

**THE TAMIL NADU DR.M.G.R. MEDICAL UNIVERSITY  
CHENNAI – 600 032.**



**REGULATION AND SYLLABUS FOR  
B.Sc DEGREE COURSE IN NURSING (BASIC)  
2010 – 2011**

*Modified up to 41st Standing Academic Board held on  
14.6.2011.*

---

**The Tamilnadu Dr.M.G.R. Medical University  
No.69, Anna Salai, Guindy, Chennai- 6000 032**

**THE TAMILNADU DR.M.G.R. MEDICAL UNIVERSITY**

**CHENNAI – 600 032.**



**REGULATION AND SYLLABUS FOR  
B.Sc DEGREE COURSE IN NURSING (BASIC)  
2010 – 2011**

The University emblem symbolizes various systems of medicine ad Para medical systems. It also depicts the global character of preventive, promotive, and curative medicine. The motto “HEALTH FOR ALL” reflects all the objectives of this medical university.

---

**The Tamil Nadu Dr.MGR. Medical University  
No.69, Anna salai, Guindy, chennai- 6000 032**

# CONTENTS

| SI.NO. | Description                           | Page No. |
|--------|---------------------------------------|----------|
| 1      | Philosophy .....                      | 1        |
| 2.     | Aims and Objectives .....             |          |
| 3.     | Admission Requirements .....          | 4        |
| 4.     | Course Duration .....                 | 6        |
| 5.     | Scheme of Examination .....           | 11       |
| 6.     | English .....                         | 24       |
| 7.     | Anatomy .....                         | 26       |
| 8.     | Physiology .....                      | 29       |
| 9.     | Nutrition .....                       | 33       |
| 10.    | Biochemistry .....                    | 37       |
| 11.    | Nursing Foundations .....             | 40       |
| 12.    | Nursing Foundations – Practical ..... | 54       |
| 13.    | Psychology .....                      | 60       |
| 14.    | Microbiology .....                    | 63       |
| 15.    | Introduction to Computer .....        | 66       |
| 16.    | Sociology .....                       | 67       |
| 17.    | Pharmacology.....                     | 72       |
| 18.    | Pathology & Genetics.....             |          |
|        | Section A – Pathology .....           | 77       |
|        | Section B – Genetics.....             | 81       |

|     |   |     |
|-----|---|-----|
| 19. | Medical Surgical Nursing (Adult Including Geriatrics) – I . . . .   | 83  |
| 20. | Medical Surgical Nursing (Adult Including Geriatrics) – I Practical | 96  |
| 21. | Community Health Nursing – I .....                                  | 102 |
| 22. | Community Health Nursing – I Practical .....                        | 106 |
| 23. | Communication & Educational Technology .....                        | 107 |
| 24. | Medical Surgical Nursing (Adult Including Geriatrics) II .....      | 112 |
| 25. | Medical surgical Nursing (Adult & Geriatrics) II Practical...       | 123 |
| 26. | Child Health Nursing .....  | 128 |
| 27. | Child Health Nursing – Practical .....                              | 132 |
| 28. | Mental Health Nursing .....   | 135 |
| 29. | Mental Health Nursing – Practical .....                             | 143 |
| 30. | Midwifery & Obstetrical Nursing. ....                               | 145 |
| 31. | Midwifery & Obstetrical Nursing – Practical .....                   | 154 |
| 32. | Community Health Nursing – II .....                                 | 158 |
| 33. | Community Health Nursing – II Practical .....                       | 164 |
| 34. | Nursing Research & Statistics .....                                 | 166 |
| 35. | Management of Nursing Services & Education .....                    | 169 |

# **PHILOSOPHY**

(Adapted from Indian Nursing Council )

INC believes that:

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

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

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

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

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

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

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

## **AIMS**

The aim of the undergraduate nursing program is to:

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

## **OBJECTIVES**

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

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

# **THE TAMIL NADU Dr. M.G.R. MEDICAL UNIVERSITY, CHENNAI -600 032.**

## **REGULATIONS OF THE UNIVERSITY**

In exercise of the powers conferred by Section 44 of the Tamil Nadu Dr.M.G.R. Medical University, Chennai Act 1987 (Tamil Nadu Act 37 of 1987) the Standing Academic Board of the Tamil Nadu Dr. M.G.R.Medical University, Chennai hereby makes the following regulations:-

### **SHORT TITLE AND COMMENCEMENT:-**

These regulations shall be called THE REGULATIONS FOR THE B.Sc., DEGREE COURSE IN NURSING (BASIC) OF THE TAMIL NADU Dr. M.G. R. MEDICAL UNIVERSITY, CHENNAI”.

They shall come into force from the academic year 2010-2011.

The regulations framed are subject to modification from time to time by the Standing Academic Board.

### **1. ELIGIBILITY FOR ADMISSION**

- Candidates belonging to all categories for admission to the B.Sc., Degree course in Nursing (Basic) should have passed the qualifying examinations (Academic Stream) after period of 12 years of study with the following subjects of Physics, Chemistry and Biology or Botany and Zoology.
- Every candidate before admission to the course shall submit to the Principal of the institution a certificate of medical fitness from an authorized medical officer that the candidate is physically fit to undergo the academic course.
- The minimum educational requirements shall be passing of Higher Secondary School Certificate Examination (12 years course)  
(Or)
- Senior School Certificate Examination (10+2), pre-degree Examinations (10+2)  
(Or)
- An equivalent with 12 years schooling from a recognized Board or University with Science (Physics, Chemistry, Biology) and English with minimum 40% aggregate marks (PCBE); for SC/ST candidates – the minimum percentage of marks is 35%.

## **2. AGE LIMIT FOR ADMISSION:**

A candidate should have completed the age of 17 years at the time of admission or would complete the said age on or before 31<sup>st</sup> December of the year of admission to the B.Sc. (Nursing) degree course.

## **3. ELIGIBILITY CERTIFICATE:**

The candidate who has passed any qualifying examinations other than the Higher Secondary Course Examination conducted by the Government of Tamil Nadu, before seeking admission to any one of the affiliated institutions shall obtain an Eligibility Certificate from the University by remitting the prescribed fees along with application form which shall be downloaded from the University website ([www.tnmmu.ac.in](http://www.tnmmu.ac.in))

## **4. REGISTRATION:**

A Candidate admitted in the B.Sc. Degree Course in Nursing (Basic) in any one of the affiliated institutions of this University shall register his / her name with this university by submitting the prescribed application form for registration duly filled, along with the prescribed fee and a declaration in the format to the Academic Officer of this University through the affiliated institution within 60 days from the cut-off date prescribed for the course for admission. The applications should have date of admission of the course.

## **5. MIGRATION/TRANSFER OF CANDIDATE:**

(a) A student studying in B.Sc. Nursing (Basic) Course can be allowed to migrate/transfer to another Nursing College under same or another University.

(b) The University concerned can allow the migration/transfer within three months after passing the first year B.Sc. Nursing (Basic) degree course examination, as a rule.

(c) The number of students migrating/transferring from one college to another college during one year will be kept to the minimum so that the training of the regular students of the college is not adversely affected. The number of students migrating/transferring to/from any college should not exceed the limit of 5% of its intake subject to a maximum of 5 students in any one of the Nursing Colleges in one year. If any student is migrated from one institution to another, it should be informed immediately to the University.

**6. DURATION OF THE COURSE:**

The duration of certified study for the B.Sc. Degree course in Nursing (Basic) shall extend over a period of four academic years including integrated practice (Internship 24 weeks).

**7. COMMENCEMENT OF THE COURSE:**

The course shall commence from **1<sup>st</sup> August of the academic** year.

**8. MEDIUM OF INSTRUCTION:**

English shall be the Medium of instruction for all the subjects of study and for examinations of the Bachelor of Science Degree Course in Nursing (Basic).

**9. CURRICULUM:**

The Curriculum and the syllabus for the course shall be as prescribed in these regulations and are subject to modifications by the Standing Academic Board from time to time.

**10. RE-ADMISSION AFTER BREAK OF STUDY:**

The regulations for re-admission are as per the University Common Regulation for Re-admission after break of study for all courses.

**11. WORKING DAYS IN THE ACADEMIC YEAR:**

Each academic year shall consist of not less than 270 working days.

**12. ATTENDANCE REQUIRED FOR ADMISSION TO EXAMINATION:**

- (a) No candidate shall be permitted to appear in any one of the parts of B.Sc. in Nursing Degree course (Basic) Examinations unless he/she has attended the course in the subject for the prescribed period in an affiliated institution recognized by this University and produce the necessary certificate of study attendance, satisfactory conduct and progress from the Head of the institution.
- (b) A candidate is required to put in a minimum of **90%** of attendance in both theory and practical separately in each subject before admission to the examinations.

- (c) The classes for Under Graduate students will commence from 1<sup>st</sup> August of every year and the University examination will commence from 1<sup>st</sup> August of the subsequent year. Therefore, the attendance will be calculated for the Under Graduate students from 1<sup>st</sup> August of the same year to 31<sup>st</sup> July of the next year including examination period.
- (d) If the candidate is lacking attendance in any one of the subject(s), he/she will be detained for the subject(s) in which the candidate lacks attendance but will be permitted to appear for the rest of the subjects in which the candidate is having minimum required percentage of attendance.
- (e) A candidate must have 100% attendance in each of the practical areas before award of Degree.

### **13. CONDONATION OF LACK OF ATTENDANCE:**

There shall be No condonation of lack of attendance.( There shall be no condonation of any leave for any reason including Pregnancy, Child Birth, Medical conditions of any nature ).

### **14. VACATION:**

The Heads of Institutions shall declare **3 (three) weeks of vacation** in an academic year to the students. **The period(s) of vacation can be decided by the Head of the Institution.**

### **15. INTERNAL ASSESSMENT MARKS:**

The Internal Assessment should consist of the following points for evaluation:-

1. Theory
2. Practical & oral

## **WEIGHTAGE OF MARKS**

### ***THEORY 50 MARKS (common to all subjects)***

- *Term test* 30 marks
- *Assignment* 20marks

### ***PRACTICAL 50 MARKS (common to all practical)***

- *Practical Examination* 25 marks
- *Clinical Evaluation* 10 marks
- *Case study/case book* 5 marks
- *Practical record* 5 marks
- *Observational /field visit* 5 marks

**100 Marks each for English and Introduction to computer science** which are internal subjects to be conducted at the institution level and the marks to be sent to the University.

- Regular periodic assessment shall be conducted throughout the course. A minimum of three written examinations shall be conducted in each subject during a year. The written examination preceding the University examination may be similar to the pattern of University examination. The average marks of the three performances shall be taken into consideration for the award of internal assessment marks.
- A minimum of one practical examination shall be conducted in each subject (wherever practical have been included in the curriculum) and grades of ongoing clinical evaluation to be considered for the award of internal assessment marks.
- A failed candidate in any subject should be provided an opportunity to improve her/his internal assessment marks by conducting a minimum of two examinations in theory and practical separately and the average may be considered for improvement.
- If a failed candidate does not appear for any “Improvement Mark Examinations” in the failed subject(s) the internal marks awarded for the previous examination shall be carried over for his/her subsequent appearance(s).

**The uniform dates for submission of Internal Assessment Marks are as follows:**

At the end of October, January, April & and the aggregate of Final Internal Assessment Marks on or before 10<sup>th</sup> July.

The aggregate of Final Internal Assessment Marks shall be submitted on or before 10<sup>th</sup> July/10<sup>th</sup> January as per scheme of examination of the University.

A minimum of 50% of marks is mandatory in theory and practical separately in each subject/practical for permitting the candidates to University Examinations.

**16. CUT-OFF DATES FOR ADMISSION TO EXAMINATIONS:**

- (i) 30<sup>th</sup> September of the academic year concerned.
- (ii) The candidates admitted up to 30<sup>th</sup> September of the academic year shall be registered to take up their First year examinations from 1<sup>st</sup> August of the ensuing Academic year.
- (iii) All kinds of admission shall be completed on or before 30<sup>th</sup> September of the academic year. There shall not be any admission after 30<sup>th</sup> September even if seats are vacant.

**17. SUBMISSION OF PRACTICAL RECORD BOOKS:**

The concerned Head of the Department shall evaluate the Practical Record (Internal Evaluation) and the Practical Record shall be submitted to the Principal 15 days prior to the commencement of the theory examination and to be presented to the external university practical examiner.

At the time of Practical Examination, each candidate shall submit to the Examiners his / her Practical Record Book duly certified by the Head of the Department as a bonafide record of the work done by the candidate.

## 18. COURSE OF INSTRUCTION:

### First Year

| Subject                        | Theory<br>(In hrs.)<br>(Class and Lab) | Practical<br>(In hrs.)<br>(Clinical) | In Hours   |
|--------------------------------|--|--------------------------------------|------------|
| 1. English                     | 60                                     |                                      |            |
| 2. Anatomy                     | 60                                     |                                      |            |
| 3. Physiology                  | 60                                     |                                      |            |
| 4. Nutrition                   | 40                                     | 20                                   |            |
| 5. Biochemistry                | 60                                     |                                      |            |
| 6. Nursing Foundations         | 275 + 200                              | 550                                  |            |
| 7. Psychology                  | 80                                     |                                      |            |
| 8. Microbiology                | 60                                     | 20                                   |            |
| 9. Introduction to computers   | 55                                     | 20                                   |            |
| 10. Library Work /Self Study   |  |                                      | 50         |
| 11. Co-curricular activities   |  |                                      | 50         |
| <b>Total Hours</b>             | <b>950</b>                             | <b>610</b>                           | <b>100</b> |
| <b>Total Hours = 1660 hrs.</b> |  |                                      |            |

### Second Year

| Subject   | Theory<br>(In hrs.)<br>(Class and Lab) | Practical<br>(In hrs.)<br>(Clinical) | In Hours   |
|---|--|--------------------------------------|------------|
| 1. Sociology  | 80                                     |                                      |            |
| 2. Pharmacology   | 50                                     |                                      |            |
| 3. Pathology  | 30                                     | 10                                   |            |
| 4. Genetics   | 20                                     |                                      |            |
| 5. Medical-Surgical Nursing<br>(Adult including Geriatrics)-I | 210                                    | 800                                  |            |
| 6. Community Health<br>Nursing-I                              | 100                                    | 160                                  |            |
| 7. Communication and<br>Educational Technology                | 70                                     | 30                                   |            |
| 8. Library Work / Self Study                                  |  |                                      | 50         |
| 9. Co-curricular activities                                   |  |                                      | 50         |
| <b>Total Hours</b>  | <b>560</b>                             | <b>1000</b>                          | <b>100</b> |
| <b>Total Hours = 1660 hrs.</b>                                |  |                                      |            |

### Third Year

| <b>Subject</b>  | <b>Theory<br/>(In hrs.)<br/>(Class and Lab)</b> | <b>Practical<br/>In hrs)<br/>(Clinical)</b> | <b>In Hours</b> |
|---|---|---|-----------------|
| 1. Medical Surgical Nursing<br>(Adult including Geriatrics)- II | 120   | 300   |                 |
| 2. Child Health Nursing   | 100   | 300   |                 |
| 3. Mental Health Nursing  | 100   | 300   |                 |
| 4. Midwifery and Obstetrical<br>Nursing                         | 80  | 260   |                 |
| 5. Library Work / Self Study                                    |   |   | 50              |
| 6. Co-curricular activities                                     |   |   | 50              |
| <b>Total Hours</b>  | <b>400</b>                                      | <b>1160</b>                                 | <b>100</b>      |
| <b>Total Hours = 1660 hrs</b>                                   |   |   |                 |

### Fourth Year

| <b>Subject</b>                                     | <b>Theory<br/>(In hrs.)<br/>(Class and Lab)</b> | <b>Practical<br/>(In hrs)<br/>(Clinical)</b> | <b>In Hours</b> |
|--|---|--|-----------------|
| 1. Midwifery and<br>Obstetrical Nursing            | 50  | 170  |                 |
| 2. Community Health<br>Nursing – II                | 90  | 140  |                 |
| 3. Nursing Research &<br>Statistics                | 50  | *  |                 |
| 4. Management of Nursing<br>Services and Education | 60  | 30   |                 |
| <b>Total Hours</b>                                 | <b>250</b>                                      | <b>340</b>                                   |                 |
| <b>Total Hours = 590 hrs</b>                       |   |  |                 |

*\*project work to be carried out during internship*

### Integrated Nursing Training (INTERNSHIP)

| Subject   | Practical<br>(In hrs) | In weeks  |
|---|-----------------------|-----------|
| 1. Midwifery and Obstetrical Nursing              | 240                   | 5         |
| 2. Community Health Nursing – II                  | 195                   | 4         |
| 3. Medical Surgical Nursing (Adult and Geriatric) | 430                   | 9         |
| 4. Child Health Nursing                           | 145                   | 3         |
| 5. Mental Health Nursing                          | 95                    | 2         |
| 6. Research Project*                              | 45                    | 1         |
| <b>Total</b>                                      | <b>1150</b>           | <b>24</b> |
| <b>Total Hours = 1740</b>                         |                       |           |

*\*project work to be carried out during internship*

**Note:**

- Internship means 8 hours of integrated clinical duties in which 2 weeks of evening and night shift duties are included.
- Internship should be carried out as 8 hours per day @ 48 hours per week.
- Students during internship will be supervised by nursing teachers.
- Students will be eligible to appear in the fourth year final examination only after completion of Internship (24 weeks).

## **19. SCHEME OF EXAMINATION**

### **First Year**

| <b>Subject</b>                 | <b>Assessment</b> |          |            |       |
|--------------------------------|-------------------|----------|------------|-------|
|                                | Hours             | Internal | University | Total |
| <b>Theory</b>                  |                   |          |            |       |
| 1. Anatomy *& Physiology*      | 3                 | 50       | 100        | 150   |
| 2. Nutrition *& Biochemistry*  | 3                 | 50       | 100        | 150   |
| 3. Nursing Foundations         | 3                 | 50       | 100        | 150   |
| 4. Psychology                  | 3                 | 50       | 100        | 150   |
| 5. Microbiology                | 3                 | 50       | 100        | 150   |
| 6. English**                   | 3                 | 100**    | --         | 100   |
| 7. Introduction to Computers** | 3                 | 100**    | --         | 100   |
| <b>Practical and Viva Voce</b> |                   |          |            |       |
| Nursing Foundations            |                   | 50       | 100        | 150   |

**\* The student should get pass marks in each subject ( Section A and B)**

**\*\* The respective Colleges will conduct the examinations for Introduction to Computers and English with a minimum pass of 50% and the marks will be sent to the University.**

## SECOND YEAR

| Subject                                     | Assessment |          |            |       |
|---|------------|----------|------------|-------|
|   | Hours      | Internal | University | Total |
| <b>Theory</b>                               |            |          |            |       |
| 1. Sociology                                | 3          | 50       | 100        | 150   |
| 2. Medical Surgical Nursing-I               | 3          | 50       | 100        | 150   |
| 3. Pharmacology *<br>Pathology & Genetics*  | 3          | 50       | 100        | 150   |
| 4. Community Health Nursing-I               | 3          | 50       | 100        | 150   |
| 5. Communication and Educational Technology | 3          | 50       | 100        | 150   |
| <b>Practical and Viva voce</b>              |            |          |            |       |
| Medical Surgical Nursing-I                  |            | 50       | 100        | 150   |

\* The student should get pass marks in each subject ( Section A and B)

## THIRD YEAR

| Subject                        | Assessment |          |            |       |
|--------------------------------|------------|----------|------------|-------|
|                                | Hours      | Internal | University | Total |
| <b>Theory</b>                  |            |          |            |       |
| 1. Medical-Surgical Nursing-II | 3          | 50       | 100        | 150   |
| 2. Child Health Nursing        | 3          | 50       | 100        | 150   |
| 3. Mental Health Nursing       | 3          | 50       | 100        | 150   |
| <b>Practical and Viva voce</b> |            |          |            |       |
| 1. Medical Surgical Nursing-II |            | 50       | 100        | 150   |
| 2. Child Health Nursing        |            | 50       | 100        | 150   |
| 3. Mental Health Nursing       |            | 50       | 100        | 150   |

## FOURTH YEAR

| Subject   | Assessment |          |            |       |
|---|------------|----------|------------|-------|
|   | Hours      | Internal | University | Total |
| <b>Theory</b>                                   |            |          |            |       |
| 1. Midwifery and Obstetrical Nursing            | 3          | 50       | 100        | 150   |
| 2. Community Health Nursing-II                  | 3          | 50       | 100        | 150   |
| 3. Nursing Research & Statistics                | 3          | 50       | 100        | 150   |
| 4. Management of Nursing Services and Education | 3          | 50       | 100        | 150   |
| <b>Practical and Viva Voce</b>                  |            |          |            |       |
| 1. Midwifery and Obstetrical Nursing            |            | 50       | 100        | 150   |
| 2. Community Health Nursing                     |            | 50       | 100        | 150   |

### **20. COMMENCEMENT OF THE EXAMINATIONS:**

**1<sup>st</sup> August / 1<sup>st</sup> February.** If the date of commencement of examination falls on Saturdays / Sundays or declared Public Holidays, the examination shall begin on the next working day.

