating to the neurological system and neurological system disorders

Acalculia: Acalculia is the client's loss of ability to perform relatively simple mathematical calculations like addition and subtraction.

Agnosia: Agnosia is defined as the loss of a client's ability to recognize and identify familiar objects using the senses despite the fact that the senses are intact and normally functioning. The different types of agnosia, as based on each of the five senses, are auditory agnosia, visual agnosia, gustatory agnosia, olfactory agnosia, and tactile agnosia.

Agraphia: Agraphia, simply defined, is the inability of the client to write. Agraphia is one of the four hallmark symptoms of Gerstmann's syndrome. The other symptoms of Gerstmann's syndrome are acalculia, finger agnosia, and an inability to differentiate between right and left.

Alexia: Alexia, which is a type of receptive aphasia, occurs when the client is unable to process, understand and read the written word. This neurological disorder is also referred to as word blindness and optical alexia.

Anhedonia: Anhedonia is a loss of interest in life experiences and life itself as the result of the neurological deficit.

Anomia: Anomia is a lack of ability of the client to name a familiar object or item.

Anosagnosia: Anosagnosia is characterized with the client's inability to perceive and have an awareness of an affected body part such as a paralyzed or missing leg. Anosagnosia is closely similar to hemineglect and hemiattention.

Anosodiaphoria: Anosodiaphoria is an indifference to one's illness and disability.

Aphasia: Aphasia includes expressive aphasia and receptive aphasia. Expressive aphasia is characterized by the client's inability to express their feelings and wishes to others with the spoken word; and receptive aphasia is the client's inability to understand the spoken words of others.

Asomatognosi: Asomatognosi is the inability of the client to recognize one or more of their own bodily parts.

Astereognosi: Astereognosi is the client's inability to differentiate among different textures with their sense of touch and also the inability of the client to identify a familiar object, like a button, with their tactile sensation.

Asymbolia: Asymbolia is the loss of the client's inability to respond to pain even though they have the sensory function to feel and perceive the pain. Asymbolia is also referred to as pain dissociation and pain asymbolia.

Autotopagnosi: Autotopagnosi is the inability of the client to locate their own body parts, the body parts of another person, or the body parts of a medical model.

Balint's syndrome: Balint's syndrome includes ocular apraxia, optic ataxia and simultanagnosi, which consist of impaired visual scanning, visuospatial ability and attention.

Boston Diagnostic Aphasia Examination: The Boston Diagnostic Aphasia Examination is a standardized comprehensive assessment tool that assess and measures the client's degree of aphasia in terms of the client's perceptions, processing of these perceptions and responses to these perceptions while using problem solving and comprehension skills.

Broca's aphasia: Broca's aphasia entails the client's lack of ability to form and express words even though the client's level of comprehension is intact.

Coloragnosi: Coloragnosi reflects the client's lack of ability to recognize and name different colors.

Conduction aphasia: Conduction aphasia is the client's lack of ability to repeat phrases and/or write brief dictated passages despite the fact that the client has intact speech abilities, comprehension abilities, and the ability to name familiar objects.

Constructional apraxia: Constructional apraxia is the inability of the client to draw and copy simple shapes on paper.

Dressing apraxia: Dressing apraxia occurs when the person is not able to appropriately dress oneself because of some neurological dysfunction.

Dysgraphaesthesia: Dysgraphaesthesia impairs the client's ability to sense and identify a letter or number that is tactily drawn on the client's palm.

Dysgraphia: Dysgraphia is similar to agraphia; however, dysgraphia is difficulty in terms of writing and agraphia is the client's complete inability to write.

Environmental agnosia: Environmental agnosia is the lack of ability of the client to recognize familiar places, like the US Supreme Court, by looking at a photograph of it.

Finger agnosia: Finger agnosia occurs when the person is not able to identify what finger is being touched by the person performing the neurological assessment.

Geographic agnosia: Geographic agnosia is the lack of ability of the client to recognize familiar countries, like Canada or Mexico, when viewing a world map.

Gerstmann's Syndrome: Gerstmann's Syndrome consists of dyscalculia or acalculia, finger agnosia, one-sided disorientation and dysgraphia or agraphia.

Hemiasomatognosia: Hemiasomatognosia is the neurological disorder that occurs when the client does not perceive one half of their body and they act in a manner as if that half of the body does not even exist.

Homonymous hemianopsia: Homonymous hemianopsia occurs when the person has neurological blindness in the same visual field of both eyes bilaterally.

Ideomotor apraxia: Ideomotor apraxia is a neurological deficit that affects the client's ability to pretend doing simple tasks of everyday living like brushing one's teeth.

Misoplegia: Misoplegia is a hatred and distaste for an adversely affected limb.

Motor alexia: Motor alexia occurs when the client is not able to comprehend the written word despite the fact that the client can read it aloud.

Musical alexia: Musical alexia is a client's inability to recognize a familiar tune like "The National Anthem" or "Silent Night".

Movement agnosia: Movement agnosia is a neurological deficit that is characterized with a client's lack of ability to recognize an object's movement.

Ocular apraxia: Ocular apraxia is the neurological deficit that occurs when the person is no longer able to rapidly move their eyes to observe a moving object.

Optic ataxia: Optic ataxia is characterized with the client's inability to reach for and grab an object.

Phonagnosia: Phonagnosia is the client's lack of ability to recognize familiar voices such as those of a child or spouse.

Prosopagnosia: Prosopagnosia is a lack of ability to recognize familiar faces, like the face of a spouse or child.

Simultanagnosia: Simultanagnosia is a neurological disorder that occurs when the client is not able to perceive and process the perception of more than one object at a time that is in the client's visual field.

Somatophrenia: Somatophrenia occurs when the client denies the fact that their body parts are not even theirs, but instead, these body parts belong to another.

The Two-Point Discrimination Test: This test measures and assesses the client's ability to recognize more than one sensory perception, such as pain and touch, at one time.

Visual agnosia: Visual agnosia is the client's lack of ability to recognize and attach meaning to familiar objects.

Wechsler Memory Scale IV: Wechsler Memory Scale IV: This measurement tool is a standardized comprehensive method to assess verbal and visual memory, including immediate memory, delayed memory, auditory memory, visual memory and visual working memory.

ANNEXURE2**SAMPLEHEALTHASSESSMENTFORMAT(Adult)**

Date :

Place :

Patient'sName :

HospitalNo. :

Age :

Sex :

Occupation :

Residence :

ChiefComplaint :

Historyofpresentillnessorproblems:HistoryofTreatment :

CurrentHealthstatus :

Nutrition :

Elimination :

Sleep :

Immunizations :

Screeningtests :

Allergies :

Medications :

Dailyactivities :

Highriskbehaviors :

Alcohol

Drug

CigaretteusageSexualbehaviours

Pastmedicalhistory

Illness :

Injuries :

Hospitalization/Surgeries

FamilyHistory:

Family profile &
genogramFamily medical
historySocio-
economicbackground

PhysicalExamination:Vitalsigns

TemperaturePu

lseRespirationB

loodPressure

Height

Weight

BMI

General

appearanceSkinandn

ails:Head and face:

EyesE

arsNos

eMout

hNeck

Lymph

nodesChest

HeartandCVSB

reast

examAbdomen

Musculoskeletalsystem:

Neurological

systemMotor

functionsSensor

y

Cranial

nervesReflexes

3. BLS/BCLS(AdultHealth Nursing I)

PLACEMENT: III SEMESTER

Theory: 4 hours (Includes self-learning & lectures)

Practical: 6 hours (Includes demonstration, practice & OSCE)

Module Overview: The Indian CPR guidelines/AHA guidelines can be used to get certification. The required hours can be used from the theory and practical hours. The hours may vary based on certification guidelines.

Competencies: The student will be able to

1. Perform Basic Cardiopulmonary Life Support (BCLS) using the evidence-based national or international guidelines in the management of adult victims with cardiac arrest.

Learning Activities:

- Lectures and demonstration
- Self-study/Reading assignments
- Written assignments
- Practice in Skill/Simulation Lab

Assessment Methods:

- Test paper (Objective type/short answer/situation type) - 20 marks
- Assignments - 10 marks
- OSCE (BCLS/BLS competencies) - 20 marks OR
As per certification guidelines

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

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

- Indian CPR/BCLS guidelines
- International guidelines and certification - AHA guidelines

4.FUNDAMENTALS OF PRESCRIBING (Pharmacology II)

PLACEMENT: IV SEMESTER

Theory: 20 hours (Few hours of practice can be planned in skill lab/simulation lab)

Module Overview: The module covers the prescriptive role of nurses particularly nurse practitioners, legal issues relevant to prescribing, and principles, process, and steps of prescribing. Further the students will be oriented to prescribing competencies.

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

1. Identify the prescriptive role of nurses, midwives, and nurse practitioners at national and international levels.
2. Discuss professional, legal, and ethical issues relevant to prescribing practice.
3. Enumerate the principles of prescribing and factors influencing it.
4. Explain the process and steps of prescribing.
5. Identify the prescribing competencies.

Learning Activities:

- Lectures and demonstration
- Self-study/Reading assignments
- Written assignments
- Practice in Skill/Simulation Lab

Assessment Methods:

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

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

CONTENT OUTLINE

T- Theory, P -Practical

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	T-4	Identify the prescriptive role of nurses, midwives, and nurse practitioners at national and international levels.	Introduction <ul style="list-style-type: none"> • Background • Prescriptive role of nurses and nurse practitioners • Prescribing terminology 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • MCQ • Short answers
II	T-6	Discuss professional, legal, and ethical issues relevant to prescribing practice.	Professional, legal, and ethical issues relevant to prescribing practice. <ul style="list-style-type: none"> • Professional issues • Legal issues • Ethical issues 	<ul style="list-style-type: none"> • Lecture • Discussion • Guided reading 	<ul style="list-style-type: none"> • Short answers • Written assignments
III	T-4	Enumerate the principles of prescribing and factors influencing it.	Principles of prescribing <ul style="list-style-type: none"> • Principles • Factors influencing prescribing 	<ul style="list-style-type: none"> • Lecture & discussion • Self-study & Guided reading 	<ul style="list-style-type: none"> • Short answers

IV	T-6	Explain the process and steps of prescribing.	Process of prescribing and competencies <ul style="list-style-type: none">• Steps of prescribing• Prescribing competencies	<ul style="list-style-type: none">• Lecture & discussion• Review of Cases studies	<ul style="list-style-type: none">• Short answers• Observation report• OSCE
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Unit	Time(Hours)	LearningOutcomes	Content	Teaching/Learning Activities	Assessment Methods
		Identify the prescribing competencies and develop basic prescribing competencies.		• Field Observation and skill lab practice	

Learning Resource: Fundamentals of Prescribing Module prepared by INC, given below.

FUNDAMENTALS OF PRESCRIBING MODULE

S.No.	Contents	Page No.
1	Part I. Introduction and background	42
2	Part II. Prescriptive role of Nurse Practitioners (National & International)	42
3	Part III. Professional, legal and ethical issues relevant to prescribing practice	44
4	Part IV. Principles of prescribing and factors influencing it	45
5	Part V. Process and steps of prescribing	47
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7	Part VII. Conclusion and references	52

PART I: Introduction and background

Prescribing is the main approach to the treatment and prevention of diseases in healthcare. Medicines are used more than any other intervention by patients to manage clinical conditions. The number and complexity of medicines are growing and prescribers are expected to develop and maintain prescribing competencies. When prescribed and used effectively, medicines have the potential to significantly improve patient outcomes. Doctors are the largest group of prescribers along with dentists who are able to prescribe on registration. The prescribing responsibilities have extended to other health professional groups who are able to prescribe within their scope of practice.

Countries such as USA, UK, and Australia utilize the non-medical prescribers namely nurses, pharmacists, podiatrists, and physiotherapists keeping the principle of effective use of resources, their skills and expertise maintaining safety and efficiency of prescribing. In these countries, nurse-prescribing courses with hands on experience by designated medical practitioner train nurses to perform independent and supplementary prescribing. Adequately trained nurse practitioners on completion of approved course/modules, prescribe from a limited nurse's drug formulary and function within the standards of proficiency for nurse prescribers.

In India, the current practice is that only medical practitioners and dentists prescribe drugs on registration. Prescribing is included as a component of their undergraduate program. Nursing roles are changing and with the introduction of nurse practitioner programs in critical care, midwifery and primary care, there is a need to move towards empowering these nurses in terms of quality, standards, monitoring and evaluation. Their clinical expertise is also highly valued by patients. With introduction of legal provision for nurse practitioners by INC standards, scope of practice and regulations alongside MOH & FW regulations, and support and acceptance by medical and pharmacy councils, NPs in India will be involved in prescribing within their scope soon. Currently INC in collaboration with MOH & FW have finalized Scope of Practice Document for Nurse Practitioners in midwifery and displaced in INC and Ministry's websites. This will enable NPMs to prescribe within their scope as indicated.

PART II: The Prescriptive role of nurses and nurse Practitioners

The need for prescribing has emerged alongside introduction of Nurse Practitioner Critical Care (NPCC) and Nurse Practitioner Midwifery (NPM) programs. The prescriptive role, rights and legal provision by Indian Nursing Council (INC) and MOH & FW, GoI have been deliberated in depth with the finalization of the Scope of Practice for NPMs.

This learning module on fundamental principles of prescribing is being integrated as part of Pharmacology course.

The nurse practitioners in midwifery will be able to prescribe from a limited list of approved drugs as per the scope of practice while providing midwifery services in Midwife led Care Units (MLCUs). Restrictions may be set for the type of practitioners as per their qualification and registration as per INC standards and regulations. Nurse

practitioners in critical care will be able to follow protocol driven drug administration integrating collaborative and shared care with medical practitioners.

Standards of proficiency (Nursing & Midwifery Council- NMC, UK)

Nurse prescribers must have sufficient knowledge and competence to

1. Assess patient's clinical condition
2. Undertake a thorough health history that includes medication history
3. Diagnose and decide on management of the presenting condition and whether or not to prescribe where necessary
4. Identify appropriate products if medication is required
5. Advise the patient on effects and risks
6. Prescribe if patient agrees and as per legal provision
7. Monitor response to medication and lifestyle advice

Scope:

The legal provision, policy, rules and regulations of INC and Government policy, codes of professional conduct and practice and standards of proficiency by INC will guide the prescriptive practice of nurses, nurse midwives, and practitioners.

Aims of nurse prescribing: The proposed prescriptive role of nurse practitioners

- Enables nurse practitioner to provide high clinical standards and meet the patients' needs
- Provides the prescribers with legal constraints around prescribing with sound principles and policies of prescribing
- Assists them in maintaining and improving their prescribing competencies
- Empowers nurse prescribers with personal accountability for the prescribed medication

Definition of terms

1. **Nurse practitioner:** Is one who has successfully completed the educational program prescribed by INC and is registered with the appropriate nursing council.
2. **Prescriptive rights:** The prescriptive rights bestowed on the nurse practitioner by way of regulation and standards set by GOI/INC along side other related agencies of India for drug control.
3. **Independent prescribing:** Involves prescribing independently by the one who is responsible and accountable for patients that includes assessment of undiagnosed or diagnosed conditions and for decisions about the clinical management required including prescribing particularly by the primary care practitioner.
4. **Shared/collaborative prescribing:** Prescribing limited to protocol of specific clinical settings in consultation/collaboration with medical practitioners
5. **Administration of medicines:** The act of giving a medicine to a person, which may include some activity to prepare the medicine to be administered
6. **Competencies:** The knowledge, skill, and behaviors needed to adequately perform the function.
7. **Medicines:** Therapeutic goods that are represented to achieve, or are likely to achieve their principal intended action by pharmacological, chemical, immunological or metabolic means in or on the body of a human.