### **21. DISTRIBUTION OF TYPE OF QUESTION PATTERN FOR 100 MARKS (APPLICABLE FOR ALL THE SINGLE SUBJECTS):**

|                 |                   |
|-----------------|-------------------|
| Essay questions | 2 x 20 = 40 marks |
| Short Notes     | 8 x 5 = 40 marks  |
| Short Answer    | 10 x 2 = 20 marks |

-----  
100 marks  
-----

**DISTRIBUTION OF TYPE OF QUESTION PATTERN FOR 50 MARKS**  
(APPLICABLE FOR ALL THE COMBINED SUBJECTS)  
**FIRST YEAR**

**Anatomy and Physiology**

Section – A – Anatomy – 50 marks

Section – B – Physiology – 50 marks

**Anatomy**

Essay questions 1 x 20 = 20marks

Short Notes 4 x 5 = 20 marks

Short Answer 5 x 2 = 10 marks

-----

50 marks

-----

**Physiology**

Essay questions 1 x 20 = 20marks

Short Notes 4 x 5 = 20 marks

Short Answer 5 x 2 = 10 marks

-----

50 marks

-----

**Nutrition and Biochemistry**

Section – A – Nutrition – 50 marks

Section – B – Biochemistry – 50 marks

**Nutrition**

Essay questions 1 x 20 = 20marks

Short Notes 4 x 5 = 20 marks

Short Answer 5 x 2 = 10 marks

-----

50 marks

-----

**Biochemistry**

|                 |                  |
|-----------------|------------------|
| Essay questions | 1 x 20 = 20marks |
| Short Notes     | 4 x 5 = 20 marks |
| Short Answer    | 5 x 2 = 10 marks |

-----  
50 marks  
-----

**SECOND YEAR - Distribution of Marks**

**Pharmacology, Pathology & Genetics**

|                                    |            |
|------------------------------------|------------|
| Section – A – Pharmacology         | - 50 marks |
| Section – B – Pathology & Genetics | - 50 marks |

**Pharmacology**

|                 |                  |
|-----------------|------------------|
| Essay questions | 1 x 20 = 20marks |
| Short Notes     | 4 x 5 = 20 marks |
| Short Answer    | 5 x 2 = 10 marks |

-----  
50 marks  
-----

**Pathology**

|                 |                   |
|-----------------|-------------------|
| Essay questions | 1 x 20 = 20 marks |
| Short Answer    | 5 x 2 = 10 marks  |

-----  
30 marks  
-----

**Genetics**

|              |                  |
|--------------|------------------|
| Short Answer | 5 x 2 = 10 marks |
| Short Note   | 2 x 5 = 10 marks |

-----  
20 marks  
-----

## **FOURTH YEAR**

### **(1) Nursing Research and Statistics ( Single Combined Paper )**

**Distribution and type of question pattern for 100 marks**

#### **NURSING RESEARCH**

Essay questions    2 x 20 = 40 marks

Short Notes        4 x 5 = 20 marks

Short Answer       5 x 2 = 10 marks

#### **STATISTICS**

Short Notes        4 x 5 = 20 marks

Short Answer       5 x 2 = 10 marks

### **22. MARKS QUALIFYING FOR PASS:**

- 50% of marks in the University Theory Examinations.
- 50% of marks in the University Practical Examinations.
- 50% of marks in the subject where internal evaluation alone is conducted at the institution level.
- 50% of marks in aggregate in Theory, Practical and internal assessment marks taken together.
- 50% of marks in each Section A & B separately where two subjects are combined in single paper. If a candidate who has failed to secure the minimum pass mark of 50% either in Section A or B, the candidate has to write again both the Sections irrespective the fact whether the candidate has passed in one Section.

### **23. CARRY OVER OF FAILED SUBJECTS:**

- A candidate has to **pass in theory and practical examinations separately** in each of the paper.
- If a candidate fails in either theory or practical examinations, he/she has to **reappear for both (theory and practical).**
- Only **five attempts are allowed in each subject including 1<sup>st</sup> attempt.**
- A candidate **failing in more than 3 subjects will not be promoted** to next year.
- Candidate are **permitted to carry over any THREE failed subjects to the 2nd and 3rd year.**
- The candidates who has **failed MORE THAN THREE subjects shall not be permitted to undergo study and training of the next year.**
- The failed candidates in **more than THREE subjects can appear for the ensuing examinations in subsequent February/August.**
- The candidate **shall not be permitted into FINAL year unless she/he has passed all the subjects of the I,II &III year. No arrear can be carried over to FINAL year.**

### **24. PRACTICAL EXAMINATION**

Maximum number of candidates for practical examination should not exceed 20 per day.

The examiner should be a Lecturer or above in a college of Nursing with M.Sc. (N) in the concerned subject and minimum of 5 years of teaching experience.

Faculty with M.Sc.(N) qualification and required teaching experience in any Speciality shall be considered for conducting Practical Examination in the subject "Nursing Foundation".

### **25. EXAMINERS:**

One **internal** and one **external** examiner should jointly conduct practical/oral examination for each student.

**26. REVALUATION / RETOTALLING OF ANSWER PAPERS:**

**Revaluation of answer papers is not permitted. Only re-totalling of theory answer papers is allowed in the failed subjects and should be applied through the institution.**

**27. AWARD OF MEDALS AND PRIZES:**

The University shall award at its Convocation Medals and Prizes to outstanding candidates as and when instituted by the donors as per the prescribed terms and condition for the award of the same.

**28. AUTHORITY TO ISSUE TRANSCRIPT OF MARKS:**

The University shall be the Authority for issuing Transcript after remitting the prescribed fee.

**ANNEXURE-I**  
**DECLARARTION**

I -----Son of / Daughter of -----  
-----Residing at -----  
and admitted to in I year of -----  
(Name of the Course ) at -----(Name  
of the College) do hereby solemnly affirm and sincerely state as follows.

I declare that I shall abide by the rules and regulations prescribed by the Tamil  
Nadu Dr. M.G.R Medical University, Chennai for the -----  
(course) including regulations for re-admission after the break of study.

Date:

signature of candidate

/counter Signed/

(Official date seal)

Dean/Principal/ Director

# ENGLISH

**Placement: First year**

**Theory - 60 Hours**

**Course description:**

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

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities   | Assessment methods  |
|------|------------|--|--|--|---|
| I    | 10         | <ul style="list-style-type: none"> <li>➤ Speak &amp; write</li> <li>➤ Grammatically correct English</li> </ul>                         | <ul style="list-style-type: none"> <li>➤ Review of Grammar</li> <li>➤ Remedial study of grammar</li> <li>➤ Building Vocabulary</li> <li>➤ Phonetics</li> <li>➤ Public Speaking</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Demonstrate use of dictionary grammar</li> <li>➤ Class-room Conversation</li> <li>➤ Exercise on use of Grammar</li> <li>➤ Practice in Public speaking</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Objective type</li> <li>➤ Fill in the blanks</li> <li>➤ Para Phrasing</li> </ul> |
| II   | 30         | <ul style="list-style-type: none"> <li>➤ Develop ability to read, understand and express meaningfully, the prescribed text.</li> </ul> | <ul style="list-style-type: none"> <li>➤ Read and comprehend prescribed course books</li> </ul>  | Exercise on: <ul style="list-style-type: none"> <li>➤ Reading</li> <li>➤ Summarizing</li> <li>➤ Comprehension</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Short Answers</li> <li>➤ Essay type.</li> </ul>                                  |
| III  | 10         | <ul style="list-style-type: none"> <li>➤ Develop writing skills</li> </ul>   | Various forms of composition <ul style="list-style-type: none"> <li>➤ Letter writing</li> <li>➤ Note takings</li> <li>➤ Precise writings</li> <li>➤ Nurses Notes</li> <li>➤ Anecdotal records</li> <li>➤ Diary writing</li> <li>➤ Reports on health problem etc</li> </ul> | Exercise on writing: <ul style="list-style-type: none"> <li>➤ Letter writing</li> <li>➤ Nurses Notes</li> <li>➤ Précis</li> <li>➤ Diary</li> <li>➤ Anecdotal</li> <li>➤ Health problem</li> <li>➤ Resume /CV</li> <li>➤ Essay Writing</li> </ul> - Discussion on written reports / documents | Assessment of the skills based on the checklist.  |
| IV   | 6          | <ul style="list-style-type: none"> <li>➤ Develop skill in spoken English</li> </ul>  | <b>Spoken English</b> <ul style="list-style-type: none"> <li>➤ Oral report</li> <li>➤ Discussion</li> <li>➤ Debate</li> <li>➤ Telephonic Conversion</li> </ul>   | Exercise on: <ul style="list-style-type: none"> <li>➤ Debating</li> <li>➤ Participating in Seminar, Panel, Symposium</li> <li>➤ Telephonic Conversion</li> <li>➤ Conversation in different situations, practice in public speaking</li> </ul>  | Assessment of the skills based on the checklist.  |



# ANATOMY

**Placement: First year**

**Theory - 60 Hours**

**Course description:**

The course is designed to assist students to acquire the knowledge of the normal structure of human body & functions. To ensure the students to understand the alternation in anatomical structure and function in disease and practice of Nursing.

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities  | Assessment methods   |
|------|------------|--|--|---|--|
| I    | 5          | ➤ Describe the anatomical terms, organization of human body and structure of cell, tissues, membranes and glands | <b>Introduction to Anatomical terms organization of the human body</b> <ul style="list-style-type: none"> <li>➤ Human Cell structure</li> <li>➤ Tissues -Definition, Types, characteristics, classification, location, functions and formation</li> <li>➤ Membranes and glands - classification and structure</li> </ul> Alterations in disease<br>Applications and implications nursing | <ul style="list-style-type: none"> <li>➤ Lecture discussion</li> <li>➤ Explain using charts, microscopic slides, Skeleton &amp; torso</li> <li>➤ Demonstrate cells, types of tissues membranes and glands</li> <li>➤ Record book</li> </ul> | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |
| II   | 6          | ➤ Describe the structure & function of bones and joints  | <b>The Skeletal System</b> <ul style="list-style-type: none"> <li>➤ Bones- types, structure, Axial &amp; Appendicular Skeleton,</li> <li>➤ Bone formation and growth</li> <li>➤ Description of bones</li> <li>➤ Joints - classification and structure</li> <li>➤ Alterations in disease</li> </ul> Applications and implications in nursing  | <ul style="list-style-type: none"> <li>➤ Lecture discussion</li> <li>➤ Explain using charts, skeleton, loose bones, and joints</li> <li>➤ Record book</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |
| III  | 7          | ➤ Describe the structure and function of muscles   | <b>The Muscular System</b> <ul style="list-style-type: none"> <li>➤ Types and structure of muscles</li> <li>➤ Muscle groups</li> </ul> Alterations in disease<br>Applications and implications in nursing  | <ul style="list-style-type: none"> <li>➤ Lecture discussion</li> <li>➤ Explain using chart, models and films</li> <li>➤ Demonstrate muscular movements</li> <li>➤ Record book</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |
| IV   | 6          | ➤ Describe the structure & function of nervous system  | <b>The Nervous System</b> <ul style="list-style-type: none"> <li>➤ Structure of neurologia &amp; neurons</li> <li>➤ Somatic Nervous system - Structure of brain, spinal cord, cranial nerves,</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Lecture discussion</li> <li>➤ Explain using models, charts, slides, specimens</li> <li>➤ Record book</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |

| Unit | Time (Hrs) | Learning Objectives   | Content  | Teaching Learning Activities   | Assessment methods                           |
|------|------------|---|--|--|--|
|      |            |   | spinal nerves, peripheral nerves<br>➤ Autonomic Nervous System<br>— sympathetic,<br>parasympathetic<br>- Structure, location Alterations in disease<br>Applications and implications in nursing  |  |  |
| V    | 6          | Explain the structure & functions of sensory organs                   | <b>The Sensory Organs</b><br>➤ Structure of skin, eye, ear, nose, tongue, (Auditory and olfactory apparatus)<br>Alterations in disease<br>Applications and implications in nursing   | ➤ Lecture discussion<br>➤ Explain using models, charts, slides, specimens<br>➤ Record book | ➤ Short answer questions<br>➤ Objective type |
| VI   | 7          | Describe the structure & function of circulatory and lymphatic system | <b>Circulatory and lymphatic system</b><br>➤ The Circulatory System<br>- Blood — Microscopic structure<br>- Structure of Heart<br>Structure of blood vessels — Arterial & Venous System,<br>- Circulation: systemic, pulmonary, coronary<br>Lymphatic system<br>- Lymphatic vessels and lymph<br>- Lymphatic tissues<br>- Thymus gland<br>- Lymph nodes<br>- Spleen<br>- Lymphatic nodules<br>Alterations in disease<br>Applications and implications in nursing | ➤ Lecture discussion<br>➤ Explain using models, charts, slides, specimens<br>➤ Record book | ➤ Short answer questions<br>➤ Objective type |
| VII  | 5          | ➤ Describe the structure & functions of respiratory system            | <b>The Respiratory System</b><br>• Structure of the organs of respiration<br>• Muscles of respiration: Intercostal and Diaphragm<br>Alterations in disease<br>Applications and implications in nursing   | ➤ Lecture discussion<br>➤ Explain using models, charts, slides, specimens<br>➤ Record book | ➤ Short answer questions<br>➤ Objective type |
| VIII | 6          | Describe the structure & functions of digestive system                | <b>The Digestive System</b><br>• Structure of Alimentary tract and accessory organs of digestion<br>Alterations in disease<br>Applications and implications in   | ➤ Lecture discussion<br>➤ Explain using models, charts, slides, specimens<br>➤ Record book | ➤ Short answer questions<br>➤ Objective type |

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities   | Assessment methods                           |
|------|------------|---|---|--|--|
|      |            |   | nursing   |  |  |
| IX   | 4          | Describe the structure & functions Of excretory system      | <b>The Excretory System (Urinary)</b><br>• Structure of organs of urinary System: Kidney, ureters, urinary bladder, urethra, structure of skin<br>Alterations in disease<br>Applications and implications in nursing              | ➤ Lecture discussion<br>➤ Explain using models, charts, slides, specimens<br>➤ Record book | ➤ Short answer questions<br>➤ Objective type |
| X    | 4          | Describe the structure & functions of endocrine system      | <b>•The Endocrine System</b><br>Structure of Pituitary, Pancreas, thyroid, Parathyroid, thymus and adrenal glands<br>Alterations in disease<br>Applications and implications in nursing   | ➤ Lecture discussion<br>➤ Explain using models, charts, slides, specimens<br>➤ Record book | ➤ Short answer questions<br>➤ Objective type |
| XI   | 4          | Describe the structure and functions of reproductive system | <b>The Reproductive system including breast</b><br>• Structure of female reproductive organs<br>• Structure of male reproductive organs.<br>• Structure of breast Alterations in disease Applications and implications in nursing | ➤ Lecture discussion<br>➤ Explain using models, charts, slides, specimens<br>➤ Record book | ➤ Short answer questions<br>➤ Objective type |

**Prescribed Internal Assessment Weightage:**

*Internal Assessment* : (i) *Term Test* - 15  
 (ii) *Assignment* - 5  
 (iii) *Record Work* - 5

**Anatomy & Physiology**

**Recommended Books:**

Cohen – Memmler’s Structure & Function of Human Body, 2009, LWW.

Waugh – Ross & Wilson Anatomy & Physiology, 2008, Elsevier.

## **Reference Books**

1. Tortora – Anatomy & Physiology, 2007, Wiley
2. Chaurasia – Human Anatomy, 2005, CBS Publishers
3. Standring - Gray's Anatomy, 2006, Elsevier
4. Snell – Clinical Anatomy by Regions, WK.