Schedule medicines (e.g. controlled drugs, prescription - only medicines, pharmacist - only medicines. Pharmacy-only medicines)

Unscheduled medicines such as OTC medicines such as medicines on open sale that do not require prescription (e.g. small packets of analgesics, and complementary medicines also called herbal, natural, and alternative medicines. Complementary medicines include products containing herbs, vitamins, minerals, nutritional supplements, homeopathic medicines and bush and traditional medicines). Medicines are also known as 'medications'

8. **Prescribing:** An iterative process involving steps of information gathering, clinical decision making, communication and evaluation that results in the initiation, continuation or cessation of a medicine

9. **Nurseprescriber:** Nurse Practitioners authorized to undertake prescribing within the scope of their practice.
10. **Scope of practice:** The areas and extent of practice by NPs defined by a regulatory body after taking into consideration their training, experience, expertise and demonstrated competencies

Assignments/Self-directed reading (SDL):

1. Review of literature - International trends of non-medical prescribing particularly nurse prescribing
2. Prescriptive role of Nurse Practitioner in UK, USA, Australia, Singapore and Thailand

PART III: Professional, legal and ethical issues relevant to prescribing

A comprehensive understanding of professional, legal and ethical issues is a fundamental component of safe prescribing practice. Changes with regard to education and training, professional regulations and country's legislations related to drugs and prescribing, supply and administration of medicines influence the prescribing practice and the professional accountability.

Professional Issues

Professional regulatory bodies guide the non-medical prescribing by setting regulations for practice. Regulators of nurse prescribers are required to set standards of education, training, conduct and performance and approve educational programs that prepare nurse practitioner to prescribe. The professional regulators are Indian Nursing Council and State Nursing Council.

Nurse practitioners must work within the boundaries of professional codes of conduct by INC with the intention of providing high quality standards of healthcare, safeguarding the public and promoting professional credibility. Additional qualification and training are required for prescribing. NPs must be able to assume personal accountability and responsibility. Safe prescription standards by regulatory body should guide the NPs in their decision-making and writing prescription.

Legal issues

Knowledge about India's legislation is essential for NPs in their practice. The law sets the standards of behavior and can be defined as a rule or body of rules. The Drugs and Cosmetics Act (1940) and Rules (1945) with latest amendments provides rules and regulations related to drugs, control, license, governance, and import. Regulatory councils/Commissions for Nursing, Medical and pharmacy are also regulators. Central Drugs Standard Control Organization (CDSCO) is a central drug authority for discharging functions assigned to central government under the Drugs and Cosmetics Act. CDSCO serves as a regulatory control over import of drugs, approval of new drugs and clinical trials, approval of licenses as central license approving authority and consists of a technical advisory board to advise on amendment to rules and regulations.

National Formulary of India, FDA and Acts of professional organizations guide prescribers in their safe and competent practice.

Ethical Issues

As prescribers, ethical dilemmas occur in their daily practice. They must draw combination of personal, group and philosophical ethics to assist in the decision-making. Ethical decisions must be guided by personal beliefs and values, professional code of conduct and the knowledge and analysis of ethical theories. The most essential ethical theories that guide decision-making are consequentialism, deontology and virtue ethics. Decisions made considering the consequences are guided by the theory of consequentialism. Deontologists follow fundamental rules and consider duty and obligation are central to their decisions. Virtue ethics that involve compassion, honesty, loyalty, kindness and benevolence guide the prescriber to prescribe safely and effectively. Ethical principles such as autonomy, beneficence, non-maleficence and justice should also guide ethical decision-making. Professional integrity is an important element to be integrated in making ethical decisions.

Nurse practitioners must work within their professional codes of conduct and reflect on professional responsibility and accountability. Legal knowledge is essential for safe practice. They must apply moral and ethical theories in making ethical decisions while prescribing for their patients.

Assignments/SDL:

1. Laws and regulations relevant to drugs, prescribing and governance by GoI and professional regulatory bodies
2. International trends on legislation related to non-medical prescribing

PART IV: Principles and process of prescribing

Prescribing is one of the main approaches to treating and preventing diseases. In India, only medical practitioners perform it. It is also extended to other health professionals to use the resources maximally and thus it is extended to nurses particularly nurse practitioners in developed countries along with other health professionals (Eg. pharmacists, podiatrists, physiotherapists) who are also permitted to prescribe within restricted scope and limited formulary. All medicines have the capacity to enhance health however they also have the potential to cause harm if used inappropriately. For these reasons, all prescribers should follow principles of good prescribing. Bad prescribing can lead to ineffective and unsafe treatment, exacerbation or prolongation of illness, distress and harm to the patient and higher costs. They can also make the prescriber vulnerable to influences which can cause irrational prescribing such as patient pressure, bad example of colleagues and high powered salesmanship.

British pharmacological society recommends the following ten principles of prescribing

1. Be clear about the reasons for prescribing
 - Establish an accurate diagnosis whenever possible (although this may often be difficult)
 - Be clear in what the patient is likely to gain from the prescribed medicines.
2. Take into account the patient's medication history before prescribing
 - Obtain an accurate list of current and recent medications (including over-the counter and alternative medicines), prior adverse drug reactions, and drug allergies from the patient, their carers, or colleagues
3. Take into account other factors that might alter the benefits and risks of treatment
 - Consider other individual factors that might influence the prescription (e.g. physiological changes with age and pregnancy, or impaired kidney, liver or heart function)
4. Take into account the patient's ideas, concerns, and expectations
 - Seek to form a partnership with the patient when selecting treatments, making sure that they understand and agree with the reasons for talking the medicine
5. Select effective, safe and cost effective medicines individualized for the patient
 - The likely beneficial effect of the medicine should outweigh the extent of any potential harms, and whenever possible this judgement should be based on published evidence
 - Prescribe medicines that are unlicensed, off-label or outside standard practice only if satisfied that an alternative medicine would not meet the patient's needs (this decision will be based on evidence and/or experience of their safety and efficacy)
 - Choose the best formulation, dose, frequency, route of administration, and duration of treatment
6. Adhere to national guidelines and local formularies where appropriate
 - Be aware of guidance produced by respected bodies (increasingly available via decision support systems), but always consider the individual needs of the patient
 - Select medicines with regard to costs and needs of other patients (health-care resources are finite)
 - Be able to identify, access, and use reliable and valid sources of information (e.g. National Formulary), and evaluate potentially less reliable information critically
7. Write unambiguous legal prescriptions using the correct documentation
 - Be aware of common factors that cause medication errors and know how to avoid them
8. Monitor the beneficial and adverse effects of medicines
 - Identify how the beneficial and adverse effects of treatment can be assessed
 - Understand how to alter the prescription as a result of this information
 - Know how to report adverse drug reactions
9. Communicate and document prescribing decisions and the reasons for them
 - Communicate clearly with patients, their carers, and colleagues
 - Give patients important information about how to take the medicine, what benefits might arise, adverse effects (especially those that will require urgent review), and any monitoring that is required
 - Use the health record and other means to document prescribing decisions accurately
10. Prescribe within the limitations of your knowledge, skill and experience
 - Always seek to keep the knowledge and skills that are relevant to your practice up to date
 - Be prepared to seek the advice and support of suitably qualified professional colleagues

- Make sure that, where appropriate prescriptions are checked (e.g. calculations of intravenous doses)

Factors influencing prescribing

Prescribing is complex and every consultation is unique. To ensure safety and cost effective prescribing, the practitioners need to be aware of various factors that can influence prescribing. Adhering to principles of good prescribing is the first and foremost essential component that significantly influences prescribing practice. The other factors are discussed below. The major factors include prescriber related factors, patient related factors, product related factors and other professionals.

Prescriber related factors

The personal characteristics of the prescriber have a significant impact on the prescribing. Personal beliefs and values are important influences in selection of treatment and products. The confidence of the practitioner is enhanced by additional qualification, training, and experience. The practitioner's role change and responsibility can be influencing factors. Appropriate remuneration also positively influences their performance. Organization resources, culture and support are other factors. Professional codes of conduct protect the practitioner and public. Government guidelines, INC standards and guidelines and legal provision in the act guide the practitioners to perform safe and effective prescribing.

Patient related factors

Consultation process is vital in making decisions for safe and effective prescribing. A structured approach to history taking with well-developed history-taking skills by the practitioners is required. Access to appropriate records indicating past health history and treatment history along with comprehensive history will provide sufficient information required to make decisions related to prescribing. A therapeutic relationship with the patient and communication is sure to enhance the success of prescribing. It is important to know the expectations of patients before generating the prescription. The practitioner needs to know the various options available before choosing the drug treatment. The patient's emotions, distress and anxiety can influence the prescribing consultation and their ability to convey accurate information or receive instructions and information about taking medication and observing for drug side effects. The patient is a consumer and practitioners should be vigilant to provide maximum patient safety by ensuring adequate knowledge about drugs, their side effects, potential drug interactions and adverse reactions. The skills of pharmaco-vigilance is highly important for practitioners. Patient's culture is another influencing factor. The awareness of the dynamics that result from cultural differences such as value preferences, perception of illness, health beliefs and communication style will help practitioners adapt treatment plans that meet the culturally unique needs.

Product related factors

The choice of the product, availability and access to formularies, external influences such as pharmaceutical companies and media are some of the major influencing factors. Every practitioner needs to ensure adequate knowledge about relevant national guidelines with evidence and local prescribing protocols. The choice of the product should be based on the formulary designed for nurse practitioner's use. Effectiveness and cost need to be considered first. National Formulary of India serves as a guideline for prescribers in India. Pharmaceutical companies are growing tremendously. The practitioners need to be aware of approved and licensed companies by the drug controlling authority of India. The advertisements and media about various products and companies also attempt to influence the prescribing decisions. Practitioners need to be aware of the fact and maintain healthy and professional relationship if required and utilize ethical principles and evidence base for making prescribing decisions.

Other professionals

Multidisciplinary team working and collaboration are emphasized greatly in healthcare. The success of prescribing by practitioners depends largely by cultivating sound and effective relationship with medical practitioners and hospital managers. The role of nurse practitioners in prescribing needs to be communicated to doctors and other healthcare professionals and it should be well understood. Communication and transfer of information are cornerstones for safe prescribing practice. The above-mentioned factors related to prescriber, patient, product and other professionals are discussed briefly to show how they influence the prescribing practice. The successful implementation of prescribing by nurse practitioners depends largely upon their knowledge about these factors. Identifying strategies to minimize potential negative influences can enhance the implementation and effectiveness of the prescribing practice by nurse practitioners.

Reading assignments

1. Ten Principles of Good Prescribing, British Pharmacological Society, retrieved from www.bps.ac.uk

PART V: Process of prescribing

The national formulary of India 2016 is a published updated document available in India. The formulary provides general advice to prescribers in India. The process and steps of prescribing are discussed in the WHO guide to good prescribing (1994) and this is followed by India that is reflected in the formulary.

Process of rational prescribing

This involves selection of a drug treatment using the stepwise approach that includes the following.

1. Define the patient's problem carefully (diagnosis)
2. Specify the therapeutic objective
3. Choose a treatment of proven efficiency and safety from different alternatives (refer national formulary of India, WHO List of essential drugs)
4. Start the treatment by writing an accurate prescription
5. Providing the patient with clear information and instructions
6. Monitor the results of the treatment
7. Stop the treatment if the problem has been solved.
8. If not re-examine all the steps.

Step 1. Define the patient's problem
Step 2. Specify the therapeutic objective
Step 3. Select the therapeutic strategies
Step 4. Start the treatment and write the prescription
Step 5. Give information, instructions and warnings

Box 1. The process of rational treatment

Step 1. Define the patient's problem

When defining the patient's problem, the knowledge of health assessment must be revised and skills are utilized. Whenever possible, making the right diagnosis is based on integrating many pieces of information such as the complaint as described by the patient, a detailed history, physical examination, laboratory tests, X-rays and other investigations. This helps in rational prescribing.

Step 2. Specify the therapeutic objective

After examining the holistic needs of the patient ask the following questions. Is the diagnosis established?

Is information or advice sufficient? Is there a need to prescribe?

What does the patient expect?

What is your objective for treating the patient? Define what you want to achieve from the drug. (e.g.) to suppress chronic dry cough to prevent heart attack in angina

The therapeutic objectives should be based on the pathophysiology underlying the clinical condition. More than one objective may be selected sometimes.

The therapeutic objectives should be based on the pathophysiology underlying the clinical condition. More than one objective may be selected sometimes.

Step 3. Select the therapeutic strategies

Making a choice involves the following consideration

- Appropriate
- Effective
- Safe
- Cost

- Acceptable

Refer the following:

1. Nurse prescriber's formulary
2. National Formulary of India and national list of essential medicines
3. WHO list of essential drugs
4. Other relevant documents
5. Existing standard treatment protocols and guidelines

Select the strategy based on the knowledge of pathophysiology and the findings from history, examination, lab tests and other investigations. Medication or drug history and allergies are vital in the history that includes the following

- List of medication the patient is on with the repeat prescription of the medication
- Record from the history the name, dose, frequency and route of medication
- Prescribed or not
- Enquiry about OTC drugs (over the counter) or any other herbal preparations
- Any allergies reaction to medication, food or environment factors and treatment given
- Recording of the above

History related to age, sex, hereditary factors, lifestyle factors, social and community networks living and working conditions, socioeconomic cultural and environmental conditions.

These selected strategies should be agreed with the patient that is known as concordance.

Non-pharmacological treatment:

Not all patients require medicine for the treatment. Very often many health problems can be resolved by a change in lifestyle, diet, use of physiotherapy or exercise, and providing psychological support. These have the same effect as a drug and instructions must be written, explained and monitored in the same way.

Pharmacological treatment:

This involves selecting the correct group of drugs, selecting the medicine from the chosen group, and verifying the suitability of the chosen drug for each patient.

Knowledge about the pathophysiology of the clinical condition, pharmacokinetics and pharmacodynamics of the chosen drug are fundamental principles for rational therapeutics.

This selection process must consider the efficacy and safety of the drug.

For safety, the potential benefits of the treatment

must always be balanced against known safety concerns. How to avoid adverse drug reaction?

1. Use as few concurrent drugs as possible.
2. Use the lowest effective dose.
3. Check if patient is pregnant or breastfeeding
4. Is the patient at extremes of life?
5. Do you know all the drugs that the patient is taking
6. Check for over the counter medicines
7. Drug allergies or previous reaction to medications

Make an inventory of effective groups of drugs. Once you have compared various treatment alternatives and considered the four criteria such as efficacy, safety, suitability and cost, choose the drug.

In selection of the drug, choose an active substance and dosage form, choose a standard dosage schedule, and choose a standard duration of treatment

Advice to be given to patient first with an explanation of why it is important, use words that patient can understand and be brief.

Step 4. Start the treatment

Prescribe the (treatment) drugs

Writing a prescription

A Prescription is an instruction from a prescriber to a pharmacist/dispenser. Prescriber is not always a doctor, it could be a nurse, medical assistant etc. The dispenser is not always the pharmacist it could be an assistant nurse. Every country has its own standards, laws and regulations as to who should prescribe, dispense and the required information in a prescription form, drugs that require prescription or not, special laws regarding narcotic etc.

Information on a prescription

Based on individual country's regulations. Legibility

Clarity (Legal obligation)

Precision

Information

- Name & address of the prescriber with telephone no (if possible)
- Date of prescription
- Name (Generic Name) and strength of drug
- Dosage form (only use standard abbreviations) Tab paracetamol 500mg (10 tablets) BD x 5 days.
- Label: how much, how often, special instruction,
- Name, address, age of patient.
- Prescriber's initial signature, License no.

Step 5. Give Information, Instruction and warnings

50% of patients do not take prescribed drugs correctly, take irregularly or not at all. The most common reasons are that the symptoms have stopped, side effects have occurred, or the drug is not perceived as effective, or the dosage schedule is complex to understand. Giving information, instruction and warnings is important to ensure patient compliance/adherence

Adherence to drug treatment can be improved if

- Drug is well chosen and prescribed
- A Good prescriber-patient relationship is created
- Time is taken to give necessary information, instructions and warnings.

How to improve patient adherence to drug treatment

- Prescribe a well-chosen treatment
- Create a good doctor-patient relationship
- Take the time to give information, instruction and warnings

Other aids to improve adherence could be patient leaflets, pictorials, day calendar, drug passport and dosage box.

Information to include:

- Effects of the drug
- Side effects
- Instructions
- Warnings
- Future consultation
- Confirmation of understanding

Step 6. Monitor the treatment (Stop or continue)

Monitoring enables you to determine whether the treatment has been successful or additional action is required. This allows stopping or reformulating if necessary or continuation of treatment.

Passive monitoring (self-monitoring)

Active monitoring (Future appointment & consultation)

- Was the treatment effective?
- a. Yes, and disease cured/stopped the treatment
 - b. Yes, but not yet completed - Any serious side effects
 - No: treatment can be continued
 - Yes: Reconsider dosage or drug choice
 - c. No, disease not cured - verify all steps:
 - Diagnosis correct
 - Therapeutic objective correct?
 - Drug prescribed correctly?
 - Effect monitored correctly?

Keep up to date about drugs

Knowledge is constantly changing. New drugs come to the market. Every prescriber is expected to know about the side effects and also developments in drug therapy.

Choosing sources of information

1. Make an inventory of available sources of information.
 - Reference books & Medical journals
 - Drug compendia - handbooks for desk reference national formulary
 - National list of essential drugs and treatment guidelines
 - Drug formularies
 - Drug bulletins, drug information centers
 - Verbal information
 - Drug industry sources of information
2. Choose between sources of information credible and accessible.

E.g. Medical journals, drug bulletins, pharmacology or clinical reference books, national formulary revisions
3. Effective reading - Read useful resources, clinical trials.

It is important to develop a strategy to maximize your access to key information you need for optimal benefit of the drugs you prescribe.

Assignments/Learning Activities - Case study discussion

Learning different steps of prescribing from case studies

Refer - The guide to good prescribing - Practice Manual, WHO, Geneva, 1994

PART VI: Prescribing Competencies

Every practitioner who prescribes

must possess various competencies required by respective regulatory bodies. The prescribing competency framework recommended by NPC consists of three domains:

National Prescribing Centre (NPC, NICE - UK), 2014

1. The consultation
2. Prescribing efficiency

3. Prescribingincontext

*I Domain - The
consultation Competencies*

1. Knowledge

Has up-to-date clinical, pharmacological and pharmaceutical knowledge relevant to own area of practice.

2. Options

Makes or reviews a diagnosis, generates management options for the patient and follows up management.

3. Shared Decision Making (with parents, care-givers or advocates where appropriate)

Establishes a relationship based on trust and mutual respect. Recognizes patients in the consultation.

II Domain - Prescribing

Effectively Competencies

4. Safe

Is aware of own limitation. Does not compromise patients safely.

5. Professional

Ensures prescribing practice is consistent with scope of practice, organizational, professional and regulatory standards, guidance and codes of conduct.

6. Always improving

Actively participates in the review and development of prescribing practice to optimize patient outcomes.

III Domain - Prescribing in

context Competencies

7. The healthcare system

Understands and works within local and national policies, processes and systems that impact on prescribing practice. Sees how own prescribing impacts on the wider healthcare community.

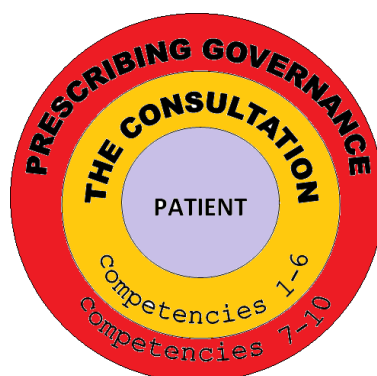
8. Information

Knows how to access relevant information. Can use and apply information in practice.

9. Self and others

Works in partnership with colleagues for the benefit of patients, is self-aware and confident in own ability as a prescriber.

Royal Pharmaceutical Society's (UK) Prescribing Competency Framework -
Comprises of ten competencies within two domains.



THE CONSULTATION

1. Assess the patient
2. Consider the options
3. Reach shared decision
4. Prescribe
5. Provide information

PRESCRIBING GOVERNANCE

7. Prescribes safely
8. Prescribe professionally
9. Improve prescribing practice
10. Prescribe as part of a team

6. Monitorandreview

Reading assignments:

1. A Single Competency Framework for all prescribers NPC (National Prescribing Centre) (Provided by NICE), 2012
2. Royal Pharmaceutical Society, A Competency Framework for all prescribers (2016)

PART VII: Conclusion

Nurse prescribing is not a practice in India. With the introduction of Nurse practitioner program in Critical Care and midwifery, the need for granting prescriptive rights to NPs is being recognized. Legal provision for NP to be involved in prescribing is being explored and INC is working towards developing regulations and legal provision along with MOH & FW. It is hoped that this will become a reality soon similar to the practice in UK, USA and Australia.

This learning and teaching module on Fundamentals of Prescribing is divided into 5 parts and can be offered to orient the students in prescribing practice, its principles and legislation required and the needed competencies for prescribers. Both theory and practical are planned with the assessment plan for the course module. This module will enhance the understanding of BSc nursing students on prescribing principles and assist them to develop the prescribing competency when called to use it as a community health officer in Health and wellness centres/primary care settings.

References:

- Nuttal, D & Rutt-Howard, J (editors) (2011). The Text Book of Non-Medical Prescribing
- Royal Pharmaceutical Society, A Competency Framework for all prescribers (2016)
- Ten Principles of Good Prescribing, British Pharmacological Society, retrieved from www.bps.ac.uk
- A Single Competency Framework for all prescribers, National Prescribing Centre-NPC (Provided by NICE), 2012, NPC is part of NICE (National Institute for Health and Clinical Excellence, NICE) Ref. NICE (2012) A Single Competency Framework for all Prescribers NPC.
- Non-Medical Prescribing Policy, Surrey with Sussex (NHS) NMPSS-prescribing principles, 2004
- National Formulary of India, 2016
- Drug & Cosmetics Act, 1940 & 1945
- The guide to good prescribing, WHO, Geneva, 1994

(NB: Latest edition must be consulted as and when revised)

5. PALLIATIVE CARE (Adult Health Nursing II)

PLACEMENT: IV SEMESTER

Theory & Practical: 20 hours

Theory: 15 hours

Practical: 5 hours

Module Overview: This module is designed to help students to develop in-depth knowledge, competencies, and a positive approach in providing quality palliative care to persons suffering from chronic illnesses and resultant health problems in variety of settings, collaborating supportive services.

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

1. Explain the concept and significance of palliative care.
2. Identify the need for palliative care.
3. Discuss the importance and techniques of effective communication in palliative care.
4. Demonstrate skill in assessment, management and evaluation of pain and common symptoms.
5. Provide optimum nursing care to relieve symptoms and promote comfort.
6. Demonstrate competency in performing nursing procedures related to palliative care.
7. Assist the patient to experience maximum Quality of Life.
8. Support patient and family for home care and to cope with the terminal phase of illness.
9. Observe ethical and legal principles binding palliative care.

Learning Activities:

- Lectures and demonstration
- Self-study/Reading assignments
- Written assignments
- Practice in Skill/Simulation Lab

Assessment Methods:

- Test paper (Objective type/short answer/situation type)-20 marks
- Assignments-10 marks
- OSCE (Health assessment & Symptom management competencies)-20 marks

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

CONTENT OUTLINE

T- Theory, P -Practical

Unit	Time (Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
I	2	<p>Explain the concept and significance of palliative care.</p> <p>Identify the need for palliative care.</p>	<p>Palliative Care</p> <ul style="list-style-type: none"> • Evolution, and History • Concept of palliative care • Significance • Components • Differences between conventional and palliative care approaches • Ethical aspects • Need for palliative care 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • MCQ • Short answers

Unit	Time(Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
II	2	Discuss different aspects of effective communication. Describe how to deal with extreme emotions	Communication Skills <ul style="list-style-type: none"> • Effective communication - needs and barriers • Non-verbal communication • Learning to communicate patients with advanced and progressive diseases • Communicating bad news • Managing collusion • Managing anger and denial 	<ul style="list-style-type: none"> • Review • Discussion • Simulation • Case Scenario 	<ul style="list-style-type: none"> • MCQ • Short answers • Role play
III	8 (T) 2(P)	Demonstrate skill in assessment, management and evaluation of pain and other common symptoms Apply non-pharmacological and pharmacological Nursing interventions for pain relief. Render optimum nursing care to relieve symptoms and to promote comfort. Prepare the patient and caregiver for continued care.	Nursing Management of Symptoms <ul style="list-style-type: none"> • Holistic approach in symptom assessment and management, • Pain-concept, assessment and evaluation of pain, pathophysiology of chronic pain, • WHO ladder for pain management, Morphine – steps in calculating dose for oral morphine, management of opioid overdose and side effects, • Nursing interventions for management of pain • Management of dyspnoea, Nausea and vomiting, Constipation, Diarrhoea • Nutrition and Hydration • Fatigue and Powerlessness • Anxiety, Social isolation • Spiritual distress • Impaired physical mobility • Self-care deficit • Delirium • Caregiver role strain 	<ul style="list-style-type: none"> • Review • Discussions • Demonstration 	<ul style="list-style-type: none"> • Case study • Written assignment • Essay
IV	1 (T) 3(P)	Demonstrate competency in performing nursing procedures related to palliative care.	Nursing Procedures <ul style="list-style-type: none"> • Wound care • Colostomy care • Subcutaneous injection • Oral hygiene • Naso-gastric tube management • Tracheotomy care • Assisting in thoracentesis • Assisting in indwelling ascitic catheter placement • Lymphoedema management • Bladder care 	<ul style="list-style-type: none"> • Review and discussions • Simulation 	<ul style="list-style-type: none"> • OSCE

V	2 (T)	Discuss measures to improve Quality of Life. Explain care in the terminal phase, loss and grieving process.	Optimization of care <ul style="list-style-type: none"> • Quality of Life • Essential care • Anticipatory prescription • Dying with dignity • Care during the terminal phase • Ethics based decision making 	<ul style="list-style-type: none"> • Review and discussion • Case scenario • Observation visit to a palliative care facility 	<ul style="list-style-type: none"> • Short answers • Observation Visit Report
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Unit	Time(Hours)	Learning Outcome	Content	Teaching/Learning Activities	Assessment Methods
		Observeethicalandlegalprinciplesappliedtopalliativecare.	<ul style="list-style-type: none"> • Deathanddying,endoflife • Supporttothecaregiverandfamily 		

References:

- Rajagopal,M.R.(2015).AnIndianPrimerofPalliativecareformedicalstudentsanddoctors.Kerala:TrivandrumInstitute ofpalliative science publication.
- PalliativecaremodulepreparedbyWHOCCofTrivandrumandCalicut(Latestversiontobeusedasandwhenavailable)

**6.FACILITY BASED NEWBORN CARE (FBNBC)
AND ESSENTIAL NEWBORN CARE (ENBC) (Child Health Nursing
I)**

PLACEMENT: V SEMESTER

THEORY & SKILL LAB: 18 hours

Theory: 10 Hours

Skill Lab: 8 hours

MODULE OVERVIEW: This course is designed to help students to demonstrate the cognitive and psychomotor skills necessary for ensuring health survival of neonates.

COMPETENCIES (Learning outcomes): The student will be able to

1. Describe evidence based routine care of newborn baby at birth and everyday care of the newborn baby
2. Enlist the factors which contribute to heat loss in newborn
3. Demonstrate methods to keep the baby warm after birth and at home
4. Discuss Kangaroo mother care and develop skill in assisting for Kangaroo Mother Care
5. Recognize different methods to feed normal and low birth weight babies
6. Demonstrate skill in assisting the mother for breastfeeding the newborn baby
7. Identify and manage at-risk and sick neonates
8. Perform resuscitation of newborn baby and provide after care
9. Demonstrate skill in using and maintaining neonatal equipment, doing common procedures, emergency triaging and preparing common medications
10. Enumerate key points in prevention of infection in hospitals and waste disposal

CONTENT OUTLINE

T- Theory, L- Lab/Skill lab

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
1	1 (T) 1 (L)	Describe evidence based routine care of newborn baby at birth and everyday care of the newborn baby	Evidence based care of newborn <ul style="list-style-type: none"> • Basic needs of a normal baby at birth • Immediate care of the normal newborn at the time of birth • Monitoring the baby in the first hours after birth • Care of the baby in special situations • Postnatal care of normal baby 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Questioning • Tests
2	1 (T) 1 (L)	Enlist the factors which contribute to heat loss in newborn Demonstrate methods to keep the baby warm after birth and at home	Temperature regulation in newborn <ul style="list-style-type: none"> • Handicaps of newborn in temperature regulation • Warm chain • Assessment of temperature and management of hypothermia • Hyperthermia 	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • OSCE

3	1 (T) 1(L)	Discuss Kangaroomother care anddevelop skill inassisting for	Kangaroomothercare <ul style="list-style-type: none">• KMC- Componentsandbenefits• Requirementsandeligibility	• Discussion	• OSCE
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Unit	Time(Hours)	Learning Outcomes	Content	Teaching/ LearningActivities	Assessment Methods
		Kangaroo MotherCare	<ul style="list-style-type: none"> • Procedure 		
4	1 (T) 1(L)	Recognize different methods to feed normal and low birth weight babies Demonstrate skill in assisting the mother for breastfeeding the newborn baby	Feeding the newborn <ul style="list-style-type: none"> • Breastfeeding • Feeding of low birth weight and sick newborns 	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • Tests • Questioning • OSCE
5	2 (T) 1(L)	Identify and manage at-risk and sick neonates	Care of sick neonates <ul style="list-style-type: none"> • Care of at-risk neonates • Care of sick neonates 	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • Tests • Questioning
6	1 (T) 2(L)	Perform resuscitation of newborn baby and provide aftercare	Newborn Resuscitation <ul style="list-style-type: none"> • Preparation for resuscitation • Assessing the need for resuscitation • Steps of resuscitation • Follow up care after successful resuscitation 	<ul style="list-style-type: none"> • Demonstration and return demonstration 	<ul style="list-style-type: none"> • Questioning • OSCE
7	2 (T) 1(L)	Demonstrate skill in using and maintaining neonatal equipments, doing common procedures, preparing Common medications and emergency triaging	Common nursing procedures <ul style="list-style-type: none"> • Use and maintenance of neonatal equipments • Common procedures done in newborn • Preparation of common medications • Emergency triage assessment and treatment 	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • Tests • Questioning • OSCE
8	1 (T)	Enumerate key points in prevention of infection in hospitals and waste disposal	Infection prevention and control <ul style="list-style-type: none"> • Principles of asepsis and universal precautions • Handwashing • Skin preparation for venipuncture and other procedures • Surveillance • Safe disposal of hospital waste 		<ul style="list-style-type: none"> • Tests • Questioning • OSCE

CLINICAL: 25 hours

Clinical Practice Competencies: On completion of the course, the students will be able to:

1. Demonstrate immediate care of a newborn at the time of birth
2. Demonstrate methods to keep the baby warm after birth and at home
3. Encourage Kangaroo mother care
4. Recognize and practice different methods to feed normal and low birth weight babies
5. Identify and manage at-risk and sick neonates
6. Perform resuscitation of newborn baby and provide aftercare

7. Demonstrateskillinusingandmaintainingneonatalequipment,doingcommonprocedures,emergencytriagingandpreparingcommonmedications

8. Practice key points in prevention of infection in hospitals and waste disposal

Learning Resources: (Latest version must be consulted as and

when revised) National guidelines - MOH & FW

7.IMNCI(ChildHealthNursing I)

PLACEMENT:IVSEMESTER

THEORY: 10

hours**SKILL LAB: 5**

hours**CLINICAL:25h**

ours

DESCRIPTION: This course is designed to help students to develop knowledge and competencies required for assessment, diagnosis, treatment, nursing care of infants and children with various diseases using guidelines as per IMNCI in the hospital and home settings.