# PHYSIOLOGY

Placement: First year

Theory - 60 Hours

## Course Description:

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

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities   | Assessment methods   |
|------|------------|--|--|--|--|
| I    | 4          | <ul style="list-style-type: none"> <li>➤ Describe the physiology of cell, tissues, membranes and glands</li> </ul>                     | <b>Cell Physiology</b> <ul style="list-style-type: none"> <li>➤ Tissue-formation, repair</li> <li>➤ Membranes &amp; glands — functions Alterations in disease Applications and implications in nursing</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Lecture discussion</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |
| II   | 4          | <ul style="list-style-type: none"> <li>➤ Describe the bone formation and growth and movements of skeleton system</li> </ul>            | <b>Skeletal System</b> <ul style="list-style-type: none"> <li>➤ Bone formation &amp; growth</li> <li>➤ Bones - Functions and movements of bones of axial and appendicular skeleton, bone healing</li> <li>➤ Joints and joint movement Alterations in disease Applications and implications in nursing</li> </ul> | <ul style="list-style-type: none"> <li>➤ Lecture discussion</li> <li>➤ Explain using Charts, models and films</li> <li>➤ Demonstration of joint movements</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |
| III  | 4          | <ul style="list-style-type: none"> <li>➤ Describe the muscle movements and tone and demonstrate muscle contraction and tone</li> </ul> | <b>Muscular System</b> <ul style="list-style-type: none"> <li>➤ Muscle movements, Muscle tone, Physiology of muscle contraction, levels and maintenance of posture</li> <li>➤ Alterations in disease Applications and implications in nursing</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Lecture discussion</li> <li>➤ Explain using Charts, models slides, specimen and films</li> <li>➤ Demonstration of muscle movements, tone and contraction</li> </ul> | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities   | Assessment methods   |
|------|------------|---|---|--|--|
| IV   | 7          | <ul style="list-style-type: none"> <li>➤ Describe the physiology of nerve stimulus, reflexes, brain, cranial and spinal nerves</li> <li>➤ Demonstrate reflex action and stimulus</li> </ul> | <p><b>Nervous System</b></p> <ul style="list-style-type: none"> <li>➤ Functions of Neurologia &amp; neurons</li> <li>➤ Stimulus &amp; nerve-impulse-definitions and mechanism</li> <li>➤ Functions of brain, spinal cord, cranial and spinal nerves</li> <li>➤ Cerebrospinal fluid-Composition, circulation and function</li> <li>➤ Reflex arc, Reflex action and reflexes</li> </ul> <p>Autonomic functions—<br/>Pain: somatic, visceral, and referred</p> <p>Autonomic learning and biofeedback</p> <p>Alternations in disease</p> <p>Applications and implications in nursing.</p> | <ul style="list-style-type: none"> <li>➤ Lecture discussion</li> <li>➤ Explain using, Charts, models and films</li> <li>➤ Demonstrate nerve stimulus, reflex action, reflexes</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |
| V    | 8          | <p>Describe the physiology blood and functions of Heart</p> <p>Demonstrate blood cell count, coagulation, grouping, Hb: BP and Pulse monitoring</p>   | <p><b>Circulatory System</b></p> <ul style="list-style-type: none"> <li>➤ Blood formation, composition, blood groups, blood coagulation</li> <li>➤ Hemoglobin: Structure, Synthesis and breakdown, Variation of molecules, estimation</li> <li>➤ Functions of Heart, Conduction, Cardiac cycle, circulation— Principles, Control, factors influencing BP and Pulse</li> <li>➤ Alternations in disease</li> </ul> <p>Applications and implications in nursing.</p>   | <ul style="list-style-type: none"> <li>➤ Lecture discussion</li> <li>➤ Explain using Charts, films</li> <li>➤ Demonstration of Blood cell count, coagulation, grouping, Hemoglobin estimation, Heart conduction system.</li> <li>➤ Measurement of pulse, BP</li> </ul> | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |
| VI   | 6          | <ul style="list-style-type: none"> <li>• Describe the physiology and mechanisms of respiration</li> <li>• Demonstrates spirometry</li> </ul>  | <p><b>The Respiratory System</b></p> <ul style="list-style-type: none"> <li>➤ Functions of respiratory organs</li> <li>➤ Physiology of respiration</li> <li>➤ Pulmonary ventilation, Volume</li> <li>➤ Mechanics of respiration</li> <li>➤ Gaseous exchange in lungs</li> <li>➤ Carriage of oxygen &amp; carbon-dioxide Exchange of</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Lecture discussion</li> <li>➤ Explain using Charts, films</li> <li>➤ Demonstration of spirometry</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities  | Assessment methods   |
|------|------------|--|--|---|--|
|      |            |  | <p>gases in tissues</p> <ul style="list-style-type: none"> <li>➤ Regulation of respiration.</li> <li>➤ Alterations in disease</li> </ul> <p>Applications and implications in nursing.</p>  |   |  |
| VII  | 6          | <ul style="list-style-type: none"> <li>• Describes the physiology of digestive system</li> <li>• Demonstrates BMR</li> </ul> | <p><b>The Digestive System</b></p> <ul style="list-style-type: none"> <li>• Functions of organs of digestive tract. Movements of alimentary tract, Digestion in mouth, stomach, small intestines, Large intestines, Absorption of food. Functions of liver, gall bladder and pancreas</li> <li>• Metabolism of carbohydrates, protein and fat</li> </ul> <p>Applications and implications in nursing.</p>                | <ul style="list-style-type: none"> <li>➤ Lecture discussion</li> <li>➤ Explain using Charts, Films</li> </ul>                                 | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |
| VIII | 5          | <p>Describe the physiology of Excretory System</p>   | <p><b>The Excretory System</b></p> <ul style="list-style-type: none"> <li>• Functions of kidneys, ureters, urinary bladder &amp; urethra</li> <li>• Composition of urine</li> <li>• Mechanism of urine formation</li> <li>• Functions of skin</li> <li>• Regulation of body temperature</li> <li>• Fluid and electrolyte balance.</li> </ul> <p>Alterations in disease<br/>Applications and implications in nursing.</p> | <ul style="list-style-type: none"> <li>➤ Lecture discussion</li> <li>➤ Explain using Charts films</li> </ul>                                  | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |
| IX   | 4          | <ul style="list-style-type: none"> <li>• Describe the physiology of sensory organs</li> </ul>                                | <p><b>The Sensory Organ</b></p> <ul style="list-style-type: none"> <li>• Functions of skin, eye, ear, nose, tongue,</li> <li>• Alterations in disease</li> </ul> <p>Applications and implications in nursing</p>   | <ul style="list-style-type: none"> <li>➤ Lecture discussion</li> <li>➤ Explain using Charts, films</li> </ul>                                 | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |
| X    | 5          | <p>Describe the physiology of endocrine glands</p>   | <p><b>The Endocrine System</b></p> <ul style="list-style-type: none"> <li>• Functions of Pituitary, pineal body, thymus, Thyroid, parathyroid, pancreas, Supra renal, Placenta and ovaries &amp; Testes</li> </ul> <p>Alterations in disease<br/>Applications and implications in nursing</p>  | <ul style="list-style-type: none"> <li>➤ Lecture discussion</li> <li>➤ Explain using Charts, films</li> <li>➤ Demonstration of BMR</li> </ul> | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |
| XI   | 5          | <p>Describe the physiology of male and female reproductive</p>   | <p><b>The Reproductive System</b></p> <ul style="list-style-type: none"> <li>• Reproduction of cells — DNA, Mitosis, Meiosis, spermatogenesis, oogenesis.</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Lecture discussion</li> <li>➤ Explain using Charts, films,</li> </ul>                                | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities  | Assessment methods   |
|------|------------|---|---|---|--|
|      |            | system  | <ul style="list-style-type: none"> <li>• Functions of female reproductive organs; Functions of breast, Female sexual cycle.</li> <li>• Introduction to embryology.</li> <li>• Functions of male reproductive organs, Male function in reproduction, Male fertility system, Alterations in disease</li> </ul> Applications and implications in nursing.                      | models, specimens   |  |
| XII  | 2          | Describe the physiology of Lymphatic and Immunological System | <b>Lymphatic and Immunological System</b> <ul style="list-style-type: none"> <li>• Circulation of lymph</li> <li>• Immunity               <ul style="list-style-type: none"> <li>Formation of T-cells and cells</li> <li>Types of Immune response</li> <li>Antigens</li> <li>Cytokines</li> <li>Antibodies</li> </ul> </li> </ul> Applications and implications in nursing. | <ul style="list-style-type: none"> <li>➤ Lecture discussion</li> <li>➤ Explain using Charts, films</li> </ul> | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |

**Prescribed Internal Assessment Weightage:**

**Internal Assessment : Term Test - 15**  
**Assignment - 5**  
**Record Work - 5**

**Anatomy & Physiology**

**Recommended Books:**

1. Cohen – Memmler’s Structure & Function of Human Body, 2009, LWW.
2. Waugh – Ross & Wilson Anatomy & Physiology, 2008, Elsevier.
3. Venkatesh – Basic Medical Physiology for Nursing ,2009 ,LWW

**Reference Books:**

Venkatesh – Basic Medical Physiology, 2009, LWW  
 Guyton – Medical Physiology, 2007, Elsevier.  
 West – Best& Taylor Physiologic Basis of Disease, Waverly.

# NUTRITION

**Placement: First year**

**Theory - 60 Hours**

**Course Description:**

The Course is designed to assist the students to acquire knowledge of nutrition for maintenance of optimum health at different stages of life and its application for practice of nursing.

| Unit | Time (Hrs) |   | Learning Objectives   | Content   | Teaching Learning Activities  | Assessment methods   |
|------|------------|---|---|---|---|--|
|      | T          | P |   |   |   |  |
| I    | 4          |   | <ul style="list-style-type: none"> <li>➤ Describe the relationship between nutrition &amp; Health.</li> </ul>   | <p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Nutrition:               <ul style="list-style-type: none"> <li>- History</li> <li>- Concepts</li> </ul> </li> <li>• Role of nutrition in maintaining health</li> <li>• Nutritional problems in India</li> <li>• National nutritional policy</li> <li>• Factors affecting food and nutrition: socio-economic, cultural, tradition, production, system of distribution, life style and food habits etc</li> <li>• Role of food and its medicinal value</li> <li>• Classification of foods</li> <li>• Food standards</li> <li>• Elements of nutrition: macro and micro</li> <li>• Calorie, BMR</li> </ul> | <ul style="list-style-type: none"> <li>➤ Lecture Discussion</li> <li>➤ Explaining using charts</li> <li>➤ Panel discussion</li> </ul> | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |
| II   | 2          |   | <ul style="list-style-type: none"> <li>➤ Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates</li> </ul> | <p><b>Carbohydrates</b></p> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Caloric value</li> <li>• Recommended daily allowances</li> <li>• Dietary sources.</li> <li>• Functions</li> <li>• Digestion, absorption and storage, metabolism of carbohydrates</li> <li>• Malnutrition: Deficiencies and Over</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Lecture Discussion</li> <li>➤ Explaining using charts</li> </ul>                             | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |

| Unit | Time (Hrs) |   | Learning Objectives  | Content  | Teaching Learning Activities   | Assessment methods   |
|------|------------|---|--|--|--|--|
|      | T          | P |  |  |  |  |
|      |            |   |  | consumption  |  |  |
| III  | 2          |   | <ul style="list-style-type: none"> <li>➤ Describe the classification, functions, sources and recommended daily allowances (RDA) of Fats</li> </ul>     | <b>Fats</b> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Caloric value</li> <li>• Recommended daily allowances</li> <li>• Dietary sources.</li> <li>• Functions.</li> <li>• Digestion, absorption and storage, metabolism</li> <li>• Malnutrition: Deficiencies and Over consumption</li> </ul>          | <ul style="list-style-type: none"> <li>➤ Lecture Discussion</li> <li>➤ Explaining using charts</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |
| IV   | 2          |   | <ul style="list-style-type: none"> <li>➤ Describe the classification, functions, sources and recommended daily allowances (RDA) of Proteins</li> </ul> | <b>Proteins</b> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Caloric value</li> <li>• Recommended daily allowances</li> <li>• Dietary sources.</li> <li>• Functions.</li> <li>• Digestion, absorption, metabolism and storage</li> <li>• Malnutrition: Deficiencies and Over consumption</li> </ul>      | <ul style="list-style-type: none"> <li>➤ Lecture Discussion</li> <li>➤ Explaining using charts</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |
| V    | 3          |   | <ul style="list-style-type: none"> <li>➤ Describe the daily calorie requirement for different categories of people</li> </ul>                          | <b>Energy</b> <ul style="list-style-type: none"> <li>• Unit of Energy - Kcal</li> <li>• Energy requirements of different categories of people.</li> <li>• Measurements of energy.</li> <li>• Body Mass Index (BMI) and basic metabolism</li> <li>• Basal Metabolic Rate (BMR) - determination and factors affecting</li> </ul> | <ul style="list-style-type: none"> <li>➤ Lecture Discussion</li> <li>➤ Explaining using charts</li> <li>➤ Exercise</li> <li>➤ Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |
| VI   | 4          |   | <ul style="list-style-type: none"> <li>➤ Describe the classification, functions, sources and recommended daily allowances (RDA) of Vitamins</li> </ul> | <b>Vitamins</b> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Recommended daily allowances</li> <li>• Dietary sources.</li> <li>• Functions.</li> <li>• Absorption, synthesis, metabolism storage and excretion</li> <li>➤ Deficiencies</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Lecture Discussion</li> <li>➤ Explaining using charts</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |

| Unit | Time (Hrs) |   | Learning Objectives | Content            | Teaching Learning Activities | Assessment methods |
|------|------------|---|---------------------|--------------------|------------------------------|--------------------|
|      | T          | P |                     |                    |                              |                    |
|      |            |   |                     | ➤ Hypervitaminosis |                              |                    |

| Unit | Time (Hrs) |    | Learning Objectives   | Content  | Teaching Learning Activities  | Assessment methods  |
|------|------------|----|---|--|---|---|
|      | T          | P  |   |  |   |   |
| VII  | 4          |    | <ul style="list-style-type: none"> <li>➤ Describe the classification, functions, sources and recommended daily allowances (RDA) of Minerals</li> </ul>                                  | <b>Minerals</b> <ul style="list-style-type: none"> <li>➤ Classification</li> <li>➤ Recommended daily allowances</li> <li>➤ Dietary sources.</li> <li>➤ Functions.</li> <li>➤ Absorption, synthesis, metabolism storage and excretion</li> <li>➤ Deficiencies</li> <li>➤ Over consumption and toxicity</li> </ul>   | <ul style="list-style-type: none"> <li>➤ Lecture Discussion</li> <li>➤ Explaining using charts</li> </ul>                   | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul>  |
| VIII | 3          |    | <ul style="list-style-type: none"> <li>➤ Describe the sources, functions and requirements of Water &amp; electrolytes</li> </ul>  | <b>Water ,Metabolism, &amp; Electrolytes</b> <ul style="list-style-type: none"> <li>• Water: Daily requirement, regulation distribution of body water,</li> <li>• Electrolytes: Types, sources, composition of body fluids</li> <li>• Maintenance of fluid &amp; electrolyte balance</li> <li>• Over hydration, dehydration and water intoxication</li> <li>• Electrolyte imbalances</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Lecture Discussion</li> <li>➤ Explaining using charts</li> </ul>                   | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul>  |
| IX   | 5          | 15 | <ul style="list-style-type: none"> <li>➤ Describe the Cookery rules and preservation of nutrients</li> <li>➤ Prepare and serve simple beverages and different types of foods</li> </ul> | <b>Cookery rules and preservation of nutrients</b> <ul style="list-style-type: none"> <li>• Principles, methods of cooking and serving</li> <li>Preservation of nutrients</li> <li>• Safe Food handling-toxicity</li> <li>• Storage of food</li> <li>• Food preservation, food additives and its principles</li> <li>• Prevention of food adulteration Act (PFA)</li> <li>• Food standards</li> <li>• Preparation of simple beverages and different types of food</li> </ul> | <ul style="list-style-type: none"> <li>➤ Lecture Discussion</li> <li>➤ Demonstration</li> <li>➤ Practice session</li> </ul> | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> <li>➤ Assessment of practice sessions</li> </ul> |
| X    | 7          | 5  | <ul style="list-style-type: none"> <li>➤ Describe and plan balanced diet for</li> </ul>   | <b>Balanced diet</b> <ul style="list-style-type: none"> <li>➤ Elements</li> <li>➤ Food groups</li> <li>➤ Recommended Daily</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Lecture Discussion</li> <li>➤ Explaining using charts</li> </ul>                   | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul>  |

|    |   |  |   |  |   |  |
|----|---|--|---|--|---|--|
|    |   |  | different categories of people  | Allowance<br>• Nutritive value of foods<br>• Calculation of balanced diet for different categories of people<br>Planning menu Budgeting of food<br>Introduction to therapeutic diets: Naturopathy --Diet   | ➤ Practice session<br>➤ Meal planning   | ➤ Exercise on menu Planning                  |
| XI | 4 |  | ➤ Describe various national programmes related to nutrition<br>➤ Describe The role of nurse in assessment of nutritional status and nutrition education | <b>Role of nurse in nutritional programmes</b><br>• National programmes related to nutrition<br>o Vitamin A deficiency programme<br>o National iodine deficiency disorders (IDD) programme<br>o Mid-day meal programme<br>o Integrated child development scheme (ICDS)<br>• National and International agencies working towards food/nutrition<br>o NIPCCD, CARE, FAO, NIN, CFTRI(Central food technology and research institute) etc<br>• Assessment of nutritional status<br>• Nutrition education and role of nurse | ➤ Lecture Discussion<br>➤ Explaining using charts<br>➤ Slide /Film shows<br>➤ Demonstration of Assessment of nutritional status | ➤ Short answer questions<br>➤ Objective type |

**Prescribed Internal Assessment Weightage:**  
**NUTRITION**

Internal Assessment : Term Test - 15  
 Assignment - 5  
 Dietary practical - 5

# BIOCHEMISTRY

**Placement: First year**

**Theory - 60 Hours**

**Course Descriptions:**

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

| Unit | Time (Hrs) | Learning Objectives  | Content   | Teaching Learning Activities   | Assessment methods   |
|------|------------|--|---|--|--|
| I    | 6          | <ul style="list-style-type: none"> <li>- Describe the structure Composition and functions of cell</li> <li>- Differentiate between Prokaryote and Eukaryote cell</li> <li>- Identify techniques of Microscopy</li> </ul> | <b>Introduction</b> <ul style="list-style-type: none"> <li>➤ Definition and significance in nursing</li> <li>➤ Review of structure, Composition and functions of cell</li> <li>➤ Prokaryote and Eukaryote cell organization</li> <li>➤ Microscopy</li> </ul>  | Lecture discussion using charts, slides<br>Demonstrate use of microscope | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |
| II   | 6          | <ul style="list-style-type: none"> <li>➤ Describe the Structure and functions of Cell membrane</li> </ul>  | <b>Structure and functions of Cell membrane</b> <ul style="list-style-type: none"> <li>➤ Fluid mosaic model tight junction, Cytoskeleton</li> <li>➤ Transport mechanism: diffusion, osmosis, filtration, active channel, sodium pump</li> <li>➤ Acid base balance-maintenance &amp; diagnostic tests</li> <li>- PH buffers</li> </ul> | Lecture discussion   | <ul style="list-style-type: none"> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |
| III  | 12         | <ul style="list-style-type: none"> <li>➤ Explain the metabolism of carbohydrates</li> </ul>  | <b>Composition and metabolism of Carbohydrates</b> <ul style="list-style-type: none"> <li>➤ Types, structure, composition and uses                             <ul style="list-style-type: none"> <li>- Monosaccharides,</li> <li>- Disaccharides, Polysaccharides, Oligosaccharides</li> </ul> </li> </ul>                           | Lecture discussion<br>Demonstration of blood glucose monitoring          | Short answer questions<br>Objective type   |
|      |            |  | <ul style="list-style-type: none"> <li>• Metabolism Pathways of glucose:                             <ul style="list-style-type: none"> <li>- Glycolysis</li> <li>- Gluconeogenesis: Cori's</li> </ul> </li> </ul>  |  | <ul style="list-style-type: none"> <li>➤</li> </ul>  |

| Unit | Time (Hrs) | Learning Objectives                                  | Content  | Teaching Learning Activities  | Assessment methods                       |
|------|------------|--|--|---|--|
|      |            |  | cycle, Tricarboxylic acid (TCA) cycle<br>- Glycogenolysis<br>- Pentose phosphate pathways (Hexose mono phosphate)<br>Regulation of blood glucose level<br>Investigations and their Interpretations   |   |  |
| IV   | 10         | ➤ Explain the metabolism of Lipids                   | <b>Composition and metabolism of Lipids</b><br>• Types, structure, composition and uses of fatty acids<br>- Nomenclature, Roles and Prostaglandins<br>• Metabolism of fatty acid<br>- Breakdown<br>- Synthesis<br>• Metabolism of triacylglycerols<br>• Cholesterol metabolism<br>- Biosynthesis and its Regulation<br>- Bile salts and bilirubin<br>- Vitamin D<br>- Steroid hormones<br>• Lipoproteins and their functions:<br>- VLDLs- IDLs, LDLs and HDLs<br>- Transport of lipids<br>- Atherosclerosis,<br>Investigations and their interpretations | Lecture<br>Discussion using charts<br>Demonstration of laboratory tests | Short answer questions<br>Objective type |
| V    | 11         | ➤ Explain the metabolism of Amino acids and Proteins | <b>Composition and metabolism of Amino acids and Proteins</b><br>• Types, structure, composition and uses of Amino acids and Proteins<br>• Metabolism of Amino acids and Proteins  | Lecture<br>Discussion using charts<br>Demonstration of laboratory tests | Short answer questions<br>Objective type |
|      |            |  | Protein synthesis, targeting and glycosylation<br>- Chromatography<br>- Electrophoresis  |   |  |

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities                          | Assessment methods                       |
|------|------------|--|--|---|--|
|      |            |  | <ul style="list-style-type: none"> <li>- Sequencing</li> <li>Metabolism of Nitrogen</li> <li>- Fixation and Assimilation</li> <li>- Urea Cycle</li> <li>- Hemes and chlorophylls</li> <li>Enzymes and co-enzymes</li> <li>- Classification</li> <li>Properties</li> <li>- Kinetics and inhibition</li> <li>- Control</li> <li>Investigations and their interpretations</li> </ul>  |   |  |
| VI   | 7          | ➤ Describe types, composition and utilization of Vitamins & minerals | <p><b>Composition of Vitamins and minerals</b></p> <ul style="list-style-type: none"> <li>• Vitamins and minerals:</li> <li>- Structure</li> <li>- Classification</li> <li>- Properties</li> <li>- Absorption</li> <li>- Storage &amp; transportation</li> <li>- Normal concentration</li> <li>Investigations and their interpretations</li> </ul>   | Lecture<br>Discussion<br>Demonstrate laboratory tests | Short answer questions<br>Objective type |
| VII  | 8          | ➤ Describe Immuno-chemistry  | <p><b>Immuno chemistry</b></p> <ul style="list-style-type: none"> <li>• Immune response,</li> <li>• Structure and classification of immunoglobins</li> <li>• Mechanism of antibody production</li> <li>• Antigens: HLA typing.</li> <li>• Free radical and Antioxidants.</li> <li>• Specialised Protein: Collagen, Elastin, Keratin, Myosin, Lens Protein.</li> <li>• Electrophoretic and Quantitative determination of immunoglobins — ELISA etc. Investigations and their interpretations</li> </ul> | Lecture<br>Discussion<br>Demonstrate laboratory tests | Short Answer questions<br>Objective type |

**Prescribed Internal Assessment Weightage:**

**Internal Assessment : Term Test - 15**

**Laboratory - 5**

**Assignment - 5**

# NURSING FOUNDATIONS

**Placement: First year**

**Time: Theory - 275 hours  
Practical - 750 hours  
(200 lab and 550 clinical)**

**Course Description:**

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

| Unit | Time (Hrs) | Learning Objectives  | Content   | Teaching Learning Activities                        | Assessment methods   |
|------|------------|--|---|---|--|
| I    | 10         | Describe the concept of health, illness and health care agencies   | <b>Introduction</b> <ul style="list-style-type: none"> <li>• Concept of Health: Health – Illness continuum</li> <li>• Factors influencing health</li> <li>• Causes and risk factors for developing illness</li> <li>• Body defences: Immunity and immunization</li> <li>• Illness and illness Behaviour:</li> <li>• Impact of illness on patient and family /</li> <li>• Health Care Services: Health Promotion and prevention and Primary Care, Diagnosis, Treatment, Rehabilitation and Continuing Care</li> <li>• Health care teams</li> <li>• Types of health care agencies:</li> <li>• Hospitals: Types, Organization Functions</li> <li>• Health Promotion and Levels of Disease Prevention</li> <li>• Primary health care and its delivery: Role of nurse</li> </ul> | Lecture discussion<br>Visit to health care agencies | <ul style="list-style-type: none"> <li>➤ Essay type</li> <li>➤ Short answer questions</li> <li>➤ Objective type</li> </ul> |
| II   | 16         | <ul style="list-style-type: none"> <li>➤ Explain concept and scope of nursing</li> <li>➤ Describe values, code of ethics and professional conduct for nurses in India</li> </ul> | <b>Nursing as a profession</b> <ul style="list-style-type: none"> <li>• Definition and Characteristics of a profession</li> <li>• Nursing: <ul style="list-style-type: none"> <li>• Definition, Concepts, philosophy, objectives</li> <li>• Characteristics, nature and scope of nursing practice</li> <li>• Functions of nurse</li> </ul> </li> </ul>  | Lecture discussion<br>Case discussion<br>Role plays | <ul style="list-style-type: none"> <li>➤ Essay type</li> <li>➤ Short answers</li> <li>➤ Objective type</li> </ul>          |
|      |            |  | <ul style="list-style-type: none"> <li>• Qualities of a nurse</li> <li>- Categories of nursing personnel</li> </ul>   |   |  |

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities  | Assessment methods   |
|------|------------|---|---|---|--|
|      |            |   | <ul style="list-style-type: none"> <li>- Nursing as a Profession</li> <li>- History of Nursing in India</li> <li>Values: Definition, Types, Values</li> <li>Clarification and values in professional Nursing: Caring and Advocacy</li> <li>Ethics: <ul style="list-style-type: none"> <li>- Definition and Ethical Principles</li> <li>- Code of ethics and professional conduct for nurses</li> </ul> </li> </ul>  |   |  |
| III  | 4          | <ul style="list-style-type: none"> <li>➤ Explain the admission and discharge procedure</li> <li>➤ Performs admission and discharge procedure</li> </ul> | <p><b>Hospital admission and discharge</b></p> <ul style="list-style-type: none"> <li>• Admission to the hospital <ul style="list-style-type: none"> <li>- Unit and its preparation</li> <li>- admission bed</li> <li>- Admission procedure</li> <li>- Special considerations</li> <li>- Medico-legal issues</li> <li>- Roles and Responsibilities of the nurse</li> </ul> </li> <li>• Discharge from the hospital <ul style="list-style-type: none"> <li>- Types: Planned discharge, LAMA and abscond, Referrals and transfers</li> <li>- Discharge Planning</li> <li>- Discharge procedure</li> <li>- Special considerations</li> <li>- Medico-legal issues</li> <li>- Roles and Responsibilities of the nurse</li> <li>- Care of the unit after discharge</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Lecture</li> <li>discussion</li> <li>Demonstration</li> <li>Lab Practice</li> <li>Supervised</li> <li>Clinical practice</li> </ul>                       | <ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assess skills with check list</li> <li>Clinical practical examination</li> </ul> |
| IV   | 10         | Communicate effectively with patient, families and team member and maintain effective human   | <p><b>Communication and Nurse patient relationship</b></p> <ul style="list-style-type: none"> <li>• Communication: Levels, Elements, Types, Modes, Process, Factors influencing Communication</li> <li>- Methods of Effective Communication,</li> <li>- Attending skills</li> </ul>   | <ul style="list-style-type: none"> <li>Lecture</li> <li>discussion</li> <li>Role play and video film on the nurses interacting with the patient</li> <li>Practice session on patient</li> </ul> | <ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>  |

| Unit | Time (Hrs) | Learning Objectives   | Content  | Teaching Learning Activities  | Assessment methods   |
|------|------------|---|--|---|--|
|      |            | <p>relations (projecting professional image)<br/>           Appreciate the importance of patient teaching in nursing</p>  | <ul style="list-style-type: none"> <li>- Rapport building skills</li> <li>- Empathy skills</li> <li>- Barriers to effective communication,               <ul style="list-style-type: none"> <li>• Helping Relationships (NPR): Dimensions of Helping. Relationships, Phases of a helping relationship</li> <li>• Communicating effectively with patient, families and team members and maintain effective human relations with special reference to communicating with vulnerable group(children, women, physically and mentally challenged and elderly)</li> <li>• Patient Teaching: Importance, Purposes, Process, role of nurse and Integrating teaching in Nursing Process</li> </ul> </li> </ul>  | <p>teaching<br/>           Supervised<br/>           Clinical practice</p>  |  |
| V    | 17         | <ul style="list-style-type: none"> <li>➤ Explain the concept, uses, format and steps of nursing process</li> <li>➤ Documents nursing process as per the format</li> </ul> | <p><b>The Nursing Process</b></p> <ul style="list-style-type: none"> <li>• Critical Thinking and Nursing Judgment           <ul style="list-style-type: none"> <li>o Critical Thinking: Thinking and Learning,               <ul style="list-style-type: none"> <li>o Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing</li> </ul> </li> </ul> </li> <li>• Nursing Process Overview: Application in Practice           <ul style="list-style-type: none"> <li>o Nursing process format: INC, current format</li> <li>o Assessment Collection of Data: Types, Sources, Methods</li> <li>- Formulating Nursing judgment: Data interpretation               <ul style="list-style-type: none"> <li>o Nursing diagnosis                   <ul style="list-style-type: none"> <li>- Identification of client problems</li> <li>- Nursing diagnosis statement</li> </ul> </li> </ul> </li> </ul> </li> <li>• Difference between medical and nursing diagnosis           <ul style="list-style-type: none"> <li>o Planning</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Exercise</li> <li>• Supervised Clinical practice</li> </ul> | <p>Essay type<br/>           Short answers<br/>           Objective type</p> |

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities  | Assessment methods   |
|------|------------|--|--|---|--|
|      |            |  | <ul style="list-style-type: none"> <li>- Establishing Priorities</li> <li>- Establishing Goals and Expected Outcomes,</li> <li>- Selection of interventions: Protocols and standing Orders</li> <li>- Writing the Nursing Care Plan Implementation</li> <li>— Implementing the plan of care Evaluation</li> <li>- Outcome of care</li> <li>- Review and modify Documentation and Reporting</li> </ul>  |   |  |
| VI   | 4          | <ul style="list-style-type: none"> <li>➤ Describe the purposes, types and techniques of recording and reporting</li> </ul>   | <p><b>Documentation and Reporting</b></p> <ul style="list-style-type: none"> <li>• Documentation: Purposes of Recording and reporting</li> <li>• Communication within the Health Care Team,</li> <li>• Types of records; ward records, medical/nursing records,</li> <li>• Common Record-keeping forms, Computerized documentation</li> <li>• Guidelines for Reporting: Factual Basis, Accuracy, Completeness, currentness, Organization, confidentiality</li> <li>• Methods of Recording,</li> <li>• Reporting: Change-of shift reports: Transfer reports, Incident reports</li> <li>• Minimizing legal Liability through effective record keeping</li> </ul> | Lecture<br>discussion<br>Demonstration<br>Practice<br>Session<br>Supervised<br>Clinical<br>practice | Essay type<br>Short answers<br>Objective type  |
| VII  | 17         | <ul style="list-style-type: none"> <li>➤ Describe principles and techniques of monitoring and maintaining vital signs</li> <li>➤ Monitor and maintain vital signs</li> </ul> | <p><b>Vital signs</b></p> <ul style="list-style-type: none"> <li>• Guidelines for taking vital signs:</li> <li>• Body temperature:               <ul style="list-style-type: none"> <li>• Physiology, Regulation, Factors affecting body temperature,</li> <li>• Assessment of body temperature: sites, equipments and technique, special considerations</li> </ul> </li> </ul>  | Lecture<br>Discussion<br>Demonstration<br>Practice<br>Supervised<br>Clinical<br>practice            | Essay type<br>Short<br>answers<br>Objective<br>type<br>Assess<br>with check<br>list and<br>clinical<br>practical |

| Unit | Time (Hrs) | Learning Objectives   | Content  | Teaching Learning Activities  | Assessment methods  |
|------|------------|---|--|---|---|
|      |            |   | <ul style="list-style-type: none"> <li>- Temperature alterations: Heatstroke, Hypothermia</li> <li>Hot and cold applications</li> <li>Pulse: <ul style="list-style-type: none"> <li>- Physiology and Regulation, Characteristics of the pulse, Factors affecting pulse</li> <li>- Assessment of pulse: sites, location, equipments and technique, special considerations</li> <li>- Alterations in pulse:</li> </ul> </li> <li>Respiration: <ul style="list-style-type: none"> <li>- Physiology and Regulation, Mechanics of breathing</li> <li>Characteristics of the respiration, Factors affecting respiration</li> <li>- Assessment of respirations: technique, special considerations</li> <li>- Alterations in respiration</li> </ul> </li> <li>Blood pressure: <ul style="list-style-type: none"> <li>- Physiology and Regulation, Characteristics of the blood pressure, Factors affecting blood pressure</li> <li>- Assessment of blood pressure: sites, equipments and technique, special considerations</li> <li>- Alterations in blood pressure</li> </ul> </li> <li>Recording of vital signs</li> </ul> |   |   |
| VIII | 30         | <ul style="list-style-type: none"> <li>➤ Describe purpose and process of health assessment</li> <li>➤ Describe the health assessment each body system</li> <li>➤ Perform health assessment of each body system</li> </ul> | <p><b>Health assessment</b></p> <ul style="list-style-type: none"> <li>• Purposes</li> <li>• Process of Health assessment</li> <li>- Health history</li> <li>- Physical examination: <ul style="list-style-type: none"> <li>- Methods- inspection, Palpation, Percussion, Auscultation, Olfaction</li> </ul> </li> <li>Preparation for examination: patient and unit.</li> <li>General assessment</li> <li>Assessment of each body System</li> <li>Recording of health assessment.</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Lecture discussion</li> <li>➤ Demonstration</li> <li>➤ Practice on simulators</li> <li>➤ Supervised Clinical practice</li> </ul> | <ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective Type</li> </ul> |
| IX   | 5          | <ul style="list-style-type: none"> <li>➤ Identifies the various</li> </ul>  | <p><b>Machinery, Equipment and linen</b></p>   | <ul style="list-style-type: none"> <li>➤ Lecture discussion</li> </ul>  | <ul style="list-style-type: none"> <li>➤ Essay type</li> <li>➤ Short</li> </ul>                             |

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities  | Assessment methods   |
|------|------------|--|--|---|--|
|      |            | machinery, equipment and linen and their care  | Types: Disposables and re-usables- Linen, rubber goods, glass ware, metal, plastics, furniture, machinery<br>Introduction :<br>- Indent<br>- Maintenance<br>- Inventory  | ➤ Demonstration   | answers<br>➤ Objective type  |
| X    | 62         | <ul style="list-style-type: none"> <li>➤ Describe the basic, physiological and psychosocial needs of patient</li> <li>➤ Describe the principles and techniques for meeting basic, Physiological and psychosocial needs of patient</li> <li>➤ Perform nursing assessment, plan, implement and evaluate the care for meeting basic, physiological and psychosocial needs of patient</li> </ul> | <p><b>Meeting needs of patient</b></p> <ul style="list-style-type: none"> <li>• Basic needs (Activities of daily living)</li> </ul> <p>Providing safe and clean environment:</p> <ul style="list-style-type: none"> <li>- Physical -environment: Temperature, Humidity, Noise, Ventilation, light, Odour, pests control -</li> <li>- Reduction of Physical hazards: fire, accidents</li> <li>- Safety devices: Restraints, side rails, airways, trapez etc</li> <li>- Role of nurse in providing safe and clean environment</li> </ul> <p>Hygiene: -</p> <ul style="list-style-type: none"> <li>- Factors Influencing Hygienic Practice</li> <li>- Hygienic care: Care of the Skin-Bath and pressure points, feet and nail, Oral cavity, Hair Care, Eyes, Ears, and Nose <ul style="list-style-type: none"> <li>• Assessment, Principles, Types, Equipments, Procedure, Special Considerations</li> </ul> </li> <li>- Patient environment: Room Equipment and linen, <ul style="list-style-type: none"> <li>• Making patient beds</li> </ul> </li> </ul> <p>Types of beds and bed making</p> <p>Comfort: -</p> <ul style="list-style-type: none"> <li>- Factors Influencing Comfort</li> <li>- Comfort devices Physiological needs:</li> <li>-Sleep and Rest:</li> <li>- Physiology of sleep</li> <li>- Factors affecting sleep</li> <li>- Promoting Rest and sleep</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice sessions</li> <li>• Supervised</li> <li>• Clinical practice</li> </ul> | <ul style="list-style-type: none"> <li>➤ Essay type</li> <li>➤ Short answers</li> <li>➤ Objective type</li> <li>➤ Assess with check list and clinical practical examination</li> </ul> |

| Unit | Time (Hrs) | Learning Objectives | Content   | Teaching Learning Activities | Assessment methods |
|------|------------|---------------------|---|------------------------------|--------------------|
|      |            |                     | <ul style="list-style-type: none"> <li>- Sleep Disorders</li> <li>Nutrition: -</li> <li>- Importance</li> <li>- Factors affecting nutritional</li> <li>- Assessment of nutritional needs: Variables</li> <li>- Meeting Nutritional needs: Principles, equipments, procedure and special considerations</li> <li>-Oral</li> <li>- Enteral: Naso/ Orogastric, gastrostomy</li> <li>- Parenteral:</li> <li>- Urinary Elimination</li> <li>- Review of Physiology of Urine Elimination, Composition and characteristics of urine Factors Influencing Urination</li> <li>Alteration in Urinary Elimination</li> <li>Types and Collection of urine specimen:</li> <li>Observation, urine testing</li> <li>Facilitating urine elimination: assessment, types, equipments, procedures and special considerations</li> <li>- Providing urinal / bed pan <ul style="list-style-type: none"> <li>o Condom drainage</li> <li>o Perineal care</li> <li>o Catheterization</li> <li>o Care of urinary drainage</li> <li>o Care of urinary diversions</li> <li>o Bladder irrigation <ul style="list-style-type: none"> <li>▪ Bowel Elimination</li> </ul> </li> </ul> </li> <li>- Review of Physiology of Bowel Elimination, Composition and characteristics of faeces</li> <li>- Factors affecting Bowel elimination</li> <li>- Alteration in Bowel Elimination</li> <li>- Types and Collection of specimen of faeces: Observation</li> <li>- Facilitating bowel elimination: assessment,</li> </ul> |                              |                    |

| Unit | Time (Hrs) | Learning Objectives | Content   | Teaching Learning Activities | Assessment methods |
|------|------------|---------------------|---|------------------------------|--------------------|
|      |            |                     | <p>equipments, procedures and special considerations</p> <p>Passing of Flatus tube</p> <p>Enemas</p> <p>Suppository</p> <p>Sitz bath</p> <p>Bowel wash</p> <p>Care of Ostomies</p> <p>Mobility and Immobility</p> <ul style="list-style-type: none"> <li>- Principles of Body Mechanics</li> <li>- Maintenance of normal body dignment and mobility</li> <li>- Factors affecting body Alignment and mobility</li> <li>- Hazards associated with immobility</li> <li>- Alteration in body Alignment and mobility</li> <li>- Nursing interventions for impaired Body Alignment and Mobility: assessment, types, devices used, method and special considerations, rehabilitation aspects</li> </ul> <p>Range of motion exercises o</p> <p>Maintaining body alignment:</p> <p>Positions</p> <p>Moving</p> <p>Lifting</p> <p>Transferring</p> <p>Walking</p> <p>Restraints</p> <ul style="list-style-type: none"> <li>- Oxygenation</li> <li>- Review of Cardiovascular and respiratory Physiology</li> <li>- Factors Affecting Oxygenation</li> <li>- Alterations in oxygenation</li> <li>- Nursing interventions in oxygenation: assessment, types, equipment used, procedure and special considerations</li> </ul> <p>Maintenance of patent airway</p> <p>Oxygen administration</p> <p>Suction</p> <p>Inhalations: dry and moist</p> <p>Chest physiotherapy and postural drainage</p> |                              |                    |

| Unit | Time (Hrs) | Learning Objectives | Content  | Teaching Learning Activities | Assessment methods |
|------|------------|---------------------|--|------------------------------|--------------------|
|      |            |                     | <p>Care of Chest drainage</p> <p>Pulse oximetry</p> <p>CPR- Basic life support</p> <p>Fluid, Electrolyte, and Acid — Base Balances</p> <ul style="list-style-type: none"> <li>- Review of Physiological Regulation of Fluid, Electrolyte, and Acid -Base Balances</li> <li>- Factors Affecting Fluid, Electrolyte, and Acid - Base Balances</li> <li>- Alterations in Fluid, Electrolyte, and Acid - Base Balances</li> </ul> <p>Nursing interventions in Fluid, Electrolyte, and Acid</p> <ul style="list-style-type: none"> <li>- Base imbalances: assessment, types, equipment, procedure and special considerations</li> <li>o Measuring fluid intake and output</li> <li>Correcting Fluid, Electrolyte Imbalance:</li> <li>Replacement of fluids: Oral and Parenteral Venipuncture, regulating IV Flow rates, changing IV solutions and tubing, Changing IV dressing, Administering Blood transfusion</li> <li>Restriction of fluids</li> </ul> <p>Psychosocial Needs</p> <p>Concepts of Cultural Diversity, Stress and Adaptation, Self-concept, Sexuality, Spiritual Health, Coping with loss, death and grieving</p> <p>Assessment of psychosocial needs</p> <ul style="list-style-type: none"> <li>- Nursing intervention for psychosocial needs</li> <li>- Assist with coping and adaptation</li> <li>- Creating therapeutic environment</li> <li>o Recreational and diversional therapies.</li> </ul> |                              |                    |