COMPETENCIES(Learning outcomes): The student will be able to

1. Trace the history and developments in the field of integrated management of child health and child health nursing
2. Apply the concepts of IMNCI in providing care to the pediatric clients and their families
3. Identify effective management of young infants upto 2 months
4. Demonstrate skill in case management of young infants upto 2 months
5. Recognize effective management of children age 2 months to 5 years
6. Demonstrate skill in case management of children age 2 months to 5 years
7. Demonstrate skill in treatment procedures and referral of sick children
8. Demonstrate skill in counseling of the caretakers

CONTENT OUTLINE

T-Theory, L - Lab/Skill Lab

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
1	2 (T)	Trace the history and developments in the field of integrated management of child health and child health nursing	IMNCI-Introduction <ul style="list-style-type: none"> • Background and Objectives • Components and principles • Rationale for an integrated evidence based syndromic approach to case management 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Written assignment • Tests
2	2 (T) 1 (L)	Apply the concepts of IMNCI in providing care to the pediatric client and their families	Steps of case management process <ul style="list-style-type: none"> • Assess the young infant/child • Classify the illness • Identify treatment • Treat the young infant/child • Counsel the mother • Provide follow up care 	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • OSCE
3	2 (T) 1 (L)	Identify effective management of young infants upto 2 months Demonstrate skill in case management of young infants up to 2 months	Assessment of sick young infants <ul style="list-style-type: none"> • History taking • Checking for possible bacterial infection/jaundice • Diarrhea • Feeding problem/malnutrition • Immunization status • Other problems 	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • OSCE

4	2 (T) 1(L)	Recognizeeffective managementof	Assessmentofsickchildren <ul style="list-style-type: none">• Historytaking• Checkingforgeneral dangersigns	<ul style="list-style-type: none">• Discussion• Demonstration	<ul style="list-style-type: none">• OSCE
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Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		children age 2 months to 5 years Demonstrate skill in case management of children age 2 months to 5 years	<ul style="list-style-type: none"> • Checking main symptoms • Checking for malnutrition • Checking for anaemia • Assessment of feeding • Checking immunization • Assessing other problems 		
5	2(L)	Demonstrate skill in treatment procedures and referral of sick children	Treatment procedures <ul style="list-style-type: none"> • Identify treatment • Inpatient and outpatient treatment • Home management • Referral 	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • OSCE
6	2 (T)	Demonstrate skill in counseling of parents and caretakers	Parental counseling <ul style="list-style-type: none"> • Advice regarding feeding and fluid intake, and solving of feeding problems • Administration of oral drugs • Advise when to return 	<ul style="list-style-type: none"> • Discussion • Role play 	<ul style="list-style-type: none"> • OSCE

Clinical: 25 hours

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

1. Demonstrates skill in case management of young infants up to 2 months
2. Demonstrates skill in case management of children age 2 months to 5 years
3. Demonstrates skill in treatment procedures and referral of sick children
4. Demonstrate skill in counseling of the care takers and follow up

Learning Resources: (Latest version must be consulted as and

when revised) National guidelines-MOH & FW

8.PLS(ChildHealthNursing I)

PLACEMENT: V SEMESTER

Theory: 3

hours Skill Lab: 4

Hours Clinical: 10

Hours

COMPETENCIES (Learning outcomes): The student will be able to

1. Recognize early signs of critical illness in children
2. Identify early signs of cardiopulmonary arrest
3. Demonstrate the use of the various airway and oxygen adjuncts and methods for optimum ventilation & airway control.
4. Differentiate between respiratory distress and failure
5. Intervene in respiratory distress and failure at the earliest
6. State the indications & dosages of medications used in cardiopulmonary arrest and the effects on the cardiovascular system.
7. Demonstrate skill in CPR
8. Provide Post-cardiac arrest management

CONTENT OUTLINE

T- Theory, L- Lab/Skill lab

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
1	2 (T)	Recognize early signs of critical illness in children Identify early signs of cardiopulmonary arrest	Identification of critical illness in children <ul style="list-style-type: none"> • Early signs of critical illness in children • Early signs of cardiopulmonary arrest • Assessment of appearance based on AVPU scale 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Questioning • Tests
2	1 (T)	Differentiate between respiratory distress and failure	<ul style="list-style-type: none"> • Respiratory distress • Respiratory failure 	<ul style="list-style-type: none"> • Discussion 	<ul style="list-style-type: none"> • OSCE
3	1 (L)	Intervene in respiratory distress and failure at the earliest	<ul style="list-style-type: none"> • Prompt Interventions for Respiratory distress and Respiratory failure 	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • OSCE
4	1 (L)	State the indications & dosages of medications used in cardiopulmonary arrest and the effects on the cardiovascular system	Medications used in cardiopulmonary arrest <ul style="list-style-type: none"> • Indications & dosages of medications used in cardiopulmonary arrest and the effects on the cardiovascular system 	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • OSCE
5	1 (L)	Demonstrate skill in CPR	CPR <ul style="list-style-type: none"> • Steps in carrying out Child CPR 	<ul style="list-style-type: none"> • Demonstration and return demonstration 	<ul style="list-style-type: none"> • OSCE

6	1(L)	Provide Post-cardiac arrestmanagement	Post-cardiac arrestmanagement	<ul style="list-style-type: none">• Discussion• Demonstration	<ul style="list-style-type: none">• OSCE
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Clinical Practice Competencies: 10 hours

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

1. Recognize early signs of critical illness in children
2. Demonstrate the use of the various airway and oxygen adjuncts and methods for optimum ventilation & airway control.
3. Differentiate between respiratory distress and failure
4. Intervene in respiratory distress and failure at the earliest
5. State the indications & dosages of medications used in cardiopulmonary arrest and the effects on the cardiovascular system.
6. Demonstrate skill in CPR
7. Provide Post-cardiac arrest management

LEARNING ACTIVITIES: Specified in the above table.

ASSESSMENT METHODS:

- Test paper (Objective type/short answers)-20 marks
- Assignments-10 marks
- OSCE-20 marks

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

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

1. National guidelines-MOH & FW
2. AHA guidelines

9.SBA & SAFE DELIVERY APP (Midwifery/Obstetrics & GynecologyNursing I&II)

PLACEMENT:VI&VIISEMESTER

Theory,skillbandclinicalhoursareintegratedinMIDWIFERY/OBS&GYNECI&IICourses.

ModuleOverview:

SBAmoduleispreparedbyMOH&FW,GoIandcanbeusedinMIDWIFERY/OBS&GYNECI&IICourses.

Safedeliveryapp isavailable inINC websitepreparedbyMaternityFoundationofIndiaand INC

Competencies(LearningOutcomes):Thestudent willbeableto

1. Demonstrateknowledgeandcompetenciestoproviderespectfulmaternitycaretowomanduringantenatal,intranatalandpostnatalperiodsinhospitalsandcommunitysettings.
2. Providesafeandcompetentcaretonormalneonateandneonatewithcomplications.
3. Identifycomplicationsinwomenduringantenatal,intranatal,andpostnatalperiods.

LearningActivities:

- LecturesandDemonstration
- Self-study/Readingassignments
- Writtenassignments
- PracticeinSkill/SimulationLab

AssessmentMethods:

SBAmodule

- Testpaper -20 marks
- Assignments-10marks
- OSCE-20marks

SafeDeliveryApp

CompletionofSafedeliveryapp aschampion.

WeightagetoInternalAssessment:10markstobeaddedtointernal marksto makeupthetotalof40marks.

LearningResources:

1. **SBA-AhandbookforANM,LHV&Staffnurses(2010)**,MoH&FW document
2. *Dakshata(2015)nationalguidelines*
3. **SAFEDELIVERYAPP**
(MaternityfoundationofIndia andINC)

NB.

- CompletionofbothModulesis mandatorybeforetheend ofVIISemester.
- LatestVersionsofNationalGuidelines mustbeconsulted.

II. **ELECTIVEMODULES**

BScNursingProgram

(Modularcontentoutline)

LIST OF ELECTIVE MODULES

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

1. Human values
2. Diabetes care
3. Soft skills

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

4. CBT
5. Personality development
6. Addiction psychiatry
7. Adolescent health
8. Sports health
9. Accreditation and practice standards
10. Developmental psychology
11. Menopausal health
12. Health Economics

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

13. Scientific writing skills
14. Lactation management
15. Sexuality & Health
16. Stress management
17. Job readiness and employability in health care setting

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

1. HUMANVALUES

PLACEMENT:III&IVSEMESTER

THEORY:1Credit(20 hours)

DESCRIPTION:Thismoduleisdesignedtohelpstudentstodevelopknowledgeandattitudetowardsinculcatinghumanvalues

LEARNINGOUTCOMES:

Oncompletionofthemodule,thestudent willbeableto

10. Understandtheconceptandimportanceofhumanvalues.
11. Analyzetheimpactofhumanvaluesinfamily,societyandprofession.
12. Applyhuman valuesineducationand clinicalpractice.

CONTENTOUTLINE

Unit	Time(Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4	Explain theconcept of humanvalues,natu reandtypes	Introduction <ul style="list-style-type: none"> • Introduction to human values - Definitionandnatureofhumanva lues • Types of human values - Differentcategorization • Instrumentalandextrinsic values • Personalandprofessional values • Examples of human values - cooperation, honesty, caring,compassion, love, respect,sharing,loyalty,appre ciation,integrity, discipline, justice,solidarity,civility,non- violence 	<ul style="list-style-type: none"> • Lecture cumdiscussi on • Discuss some ofthehumanvalue shaving universalrelevan ce • Value clarificationexerci se • Role play 	<ul style="list-style-type: none"> • Quiz
II	4	Understand thesignificance ofhumanvaluesan dinnursing Identify thedifference betweenhuman, ethical andmoralvales	Importanceofhumanvalues <ul style="list-style-type: none"> • Needandimportanceofhumanva lues • Functionsofvalues • Reflectiononindividual values • Human values, ethical valuesandmoralvalues- differencesand similarities 	<ul style="list-style-type: none"> • Reflectiveex ercises andreport • Sharingingroups • Discuss lessonsfrom the lives andteachings of greatleaders, reformersandadmi nistrators 	<ul style="list-style-type: none"> • Evaluation ofreflectivere port/groupw orkreport
III	2	Explore the role ofhuman values infamilyandsociet y	Roleofhumanvaluesinfamilyan dsociety <ul style="list-style-type: none"> • Familyvalues • Socialstandards • Influenceoffamilyandsociety 	<ul style="list-style-type: none"> • Lecture cumdiscussi on 	<ul style="list-style-type: none"> • Shortanswers

IV	4	Discuss the role of educational institutions in inculcating human values	Role of education and human values <ul style="list-style-type: none"> • Teachers as role model • Development of accountability, appreciation and helping nature • Discipline as a human value • Value education strategies 	<ul style="list-style-type: none"> • Lecture cum discussion • Case scenario and discussion 	<ul style="list-style-type: none"> • MCQ • Short answers
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Unit	Time(Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
V	4	Explain the core values at workplace and apply in clinical settings	Professional Values <ul style="list-style-type: none"> Professional values-examples Professional values and Value development in nursing Core values at workplace, application in clinical settings and implications 	<ul style="list-style-type: none"> Case scenario and discussion Application in clinical practice - Reflection 	<ul style="list-style-type: none"> Evaluation of assignment
VI	2	Explain the influence of culture on values	Values and cross cultural influence <ul style="list-style-type: none"> Cultural values Universal application Universal declaration of human values and human rights 	<ul style="list-style-type: none"> Lecture cum discussion Case scenario and discussion 	<ul style="list-style-type: none"> Short answers

ASSESSMENT METHODS:

- Test paper (Objective test, Short answers and case scenario and questions)-30 marks
- Assessment of assignments/skills-20 marks

2. DIABETES CARE

PLACEMENT: III & IV SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students to develop knowledge, skill and attitude regarding Diabetes and care.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Understand the concept of NCDs and relevant national programs.
2. Review the pathophysiology and clinical diagnostic criteria for diabetes.
3. Analyze the diabetes treatment options such as medication, diet, exercise and lifestyle modifications.
4. Apply the principles and demonstrate self-management skills to achieve diabetes control.
5. Identify onset of complications and provide means of seeking appropriate and timely help.
6. Demonstrate understanding of recent updates in diabetes.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2	Explain the concept of NCDs and national NCD programs	Introduction <ul style="list-style-type: none"> • Introduction to Diabetes as Non communicable disease burden - global & national - Review • Diabetes risk factors, preventive measures & risk reduction measures • Role of nurse in national programs relevant to Diabetes prevention, control and care 	<ul style="list-style-type: none"> • Lecture cum discussion • Directed reading and assignments 	<ul style="list-style-type: none"> • Quiz
II	4	Recall and discuss the pathophysiology of Diabetes, its clinical characteristics and diagnostic criteria	Pathophysiology and diagnosis of Diabetes <ul style="list-style-type: none"> • Review - structure & functions involved in key organs relating to diabetes (pancreas, liver, muscle, adipose tissue & kidney) • Relationship between blood glucose and insulin • Prediabetes condition • Types of Diabetes - Type I & II • Screening • Symptoms • Diagnostic Criteria 	<ul style="list-style-type: none"> • Review • Case scenario and discussion • Sharing in groups 	<ul style="list-style-type: none"> • Evaluation of group work report
III	4	Discuss the available treatment options	Diabetes treatment options <ul style="list-style-type: none"> • Lifestyle modifications • Diet therapy • Exercise • Medical therapy <ul style="list-style-type: none"> ○ Oral antidiabetic agents used to treat diabetes ○ types, actions, side effects and contraindications 	<ul style="list-style-type: none"> • Drug study • Written assignments 	<ul style="list-style-type: none"> • Quiz • Test paper • Evaluation of written assignments