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities   | Assessment methods  |
|------|------------|---|---|--|---|
| XI   | 22         | Describe principles and techniques for infection control and biomedical waste management in Supervised Clinical settings      | <p><b>Infection control in Clinical settings</b></p> <ul style="list-style-type: none"> <li>• Infection control <ul style="list-style-type: none"> <li>Nature of infection</li> <li>Chain of infection transmission</li> <li>Defenses against infection: natural and acquired</li> <li>Hospital acquired infection (Nosocomial infection)</li> </ul> </li> <li>• Concept of asepsis: medical asepsis, and surgical asepsis</li> <li>Isolation precautions (Barrier nursing): <ul style="list-style-type: none"> <li>- Hand washing: simple, hand antisepsis and surgical antisepsis (scrub)</li> <li>- Isolation: source and protective</li> <li>- Personal protecting equipments: types, uses and technique of wearing and removing</li> <li>- Decontamination of equipment and unit</li> <li>- Transportation of infected patients</li> <li>- Standard safety precautions (Universal precautions)</li> <li>- Transmission based precautions</li> </ul> </li> <li>• Biomedical waste management: <ul style="list-style-type: none"> <li>- Importance</li> <li>- Types of hospital waste</li> <li>- Hazards associated with hospital waste</li> <li>- Decontamination of hospital waste</li> <li>- Segregation and Transportation and disposal</li> </ul> </li> </ul> | Lecture<br>discussion<br>Demonstration<br>Practice session<br>Supervised Clinical practice |   |
| XII  | 42         | Explain the principles, routes, effects of administration of medications<br>Calculate conversions of drugs and dosages within | <p><b>Admintration of Medications:</b></p> <ul style="list-style-type: none"> <li>• General <ul style="list-style-type: none"> <li>-Principles / consideration</li> <li>-Purposes of Medication</li> <li>-Principles: 5 rights; special consideration; Prescriptions;</li> </ul> </li> <li>Safety in Adminstering</li> </ul>  |  | .Essay type<br>Short answers<br>Objective type<br>Assess with check list and clinical practical examination |

| Unit | Time (Hrs) | Learning Objectives   | Content  | Teaching Learning Activities | Assessment methods |
|------|------------|---|--|------------------------------|--------------------|
|      |            | <p>and between systems of measurements</p> <p>Administer drugs by the following routes- oral, Intra-dermal, Subcutaneous</p> <p>Intramuscular, Intra Venous topical, inhalation.</p> <p>Administer drugs by the following routes- oral, Intra-dermal, Subcutaneous</p> <p>Intramuscular, Intra Venous topical, inhalation</p> | <p>Medications and Medication Errors;</p> <ul style="list-style-type: none"> <li>-Drug Forms;</li> <li>-Routes of administration</li> <li>-Storage and maintenance of drugs and Nurses responsibility</li> <li>-Broad classification of drugs: <ul style="list-style-type: none"> <li>- Therapeutic Effect, Side Effects, Toxic Effects, Idiosyncratic Reactions, Allergic Reactions, Drug Tolerance, Drug Interactions,</li> </ul> </li> <li>- Factors Influencing drug Actions,</li> <li>- Systems of Drug Measurement: Metric System, Apothecary System, Household Measurements, Solutions.</li> <li>- Converting Measurements Units: Conversion within one system, Conversion between systems, Dosage Calculation,</li> <li>- Terminologies and abbreviations used in prescriptions of medications</li> <li>Oral Drugs Administration: Oral, Sub lingual and Buccal: Equipment, procedure</li> <li>Parenteral <ul style="list-style-type: none"> <li>- General principles: decontamination and disposal of syringes and needles</li> <li>- Types of parenteral therapies</li> <li>- Types of syringes, needles, canula, and infusion sets</li> <li>- Protection from Needle stick Injuries : Giving Medications with a safety syringes</li> <li>- Routes of parenteral therapies</li> <li>- Intra-dermal: purpose, site, equipment, procedure, special considerations</li> <li>- Subcutaneous: purpose, site, equipment, procedure, special considerations</li> <li>- Intramuscular: purpose, site, equipment, procedure, special</li> </ul> </li> </ul> |                              |                    |

| Unit | Time (Hrs) | Learning Objectives   | Content  | Teaching Learning Activities  | Assessment methods  |
|------|------------|---|--|---|---|
|      |            |   | <p>considerations</p> <ul style="list-style-type: none"> <li>- Intra Venous: purpose,site, equipment, procedure, special considerations</li> <li>- Advanced techniques: epidural, intra-theal, intra-osseous, intra-peritoneal, intra-plural, intra-arterial-</li> </ul> <p>Role of nurse</p> <p>Topical Administration: purposes, site, equipment, procedure, special considerations for</p> <p>Application to Skin</p> <p>Application to mucous membrane</p> <ul style="list-style-type: none"> <li>- Direct application of liquids-Gargle and swabbing the throat</li> <li>- Insertion of Drug into body cavity: Suppository, medicated packing in rectum/vagina</li> <li>- Instillations:, Ear, Eye, Nasal, Bladder, and Rectal</li> <li>- Irrigations: Eye, Ear, Bladder, Vaginal and Rectal</li> <li>- Spraying: Nose and throat</li> </ul> <p>Inhalation: Nasal, oral, endotracheal (steam, oxygen and medications) purposes, types, equipment, procedure, special considerations</p> <ul style="list-style-type: none"> <li>- Recording and reporting of medications administered</li> </ul> |   |   |
| XIII | 10         | <p>Describe the pre and post operative care of patients</p> <p>Explain the process of wound healing</p> <p>Explain the principles and</p> | <p><b>Meeting needs of Peri operative patients</b></p> <ul style="list-style-type: none"> <li>• Definition and concept of Peri operative Nursing</li> </ul> <p>Preoperative Phase</p> <ul style="list-style-type: none"> <li>- Preparation of patient for surgery</li> </ul> <p>Intra-operative</p> <p>Operation theatre Set up and environment</p>  | <p>Lecture discussion</p> <p>Demonstration</p> <p>Practice session</p> <p>Supervised</p> <p>Clinical practice</p> | <p>Essay type</p> <p>Short answers</p> <p>Objective type</p> <p>Assess with check list and clinical practical</p> |

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities   | Assessment methods                            |
|------|------------|---|---|--|---|
|      |            | techniques of care<br>Perform care of wounds                    | <ul style="list-style-type: none"> <li>- Role of nurse</li> <li>Postoperative Phase</li> <li>- Recovery unit</li> <li>- Post operative unit</li> <li>- Postoperative care,</li> <li>Wounds: types, Classifications, wound Healing Process, Factors affecting Wound, Complications of Wound Healing</li> <li>Surgical asepsis</li> <li>Care of the wound: types, equipments, procedure and special considerations</li> <li>- Dressings, Suture Care,</li> <li>- Care of Drainage</li> <li>- Application of Bandages, Binders, Splints &amp; Slings</li> <li>- Heat and Cold Therapy</li> </ul>   |  | examination                                   |
| XIV  | 15         | Explain care of patients having alterations in body functioning | <p><b>Meeting special needs of the patient</b></p> <ul style="list-style-type: none"> <li>• Care of patients having alteration in:               <ul style="list-style-type: none"> <li>- Temperature (hyper and hypothermia); Types, Assessment, Management</li> <li>- Sensorium (Unconsciousness); Assessment, Management</li> <li>- Urinary Elimination (retention and incontinence); Assessment, Management</li> <li>- Functioning of sensory organs: ( Visual &amp; hearing impairment)</li> <li>- Assessment of Self-Care ability</li> <li>- Communication Methods and special considerations</li> <li>- Mobility (physically challenged, cast), assessment of Self-Care ability: Communication Methods and special considerations</li> <li>- Mental state (mentally challenged), assessment of Self-Care ability;</li> <li>- Communication Methods and special considerations</li> <li>- Respiration (distress); Types, Assessment, Management</li> <li>Comfort - (Pain) - Nature, Types,</li> </ul> </li> </ul> | Lecture discussion<br>Case discussions<br>Supervised clinical practice | Essay type<br>Short answers<br>Objective Type |

| Unit | Time (Hrs) | Learning Objectives  | Content   | Teaching Learning Activities   | Assessment methods                            |
|------|------------|--|---|--|---|
|      |            |  | Factors influencing Pain, Coping, Assessment, Management; Treatment related to gastrointestinal system: nasogastric suction, gastric irrigation, gastric – analysis   |  |   |
| XV   | 5          | Explain care of terminally ill patient                                     | <b>Care of Terminally ill patient</b> <ul style="list-style-type: none"> <li>• Concepts of Loss, Grief, grieving Process</li> <li>- Signs of clinical death</li> <li>- Care of dying patient: special considerations</li> <li>- Advance directives: euthanasia, will, dying declaration ,organ donation etc</li> <li>- Medico-legal issues</li> <li>- Care of dead body: equipment, procedure and care of unit</li> <li>- Autopsy</li> <li>- Embalming</li> </ul> | Lecture discussion<br>Demonstration<br>Case discussion /<br>Role play<br>Practice session<br>Supervised<br>Clinical practice | Essay type<br>Short answers<br>Objective Type |
| XVI  | 6          | Explain the basic concepts of conceptual and theoretical models of nursing | <b>Professional Nursing concepts and practices</b> <ul style="list-style-type: none"> <li>• Conceptual and theoretical models of nursing practice: Introduction to models- holistic model, health belief model, health promotion model etc</li> <li>Introduction to Theories in Nursing; Peplau’s, Henderson’s, Orem’s, Neuman’s, Roger’s and Roy’s</li> <li>Linking theories with nursing process</li> </ul>   | Lecture discussion   | Essay type<br>Short Answers                   |

**Prescribed Internal Assessment Weightage:**

***Internal Assessment : Term Test - 30***  
***Assignment - 20***

# **Fundamentals of Nursing**

## **Recommended Books:**

1. Taylor – Fundamentals of Nursing, 2007, LWW
2. Kozier – Fundamentals of Nursing ,2007,Pearson
3. Potter – Basic Nursing ,2008,Elsevier
4. Lynn – Taylor’s Clinical Nursing Skills,2008,LWW

## **Reference Books:**

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



| Areas | Time (Hrs) | Objectives  | Skills  | Assignments   | Assessment methods  |
|-------|------------|---|---|---|---|
|       |            |   | <ul style="list-style-type: none"> <li>• Gives care as per the plan</li> </ul>  |   |   |
|       |            | <p>Communicate effectively with patient, and team members and Maintain effective human relations<br/>Develops plan for patient teaching</p> <p>Prepare patient reports<br/>Presents reports</p> <p>Monitor vital signs</p> <p>Perform health assessment of each body system</p> | <p><b>Communication</b><br/>Use verbal and non verbal communication techniques<br/><b>Prepare a plan for patient teaching session</b></p> <p><b>Write patient report</b><br/>Change-of shift reports<br/>Transfer reports<br/>Incident reports etc.<br/>Presents patient report</p> <p><b>Vital signs</b><br/>• Measure, Records and interpret alterations in body temperature, pulse respiration and blood pressure</p> <p><b>Health assessment</b></p> <ol style="list-style-type: none"> <li>6. Health history taking</li> <li>7. Perform assessment: <ul style="list-style-type: none"> <li>- General</li> <li>- Body systems</li> </ul> </li> <li>8. Use various methods of physical examination</li> <li>9. Inspection, Palpation,</li> <li>10. Percussion, Auscultation,</li> <li>11. Olfaction</li> <li>12. Identification of system wise deviations</li> </ol> | <p>Role-plays in simulated situations on communication techniques-I<br/>Healthtalk-I</p> <p>Write nurses notes and present the patient report of 2-3 assigned patient</p> <p>Lab practice<br/>Measure Vital signs of assigned patient</p> | <p>Assess role plays with the checklist on communication techniques<br/>Assess health talk with the checklist<br/>Assessment of communication techniques by rating scale<br/>Assessment of performance with rating scale</p> <p>Assessment of each skill with checklist<br/>Completion of activity record</p> |
|       |            | Provide basic nursing care to   | <p><b>Prepare Patient's unit:</b></p> <ul style="list-style-type: none"> <li>▪ Prepare beds:</li> </ul>   | Practice in lab & hospital  | Assessment of each skill with   |

| Areas | Time (Hrs) | Objectives | Skills  | Assignments                       | Assessment methods                            |
|-------|------------|------------|---|-----------------------------------|---|
|       |            | patients   | <ul style="list-style-type: none"> <li>▪ Open, closed, occupied,</li> <li>▪ Operation, amputation,</li> <li>▪ Cardiac, fracture, burn, divided &amp; Fowlers bed</li> <li>▪ Pain assessment and provision for comfort</li> </ul> <p><b>Use comfort devices</b></p> <p><b>Hygienic care:</b></p> <ul style="list-style-type: none"> <li>▪ Oral hygiene:</li> <li>▪ Baths and care of pressure points</li> <li>▪ Hair wash, Pediculosis treatment</li> </ul> <p><b>Feeding:</b></p> <ul style="list-style-type: none"> <li>▪ Oral, Enteral, Naso / Orogastric, gastrostomy and Parenteral feeding</li> <li>▪ Naso-gastric insertion, suction, and irrigation</li> </ul> <p><b>Assisting patient in urinary elimination</b></p> <ul style="list-style-type: none"> <li>▪ Provides urinal/bed pan</li> <li>▪ Condom drainage</li> <li>▪ Perineal care</li> <li>▪ Catheterization</li> <li>▪ Care of urinary drainage</li> </ul> <p><b>Bladder irrigation</b></p> <p><b>Assisting bowel Elimination:</b></p> <ul style="list-style-type: none"> <li>▪ Insertion of Flatus tube</li> <li>▪ Enemas</li> <li>▪ Insertion of Suppository</li> </ul> <p><b>Bowel wash</b></p> <p><b>Body Alignment and Mobility:</b></p> <ul style="list-style-type: none"> <li>▪ Range of motion exercises</li> <li>▪ Positioning: Recumbent, Lateral (rt/lt), Fowlers, Sims, Lithotomy, Prone,</li> </ul> | Simulated exercise on CPR manikin | rating scale<br>Completion of activity record |

| <b>Areas</b> | <b>Time (Hrs)</b> | <b>Objectives</b> | <b>Skills</b>          | <b>Assignments</b> | <b>Assessment methods</b> |
|--------------|-------------------|-------------------|------------------------|--------------------|---------------------------|
|              |                   |                   | Trendelenburg position |                    |                           |

| Areas | Time (Hrs) | Objectives | Skills   | Assignments | Assessment methods |
|-------|------------|------------|--|-------------|--------------------|
|       |            |            | <ul style="list-style-type: none"> <li>▪ Assist patient in Moving, lifting, transferring, walking</li> <li>▪ Restraints</li> </ul>   |             |                    |
|       |            |            | <p><b>Oxygen administration</b></p> <p><b>Suctioning: oropharyngeal, nasopharyngeal</b></p> <p><b>Chest physiotherapy and postural drainage</b></p> <p><b>Care of Chest drainage</b></p> <p><b>CPR- Basic life support</b></p> <p><b>Intravenous therapy</b></p> <p><b>Blood and blood component therapy</b></p> <p><b>Collect/assist for collection of specimens for investigations Urine, sputum, faeces, vomitus, blood and other body fluids</b></p> <p><b>Perform lab tests:</b></p> <ul style="list-style-type: none"> <li>▪ Urine: sugar, -albumin, acetone</li> <li>▪ Blood: sugar (with strip glucometer)</li> </ul> <p><b>Hot and cold applications: local and general Sitz bath</b></p> <p><b>Communicating and assisting with self-care of visually &amp; hearing impaired patients</b></p> <p><b>Communicating and assisting with self-care of mentally challenged/disturbed patients</b></p> |             |                    |



| Areas | Time (Hrs) | Objectives  | Skills  | Assignments | Assessment methods |
|-------|------------|---|---|-------------|--------------------|
|       |            |   | <ul style="list-style-type: none"> <li>▪ Dressings, Suture Care, care of Drainage, Application of Bandages, Binders, Splints &amp; Slings</li> <li>▪ Bandaging of various body parts</li> </ul>   |             |                    |
|       |            | <ul style="list-style-type: none"> <li>▪ Administer drugs</li> </ul>  | <p><b>Administration of medications</b></p> <ul style="list-style-type: none"> <li>▪ Administer Medications in different forms and routes</li> <li>▪ Oral, Sub lingual and Buccal</li> <li>▪ Parenteral Intra-dermal, subcutaneous, Intramuscular etc.</li> <li>▪ Assist with Intra Venous medications</li> <li>▪ Drug measurements and dose calculations</li> <li>▪ Preparation of lotions and solutions</li> <li>▪ Administers topical applications</li> <li>▪ Insertion of drug into body cavity: Suppository &amp; medicated packing etc.</li> <li>▪ Instillation of medicines and spray into Ear, Eye, Nose and throat</li> <li>▪ Irrigations: Eye, Ear, Bladder, Vagina and Rectum</li> <li>▪ Inhalations: dry and moist</li> </ul> |             |                    |
|       |            | <ul style="list-style-type: none"> <li>▪ Provide care to dying and dead</li> <li>▪ Counsel and support relatives</li> </ul> | <p><b>Care of dying patient</b></p> <ul style="list-style-type: none"> <li>▪ Caring and packing of dead body</li> <li>▪ Counseling and supporting grieving relatives</li> <li>▪ Terminal care of the unit</li> </ul>  |             |                    |

**Prescribed Internal Assessment Weightage:**

**NURSING FOUNDATIONS – PRACTICAL**

|                            |   |                                 |   |           |
|----------------------------|---|---------------------------------|---|-----------|
| <i>Internal Assessment</i> | : | <i>Practical Examination</i>    | - | <i>25</i> |
|                            |   | <i>Clinical Evaluation</i>      | - | <i>10</i> |
|                            |   | <i>Procedural Demonstration</i> | - | <i>5</i>  |
|                            |   | <i>Practical Record</i>         | - | <i>5</i>  |
|                            |   | <i>Observational Study</i>      | - | <i>5</i>  |

# PSYCHOLOGY

**Placement: First year**

**Time: Theory - 80 hours**

**Course Description:**

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

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities   | Assessment methods              |
|------|------------|---|---|--|---------------------------------|
| I    | 2          | Describe the history, scope and methods of psychology         | <b>Introduction</b> <ul style="list-style-type: none"> <li>• History and origin of science of psychology</li> <li>• Definitions &amp; Scope of Psychology</li> <li>• Relevance to nursing</li> <li>• Methods of Psychology</li> </ul>   | Lecture discussion   | Essay type<br>Short answer      |
| II   | 7          | ➤ Explain the biology of Human behaviour                      | <b>Biology of behaviour</b> <ul style="list-style-type: none"> <li>• Body mind relationship- modulation process in health and illness</li> <li>• Genetics and behaviour: Heredity and environment</li> <li>• Brain and behaviour: Nervous System,, Neurons and synapse,</li> <li>• Association Cortex, Rt and Lt Hemispheres</li> <li>• Psychology of Sensations</li> <li>• Muscular and glandular controls of behaviour</li> <li>• Nature of behaviour of an organism/Integrated_responses</li> </ul>  | Lecture discussion   | ➤ Essay type<br>➤ Short answers |
| III  | 24         | ➤ Describe various cognitive processes and their applications | <b>Cognitive processes</b> <ul style="list-style-type: none"> <li>• Attention: Types, determinants, Duration &amp; degree, alterations</li> <li>• Perception: Meaning, Principles, factors affecting, Errors,</li> <li>• Learning: Nature, Types, learner and learning, Factors influencing, laws and theories, process, transfer, study habits</li> <li>• Memory: Meaning, Types, Nature Factors influencing, Development Theories and methods of memorizing and Forgetting</li> <li>Thinking: Types and levels, stages of development, Relationship with</li> </ul> | Lecture Discussion<br><br>Psychometric assessment: Practice sessions | Essay type<br>Short answers     |

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities  | Assessment methods          |
|------|------------|---|---|---|-----------------------------|
|      |            |   | language and communication<br>Intelligence: Meaning, classification, uses, theories<br>Aptitude: Concept, types, Individual differences and variability<br>Psychometric assessments of cognitive processes<br>Alterations in cognitive processes<br>Applications  |   |                             |
| IV   | 12         | ➤ Describe motivation, emotions, stress, attitudes and their influence on behaviour           | <b>Motivation and Emotional Processes:</b><br>• Motivation: Meaning, Concepts, Types, Theories, Motives and behaviour, Conflicts and frustration, conflict resolution<br>• Emotions & stress Emotion: Definition, components, Changes in emotions, theories emotional adjustments, emotions in health and illness<br>Stress: stressors, cycle, effect, adaptation & coping<br>• Attitude: Meaning, nature, development, factors affecting, Behaviour and attitudes<br>Attitudinal change<br>• Psychometric assessments of emotions and attitudes<br>• Alterations in emotions<br>Applications | Lecture<br>Discussion<br>Role plays<br>Case Discussion<br>Demonstration | Essay type<br>Short answers |
| V    | 9          | Explain the concepts of personality and its influence on behaviour                            | <b>Personality</b><br>Definitions, topography, types, Theories<br>Psychometric assessments of personality<br>Alterations in personality<br>Applications   | Lecture<br>discussion<br>Demonstration                                  | Essay type<br>Short answers |
| VI   | 9          | Describe psychology of people during the life cycle   | <b>Developmental Psychology</b><br>• Psychology of people at different ages from infancy to old age<br>• Psychology of vulnerable individuals- challenged, women, sick, etc<br>Psychology of groups   | Lecture<br>Discussion<br>Case Discussion                                | Essay type<br>Short answers |
| VII  | 11         | Describe the characteristics of Mentally healthy Person<br><br>Explain ego defence mechanisms | <b>Mental hygiene and mental Health</b><br>• Concepts of mental hygiene and mental health<br>• Characteristics of mentally healthy person<br>• Warning signs of poor mental health<br>• Promotive and Preventive mental health-   | Lecture<br>Discussion<br>Case Discussion<br>Role play<br>Demonstration  | Essay type<br>Short answers |

| Unit | Time (Hrs) | Learning Objectives                                     | Content   | Teaching Learning Activities                                | Assessment methods     |
|------|------------|---|---|---|------------------------|
|      |            |   | strategies and services<br>• Ego Defence mechanisms and implications<br>• Personal and social adjustments<br>• Guidance and counseling<br>• Role of nurse             |   |                        |
| VIII | 6          | Explain the Psychological assessments and role of nurse | <b>Psychological assessment &amp; tests</b><br>• Types, development, Characteristics, Principles, Uses, Interpretations and Role of nurse in psychological assessment | Lecture<br>Discussion<br>Demonstration<br>Practice sessions | Assessment of practice |

**Prescribed Internal Assessment Weightage:**

***Internal Assessment : Term Test - 30***  
***Assignment - 20***

# MICROBIOLOGY

**Placement: First year**

**Time: Theory - 80hours**

**(Theory 60+ 20 lab)**

**Course Description:**

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

| Unit | Time (Hrs) |   | Learning Objectives  | Content   | Teaching Learning Activities        | Assessment methods                       |
|------|------------|---|--|---|-------------------------------------|--|
|      | T          | P |  |   |                                     |  |
| I    | 5          |   | Explain concepts and principles of microbiology and their Importance nursing                     | <b>Introduction:</b> <ul style="list-style-type: none"> <li>• Importance and relevance to nursing</li> <li>• Historical perspective</li> <li>• Concepts and terminology</li> <li>• Principles of microbiology</li> </ul>  | Lecture Discussion                  | Short answer questions<br>Objective type |
| II   | 14         | 7 | Describe structure, classification morphology and growth of bacteria<br>Identify Micro-organisms | <b>General characteristics of Microbes</b> <ul style="list-style-type: none"> <li>• Structure and classification of Microbes</li> <li>• Morphological types</li> <li>• Size and form of bacteria</li> <li>• Motility</li> <li>• Colonization</li> <li>• Growth and nutrition of microbes</li> <li>• Temperature</li> <li>• Moisture</li> <li>• Blood and body fluids</li> <li>• Laboratory methods for Identification of Microorganisms</li> <li>• Staining techniques, Gram staining, Acid fast staining, Hanging drop preparation</li> <li>• Culture; various medias</li> </ul> | Lecture Discussion<br>Demonstration | Short answer questions<br>Objective type |

| Unit | Time (Hrs) |   | Learning Objectives   | Content   | Teaching Learning Activities   | Assessment methods                       |
|------|------------|---|---|---|--|--|
|      | T          | P |   |   |  |  |
| III  | 14         | 2 | Describe the methods of infection control<br>Identify the role of nurse in hospital infection control programme | <b>Infection control</b> <ul style="list-style-type: none"> <li>• Infection: Sources, portals of entry and exit, transmission</li> <li>• Asepsis</li> <li>• Disinfection; Types and methods</li> <li>• Sterilization; Types and Methods</li> </ul> Chemotherapy and antibiotics <ul style="list-style-type: none"> <li>• Standard safety measures</li> </ul>  | Lecture Discussion<br>Demonstration<br>Visits to CSSD<br>Clinical practice | Short answers<br>Objective type          |
|      |            |   |   | <ul style="list-style-type: none"> <li>• Biomedical waste management</li> <li>• Role of Nurse</li> <li>• Hospital acquired infection</li> <li>• Hospital infection control programme</li> </ul> Protocols, collection of samples, preparation of report and status of rate of infection in the unit/hospital, nurse's accountability, continuing education etc.   |  |  |
| IV   | 16         | 6 | Describe the different disease producing organisms  | <b>Pathogenic organisms</b> <ul style="list-style-type: none"> <li>• Micro-organisms               <ul style="list-style-type: none"> <li>- Cocci — gram positive and gram negative</li> <li>bacilli— gram positive and gram negative</li> </ul> </li> <li>Spirochaete</li> <li>Mycoplasma</li> <li>Rickettsiae</li> <li>Chlamydiae</li> <li>• Viruses -</li> <li>• Fungi -Superficial and Deep mycoses</li> <li>• Parasites</li> <li>• Rodents &amp; vectors</li> </ul> Characteristics, Source, portal of entry, transmission of infection<br>Identification of disease producing micro-organisms<br>Collection, handling and transportation of various specimens | Lecture Discussion<br>Demonstration  | Short answer questions<br>Objective type |
| V    | 11         | 5 | Explain the   | <b>Immunity</b>   | Lecture  | Short answers                            |

| Unit | Time (Hrs) |   | Learning Objectives                                     | Content  | Teaching Learning Activities                     | Assessment methods |
|------|------------|---|---|--|--|--------------------|
|      | T          | P |   |  |  |                    |
|      |            |   | concept of immunity, hyper sensitivity and immunization | <ul style="list-style-type: none"> <li>• Immunity-Types, classification</li> <li>• Antigen and antibody reaction</li> <li>• Hypersensitivity — skin test</li> <li>• Serological tests</li> <li>• Immunoprophylaxis</li> </ul> Vaccines & sera -Types & Classification, storage and handling, cold chain<br>Immunization for various diseases<br>-Immunization Schedule | Discussion<br>Demonstration<br>Clinical practice | Objective type     |

**Prescribed Internal Assessment Weightage:**

**MICROBIOLOGY**

**Internal Assessment : Term Test - 30**  
**Assignment - 20**

# INTRODUCTION TO COMPUTERS

**Placement: First year**

**Time: Theory - 55 hours**

**Practical – 20hours**

**Course Description:**

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

| Unit | Time (Hrs) |    | Learning Objectives   | Content   | Teaching Learning Activities                            | Assessment methods   |
|------|------------|----|---|---|---|--|
|      | T          | P  |   |   |   |  |
| I    | 5          |    | Identify & define various concepts used in computer identify application of computer in nursing | <b>Introduction:</b><br><ul style="list-style-type: none"> <li>• Concepts of Computers</li> <li>• Hardware and software; trends and technology</li> <li>• Application of computers in nursing</li> </ul>  | Lecture Discussion<br>Demonstration                     | Short answers<br>Objective type  |
| II   | 15         | 10 | Describe and Use the Disk Operating System<br>Demonstrate skill in the use of MS Office         | <ul style="list-style-type: none"> <li>• Introduction to disk-operating system<br/>DOS</li> <li>• Windows (all version)</li> <li>• Introduction u MS-Word</li> <li>MS-Excel with pictorial presentation</li> <li>MS-Access</li> <li>MS-Power point</li> </ul> | Lecture Discussion<br>Demonstration<br>Practice Session | Short answer questions<br>Objective type<br>Practical Exam               |
| III  | 10         | 3  | Demonstrate skill in using multi-media Identify features of computer aided teaching and testing | Multimedia; types & uses<br>Computer aided teaching & testing.  | Lecture Discussion<br>Demonstration                     | Short answers<br>Objective type<br>Practical Exam and Viva Voce          |
| IV   | 5          | 3  | Demonstrate use of internet and Email   | Use of Internet and:<br>e-mail  | Lecture Discussion<br>Demonstration<br>Practice Session | Short answers<br>Objective type<br>Practical Exam and Viva Voce          |
| V    | 10         | 2  | Describe and use the statistical packages   | Statistical packages: types and their features  | Lecture Discussion<br>Demonstration<br>Practice Session | Short answers<br>Objective type<br>Practical Exam and Viva Voce          |
| VI   | 10         | 2  | Describe the use of Hospital .Management System   | Hospital Management System: Types and uses  | Lecture Discussion<br>Demonstration                     | Short answer questions<br>Objective type<br>Practical Exam and Viva Voce |

***INTRODUCTION TO COMPUTERS 100 marks***

***Internal Examination : 100***

**References**

- 1.N.K.Anand & Shikha Goel ,Computers for Nurses, A.I.T.B.S. Publishers ,India.2009.
2. Thacker N Computers for Nurses, India. 2009

# SOCIOLOGY

**Placement: Second year**

**Theory- 80 Hours**

**Course Description:**

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

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities           | Assessment methods              |
|------|------------|--|--|--|---------------------------------|
| I    | 1          | ➤ State the importance of sociology in Nursing                           | Introduction<br>➤ Definition of Sociology<br>➤ Nature and Scope of the discipline<br>➤ Importance and application of Sociology in Nursing  | ➤ Lecture<br>Discussion                | ➤ Essay type<br>➤ Short answers |
| II   | 3          | ➤ Describe the inter-relationship of individual in society and community | Individual & Society<br>➤ Society and Community<br>➤ Nature of Society<br>➤ Difference between Society and Community<br>➤ Process of Socialization and individualization<br>➤ Personal disorganization | ➤ Lecture<br>Discussion                | ➤ Essay type<br>➤ Short answers |
| III  | 5          | ➤ Describe the influence of culture and on health and disease            | Culture<br>• Nature of culture<br>• Evolution of culture<br>• Diversity and uniformity of culture<br>• Culture and socialization<br>• Transcultural society<br>• Influence on health and disease       | Lecture Discussion<br>Panel Discussion | Essay type<br>Short answers     |
| IV   | 6          | ➤ Identify various social groups and their interactions                  | <b>Social groups and Processes</b><br>The meaning and classification of groups<br>Primary & Secondary  | Lecture<br>Discussion                  | Essay type<br>Short answers     |

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities                      | Assessment methods  |
|------|------------|--|--|---|---|
|      |            |  | Group<br>In-group V/s. Out-group,<br>Class Tribe, Caste<br>Economic, Political,<br>Religious groups, Mob,<br>Crowd, Public and<br>Audience Interaction &<br>Social Processes<br>Co-operation, Competition,<br>Conflict<br>Accommodation,<br>Assimilation & Isolation   |   |   |
| V    | 8          | Explain the growth of population in India and its impact on health | <b>Population</b> <ul style="list-style-type: none"> <li>• Society and population</li> <li>• Population distribution in India- Demographic characteristics</li> <li>• Malthusian theory of Populations</li> <li>• Population explosion in India and its impact on health status</li> <li>• Family welfare programmes</li> </ul>  | Lecture<br>Discussion<br>Community identification | Essay type<br>Short answers<br>Assessment of report on community identification |
| VI   | 7          | Describe the institutions of family and marriage in India          | <b>Family and Marriage</b> <ul style="list-style-type: none"> <li>• Family- Functions</li> <li>• Types-Joint, Nuclear, Blended and extended family:<br/>Characteristics</li> <li>• The Modern Family — Changes, Problems-Dowry etc., welfare Services</li> <li>• Changes &amp; legislations on family and marriage in India - marriage acts</li> <li>• Marriage: Forms and functions of marriage,</li> <li>• Marriage and family problems in India</li> <li>• Family, marriage and their influence on health and health practices</li> </ul> | Lecture<br>Discussion<br>Family Case study        | Essay type<br>Short answers<br>Assessment of family case study                  |
| VII  | 9          | Describe the   | <b>Social Stratification</b>   | Lecture   | Essay type  |

| Unit | Time (Hrs) | Learning Objectives  | Content   | Teaching Learning Activities   | Assessment methods  |
|------|------------|--|---|--|---|
|      |            | class and caste system and their influence on health and health practices            | <p><b>Meaning &amp; types of social stratification</b></p> <p>The Indian Caste System- origin &amp; features</p> <p>Features of Caste in India Today</p> <ul style="list-style-type: none"> <li>• Social Class system and status</li> <li>• Social Mobility-Meaning &amp; Types</li> <li>• Race as a biological concept, criteria of racial classification</li> <li>• Salient features of Primary races- Racism</li> <li>• Influence of Class, Caste and Race on health and health practices</li> </ul>   | Discussion<br>Community survey   | Short answers<br>Assessment of report on community survey               |
| VIII | 8          | Describe the types of communities in India, their practices and the impact on health | <p><b>Types of Communities in India</b></p> <p>(Rural, Urban and Regional)</p> <p>Features of village community &amp; Characteristics of Indian villages- Panchayat system, social dynamics</p> <p>Community Development project &amp; planning</p> <p>Changes in Indian Rural Life</p> <p>Availability of health facilities in rural and its impact on health and health practices</p> <p>Urban Community features</p> <p>The growth of cities: Urbanisation and its impact on health and health practices</p> <p>Major Urban problems- Urban Slums</p> <p>Region: Problems and impact on Health</p> | Lecture<br>Discussion<br>Visits to rural and urban community<br>Community survey | Essay type<br>Short answers<br>Assessment of report on community survey |

| Unit | Time (Hrs) | Learning Objectives                              | Content   | Teaching Learning Activities             | Assessment methods   |
|------|------------|--|---|--|--|
| IX   | 6          | Explain the process of Social Change             | <b>Social Change</b> <ul style="list-style-type: none"> <li>• Nature and process of Social Change</li> <li>• Factors influencing Social change: cultural change, Cultural lag.</li> <li>• Introduction to Theories of social change: Linear, Cyclical, Marxian, Functional</li> </ul> Role of nurse-Change agents   | Lecture Discussion                       | Essay type<br>Short answers  |
| X    | 6          | Explain the process of Social Change             | <b>Social organization and social system</b> <ul style="list-style-type: none"> <li>• Social organization: elements, types</li> <li>• Democratic and authoritarian modes of participation,</li> <li>• Voluntary associations</li> <li>• Social system: Definition and Types of social system</li> <li>• Role and Status as structural elements of social system</li> </ul> Inter-relationship of institutions | Lecture Discussion<br>Observation visits | Essay type<br>Short answers<br><br>Assessment of visit reports               |
| XI   | 4          | Explain the nature and process of social control | <b>Social Control</b> <ul style="list-style-type: none"> <li>• Nature and process of social control</li> <li>• Political, Legal, Religious, Educational, Economic,</li> </ul><br>Industrial and Technological systems, Norms & Values- Folkways & Mores Customs, Laws and Fashion<br>Role of Nurse.   | Lecture Discussion<br>Community survey   | Essay type<br>Short answers<br><br>Assessment of report on community survey. |
| XII  | 17         | Describe the role of the nurse in                | <b>Social Problems</b> <ul style="list-style-type: none"> <li>• Social disorganization</li> </ul>   | Lecture Discussion                       | Essay type<br>Short  |

| <b>Unit</b> | <b>Time (Hrs)</b> | <b>Learning Objectives</b>            | <b>Content</b>   | <b>Teaching Learning Activities</b> | <b>Assessment methods</b>                  |
|-------------|-------------------|---------------------------------------|--|-------------------------------------|--|
|             |                   | dealing with social problems in India | <ul style="list-style-type: none"> <li>• Control &amp; planning: poverty, housing, illiteracy, food supplies, prostitution, rights of women &amp; children, vulnerable groups: Elderly, handicapped, minority groups and other marginalized groups, child labour, child abuse, delinquency and crime, substance abuse, HI0V/AIDS.</li> <li>• Social Welfare programmes in India</li> </ul> Role of nurse | Institutional visits                | Answers<br><br>Assessment of visit reports |

**Prescribed Internal assessment weightage:**

*Internal Assessment* : *Term Test* - 30  
*Assignment* - 20

# PHARMACOLOGY

Placement: Second year

Theory- 50 Hours

Course Description:

**Objectives: To enable the students to acquire understanding of Pharmacodynamics, Pharmacokinetics and Principles of Therapeutics and Nursing implications.**

| Unit | Time (Hrs) | Learning Objectives   | Content  | Teaching Learning Activities                  | Assessment methods              |
|------|------------|---|--|---|---------------------------------|
| I    | 8          | Describe pharmacodynamics, pharmacokinetics, classification and the principles of drug administration | <b>Introduction to pharmacology</b> <ul style="list-style-type: none"> <li>• Definitions</li> <li>• Sources</li> <li>• Terminology used</li> <li>• Types: Classification</li> <li>• Pharmacodynamics: Actions, therapeutic, Adverse, toxic</li> <li>• Pharmacokinetics: absorption, distribution, metabolism, interaction, excretion</li> <li>• Review: Routes and principles of administration of drugs</li> <li>• Indian pharmacopoeia: Legal issues</li> <li>• Rational use of drugs</li> <li>• Principles of therapeutics</li> </ul> | Lecture Discussion                            | Short answers<br>Objective type |
| II   | 6          | Explain chemotherapy of specific infections and infestations and nurse's responsibilities             | <b>Chemotherapy</b> <ul style="list-style-type: none"> <li>• Pharmacology of commonly used;</li> <li>• Penicillin</li> <li>• Cephalosporins.</li> <li>• Aminoglycosides</li> <li>• Macrolide &amp; Broad Spectrum Antibiotics</li> <li>• Sulfonamides</li> <li>• Quinolones.</li> <li>• Antiamoebic</li> <li>• Antimalarials</li> <li>• Anthelmintics</li> <li>• Antiscabies agents</li> <li>• Antiviral &amp; anti-fungal agents.</li> </ul>  | Lecture Discussion<br>Drug study/presentation | Short answers<br>Objective type |