Unit	Time(Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Combination treatment regimen ○ Medication considerations in elderly ○ Insulin therapy - Types, regimen, preparation and administration ○ Recent advances in medication therapy 		
IV	3	Identify complications and provide timely support in management of complications	<p>Complications of diabetes <i>Diagnosis and management of</i></p> <ul style="list-style-type: none"> • Hypoglycemia • Hyperglycemia • Diabetic ketoacidosis • Macrovascular complications • Diabetic retinopathy • Diabetic nephropathy • Neuropathy • Gestational diabetes in pregnancy 	<ul style="list-style-type: none"> • Lecture cum discussion • Case study 	<ul style="list-style-type: none"> • Short answers • Essay • Case study reports
V	5	Identify the challenges of living with diabetes Achieve effective self-management skills	<p>Self-Management</p> <ul style="list-style-type: none"> • Challenges of living with diabetes • Role of self-care in diabetes management • Effective self-management skills to attain and maintain diabetes control • Monitoring blood glucose levels - methods to monitor diabetes control and analysis of blood glucose patterns <p>Nutrition therapy</p> <ul style="list-style-type: none"> • Nutritional needs of patients with diabetes • Nutritional assessment • Determination of body mass index (BMI), waist-to-hip ratio • Meal planning methods • Problems associated with diet therapy <p>Physical activity</p> <ul style="list-style-type: none"> • Role of exercise in diabetes management • Components of exercise prescription • Exercise needs assessment • Types of exercises • Benefits of yoga for people with diabetes • Strategies to prevent hypoglycemia during or after exercise <p>Medication therapy</p>	<ul style="list-style-type: none"> • Lecture cum discussion • Demonstration • Practice • Meal planning • Role play 	<ul style="list-style-type: none"> • Short answers • OSCE • Assessment of meal plan

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Understanding action, side effects and contraindications • Insulin therapy - preparation and administration • Role of diabetes educator in education and counseling <p>Complication identification and seeking appropriate help</p>		
VI	2	<p>Update the knowledge on diabetes, its management and care</p> <p>Discuss the role of diabetes educator</p> <p>Identify the role of complementary therapies</p>	<p>Recent updates in diabetes</p> <ul style="list-style-type: none"> • Oral health and diabetes • Managing diabetes during disasters • Recent update on treatment and care modalities <ul style="list-style-type: none"> • Role of diabetes educator in diabetes care, education, counseling and management • Complementary therapies 	<ul style="list-style-type: none"> • Lecture cum discussion • Directed reading 	<ul style="list-style-type: none"> • MCQ • Short answers

ASSESSMENT METHODS:

- Test paper (Objective test, Short answers and case scenario and questions) -30 marks
- Assignments -10 marks
- Assessment of skills (Meal planning) -10 marks

LEARNING RESOURCES:

- Facilitator manual for training nursing staff on “**Prevention and Management of Non-Communicable Diseases**” developed by People to People Health Foundation (PPHF), 2019

3. SOFT SKILLS

PLACEMENT: III & IV SEMESTER

TOTAL HOURS: 1 Credit (20 hours)

DESCRIPTION: This module is designed to improve the soft skills of the students and covers important skills required for personal and professional lives such as etiquette, presentation, time management, motivation, decision making and teamwork.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Identify & perform personal, professional & Social Etiquette
2. Illustrate Telephone Etiquette
3. Learn & apply Presentations skills.
4. Be empowered in Public Speaking
5. Practice appropriate time management and use planning tools
6. Incorporate Motivational skills in practice
7. Develop Decision making skills
8. Demonstrate Teamwork in workplace

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4	Identify & perform personal, professional & Social Etiquette	<p>Personal Etiquette:</p> <ul style="list-style-type: none"> • Grooming and personal hygiene • Body language- Postures & facial expressions • Punctuality and respectfulness • Manners <p>Professional Etiquette:</p> <ul style="list-style-type: none"> • Meeting etiquette • Workplace etiquette • communication etiquette- Oral & written <p>Social Etiquette:</p> <ul style="list-style-type: none"> • What is Social Etiquette? • Why are social skills important? • Types of social skills • Conversational skills- Greetings, listening, interacting • Common courtesies - Thank you, No thank you, Excuse me, May I • Social skill defects <p>Other types:</p> <ul style="list-style-type: none"> • Classroom etiquette- respectful and punctual, use of cell phone, engagement in the class • Virtual classroom etiquette • Social media etiquette 	<ul style="list-style-type: none"> • Demonstration • Return demonstration 	<ul style="list-style-type: none"> • Feedback from faculty and co-students

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
II	2	Illustrate Telephone Etiquette	Telephone etiquette: <ul style="list-style-type: none"> • Introduce yourself first • Clarity of speech • Active listening and take notes • Use appropriate language • Remain cheerful 	<ul style="list-style-type: none"> • Demonstration • Return Demonstration 	<ul style="list-style-type: none"> • Anonymous Assessment
III	3	Learn & apply Presentation skills.	Presentation Skills: <ul style="list-style-type: none"> • Introduction • Types of Presentation Skills • Structure • Importance of Presentation skills • Making a Presentation • Delivering a Presentation 	<ul style="list-style-type: none"> • Lecture with discussion 	<ul style="list-style-type: none"> • Sample presentations
IV	2	Empowered in Public Speaking	Public Speaking: <ul style="list-style-type: none"> • Elements of Public Speaking • Types of Public Speaking • How do you begin a speech • How do you make your speech good • Factors of Public Speaking 	<ul style="list-style-type: none"> • Lecture & Demonstration • Return Demonstration 	<ul style="list-style-type: none"> • Health talk
V	2	Practice appropriate time management and use planning tools	Time management: <ul style="list-style-type: none"> • Know how to spend time • Set priorities • Using a Planning Tool • Getting Organised/Schedule time appropriately 	<ul style="list-style-type: none"> • Roleplay 	<ul style="list-style-type: none"> • Adherence to Timeline
VI	2	Incorporate Motivational skills in practice	Motivational skills: <ul style="list-style-type: none"> • Forming and Changing Habit • Gratitude • Positivity • Mindfulness 	<ul style="list-style-type: none"> • Lecture with discussion 	<ul style="list-style-type: none"> • 360 degree Feedback
VII	2	Develop Decision making skills	Decision making skills: <ul style="list-style-type: none"> • What is Decision making skills • The 5 Decision making skills • Styles of Decision making • How to develop decision making 	<ul style="list-style-type: none"> • Role play 	<ul style="list-style-type: none"> • Critical thinking Competencies
VIII	2	Demonstrate Teamwork in workplace	Teamwork: <ul style="list-style-type: none"> • Differentiate team/teamwork • Examples of teamwork skills • Working with different teams • Build a team in your workplace environment 	<ul style="list-style-type: none"> • Lecture with discussion 	<ul style="list-style-type: none"> • Feedback from colleagues

ASSESSMENT METHODS:

- Test paper (Objective test, Short answers and case scenario and questions) -30 marks
- Assignments -10 marks
- Assessment of skills (Time management/presentation/etiquette) -10 marks

4. COGNITIVE BEHAVIOURAL THERAPY (CBT)

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students acquire comprehensive knowledge regarding the basics of Cognitive Behavioural Therapy and develop an insight into behaviour of self and others. Further it is aimed at helping them to practice the principles of CBT for promoting Mental Health in Nursing Practice.

LEARNING OUTCOMES:

On completion of the module, the student will be able to:

1. Explain the concept and techniques of CBT
2. Use techniques to develop a therapeutic alliance based on CBT
3. Discuss cognitive conceptualization - automatic thoughts and alternative explanations based on cognitive model
4. Describe strategies to identify and respond to cognitions including dysfunctional cognitions
5. Formulate thought records and action plans

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6	Explain the concept and techniques of CBT Use techniques to develop a therapeutic alliance based on CBT	Concepts and Techniques of CBT <ul style="list-style-type: none"> • Concept-Definition • Techniques and applications of CBT • Factors influencing effective delivery of CBT • CBT Model • The therapeutic relationship and setting goals with clients 	<ul style="list-style-type: none"> • Lecture and Discussion • Role play • Demonstration 	<ul style="list-style-type: none"> • Skills check: Master your demonstration of establishing a therapeutic relationship with the client in CBT and setting goals
II	4	Discuss cognitive conceptualization - automatic thoughts and alternative explanations based on cognitive model	The Cognitive Model <ul style="list-style-type: none"> • Three levels of thoughts • Automatic thoughts development and tracking • Designing and implementing experiments to test automatic thoughts • Biofeedback in CBT 	<ul style="list-style-type: none"> • Lecture cum discussion • Assignment on automatic thoughts and its testing 	<ul style="list-style-type: none"> • Evaluation of assignment
III	5	Describe strategies to identify and respond to cognitions including dysfunctional cognitions	Identifying, Evaluating and Responding to Cognitions <ul style="list-style-type: none"> • Socratic questioning- Technique of questioning • Behaviour experiments- Relaxation, mindfulness, distraction techniques, graded task assignments, task scheduling etc. 	<ul style="list-style-type: none"> • Lecture cum discussion • Role play • Assignment on identifying and responding to dysfunctional cognitions 	<ul style="list-style-type: none"> • Evaluation of assignment

IV	5	Formulate thought records and action plans	Designing Effective Action Plans and Thought Records <ul style="list-style-type: none"> • Thought records components • Action plan components • Identifying underlying and new core beliefs and assumptions • Facilitating completion of the action plan and reviewing the action plan at the next session 	<ul style="list-style-type: none"> • Lecture cum discussion • Role play 	<ul style="list-style-type: none"> • Skills check: Formulate thought records and action plans and prepare worksheets
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ASSESSMENTMETHODS:

- Testpaper(Objectivetest,Shortanswersandcase scenario andquestions) -30marks
- Assignments-10marks
- Assessmentofskills(EstablishmentoftherapeuticrelationshipwithclientonCBT/Formulatingthoughtrecordsora ctionplans)-10marks

LEARNINGRESOURCES:

1. GreenbergerD,PadeskyCA.MindoverMood:ChangeHowYouFeelByChangingtheWayYouThink.TheGuilfordPress;2016
2. BeckJS,BeckAT.CognitiveTherapy:BasicsandBeyond.GuilfordPublications;2011

Websites:http://focus.psychiatryonline.org/cgi/content/full/4/2/173http://www.learncognitivetherapy.com/cognitive_therapy.htm

NB:

- Briefnotesonthecontentisattached below.

CORSECONTENT(Brief notesbelow)**UNITI(6Hours):CONCEPTSAND TECHNIQUESOF CBT**

Concept: CBT is based on the concept that mental disorders are associated with characteristic alterations incognitive and behavioral functioning and that this pathology can be modified with pragmatic problem-focusedtechniques,interactionofthoughts, feelingsandbehaviour.

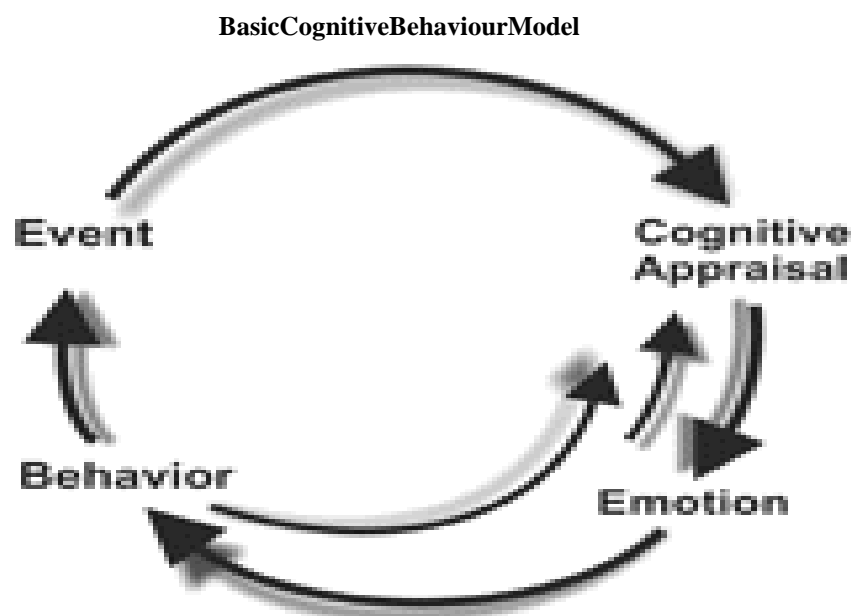
TechniquesandApplicationsofCBT

CBTisacognitivetechnique andbehaviouraltechnique.

Application – wide applications: Psychiatric (Depression, Anxiety etc.) and non-psychiatric (sleep, fatigue, painetc.)

FactorsinfluencingeffectivedeliveryofCBT

Collaboration,formulation,homeworketc.

TheCBTmodel

(Source: From Wright JH, Basco MR, Thase ME: Learning Cognitive-Behavior Therapy: An Illustrated Guide. Washington, DC, American Psychiatric Publishing, 2006, p 5)

The therapeutic relationship and setting goals with clients

- Assessment, person education, goal setting, practice of strategies, homework
- Collaborative therapy relationship

Skills check: Mastery demonstration of establishing a therapeutic relationship with the client in CBT and setting goals (Role play)

UNIT II (4 Hours): THE COGNITIVE MODEL

Three levels of thoughts: automatic thoughts, underlying assumptions and schemas

Understanding interplay between levels of thought and moods, behaviour, physical functions and practice

Automatic thoughts-development and tracking

- Moment to moment unplanned thoughts
- Explain and clarify identification of automatic thoughts with examples from thought records/worksheets E.g: questions that include
 - a. What was going through your mind before you started to feel this way? Any other thoughts? Images?
 - b. Circle hot thought

Designing and implementing experiments to test automatic thoughts

- Using scale or rating for automatic thoughts

Biofeedback in CBT

- Role and significance of Biofeedback in CBT

Skills Check: Assignment on automatic thoughts and its testing

UNIT III (5 Hours): IDENTIFYING, EVALUATING, AND RESPONDING TO COGNITIONS

- Gathering evidence that supports and does not support the hot thoughts
- Actively search for information that contradicts the hot thoughts
- Writing all evidence for supporting that hot thoughts are not 100% true
- Identifying alternative or balanced thinking

Socratic questioning

- Technique of questioning

Behaviour experiments

Relaxation, mindfulness, distraction techniques, graded task assignments, task scheduling etc.