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities                    | Assessment methods              |
|------|------------|--|--|---|---------------------------------|
|      |            |  | <ul style="list-style-type: none"> <li>• Antitubercular drugs</li> <li>• Anti leprosy drugs</li> <li>• Anticancer drugs</li> <li>• Immuno-suppressants</li> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse   |   |                                 |
| III  | 2          | Describe Antiseptics, disinfectants, insecticides and nurse's responsibilities | <b>Pharmacology of commonly used antiseptics, disinfectants and insecticides</b> <ul style="list-style-type: none"> <li>• Antiseptics; Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</li> <li>• Disinfectants</li> <li>• Insecticides</li> </ul>  | Lecture Discussion<br>Drug study / presentation | Short answers<br>Objective type |
| IV   | 2          | Describe Drugs acting on Gastro Intestinal system and nurse's responsibilities | Drugs acting on G.I. system <ul style="list-style-type: none"> <li>• Pharmacology of commonly used-               <ul style="list-style-type: none"> <li>- Antiemetics,</li> <li>- Emetics</li> <li>- Purgatives</li> <li>- Antacids</li> <li>- Cholinergic</li> <li>- Anticholinergics</li> <li>- Fluid and electrolyte therapy</li> <li>- Anti diarrhoeals</li> <li>- Histamines</li> </ul> </li> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse | Lecture Discussion<br>Drug study/presentation   | Short answers<br>Objective type |
| V    | 2          | Describe Drugs used on Respiratory Systems and nurse's responsibilities        | Drugs used on Respiratory Systems <ul style="list-style-type: none"> <li>• Pharmacology of commonly used-               <ul style="list-style-type: none"> <li>- Antiasthmatics</li> <li>Mucolytics</li> <li>Decongestants</li> <li>Expectorants</li> <li>Antitussives</li> </ul> </li> </ul>  | Lecture Discussion<br>Drug study/presentation   | Short answers<br>Objective type |

| Unit | Time (Hrs) | Learning Objectives   | Content  | Teaching Learning Activities                     | Assessment methods               |
|------|------------|---|--|--|----------------------------------|
|      |            |   | Bronchodilators<br>Broncho constrictors<br>Antihistamines<br>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse  |  |                                  |
| VI   | 2          | Describe Drugs used on Urinary System and nurse's responsibilities  | <b>Drugs used on Urinary System</b><br><b>Pharmacology of commonly used-</b> <ul style="list-style-type: none"> <li>• Diuretics and antidiuretics</li> <li>• Urinary antiseptics</li> <li>• Cholinergic and anticholinergics</li> <li>• Acidifiers and alkalizeis</li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</li> </ul> | Lecture Discussion<br>Drug study/presentation    | Short' answers<br>Objective type |
| VII  | 4          | Describe Drugs used in De-addiction, emergency, deficiency of vitamins & rminerals, poisoning, for immunization and immuno suppression and nurse's responsibilities | <b>Miscellaneous</b> <ul style="list-style-type: none"> <li>• Drugs used in de-addiction</li> <li>• Drugs used in CPR and emergency</li> <li>• Vitamins and minerals</li> <li>• Immunosuppressant</li> <li>• Antidotes</li> <li>• Antivenom</li> <li>• Vaccines and sera</li> </ul>  | Lecture Discussion<br>Drug study / presentation  | Short answers<br>Objective type  |
| VIII | 1          | Describe Drugs used on skin and mucous membranes and nurse's responsi-  | <b>Drugs used on skin and mucous membranes</b> <ul style="list-style-type: none"> <li>• Topical applications for skin, eye, ear, nose and buccal cavity</li> </ul> Antipruritics   | Lecture Discussion,<br>Drug study / presentation | Short answers<br>Objective Type  |

| Unit | Time (Hrs) | Learning Objectives   | Content  | Teaching Learning Activities                           | Assessment methods              |
|------|------------|---|--|--|---------------------------------|
|      |            | bilities  | Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse   |  |                                 |
| IX   | 8          | Describe Drugs used on Nervous System and nurses responsibilities   | <b>Drugs acting on Nervous system</b><br>Basic & applied pharmacology of commonly used: /)<br>Analgesics and Anaesthetics<br>Analgesics<br>- Non steroidal anti Inflammatory (NSAID) drugs<br>Antipyretics<br>Hypnotics and Sedatives<br>- Opioids<br>- Non-Opioids<br>- Tranquilizers<br>- General I & local anesthetics<br>- Gases: oxygen, nitrous oxide, carbon dioxide<br>Cholinergic and anti-cholinergic:<br>Musclerelaxants<br>Major tranquilizers<br>Anti-psychotics<br>Antidepressants<br>Anticonvulsants.<br>Adrenergics<br>Noradrenergics<br>Mood stabilizers<br>Acetylcholine<br>Stimulants<br>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse | Lecture<br>Discussion,<br>Drug study /<br>Presentation | Short answers<br>Objective type |
| X    | 5          | Describe Drugs used on Cardio-vascular System and nurse's• respons- | <b>Cardiovascular drugs</b><br>• Haematinics<br>• Cardiotonics,<br>• Anti anginals<br>• Anti-hypertensives & Vasodilators<br>• Anti-arrhythmics  | Lecture<br>Discussion<br>Drug study<br>Presentation    | Short answers<br>Objective Type |

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities                       | Assessment methods              |
|------|------------|---|---|--|---------------------------------|
|      |            | bilities  | <ul style="list-style-type: none"> <li>• Plasma expanders</li> <li>• Coagulants &amp; anticoagulants</li> <li>• Antiplatelets &amp; thrombolytics</li> <li>• Hypolipidemics</li> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity role of nurse   |  |                                 |
| XI   | 4          | Describe drugs used for hormonal disorders and supplementation, contraception and medical termination of pregnancy and nurse's responsibilities | <b>Drugs used for hormonal disorders and supplementation, contraception and medical termination of pregnancy</b> <ul style="list-style-type: none"> <li>• Insulins &amp; Oral hypoglycemics</li> <li>• Thyroid supplements and suppressants</li> <li>• Steroids, Anabolics</li> <li>• Uterine stimulants and relaxants</li> <li>• Oral contraceptives</li> <li>• Other estrogen-progestrone preparations</li> <li>• Corticotrophine &amp; Gonadotropines</li> <li>• Adrenaline.</li> <li>• Prostaglandins -</li> <li>• Calcitonins</li> <li>• Calcium salts</li> <li>• Calcium regulators</li> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse | Lecture<br>Discussion<br>Drug study / presentation | Short answers<br>Objective type |
| XII  | 6          | Demonstrate awareness of the common drugs used in alternative system of medicine  | <b>Introduction to Drugs used in alternative systems of medicine:</b> <ul style="list-style-type: none"> <li>• Ayurveda, Homeopathy, Unani and Siddha etc</li> </ul>  | Lecture Discussion<br>Observational Visits         | Short answers<br>Objective type |

**Prescribed Internal assessment weightage:**

*Internal Assessment* : *Term Test* - 15  
*Assignment* - 10

# PATHOLOGY AND GENETICS

**Placement: Second year**

**Time: Theory — 60 hours**

**Section A- Pathology**

**Pathology: 40 hrs (Theory 30 and Practical 10)**

**Course Description:**

This course is designed to enable students to acquire knowledge of pathology of various disease conditions and apply this knowledge in practice of nursing.

| Unit | Time (Hrs) |   | Learning Objectives  | Content  | Teaching Learning Activities  | Assessment methods                       |
|------|------------|---|--|--|---|--|
|      | T          | P |  |  |   |  |
| I    | 5          |   | Define the common terms used in pathology. Appreciate the deviations from normal to abnormal structure and functions of the body system. | <b>Introduction</b> <ul style="list-style-type: none"> <li>• Importance of the study of pathology</li> <li>• Definition of terms</li> <li>• Methods and techniques</li> <li>• Cellular and Tissue changes</li> <li>• Infiltration and regeneration</li> <li>• Inflammations and Infections</li> <li>• Wound healing</li> <li>• Vascular changes</li> <li>• Cellular growth, Neoplasms</li> <li>• Normal and Cancer cell</li> <li>• Benign and Malignant growths</li> <li>• In situ carcinoma</li> </ul> Disturbances of fluid and electrolyte imbalance. | Lecture Discussion<br>Explain using Charts  | Short answer questions<br>Objective type |
| II   | 14         | 5 | Explain Pathological changes in disease conditions of various systems  | <b>Special pathology</b> <ul style="list-style-type: none"> <li>• Pathological changes in disease conditions of various systems:                             <ul style="list-style-type: none"> <li>• Respiratory tract                                     <ul style="list-style-type: none"> <li>- Tuberculosis, Bronchitis, Pleural effusion and pneumonia,</li> <li>- Lung abscess, emphysema, bronchiectasis, Bronchial asthma, Chronic obstructive Pulmonary disease &amp; tumours</li> </ul> </li> </ul> </li> </ul>                              | Lecture Discussion<br>Explain using Charts, slides, specimen, X-rays and Scans<br>Visit to Pathology lab, endoscopy unit and OT | Short answer<br>Objective type           |

| Unit | Time (Hrs) |   | Learning Objectives | Content  | Teaching Learning Activities | Assessment methods |
|------|------------|---|---------------------|--|------------------------------|--------------------|
|      | T          | P |                     |  |                              |                    |
|      |            |   |                     | Cardiovascular system<br>Pericardial effusion<br>- Rheumatic heart disease<br>- Infective endocarditis, atherosclerosis,<br>- Ischemia, infarction & aneurysm<br>Gastro Intestinal Tract<br>- Peptic ulcer, typhoid<br>- Carcinoma of GI tract - buccal, Esophageal,<br>- Gastric & intestinal<br>Liver, Gall bladder & pancreas<br>- Hepatitis, Chronic liver abscess, cirrhosis<br>- Tumours of liver, gall bladder and pancreas,<br>- Cholecystitis<br>- Kidneys & Urinary tract<br>- Glomerulonephritis, pyelonephritis<br>- Calculi, renal failure, renal carcinoma & cystitis<br>- Male genital systems<br>Cryptorchidism testicular atrophy<br>- Prostatic hyperplasia, Carcinoma Penis & prostate<br>• Female genital system.<br>Fibroids<br>Carcinoma cervix and Endometri<br>- Vesicular mole, choriocarcinoma<br>- Ectopic gestation<br>- Ovarian cyst & tumours<br>Cancer Bre<br>Central Nervous system<br>Hydrocephalus, Meningitis, encephalitis, Vascular disorders<br>thrombosis, embolism<br>- Stroke, paraplegia, quadriplegia<br>- Tumours, meningiomas |                              |                    |

| Unit | Time (Hrs) |   | Learning Objectives   | Content   | Teaching Learning Activities   | Assessment methods              |
|------|------------|---|---|---|--|---------------------------------|
|      | T          | P |   |   |  |                                 |
|      |            |   |   | gliomas<br>Metastatic tumour skeletal system<br>Bone healing, osteoporosis, osteomyelitis<br>Arthritis & tumours.   |  |                                 |
| III  | 6          | 3 | Describe various laboratory tests in assessment and monitoring of disease conditions          | <b>Clinical pathology</b><br>Various blood and bone marrow tests in assessment and monitoring of disease conditions<br>Hemoglobin .RBC. White cell & platelet counts<br>Bleeding time, clotting time and prothrombin time<br>- Blood grouping and cross matching<br>- Blood chemistry<br>Blood culture<br>- Serological and immunological tests<br>- Other blood tests<br>- Examination of Bone marrow<br>- Methods of collection of blood specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values | Lecture Discussion<br>Demonstration<br>Visit to Clinical Pathology & Biochemistry lab and Blood bank | Short answers<br>Objective type |
| IV   | 4          | 1 | Describe the laboratory tests for examination of body cavity fluids, transudates and exudates | <b>Examination of body cavity fluids, transudates and exudates</b><br>The laboratory tests used in CSF analysis<br>Examination of other body cavity fluids, transudates and exudates sputum, wound discharge etc<br>• Analysis of gastric and duodenal contents<br>Analysis of semen-sperm count, motility and morphology and their importance in infertility<br>Methods of collection of CSF and other cavity fluids specimen  | Lecture Discussion<br>Demonstration  | Short answers<br>Objective type |

| Unit | Time (Hrs) |   | Learning Objectives   | Content  | Teaching Learning Activities        | Assessment methods              |
|------|------------|---|---|--|-------------------------------------|---------------------------------|
|      | T          | P |   |  |                                     |                                 |
|      |            |   |   | for various clinical pathology, biochemistry, microbiology tests, inference and normal values  |                                     |                                 |
| V    | 1          | 1 | Describe the laboratory tests for examination of Urine and faeces | <b>Urine and faeces</b><br>• Urine<br>- Physical characteristics<br>- Analysis<br>Culture and sensitivity<br>Faeces<br>Characteristics<br>Stool examination: occult blood, ova, parasite and cyst, reducing substance etc.<br>Methods of collection for various tests, inference and normal values | Lecture Discussion<br>Demonstration | Short answers<br>Objective type |

## Section- B Genetics

Placement: Second

Time: Theory — 20

hours

### Course Description:

This courses is designed to enable students to acquire understanding of Genetics, its role in causation and management of defects and diseases

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities                          | Assessment methods              |
|------|------------|--|--|---|---------------------------------|
| I    | 4          | Explain nature, principles and perspectives of heredity                                  | <b>Introduction:</b> <ul style="list-style-type: none"><li>• Practical application of genetics in Nursing</li><li>• Impact of genetic condition on families</li><li>• Review of cellular division mitosis and meiosis.</li><li>• Characteristics and structure of genes</li><li>• Chromosomes — sex determination</li><li>• Chromosomal aberrations Patterns of inheritance</li></ul> Mendalian theory of inheritance<br>Multiple allots and blood groups<br>Sex linked inheritance<br>Mechanism of inheritance<br>Errors in transmission (Mutation) | Lecture<br>Discussion<br>Explain using charts, slides | Short answers<br>Objective type |
| II   | 4          | Explain Maternal, prenatal and genetic influences on development of defects and diseases | <b>Maternal, prenatal and genetic influences on development of defects and diseases</b> <ul style="list-style-type: none"><li>• Conditions affecting the mother: genetic and infections</li><li>• Consanguinity atopy</li><li>• Prenatal nutrition and food allergies.</li><li>• Maternal Age</li><li>• Maternal drug therapy</li><li>• Prenatal testing and diagnosis</li><li>• Effect of Radiation, drugs and chemicals</li><li>• Infertility</li><li>• Spontaneous abortion</li></ul>   | Lecture<br>Discussion<br>Explain using charts, slides | Short answers<br>Objective Type |

| Unit | Time (Hrs) | Learning Objectives   | Content  | Teaching Learning Activities                          | Assessment methods              |
|------|------------|---|--|---|---------------------------------|
|      |            |   | Neural Tube Defects and the role of folic acid in lowering the risks<br>Down syndrome (Trisomy 21)   |   |                                 |
| III  | 3          | Explain the screening methods for genetic defects and diseases in neonates and children | <b>Genetic testing in the neonates and children</b><br><ul style="list-style-type: none"> <li>• Screening for</li> <li>- Congenital abnormalities</li> <li>- Developmental delay</li> <li>- Dysmorphism</li> </ul>   | Lecture<br>Discussion<br>Explain using charts, slides | Short Answers<br>Objective type |
| IV   | 3          | Identify genetic disorders in adolescents and adults                                    | <b>Genetic conditions of adolescents and adults</b><br><ul style="list-style-type: none"> <li>• Cancer genetics — Familial Cancer</li> <li>• Inborn errors of metabolism</li> <li>• Blood group alleles and haematological disorder</li> <li>• Genetic haemochromatosis</li> <li>• Huntington's disease</li> <li>• Mental illness</li> </ul> | Lecture<br>Discussion<br>Explain using charts, slides | Short answers<br>Objective Type |
| V    | 6          | Describe the role of nurse in genetic services and counselling                          | <b>Services related to Genetics</b><br><ul style="list-style-type: none"> <li>. Genetic testing</li> <li>• Human genome project</li> <li>• Gene therapy</li> <li>• The Eugenics movement</li> <li>• Genetic Counselling</li> </ul> Legal and Ethical issues<br>Role of nurse   | Lecture<br>Discussion                                 | Short answers<br>Objective Type |

**Prescribed Internal Assessment Weightage:**

**Internal Assessment : Term Test - 15**  
**Assignment - 10**

## MEDICAL SURGICAL NURSING (ADULT INCLUDING GERIATRICS)-I

**Placement: Second year**

**Theory - 210 Hours  
Practical - 800 hours**

**Course Description:**

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

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities   | Assessment methods   |
|------|------------|---|---|--|--|
| I    | 15         | <p>Appreciate the trends in medical and surgical nursing.</p> <p>Describe the role of a nurse in caring for adult patient in hospital and community.</p> <p>Describe the concepts of Medical Surgical asepsis</p> | <p><b>Introduction:</b></p> <ul style="list-style-type: none"> <li>• Introduction to medical surgical nursing- Evolution and trends of medical and surgical nursing</li> <li>• Review of Concepts of Health and illness Disease-concepts, causations, classification- International Classification Diseases (ICD- 10 or later version), Acute illness Chronic illness &amp; Terminal illness, stages of illness</li> <li>• Review of concepts of comprehensive nursing care in medical surgical conditions based on nursing process.</li> <li>• Role of Nurse, patient and family in care of adult patient</li> <li>• Role and responsibilities of a nurse in medical surgical settings:               <ul style="list-style-type: none"> <li>- Outpatient department.</li> <li>- In-patient unit</li> <li>- Intensive care unit.</li> <li>- Home and Community settings</li> </ul> </li> </ul> <p>Introduction to Medical Surgical asepsis</p> <ul style="list-style-type: none"> <li>- Inflammation and Infection</li> <li>- Immunity</li> <li>- Wound healing</li> </ul> <p>Care of Surgical Patient</p> <ul style="list-style-type: none"> <li>-Pre-operative</li> <li>-Intra operative</li> <li>-Post Operative</li> </ul> | <p>Lecture discussion</p> <p>Demonstration</p> <p>Practice session</p> <p>Supervised clinical practice</p> | <p>Short answers</p> <p>Objective Type</p> <p>Assessment of skills with check list</p> |

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities   | Assessment methods  |
|------|------------|---|---|--|---|
| II   | 15         | Describe the common signs, symptoms, problems and their Specific nursing interventions  | <b>Common signs and symptoms and management</b> <ul style="list-style-type: none"> <li>• Fluid and electrolyte imbalance. <ul style="list-style-type: none"> <li>• Vomiting</li> <li>• Dyspnea and cough, respiratory obstruction</li> <li>• Fever</li> <li>• Shock</li> <li>• Unconsciousness, Syncope</li> <li>• Pain</li> <li>• Incontinence</li> <li>• Edema</li> <li>• Age related problems-geriatric</li> </ul> </li> </ul>   | Lecture discussion<br>Seminar<br>Case discussion   | Short answers<br>Objective Typ  |
| III  | 20         | Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of respiratory systems | <b>Nursing management of patients (adults including elderly) with respiratory problems</b> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of respiratory system,</li> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of adults including elderly with – <ul style="list-style-type: none"> <li>Upper Respirator’ that infection</li> <li>Bronchitis</li> <li>Asthma</li> <li>Emphysema</li> <li>Empyema</li> <li>Atelectasis</li> <li>Chronic Obstructive Pulmonary Diseases (COPD)</li> <li>Bronchiectasis</li> <li>Pneumonia</li> </ul> </li> </ul> | Lecture discussion<br>Explain using Charts, graphs<br>Models, films, slides<br>Demonstration<br>Practice session<br>Case discussions/Seminar<br>Health education<br>Supervised clinical practice<br>book /presentation | Essay type<br>Short answers<br>Objective type<br>Assessment of skills with che list<br>Assessment of patient management problem |

| Unit | Time (Hrs) | Learning Objectives  | Content   | Teaching Learning Activities  | Assessment methods  |
|------|------------|--|---|---|---|
|      |            |  | <ul style="list-style-type: none"> <li>• Pulmonary tuberculosis</li> <li>• Lung abscess</li> <li>• Pleural effusion</li> <li>• Cysts and Tumours</li> <li>• Chest injuries</li> <li>• Respiratory arrest and insufficiency</li> <li>• Pulmonary embolism<br/>special therapies, alternative therapies</li> </ul> Nursing procedures<br>Drugs used in treatment of respiratory disorders   |   |   |
| IV   | 30         | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of digestive systems | <b>Nursing management of patient (adults including elderly) with disorders of digestive system</b> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of digestive system</li> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management</li> <li>• Disorders of               <ul style="list-style-type: none"> <li>• Oral cavity- lips, gums, and teeth</li> <li>• Oesophagus —inflammation? stricture, obstruction, bleeding and tumours</li> <li>• Stomach and deudenumhiatus hernia, gastritis, peptic and deudenal ulcer, bleeding, tumours, pyloric stenosis</li> <li>• Small intestinal disorders inflammation and infection, entritis, malabsorption, obstruction, tumour and perforation</li> <li>• Large intestinal disorders- Colitis, inflammation and infection, obstruction and tumour and lump</li> </ul> </li> </ul> | Lecture discussion<br>Explain using Charts, graphs<br>Models, films, slides<br>Demonstration<br>Practice session<br>Case discussions/Seminar<br>Health education<br>Supervised clinical practice<br>Drug book /presentation | Essay type<br>Short answers<br>Objective type<br>Assessment of skills with check list<br>Assessment of patient management problem |