Skills check: Assignment on identifying and responding to dysfunctional cognitions

UNIT IV (5 Hours): DESIGNING EFFECTIVE ACTION PLANS AND THOUGHT RECORDS

Thought records components: situation, moods, automatic thoughts, evidence that supports hot thought, evidence that does not support hot thoughts, alternative or balanced thoughts, rate moods now

Action plan components: Goal, action plan, time to begin, possible problems, strategies to overcome problems, progress

Identifying a problem in life that a person would like to change and writing an action plan

Identifying underlying and new core beliefs and assumptions

- Identify core beliefs by looking for themes in thought record
- Test by looking for evidence
- Strengthen new core beliefs by recording experiences that are consistent, and rate the confidence

Facilitating completion of the action plan and reviewing the action plan at the next session

- Motivating the client to complete the plans

Skills check: Assignment on Formulating thought records and action plans

5. PERSONALITY DEVELOPMENT

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students acquire an in-depth knowledge in factors influencing personality development, theories of personality development, personality traits, and personality disorders and further acquire skill in knowing one's own personality, understand others in their surroundings and bring positive change in life.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Describe how personality develops
2. Define various stages of personality development
3. Describe basic personality traits and personality types
4. Analyze how personality affects career choices
5. Describe methods for changing personality
6. Enumerate personality disorders
7. Demonstrate skills in identifying personality disorders
8. Utilize knowledge in knowing self and others and improve relationship with others
9. Provide care to patients with personality disorders by emphasizing on respecting individual culture and spiritual needs

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2	Describe how personality develops Explain factors contributing to personality development	Introduction to personality development <ul style="list-style-type: none"> • Definitions • Components of personality • Importance of personality in achieving goals and success in life • Factors influencing personality development <ul style="list-style-type: none"> ○ Biological factors ○ Environmental factors • Nature vs Nurture concept in personality development 	<ul style="list-style-type: none"> • Lecture and Discussion method • Guest lecture 	<ul style="list-style-type: none"> • Test paper • Quiz
II	5	Enumerate stages of personality development from infancy to late adulthood Explain various theories of personality development	Stages and theories of personality development <ul style="list-style-type: none"> • Development of personality from infancy to late adulthood • Theories of personality development <ul style="list-style-type: none"> ○ Psychoanalytic theory ○ Psychosocial theory ○ Trait and type theories of personality ○ Humanistic approaches to personality ○ Learning theories of personality 	<ul style="list-style-type: none"> • Lecture and Discussion method 	<ul style="list-style-type: none"> • Test paper

III	3	Listvarioustypeso fpersonalities	Assessmentofpersonality • Typesofpersonalities	• Lecture andDiscussionmet hod	• Visitreport • Writtenexam
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Unit	Time(Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		Describeeffectsof illness onpersonalitychange Describe variouspersonalityassessments	<ul style="list-style-type: none"> • Personalitychangesdueto illness • Personalityassessment 	<ul style="list-style-type: none"> • Visittoclinicalpsychologydepartment • Guestlecture 	<ul style="list-style-type: none"> • Case discussion
IV	5	Discuss personalityandcareersuccess Explain variousmethods ofchangingpersonalitytraits Explain nursingimplications ofpersonality	Personalityandcareersuccess <ul style="list-style-type: none"> • Roleofpersonalityandcareersuccess • Methodsofchanging personalitytraits <ul style="list-style-type: none"> ◦Personalgrowthandself-efficacy • Personality characteristicsrequired foranurse • Nursingimplicationsofpersonality 	<ul style="list-style-type: none"> • Lecture andDiscussionmethod 	<ul style="list-style-type: none"> • Writtenexam
V	5	Explain variouspersonalitydisorders	Personalitydisorders <ul style="list-style-type: none"> • Definition • Types • Signsandsymptoms • Medicalmanagement • Nursingmanagement • Psycho-socialtherapies 	<ul style="list-style-type: none"> • Lecture andDiscussionmethod 	<ul style="list-style-type: none"> • Performassessment ofpersonality disorderpatient andwriteassessmentreport

ASSESSMENTMETHODS:

- Testpaper(Objectivetest,shortanswersandcasescenarioandquestions)-30 marks
- Assessmentofassignments/skills-20marks

6.ADDICTIONPSYCHIATRY

PLACEMENT: V & VISEMESTER

THEORY & CLINICAL: 1 Credit (20

hours) THEORY: 06 hours

CLINICAL: 14 hours

DESCRIPTION: This module is designed to help students to develop knowledge and competencies required for assessment, diagnosis, treatment and nursing management of individuals with various disorders related to addiction.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Describe the Terminologies such as Substance Use Disorders, addictive behaviours, addiction etc
2. Describe the classification of Psychoactive Substances
3. Describe various etiological factors of substance related disorders
4. Identify the psychosocial issues of the individuals with substance use disorders.
5. Identify treatment related adverse effects and emergencies and manage them effectively
6. Demonstrate skill in managing patients with substance use disorders.
7. Apply nursing process in caring for patients with substance related disorders.
8. Utilize available support to rehabilitate needy individuals.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6 (T) 14 (P)	Explain and demonstrate skill in assessment of individual with substance use disorders Explain and demonstrate skill in management and nursing management of individuals with substance use disorders	Substance use disorders, assessment and management <ul style="list-style-type: none"> • Terminologies: Substance related Disorders, addictive behaviour, intoxication, tolerance, withdrawal etc. • Classification of Psychoactive Substances • Factors associated with substance related disorders • Psychosocial problems associated with substance use • Treatment Modalities for Substance - Related Disorders – Multi-Disciplinary Team Approach • Treatment related adverse effects and emergencies • Introduction to technology addiction and its management • Nursing Management of patients with substance use disorders • Rehabilitation issues 	<ul style="list-style-type: none"> • Lecture cum discussion • Counseling Techniques • Disease model of addiction - Assignment • 2 day posting/visit to a de-addiction centre 	<ul style="list-style-type: none"> • Perform assessment of individuals in in-patient or out-patient and write assessment report • Assessment of assignment • Performing health education at schools, colleges and other selected working areas - evaluation of education

CLINICAL: 14 hours

Clinical Practice Competencies:

On completion of the module, the student will be able to:

1. Assess individuals with substance use disorders
2. Identify risk factors of an individual and plan measures of management and relapse prevention
3. Inform, teach, and guide patients and their families

ASSESSMENT METHODS:

- Test paper (Objective test, Short answers and case scenario and questions) - 30 marks
- Assignments - 10 marks
- Assessment of skills (Assessment of individuals with substance use disorders/health education) - 10 marks

7. ADOLESCENT HEALTH

PLACEMENT: V & VI SEMESTER

THEORY & PRACTICAL: 1 Credit (20

hours) THEORY: 10 hours

LAB: 2 hours

CLINICAL: 8 hours

DESCRIPTION: This module is designed to help students to develop knowledge about developmental changes during adolescence and special psychosocial, reproductive and sexual health issues, needs and challenges of adolescents and competencies required for promoting their development and handling their health issues

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Describe the normal growth and development during adolescence
2. Assess the physical, reproductive and sexual changes during adolescence
3. Promoting the development of life skills among adolescents
4. Identify the developmental needs of adolescents
5. Demonstrate skills in identifying the developmental and psychosocial issues and challenges during adolescence
6. Discuss the nutritional requirements of adolescents, food habits and food fads prevalent in the adolescents
7. Demonstrate skills in communicating with adolescents
8. Develop competency in providing the Guidance and Counselling to adolescents
9. Identify, and manage common health problems among adolescents including Adjustment & conduct disorders, mental disorders, eating disorders, substance use disorders
10. Describe the reproductive and sexual health issues of adolescents including Sexual harassment, early marriage, teenage pregnancy, unsafe abortion and contraception, sexually transmitted disorders, HIV/AIDS

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2 (T) 2 (CL)	Describe the normal growth and development during adolescence Assess the physical, reproductive and sexual changes during adolescence Promoting the development of life skills among adolescents	Growth and development of adolescents <ul style="list-style-type: none"> • Review of Principles of Growth and Development • Assessment of Growth and Development of Adolescents, including physical, reproductive and sexual changes • Promoting Growth and Development of Adolescents • Development of life skills among adolescents 	<ul style="list-style-type: none"> • Discussion & Demonstration • Visit to the School or Family with Adolescent 	<ul style="list-style-type: none"> • Perform assessment of Adolescent in School or Family and write assessment report
II	1 (T) 1 (Lab)	Discuss the nutritional requirements of adolescents, food habits and	Nutritional needs of adolescents <ul style="list-style-type: none"> • Nutritional requirements of adolescents Food habits and food fads prevalent in the adolescent	<ul style="list-style-type: none"> • Discussion • Demonstration 	<ul style="list-style-type: none"> • Plan a One day Menu for an adolescent

		food	ent		
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Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		fads prevalent in teenagers			
III	2 (T) 2 (CL)	Identify the developmental needs of adolescents Demonstrate skills in identifying the developmental and psychosocial issues and challenges during adolescence	Developmental needs of Adolescents <ul style="list-style-type: none"> • Developmental needs of Adolescents • Developmental issues during Adolescence • Psychosocial issues during Adolescence • Challenges during Adolescence • Guiding Parents on meeting the developmental needs of Adolescents and handling their issues and Challenges 	<ul style="list-style-type: none"> • Discussion • Demonstration • Visit to the Family with Adolescent 	<ul style="list-style-type: none"> • Visit report
IV	1 (T) 1 (Lab) 2 (CL)	Demonstrate skills in communicating with adolescents Develop competency in providing the Guidance and Counselling to adolescents	Communication, guidance and counselling <ul style="list-style-type: none"> • Communicating with adolescents • Guidance and Counselling • Role of Parents 	<ul style="list-style-type: none"> • Discussion • Demonstration • Role Play 	<ul style="list-style-type: none"> • Assessment of role play
V	2 (T) 2 (CL)	Identify, and manage common health problems among adolescents including adjustment & conduct disorders, mental disorders, eating disorders, and substance use disorders	Common health problems including mental health problems <ul style="list-style-type: none"> • Common health problems among adolescents • Adjustment & conduct disorders • Mental disorders • Eating disorders • Substance use disorders 	<ul style="list-style-type: none"> • Lecture cum discussion • Visit to the Adolescent Clinic 	<ul style="list-style-type: none"> • Visit report

VI	2 (T)	Describe the reproductive and sexual health issues of adolescents including Sexual harassment, early marriage, teenage pregnancy, unsafe abortion and contraception, sexually transmitted	Reproductive and sexual health issues <ul style="list-style-type: none"> • Reproductive and sexual health issues during adolescence • Sexual harassment, early marriage, teenage pregnancy, unsafe abortion and contraception • Sexually transmitted disorders, HIV/AIDS 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Short answers
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Unit	Time(Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		disorders, HIV/AIDS			

CLINICAL:8hours*ClinicalPracticeCompetencies:*

On completion of the module, the students will be able to:

1. Assess the growth and development of adolescent
2. Assess the physical, reproductive and sexual changes during adolescence
3. Promote the development of life skills among adolescents
4. Identify and guide the parents to meet the developmental needs of adolescents
5. Demonstrate skills in communicating with adolescents
6. Identify the developmental and psychosocial issues and challenges during adolescence
7. Identify the nutritional requirements of adolescents, food habits and food fads prevalent in the adolescents
8. Demonstrate skills in providing the Guidance and Counselling to adolescents
9. Identify, and manage common health problems among adolescents
10. Identify selected reproductive and sexual health issues of adolescents

ASSESSMENTMETHODS:

- Test paper (Objective test, Short answers and case scenario and questions) -30 marks
- Assignments -10 marks
- Assessment of skills (Assessment of adolescent/One day menu planning for adolescent) -10 marks

8.SPORTSHEALTH

PLACEMENT: V & VI SEMESTER

THEORY & PRACTICAL: 1 Credit (20

hours) THEORY: 15 hours

PRACTICAL: 5 hours

DESCRIPTION: This Elective module is designed to enable students to gain knowledge about Sports Health, and role of Nursing in Sports Health, training, and management of sports injuries.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Demonstrate understanding of sports health.
2. Should be able to assess the severity of injury, recognize life threatening condition provide emergency care and initiate emergency procedures if any to avoid delay in care.
3. Participate effectively as a member of sports health team.
4. Understanding the importance of conditioning and sports injuries Rehabilitation.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	15(T)	<p>Demonstrate understanding of sports health and Fitness pre-requisite for sports.</p> <p>Assess the severity of injury, recognize life threatening condition provide emergency care and initiate emergency procedures if any to avoid delay in care.</p> <p>Participate effectively as a member of sports health team.</p> <p>Understanding the importance of conditioning and sports injuries Rehabilitation.</p>	<ol style="list-style-type: none"> 1. Definition and scope of Sports Health and Physical Fitness 2. Pre-Participation exam for sports 3. On-field & Off-field evaluation of athlete 4. The Emergency Medical Services System 5. Physiological Principle of strength Training/Conditioning, Deconditioning 6. Exercises and Environmental concern (Heat/Temperature Regulation, Acclimatization) 7. Common sports injuries & musculoskeletal assessment. 8. Therapeutic/Rehabilitation modalities overview. 9. Onfield management of sports injuries: Cryotherapy, sport taping etc. 10. Protective Equipment: protective wrapping, protective eyewear, Helmets, face mask. 11. Energy demands of Sports. 12. Nutritional supplements, 13. Ergogenic aids (Performance enhancing agents) and Doping. 	<ul style="list-style-type: none"> • Guest lectures • Reading assignment by providing resources • Written assignment 	<ul style="list-style-type: none"> • Short answers • Objective test • Viva voce

II	5 (P)	To assess the sports injury and provide emergency care		• Fieldwork	• Evaluation of written fieldwork
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ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

9. ACCREDITATION AND PRACTICE STANDARDS

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students to develop an understanding of quality assurance mechanism, the accreditation process and the accreditation and practice standards in nursing.

LEARNING OUTCOMES:

On completion of the module, the student will be able to

1. Describe the Quality assurance mechanism in nursing
2. Explain the process of accreditation
3. Describe the accreditation standards for nursing institutions
4. Explain about the nursing practice standards and their rationale

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	5	Describe the Quality assurance mechanism in nursing	Quality assurance in Nursing <ul style="list-style-type: none"> • Review the current trends and practices of quality assurance in nursing • Definition and significance of quality assurance • Process of quality assurance • Components of quality assurance model • Methods of quality assurance evaluation • Quality assurance models of nursing in India • Roles and responsibilities of National and state nursing professional and regulatory bodies in quality assurance 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • MCQ • Short answers • Essay
II	5	Explain the process of accreditation	Accreditation <ul style="list-style-type: none"> • Definition of accreditation • The concepts of accreditation • Objectives of accreditation • Significance of accreditation • Types of accreditation • Accreditation process • Criteria for accreditation/Principal are to be assessed • National and International accreditation agencies (education and health care organizations) ISO, UGC, NAAC, QCI, IIEA, JCI, NABH etc. 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • MCQ • Short answers • Essay
III	5	Describe the accreditation standards for nursing institutions	Accreditation Standards for nursing institutions <ul style="list-style-type: none"> • Definition of standards 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • MCQ • Short answers • Essay

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> Indian Nursing Council (INC) Standards-college/school and hospital/health facility Standards for Quality Improvement in nursing: Standards Based Management and Recognition (SBM-R) approach INC's Performance standards for various nursing institutions International Council of Nurses (ICN) global standards for education and accreditation International Confederation of Midwives (ICM) standards for professional Midwifery Education WHO standards for educators 		
IV	5	Explain about the nursing practice standards and their rationale	<p>Nursing Practice standards</p> <ul style="list-style-type: none"> Code of ethics and professional conduct for nurses in India ICN- Code of ethics Definition of practice standards National and international standards for nursing practice <ul style="list-style-type: none"> INC standards for practice National Nursing Commission Bill (Indian Nursing and Midwifery Council ACT (proposed)) ICM standards for professional Midwifery Practice ICN global standards for practice International nursing excellence - Magnet Recognition program, JCI standards India- NABH nursing excellence standards 	<ul style="list-style-type: none"> Lecture cum discussion Visit to NAAC or NABH accredited nursing institutions and healthcare facility 	<ul style="list-style-type: none"> MCQ Short answers Essay Visit report

ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) -30 marks
- Assessment of assignments/skills-20 marks

LEARNING RESOURCES:

- UGC guidelines
- NACC guidelines
- NABH manual
- JCI manual

- INC,ICN,ICM&WHO websites -Foreducationandpracticestandards

10.DEVELOPMENTALPSYCHOLOGY

PLACEMENT:V&VISEMESTER

THEORY:1Credit(20hours)

DESCRIPTION: The module is designed to assist the students to acquire knowledge regarding the various dimensions of development and special concerns related to various age groups and to develop an insight into the problems of various age groups. Further it is aimed at helping the students to recognise the deviated behaviour of various age groups and apply the principles and strategies of mental hygiene for the promotion of mental health and prevention, diagnosis and management of mental illness

LEARNINGOUTCOMES:

On completion of the module, the student will be able to

1. Explain the theories related to the development of an individual
2. Describe prenatal development and special concerns related to the prenatal development
3. Explain the dimensions of development and special concerns related to infancy
4. Explain the dimensions of development and special concerns related to early childhood
5. Discuss the characteristics, dimensions of development and special concerns related to adolescence
6. Explain the characteristics, dimensions of development and special concerns related to adulthood
7. Describe the dimensions of development and special concerns related to elderly

CONTENTOUTLINE

Unit	Time(Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2	Describe growth and development	Introduction <ul style="list-style-type: none"> • Definition- Growth and development • Definition- Developmental psychology • Difference between growth and development • Dimensions of growth and development • Stages of development • Principles of development • Characteristics of development • Factors influencing the growth and development • Scope of developmental psychology 	<ul style="list-style-type: none"> • Review • Lecture cum discussion 	<ul style="list-style-type: none"> • Long Essay • Short Essay
II	2	Explain the theories related to the development of an individual	Theories related to development <ul style="list-style-type: none"> • Sigmund Freud Psychosexual development • Erik Erikson Psychosocial development • Piaget theory of cognitive development • Kohlberg's theory of moral development 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Long Essay • Short Essay
III	3	Describe prenatal development and special concerns related to the prenatal development	Prenatal development <ul style="list-style-type: none"> • Term: Prenatal development • Stages of prenatal development • Principles of hereditary and twinning mechanism 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Long Essay • Short Essay

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Unit	Time(Hours)	Learning Outcomes	Content	Teaching/LearningActivities	Assessment Methods
			<ul style="list-style-type: none"> • Factorsaffectingtheprenataldevelopment • Processoflabour • Complicationsduringlabourthataffectsthetransitionperiod • Postnatalperiod • Complicationsinpostnatalperiodthataffectsthetransitionperiod • Measurestoreducetheriskduringprenatal development, process oflabourandpostnatalperiod • Geneticcounselling • RoominginorKMC 		
IV	2	Explain the dimensions of development and special concerns related to infancy	<p>Infancy</p> <ul style="list-style-type: none"> • Definition-Newbornandinfancy • Normalcharacteristicsofinfancy • <i>Dimensions of growth and development in infancy:</i> <ul style="list-style-type: none"> ○ Physical,physiologicaland motordevelopment ○ Cognitivedevelopmentorintellectualdevelopment ○ Emotionaldevelopment ○ Socialdevelopment ○ Moralorcharacterdevelopment ○ Language development • Specialconcernsininfancy • Remedialmeasures:Preventionandmanagement • Newborn careanditssignificance • Breastfeedingand weaninganditssignificance • Parenthood • Low birth weight and itsdevelopmental consequences • Earlyinfantstimulatingprogramme 	<ul style="list-style-type: none"> • Lecture cumdiscussion • Symposium 	<ul style="list-style-type: none"> • LongEssay • ShortEssay

V	2	Explain the dimensions of development and special concerns related to early childhood	Early childhood <ul style="list-style-type: none"> • Definition - Toddler and preschooler • Normal characteristics of toddler and preschooler • <i>Dimensions of growth and development in toddler and preschooler:</i> <ul style="list-style-type: none"> ○ Physical and motor development ○ Cognitive development or intellectual development ○ Emotional development ○ Social development ○ Moral or character development ○ Language development • Special concerns in toddler and preschooler • Remedial measure: Prevention and management 	<ul style="list-style-type: none"> • Lecture cum discussion • Panel discussion 	<ul style="list-style-type: none"> • Long Essay • Short Essay
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Unit	Time(Hours)	Learning Outcomes	Content	Teaching/LearningActivities	Assessment Methods
			<ul style="list-style-type: none"> • Lowerorderbasicneedsaccordingto Maslowand itssignificance • Parentchildbondinganditssignificance • Toilettraininganditssignificance 		
VI	2	Explain thecharacteristics, dimensions ofdevelopment andspecial concernsrelated to middleandlateadulthood	<p>Middleandlatechildhood</p> <ul style="list-style-type: none"> • Definition-Schoolgoingchildren • NormalcharacteristicsofSchoolgoingchildren • <i>Dimensions of growth anddevelopmentinmiddleandlatechildhood:</i> <ul style="list-style-type: none"> ○ Physicalandmotor development ○ Cognitivedevelopmentorintellectualdevelopment ○ Emotionaldevelopment ○ Socialdevelopment ○ Languagevelopment ○ Moralorcharacterdevelopment • Specialconcernsinschoolgoingchildren • Remedialmeasure:Preventionand management • Roleofdisciplineinmoraldevelopment • Roleofplayintheprocessofdevelopment • Effectofparentalemploymentintheprocessofdevelopment • Effectofmass mediaintheprocessofdevelopment • Roleofpeergroupintheprocessofdevelopment • Roleofbehaviouraltechniqueintheprocessofdevelopment • Parentingstyleanditssignificance • Schoolbasedmentalhealthprogrammeandservices • Teacherstudentrelationshipanditssignificance 	<ul style="list-style-type: none"> • Lecture cumdiscussion • Role play 	<ul style="list-style-type: none"> • LongEssay • ShortEssay
VII	3	Discuss thecharacteristics,dimensions ofdevelopment andspecial concernsrelated toadolescence	<p>Adolescence</p> <ul style="list-style-type: none"> • Definition-Adolescenceandpuberty • <i>Review:</i> <ul style="list-style-type: none"> ○ Physiologicalandhormonalchanges ○ Sexual maturation: primary andsecondarycharacteristics ○ Psychologicalimpactofpuberty • Needforunderstandingtheadolescence • Normalcharacteristicsofadolescence • Misunderstanding aboutadolescence 	<ul style="list-style-type: none"> • Lecture cumdiscussion • Debate 	<ul style="list-style-type: none"> • LongEssay • ShortEssay

Unit	Time(Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Adjustmentandadolescence • <i>Dimensions of development in adolescence:</i> <ul style="list-style-type: none"> ○ Cognitive development or intellectual and mental development ○ Personality development ○ Emotional development ○ Social development ○ Moral development • Special concerns in adolescence • Remedial measure: Prevention and management • Role of peer group or gang in the process of development • Role of parent, family and its relationship in the process of development 		
VIII	2	Explain the characteristic s, dimensions of development and special concerns related to adulthood	Adulthood <ul style="list-style-type: none"> • Definition- Early adulthood and middle adulthood • Physical changes in adulthood • Cognitive changes in adulthood • Personality development in adulthood • Emotional development in adulthood • Social development in adulthood • Unique issues in adulthood: career, marriage, parenthood • Special concerns in adulthood • Remedial measure: Prevention and management 	<ul style="list-style-type: none"> • Lecture cum discussion • Panel discussion 	<ul style="list-style-type: none"> • Short Essay
IX	2	Describe the dimensions of development and special concerns related to elderly	Elderly <ul style="list-style-type: none"> • Definition- Geriatric, Elderly • Theories of elderly • Physiological changes in elderly • Psychosocial changes in elderly • Special concerns in elderly • Remedial measure: Prevention and management • Terminal illness and elderly • Death and dying: Grief, palliative and hospice care 	<ul style="list-style-type: none"> • Lecture cum discussion • Panel discussion • Case study • Visit to the old age home 	<ul style="list-style-type: none"> • Essay • Short answers • Evaluation of Visit report / case study report

ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) -30 marks
- Assessment of assignments/skills-20 marks

11.MENOPAUSALHEALTH

PLACEMENT: V & VISEMESTER

THEORY&CLINICAL:

1credit(20hours)THEORY:10hours

CLINICAL:10hours

DESCRIPTION: The module is designed to develop in-depth knowledge and understanding in menopausal health. It further helps the students to develop competency in providing quality care to the menopausal women and her families.

LEARNINGOUTCOMES: On completion of the module, the student will be able to

1. Understand the concept of menopausal health in women.
2. Review and analyze the anatomy and physiology of menopause.
3. Develop competencies in providing quality care to these women.
4. Educate women and families about the problems faced by them.
5. Discuss the importance of hormone replacement therapy.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	1 (T)	Understand the concept and types of menopause	Introduction <ul style="list-style-type: none"> • Definition-menopausal health • Concept and types of menopause 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Objective test
II	2 (T)	Analyze the endocrinal changes during menopause	Role of hormones in menopause <ul style="list-style-type: none"> • Effect of hormones such as estrogen, androgen • Progesterone and gonadotropin 	<ul style="list-style-type: none"> • Lecture 	<ul style="list-style-type: none"> • Short answers • Objective test
III	2 (T)	Describe Organ changes	Organ changes during menopause <ul style="list-style-type: none"> • Changes in the organs • Ovaries, fallopian tubes, uterus, vagina, breast, bladder and urethra • Loss of muscle tone 	<ul style="list-style-type: none"> • Lecture • Written assignment 	<ul style="list-style-type: none"> • Short answers
IV	2 (T) 4 (CL)	Assess women to identify menopausal signs and symptoms	Assessment of menopausal women <ul style="list-style-type: none"> • History and physical examination • Diagnostic tests • Documentation 	<ul style="list-style-type: none"> • Lecture • Assessment of women 	<ul style="list-style-type: none"> • Short answers • Evaluation of assessment
V	3 (T) 6 (CL)	Describe management	Management of menopause <ul style="list-style-type: none"> • Identification of menopause • Management of the symptoms • Education and counseling of women and families • Hormone replacement therapy 	<ul style="list-style-type: none"> • Lecture cum discussion • Case presentation 	<ul style="list-style-type: none"> • Short answers • Evaluation of Case report

CLINICAL:10hours*ClinicalPracticeCompetencies:*

Oncompletionofthecourse,thestudentswillbeableto

1. Counselthe womenand herfamilies
2. Understandtheendocrinologyofmenopause
3. Performtheassessmentanddiagnosethewomenandplanpropernursingcare
4. Educatethewomenaboutsselfcare
5. Preparethe womenforhormonereplacementtherapy

ASSESSMENTMETHODS:

- Testpaper(Objectivetest,shortanswersandcasescenarioandquestions) -30marks
- Assessmentofassignments/skills-20marks

12.HEALTHECONOMICS

PLACEMENT: V & VI SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to help students to understand the basic concept of economics, health economics, the relationship between health and economic development, demand and supply, concept of cost and financing systems of health care services in India. This will enable them to appreciate financial aspects of health care services.

LEARNING OUTCOMES: On completion of the module, the student will be able to

1. Explain the meaning of economics and health economics.
2. Analyse the relationship between health and economic development.
3. Explain the concept of demand and supply.
4. Describe the structure of health care industry and characteristics of market for health care services.
5. Analyse the concept of cost in health care.
6. Discuss financing system of health care services in India.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2	Understand the meaning and purpose of Economics and Health Economics	Introduction to Economics <ul style="list-style-type: none"> • Definition and meaning • Dimensions of economics Micro and Macro economics • Positive and Normative economics 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • MCQ • Short answers
II	4	Explain the basic concepts, focus and areas of health economics Discuss the implications of economic development to the health care services Describe the factors that contribute to health problems in India and their solution	Introduction to Health Economics <ul style="list-style-type: none"> • Concept of health economics • Scope of Health economics • Focus of health economics • Areas of health economics • The economics of health and health care service, health and economic development. • Implications of economic development to the health care services • Mechanism and sources of health financing in the country. • Causes of health problems in India. • Solutions to health problems 	<ul style="list-style-type: none"> • Lecture cum discussion • Case study 	<ul style="list-style-type: none"> • MCQ • Short answers • Essay
III	4	Explain the concept and types of cost Describe Cost benefit analysis and Cost-effectiveness analysis in health care	Cost of Health Care <ul style="list-style-type: none"> • Concept of cost, types of costs • Opportunity cost, total fixed and variable cost, average marginal and sunk cost • Cost benefit analysis and cost effectiveness analysis 	<ul style="list-style-type: none"> • Lecture cum discussion • Case study 	<ul style="list-style-type: none"> • Short answers

Unit	Time(Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
IV	4	Understand the basic concept of financial management Explain the characteristics of healthcare industry	Demand and Supply in Health Care <ul style="list-style-type: none"> • Concept of demand, need, supply, input, output, production function, industry and market • Structure of healthcare industry • Characteristics of healthcare services market • Demand side and supply side • Factors affecting demand • Factors influencing demand for medical care • Factors affecting supply 	<ul style="list-style-type: none"> • Lecture cum discussion • Assignment on Demand for medical care 	<ul style="list-style-type: none"> • MCQ • Evaluation of Assignment
V	6	Describe the sources of financing of health care services Discuss various health insurance schemes Explain the role of state and central government on financing of health care services.	Financing of Health Care in India <ul style="list-style-type: none"> • Financing system and allocation • Sources of financing of health care services • Health plans and outlays, the relative role of state and central government on financing of health care services • Factors influencing the state's ability to finance health care services • Role of voluntary organizations in health care • Public Private Partnership in providing services in health care 	<ul style="list-style-type: none"> • Lecture cum discussion • Assignment - role of voluntary organizations in health care 	<ul style="list-style-type: none"> • Short answers • Evaluation of assignment

ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

13.SCIENTIFICWRITING SKILLS

PLACEMENT: VII&VIII SEMESTER

Credit&Hours:

1Credit(20hours)THEORY:12hours

PRACTICAL/LAB:8hours

DESCRIPTION: This module is designed to provide the students with the necessary knowledge base to succeed in publishing scientific papers in indexed national/international journals or to prepare a grant application.

LEARNING OUTCOMES: On completion of this module, the student will be able to

1. Get inspiration and motivation to write effectively, concisely and clearly.
2. Understand the process and basics of scientific writing and publishing.
3. Equip them with skill to cite and manage references.
4. Write scientific manuscript for publication in indexed national/international journals.
5. Apply the principles in grant writing.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2 (T)	Get motivated to write	Basics of good writing <ul style="list-style-type: none"> • What makes good writing - choice of words, components of sentences and sentence structure, using tenses • Clarity, brevity and fitness - punctuation, paragraphs, logical organization • Motivation for writing 	<ul style="list-style-type: none"> • Discussion • Review of news article 	<ul style="list-style-type: none"> • Quiz
II	2 (T) 2 (L)	Explain the basics and principles of writing a scientific manuscript Develop skill to cite and manage references	Basics of writing a scientific manuscript <ul style="list-style-type: none"> • Definition and types • Characteristics - clear, simple and impartial • Reading scientific literature • <i>General Principles:</i> <ul style="list-style-type: none"> ○ Ask right questions ○ Avoid jargon where possible ○ Focus on your reader ○ Don't show off ○ Create a compelling opening paragraph ○ Be confident ○ Learn how to KISS (Keep it short and simple) ○ Get active - Use the active voice rather than the passive one. ○ Check for errors ○ Use a style guide - writing style, referencing style ○ Tools for reference management 	<ul style="list-style-type: none"> • Lecture cum discussion • Reading scientific literature - Exercise 	<ul style="list-style-type: none"> • Quiz • Test paper

III	2 (T)	Developskillsinpreparingconference	Writingforconferencesandpublications <ul style="list-style-type: none">• <i>Conferences</i>	<ul style="list-style-type: none">• Discussion	<ul style="list-style-type: none">• Testpaper
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Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		materials and presentations skills. Describe the publishing process and ethics	<ul style="list-style-type: none"> ○ Developing conference materials: abstracts, posters and oral presentation. ○ Conference presentations skills ● <i>Publications:</i> <ul style="list-style-type: none"> ○ Phases for writing-planning, writing and publishing phase ○ Reporting guidelines- CONSORT, STROBE etc ○ Journals- choosing the right type of journal ○ Publication ethics ○ Author's responsibility ○ Editorial process ○ Plagiarism check tools 	<ul style="list-style-type: none"> ● Preparation of a conference paper/poster ● Guided reading ● Written assignment - reporting guidelines 	<ul style="list-style-type: none"> ● Assessment of the written assignment
I	4 (T) 4 (L)	Develop skills in writing a research paper	Writing a research paper <ul style="list-style-type: none"> ● General principles ● Writing an Abstract ● IMRAD format- <ul style="list-style-type: none"> ○ Introduction ○ Methods ○ Results ○ And ○ Discussion 	<ul style="list-style-type: none"> ● Lecture cum discussion/Workshop on writing ● Exercise on writing an abstract ● Exercise on writing an effective discussion ● Writing exercise for preparation of research paper for publication 	<ul style="list-style-type: none"> ● Evaluation of the prepared research manuscript for publication
IV	2 (T) 2 (L)	Develop beginning skills of preparing a grant proposal with basic understanding	Overview of grant writing <ul style="list-style-type: none"> ● Purposes ● Funding opportunities ● Principles ● Writing a grant proposal 	<ul style="list-style-type: none"> ● Exercise: Identify grant opportunities ● Exercise: write a grant proposal 	<ul style="list-style-type: none"> ● Evaluation of the exercise

ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) -30 marks
- Assessment of assignments/skills-20 marks

14.LACTATIONMANAGEMENT

PLACEMENT: VII&VIII SEMESTER

THEORY: 0.5 Credit (10 hours)

CLINICAL: 0.5 Credit (10 hours)

DESCRIPTION: The module is designed to develop in-depth knowledge and understanding in lactation management. It also help the students to develop competency in providing quality care to the lactating women and her families.

LEARNING OUTCOMES: On completion of the module, the student will be able to:

1. Understand the concept of lactation and anatomy of breast in postpartum women.
2. Discuss the physiology of lactation and composition of breast milk.
3. Develop competencies in providing quality nursing care to these women based on nursing process.
4. Educate women and families about the lactation problems faced by them and improve in breastfeeding.
5. Discuss the advantages of breastfeeding and bonding.
6. Explain the importance of taking well balanced diet to facilitate lactation.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2 (T)	Review the anatomy of breast	Anatomy of breast-Review • Concept and anatomy of breast	• Use of models • Discussion	• Objective test • Short answers
II	2 (T)	Explain the Physiology of lactation	Physiology of lactation • Physiology of lactation • Benefits of breastfeeding	• Discussion	• Short answers • Objective test
III	4 (T) 8 (CL)	Provide quality nursing care	Management of lactation • Quality nursing care to patient for lactating women • Well balanced diet • Technique of breastfeeding • Prevention of breast engorgement	• Demonstration • Discussion • Case presentation	• Short answers • Objective test • Case report
IV	2 (T) 2 (L)	Provide health education	Health education on • Diet during lactation • Breast care • Clothing • Personal hygiene etc.	• Case method • Demonstration	• Case report

CLINICAL PRACTICE COMPETENCIES:

On completion of the program student will be able to:

1. Provide quality nursing care to lactating women
2. Develop competency in supporting breastfeeding
3. Educate lactating women regarding self care and well balanced diet, personal care etc.
4. Develop competency in records and reports
5. Encourage mother child bonding
6. Develop competency in preventing breast complications

ASSESSMENT METHODS:

- Test paper (Objective test, short answers and case scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

15. SEXUALITY AND HEALTH

PLACEMENT: VII & VIII SEMESTER

THEORY & PRACTICAL: 1 Credit (20

hours) THEORY: 16 hours

PRACTICAL: 4 hours

DESCRIPTION: Sexuality and Health is an elective module for nursing students who wish to make a future in sexual health clinics/counseling. This module intends to train the nurses to help people to maintain sexual health.

LEARNING OUTCOMES: On completion of the module, the student will be able to

1. Identify the basic components of the human reproductive system and describe the basic functions of the various reproductive organs.
2. Describe the changes that occur during puberty and secondary sexual characteristics.
3. Examine and evaluate the risk factors associated with exposure to blood-borne diseases.
4. Determine 'safer' sex practices.
5. Develop strategies to reduce sexual risk.
6. Explain the role of trust and ways to establish trust in a relationship.
7. Evaluate implications and consequences of sexual assault on a victim.
8. Explain the legislations related to sexual assaults in India.
9. Provide health education on safer sex practices and prevent the sexually transmitted diseases/bloodborne diseases.
10. Assess a victim of sexual abuse/assault/harassment/child abuse.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	3	Identify the basic components of the human reproductive system, and describe the basic functions of the various reproductive organs Describe the changes that occur during puberty; secondary sexual characteristics	Introduction to Sexuality- <ul style="list-style-type: none"> • Anatomy of the human reproductive system and the basic functions; fertilization, conception. • Changes during puberty (physical, emotional and social) • Secondary sexual characteristics 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Short answers • Objective test
II	3	Examine and evaluate the risk factors associated with exposure to blood-borne diseases	Risk factors associated with exposure to blood-borne diseases- HIV, AIDS, Hepatitis <ul style="list-style-type: none"> • Sharing needles • Body piercing • Tattooing • Helping someone who is bleeding etc. 	<ul style="list-style-type: none"> • Lecture cum discussion • Role play • Group Discussion 	<ul style="list-style-type: none"> • Short answers • Objective test

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
III	3	Determine 'safer' sex practices Develop strategies to reduce sexual risk Explain the role of trust and ways to establish trust in a relationship	'Safer' sex practices: <ul style="list-style-type: none"> Communicate with partner Maintain abstinence Limit partners Access/use condoms/contraceptive properly <i>Strategies to reduce sexual risk:</i> <ul style="list-style-type: none"> Abstain from drugs and alcohol, date in groups, use assertive behavior Expectations & commitments in a relationship Role of trust and ways to establish trust in a relationship 	<ul style="list-style-type: none"> Lecture cum discussion 	<ul style="list-style-type: none"> Short answers Objective test
IV	5	Analyze the implications and consequences of sexual assault on a victim Explain the legislations related to sexual assaults in India	Sexual assault/abuse <i>Implications and consequences of sexual assault on a victim</i> <ul style="list-style-type: none"> Child sexual abuse Sexual assault of boys Incest Intimate partner sexual abuse Rapes <i>Legislation related to sexual assault in India</i> <ul style="list-style-type: none"> Criminal Law amendment Act -2013 Sexual Harassment at workplace Protection of children against sexual offences 	<ul style="list-style-type: none"> Lecture cum discussion Case discussion Guest lecture Reading/written assignments 	<ul style="list-style-type: none"> Short answers Objective test
V	2	Develop understanding and skills on sexual health education	Sexual Health Education <ul style="list-style-type: none"> Health education - principles and application Health education on safer sex practices Counselling the sexually assaulted/abused child/adolescent/adults 	<ul style="list-style-type: none"> Observe/practice at the education/counseling clinic/centre 	<ul style="list-style-type: none"> Evaluation of the report
VI	4 (P)	Develop skills in assessment of sexually abused victim and provide sexual health education	<ul style="list-style-type: none"> Sexual health education - adolescents and young adults Assessment of sexually abused victim-child/adolescent/adult 	<ul style="list-style-type: none"> Clinical field 	<ul style="list-style-type: none"> Assessment of sexually abused victim Sexual health education

ASSESSMENT METHODS:

- Test paper (Objective test, short answers and cases scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

16.STRESSMANAGEMENT

PLACEMENT: VII&VIII SEMESTER

THEORY & PRACTICAL: 1 Credit (20

hours)THEORY:15hours

PRACTICAL:5hours

DESCRIPTION: This module is designed to enhance the understanding of students about stress and its effectsonhumanbehaviorandphysiology.Furtheritdiscussesthe techniquesandimplementationofstressmanagementinpersonal andprofessional life.

LEARNINGOUTCOMES:

Oncompletionofthemodule,thestudent willbeableto

1. Describestressandstressors.
2. Identifythecausesofunwantedstress.
3. Understandhowstress works anditseffectsonhumanbehaviorandphysiology.
4. Developetechniquestoavoidstressaffectthepersonalandprofessionallife.
5. Utilizeeffectivestressreductiontechniques.
6. DevelopaPersonalActionPlanforStressManagement.

CONTENTOUTLINE

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching Learning Activities	Assessment Methods
I	3 (T) 1(P)	Describestressandstressors. Identify the causesofunwanted stress.	Introduction <ul style="list-style-type: none"> • Conceptofstress,definition • Typesofstress:positive,negative • Various sources of stress:environmental, social,physiological,psychological • Typesofstressors:internalandexternal 	<ul style="list-style-type: none"> • Lecture cumdiscussion • Practicessessionon identifying ownstressors 	<ul style="list-style-type: none"> • Shortanswers • Objectivetest • Assessment of practicesessions
II	5 (T) 1(P)	Understand howstressworksanditseffects on humanbehavior andphysiology	Stress and its effect onhuman physiology andbehaviour <ul style="list-style-type: none"> • Body'sresponsetostress:HansSelye's General AdaptationSyndrome • StressCycles:distressandwellnesscycle • Cognitiveappraisalofstressors • Stresssymptoms:emotional, behavioural,physical • Stress and diseases: cancer,Gastric ulcer, Bronchialasthma, effect on endocrineglands,Psychosexualdisease,AnxietyNeurosis • AssessingstresslevelsHolmes-Rahe-lifechangeindex 	<ul style="list-style-type: none"> • Lecture cumdiscussion • Practice sessionassessment ofstresslevelofselfand peer group,scoring &classifying therisk. 	<ul style="list-style-type: none"> • Shortanswers • Essaytypes • Preparingstressassessmentscale

III	5 (T) 1(P)	Develop techniques to avoid stress affect the personal and professional life.	Stress avoidance techniques <ul style="list-style-type: none"> • Individual difference in resistance to stress: optimism & pessimism • Strategies of stress prevention 	<ul style="list-style-type: none"> • Lecture cum discussion • Practice session • Role play on Conflict 	<ul style="list-style-type: none"> • Assessment of the skills based on the checklist • Short answers
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching Learning Activities	Assessment Methods
			& management <ul style="list-style-type: none"> ○ Challenging stressful thinking/resilience and stress ○ Problem solving and time management ○ Physical methods of stress reduction ○ Preparing for occupational stress ○ Care of self: Nutrition & other lifestyle issues ○ Conflict management in relationship 	Management/Use of problem-solving approach for professional problem	<ul style="list-style-type: none"> • Essay types
IV	2 (T) 2 (P)	Utilize effective stress reduction techniques Develop a Personal Action Plan for Stress Management	Stress reduction strategies <ul style="list-style-type: none"> • Utilizing stress reduction techniques • Relaxation techniques: <ul style="list-style-type: none"> • abdominal breathing • progressive relaxation, • massage • biofeedback • autogenic training-self hypnosis • visualization and mental imagery • Enhance self-esteem • Support groups 	<ul style="list-style-type: none"> • Exercise on: Relaxation techniques: abdominal breathing, progressive relaxation. • Develop a Personal Action Plan for Stress Management 	<ul style="list-style-type: none"> • Assessment of the skills based on the checklist

ASSESSMENT METHODS:

- Test paper (Objective test, short answers and cases scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks

17. JOB READINESS/EMPLOYABILITY IN HEALTH CARE

PLACEMENT: VII & VIII SEMESTER

THEORY: 1 Credit (20 hours)

DESCRIPTION: This module is designed to prepare the nursing students towards entering their profession in terms of clinical context, the complexity of care requirements, and utilization of resources available and in terms of soft skills.

LEARNING OUTCOMES: On completion of the module, the student will be able to

1. Demonstrate the employability skills required at different levels and in different roles across the health sector.
2. Identify the personal skills, qualities, values, attributes and behaviours needed at each career level.

CONTENT OUTLINE

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	2	Explain about the Nursing career and various roles in nursing	Introduction <ul style="list-style-type: none"> • Nursing- A Career in Life • Roles and responsibilities of an employee • Adaptation towards working environment • Career Guidance- Employment opportunities in Nursing 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Essay on career opportunities
II	5	Describe the characteristics and values that an individual must have before they can do a job effectively.	Employability Skill <ul style="list-style-type: none"> • Job-readiness attributes <ul style="list-style-type: none"> ○ Communication skill ○ Technological skill ○ Teamwork skill ○ Interpersonal skill ○ Critical thinking and Problem-solving skill ○ Planning and organizing skill ○ Conceptual and analytical skill ○ Self confidence ○ Interprofession practice ○ Work psychology- positivity workplace attitude ○ Stress awareness and management • Soft skills 	<ul style="list-style-type: none"> • Lecture cum discussion • Role playing 	<ul style="list-style-type: none"> • Practical assessment
III	5	Describe the safe care and skills required to manage the workforce environment	Complexity of care <ul style="list-style-type: none"> • Safe Practice • Practice within scope of practice • Management of workload • Ability to work effectively with the healthcare team • Legal and ethical boundaries 	<ul style="list-style-type: none"> • Lecture cum discussion • Written assignment on scope of practice 	<ul style="list-style-type: none"> • Assessment of assignment
IV	3	Explain the importance of employability towards meeting	Autonomy and Supervision <ul style="list-style-type: none"> • Autonomy - Accountability, Responsibility, Recognition of scope of practice • Supervision/Delegation 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Quiz

Unit	Time (Hours)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
		the organization goal.			
V	5	Enumerate the subject knowledge required to provide quality care.	Application of Knowledge <ul style="list-style-type: none"> • Generalist Nursing Knowledge • Knowledge on Quality Care • Knowledge on Ethical aspects • Knowledge on Legal aspects • Critical Appraisal • Knowledge seeking behaviours 	<ul style="list-style-type: none"> • Lecture cum discussion 	<ul style="list-style-type: none"> • Self-discovery exercise

ASSESSMENT METHODS

- Test paper (Objective test, short answers and cases scenario and questions) - 30 marks
- Assessment of assignments/skills - 20 marks