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities   | Assessment methods   |
|------|------------|---|---|--|--|
|      |            |   | <p>Hernias</p> <ul style="list-style-type: none"> <li>• Appendix-inflammation, mass, abscess, rupture</li> <li>• Anal &amp; Rectum; hemorrhoids, fissures, Fistulas</li> <li>• Peritonitis/acute abdomen</li> </ul> <p>Pancreas; inflammation, cyst, abscess and tumours</p> <ul style="list-style-type: none"> <li>• Liver; inflammation, cyst, abscess, cirrhosis, portal hypertension, hepatic failure, tumours</li> </ul> <p>Gall Bladder; inflammation, obstruction, stones and tumours</p> <p>Special therapies, alternative therapies</p> <p>Nursing procedures Drugs used in treatment of disorders of digestive system</p>   |  |  |
| V    | 30         | <p>Describe the etiology, patho physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with blood and cardiovascular problems</p> <p>Describes the vascular conditions and its nursing management</p> | <p><b>Nursing management of patient (adults including elderly) with blood and cardio vascular problems</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of blood and cardio vascular system,</li> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of-</li> <li>• Vascular system <ul style="list-style-type: none"> <li>- Hypertension, Hypotension</li> <li>- Artherio sclerosis</li> <li>- Raynaud's disease</li> <li>- Aneurism and Peripheral vascular disorders</li> </ul> </li> </ul> <p>Heart</p> <ul style="list-style-type: none"> <li>• Coronary artery diseases</li> <li>• Ischemic Heart Disease</li> <li>• Cornory atherosclerosis</li> </ul> | <p>Lecture discussion</p> <p>Explain using Charts, graphs</p> <p>Models, films, slides</p> <p>Demonstration</p> <p>Practice session</p> <p>Case discussions / Seminar</p> <p>Health education</p> <p>Supervised clinical practice</p> <p>Drug book /presentation</p> <p>Visit to blood bank</p> <p>Participation in blood donation camps</p> <p>Counseling</p> | <p>Essay type</p> <p>Short answers</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <p>Assessment of patient management problem</p> |

| Unit | Time (Hrs) | Learning Objectives | Content  | Teaching Learning Activities | Assessment methods |
|------|------------|---------------------|--|------------------------------|--------------------|
|      |            |                     | <ul style="list-style-type: none"> <li>• Angina pectoris</li> <li>• Myocardial infarction</li> <li>• Valvular disorders of the heart               <ul style="list-style-type: none"> <li>- Congenital and acquired</li> <li>- Rheumatic Heart diseases</li> </ul> </li> <li>• Endocarditis, Pericarditis</li> <li>Myocarditis</li> <li>• Cardio Myopathies</li> <li>• Cardiac dysrhythmias, Heart Block</li> <li>• Congestive cardiac failure<br/>Cor-pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade</li> <li>• Cardiac emergencies and arrest</li> <li>• Cardio Pulmonary Resuscitation (CPR)</li> <li>• Blood</li> <li>• Anaemias</li> <li>• Polycythemia</li> <li>• Bleeding disorders; clotting factor defects and platelets defects</li> <li>• Thalassemia</li> <li>• Leukaemias</li> <li>• Leukopenias and agranulocytosis</li> <li>• Lymphomas</li> <li>• Myelomas</li> <li>• Special therapies</li> <li>• Blood transfusion, safety checks, procedure and requirements, management of adverse transfusion reactions:, records for blood transfusion.</li> <li>• Management and counseling of blood donors, phlebotomy procedure, and post donation management. Blood bank functioning and hospital transfusion committee. Bio-safety and waste management in relation to blood transfusion</li> </ul> |                              |                    |

| Unit | Time (Hrs) | Learning Objectives   | Content  | Teaching Learning Activities  | Assessment methods  |
|------|------------|---|--|---|---|
|      |            |   | <ul style="list-style-type: none"> <li>• Role of a nurse in Organ donation, retrieval and banking</li> <li>Alternative therapies</li> <li>Nursing procedures</li> <li>Drugs used in treatment of blood and cardio vascular disorders</li> </ul>  |   |   |
| VI   | 10         | Describe the etiology, patho physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of genito-urinary system | <p><b>Nursing management of patient (adults including elderly) with genito-urinary problems</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of genito-urinary system</li> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of- <ul style="list-style-type: none"> <li>• Nephritis</li> <li>• Nephrotic syndrome</li> <li>• Nephrosis</li> <li>• Renal calculus</li> <li>• Tumours</li> <li>• Acute renal failure</li> <li>• Chronic renal failure</li> <li>• End stage renal disease</li> <li>• Dialysis, renal transplant</li> <li>• Congenital disorders, urinary infections</li> <li>• Benign prostate hypertrophy.</li> <li>• Disorders of ureter, urinary bladder and urethra inflammation, infection, stricture, obstruction, tumour, prostrate</li> </ul> </li> <li>Special therapies, alternative therapies</li> <li>Nursing procedures</li> <li>Drugs used in treatment of genitourinary disorders.</li> </ul> | Lecture<br>discussion<br>Explain using<br>Charts, graphs<br>Models, films,<br>slides<br>Demonstration<br>Practice session<br>Case<br>discussions/Seminar<br>Health education<br>Supervised clinical<br>practice<br>Drug book<br>/presentation | Essay type<br>Short<br>answers<br>Objective<br>type<br>Assessment<br>of skills<br>with check<br>list<br>Assessment<br>of patient<br>management<br>problem |

|      |    |  |   |  |   |
|------|----|--|---|--|---|
| VII  | 5  | Describe the etiology, pathophysiology,  | <b>Nursing Management of disorders of male(adults including elderly) reproductive system</b>  | Lecture discussion<br>Explain using  | Essay type<br>Short answers   |
|      |    | clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of male reproductive system                                  | <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of male reproductive system</li> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of disorders of male reproductive system</li> <li>• Congenital malformations; Hypospadiasis</li> <li>• Alospadiasis, Epispadiasis</li> <li>• Infections</li> <li>• Testis and adjacent structures<br/>Penis</li> <li>• Prostate: inflammation, infection, hypertrophy, tumour</li> <li>• Sexual Dysfunction<br/>Infertility</li> <li>• Contraception</li> <li>• Breast; gynecomastia, tumour</li> <li>• Climacteric changes Special therapies, alternative therapies<br/>Nursing procedures<br/>Drugs used in treatment of disorders of male reproductive system.</li> </ul> | Charts, graphs<br>Models, films, slides<br>Demonstration<br>Practice session<br>Case discussions/Seminar<br>Health education<br>Supervised clinical practice<br>Drug book / presentation           | Objective type<br>Assessment of skills with check list<br>Assessment of patient management problem                                |
| VIII | 10 | Describe the etiology, patho physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of endocrine system | <b>Nursing management of patient(adults including elderly) with disorders of endocrine system</b> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of endocrine system</li> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of-</li> </ul>   | Lecture discussion<br>Explain using Charts, graphs<br>Models, films, slides<br>Demonstration<br>Practice session<br>Case discussions / Seminar<br>Health education<br>Supervised clinical practice | Essay type<br>Short answers<br>Objective type<br>Assessment of skills with check list<br>Assessment of patient management problem |

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities  | Assessment methods  |
|------|------------|--|--|---|---|
|      |            |  | <ul style="list-style-type: none"> <li>• Disorders of Thyroid and Parathyroid</li> <li>• Diabetes mellitus</li> <li>• Diabetes insipidus</li> <li>• Adrenal tumour</li> <li>• Pituitary disorders.</li> </ul> Special therapies, alternative' therapies<br>Nursing procedures Drugs used in treatment of disorders of endocrine system.  |   |   |
| IX   | 10         | Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of Skin | <b>Nursing management of patient (adults including elderly) with disorders of Integumentary system</b> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of Skin and its appendages</li> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of disorders of skin and its appendages –</li> <li>• Lesions and abrasions</li> <li>• Infection and infestations; Dermatitis</li> <li>• Dermatoses; infect mis and Non infectious “inflammatory dermatoses”</li> <li>• Acne Vulgaris</li> <li>• Allergies and Eczema</li> <li>• Psoriasis</li> <li>• Malignant melanoma</li> <li>• Alopecia</li> </ul> Special therapies, alternative therapies<br>Nursing procedures Drugs used in treatment of disorders of Integumentary system. | Lecture discussion<br>Explain using Charts, graphs Models, films, slides<br>Demonstration<br>Practice session<br>Case discussions / Seminar<br>Health education<br>Supervised clinical practice<br>Drug book / presentation | Essay type<br>Short answers<br>Objective type<br>Assessment of skills with check list<br>Assessment of patient management problem |

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities  | Assessment methods  |
|------|------------|---|---|---|---|
| X    | 15         | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of musculoskeletal system | <p><b>Nursing management of patient (adults including elderly) with musculoskeletal problems</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of musculoskeletal system,</li> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of -</li> <li>• Disorders of: <ul style="list-style-type: none"> <li>• Muscles, Ligaments and Joints - inflammation, infection, trauma</li> <li>• Bones-inflammation, infection, dislocation, fracture, tumour and trauma</li> <li>• Osteomalacia and osteoporosis</li> <li>• Arthritis</li> <li>• Congenital deformities</li> <li>• Spinal column- defects and deformities, Tumor, Prolapsed inter vertebral disc, pott's spine</li> </ul> </li> <li>• Paget's disease</li> <li>• Amputation</li> <li>• Prosthesis</li> <li>• Transplant &amp; replacement surgeries</li> <li>• Rehabilitation.</li> <li>• Special therapies, alternative therapies</li> <li>• Nursing procedures</li> <li>• Drugs used in treatment of disorders of musculoskeletal system.</li> </ul> | Lecture discussion<br>Explain using Charts, graphs<br>Models, films, slides<br>Demonstration<br>Practice session<br>Case discussions/Seminar<br>Health education<br>Supervised clinical practice<br>Drug book /presentation | Essay type<br>Short answers<br>Objective type<br>Assessment of skills with check list<br>Assessment of patient management problem |
| XI   | 10         | Describe the etiology, pathophysiology, clinical manifestations, diagnostic   | <p><b>Nursing management of patient (adults including elderly) with Immunological problems</b></p> <ul style="list-style-type: none"> <li>• Review of Immune system,</li> <li>• Nursing Assessment-History and Physical assessment</li> </ul>   | Lecture discussion<br>Explain using Charts, graphs<br>Models, films, slides   | Essay type<br>Short answers<br>Objective type<br>Assessment   |

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities   | Assessment methods  |
|------|------------|---|---|--|---|
|      |            | measures and management of patients (adults including elderly) with disorders of Immunological system   | <ul style="list-style-type: none"> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis. treatment modalities and medical, surgical, dietetics &amp; nursing management of-</li> <li>• Immunodeficiency disorder.</li> <li>• Primary immuno deficiency.</li> <li>• Phagocytic dysfunction B-cell and T-cell deficiencies</li> <li>• Secondary immunodeficiencies</li> <li>Acquired immunodeficiency syndrome (AIDS)</li> <li>• Incidence of HIV &amp; AIDS</li> <li>Epidemiology</li> <li>Transmission-Prevention of Transmission</li> <li>• Standard Safety precautions</li> <li>• Role of Nurse; Counseling</li> <li>• Health education and home care consideration.</li> <li>• National AIDS Control Program - NACO, various national and international agencies</li> <li>• Infection control program</li> <li>• Rehabilitation. Special therapies, alternative therapies</li> <li>Nursing procedures Drugs used in treatment of disorders of immune logical system.</li> </ul> | Demonstration<br>Practice session<br>Case<br>Discussions/Seminar<br>Health education<br>Supervised clinical practice<br>Drug hook /presentation<br>Orientation visit to Hospital<br>Control system | of skills with check list<br>Assessment of patient management problem   |
| XII  | 20         | Describe the etiology, patho physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with Communicable Diseases. | <b>Nursing management of patient (adults including elderly) with Communicable Diseases</b> <ul style="list-style-type: none"> <li>• Overview of infectious disease, the infectious process</li> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Epidemiology, infectious process, clinical manifestations, diagnosis, treatment, prevention and dietics. Control and eradication of common Communicable Diseases</li> </ul>   | Lecture<br>discussion<br>Explain using Charts, graphs<br>Models, films, slides<br>Demonstration<br>Practice session<br>Case<br>discussions/Seminar<br>Health education                             | Essay type<br>Short answers<br>Objective type<br>Assessment of skills with check list<br>Assessment of patient Management Problem |

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities  | Assessment methods  |
|------|------------|--|--|---|---|
|      |            |  | <ul style="list-style-type: none"> <li>• Tuberculosis</li> <li>• diarrhoeal diseases</li> <li>hepatitis A - E</li> <li>• herpes</li> <li>• chickenpox</li> <li>• smallpox</li> <li>• typhoid</li> <li>• meningitis</li> <li>• gas gangrene</li> <li>• leprosy.</li> <li>• Dengue</li> <li>• Plague</li> <li>• Malaria</li> <li>• Diphtheria</li> <li>• Pertussis</li> <li>• Poliomyelitis</li> <li>• Measles</li> <li>• Mumps</li> <li>• Influenza</li> <li>• Tetanus</li> <li>• Yellow fever</li> <li>• Filariasis</li> <li>• HIV, AIDS</li> <li>• Reproductive Tract Infections</li> <li>• Special infection control measures: Notification, Isolation, Quarantine, Immunization, Infectious Disease Hospitals</li> <li>Special therapies, alternative therapies</li> <li>Nursing procedures</li> <li>Drugs used in treatment of Communicable diseases.</li> </ul> | Supervised clinical practice<br>Drug book /presentation   | problem   |
| XIII | 20         | Describe the Organization and physical set up of operation theatre<br>Identify the various instruments and equipments used for | <b>Peri operative nursing:</b> <ul style="list-style-type: none"> <li>• Organization and Physical set up of the Operation Theatre (OT):</li> <li>- Classifications</li> <li>- O.T. DESIGN</li> <li>- Staffing</li> <li>- Members of the OT team.</li> <li>- Duties and responsibilities of nurse in O.T.</li> <li>- Principles of Health and operating room attire.</li> </ul>   | Lecture discussion<br>Explain using Charts, graphs<br>Models, films, slides<br>Demonstration<br>Practice session<br>Supervised clinical practice<br>Drug book /presentation | Essay type<br>Short answers<br>Objective type<br>Assessment of skills with check list |

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities | Assessment methods |
|------|------------|--|--|------------------------------|--------------------|
|      |            | <p>used for common surgical procedures</p> <p>Describe the infection control measures in the Operation theatre</p> <p>Describe the role of the nurse in the Pen Operative nursing care</p> | <ul style="list-style-type: none"> <li>• Instruments,</li> <li>• Sutures and suture materials</li> <li>• Equipments</li> <li>• O.T. tables and sets for common surgical procedures</li> <li>• Positions and draping for common surgical procedures</li> <li>• Scrubbing procedures</li> <li>• Gowning and gloving</li> <li>• Preparation of O.T. Sets</li> <li>• Monitoring the patient during surgical procedures</li> <li>• Maintenance of therapeutic environment in O.T.</li> <li>• Standard Safety measures</li> </ul> <p>Infection control; fumigation, disinfection and sterilization</p> <p>Biomedical waste management</p> <ul style="list-style-type: none"> <li>• Prevention of accidents and hazards in O.T</li> <li>• Anaesthesia</li> <li>• Types</li> <li>• Methods of administration</li> </ul> <p>Effects and Stages</p> <ul style="list-style-type: none"> <li>• Equipments</li> <li>• Drugs</li> <li>• Cardio Pulmonary Resuscitation (CPR)</li> <li>• Pain management techniques</li> <li>• Legal Aspects</li> </ul> |                              |                    |

**Prescribed Internal assessment weightage:**

***Internal Assessment : Term Test - 30***  
***Assignment - 20***

## **Medical Surgical Nursing**

### **Recommended Books:**

Smeltzer – Brunner & Suddharth Textbook of Medical Surgical Nursing, 2010,LWW

Black – Medical Surgical Nursing,2009,Elsevier

Lewis – Medical Surgical Nursing,2008,Elsevier

### **Reference Books:**

Davidson's Principles & Practice of Medicine, 2010, Elsevier

Bailey & Love Short Practice of Surgery,2008,Hodder Arnold

Timby – Introductory Medical Surgical Nursing, 2009,WK

Das – Textbook of Surgery, SD Publishers

Woods – Cardiac Nursing ,2010,LWW

Hickey – Neurologic & Neurosurgical Nursing,2009,LWW

Morton – Critical Care Nursing,2009,LWW

Thelan's Critical care Nursing,2008,Elsevier

Spring House – Medical Surgical Nursing Made Incredibly Easy,2008,LWW

Gulanick – Nursing care Plans,2008,Elsevier

Carpenito – Nursing Care Plans & Documentation

Carlpenito – Nursing Diagnosis ,2009,LWW

Webber – Health assessment In Nursing ,2010,WK

Nettina – Lippincott manual of Nursing Practice,2009,LWW

## Medical Surgical Nursing (Adult including Geriatrics) - I Practical

Placement: Second year

Time: 800 hours

| Areas  | Duration in hours | Objectives   | Skills  | Assignments   | Assessment methods   |
|--|-------------------|--|---|---|--|
| General Medical Ward (Respiratory, GI, Endocrine, Renal, Hematology) | 180 hrs           | Provide nursing care to adult patients with medical disorders<br>Counsel and educate patients and families | <ul style="list-style-type: none"> <li>• Assessment of the patient</li> <li>Taking history</li> <li>Perform general and specific physical examination.</li> <li>Identify alterations and deviations</li> <li>• Practice medical surgical asepsis- Standard safety measures</li> <li>• Administer medications Oral, IV, IM, Subcutaneous</li> <li>• IV therapy</li> <li>IV canulation</li> <li>Maintenance and monitoring</li> <li>• Oxygen therapy by different methods</li> <li>• Nebulization</li> <li>• Chest physio therapy</li> <li>• Naso gastric feeding</li> <li>• Assist in common diagnostic</li> <li>• Perform Assist in therapeutic procedures</li> <li>• Blood and component therapy</li> <li>• Throat Suctioning</li> <li>• Collect specimens for common investigations.</li> <li>Maintain elimination</li> <li>Caricaturisation</li> <li>Bowel wash</li> </ul> | Plan and give care to 3-4 assigned patients<br>Nursing care plan-2<br>Nursing case study!<br>presentation-I<br>Drug presentation- I<br>Maintain drug book<br>Maintain Practical record book | Assess performance with rating scale<br>Assess each skill with checklist<br>Evaluation of case study!<br>presentation<br>Completion of practical record. |

| Areas                                     | Duration in hours | Objectives   | Skills  | Assignments   | Assessment methods   |
|---|-------------------|--|---|---|--|
|   |                   |  | Enema<br>Urinary drainage<br>• Maintain Intake, output and documentation<br>• Counsel and teach related to specific disease conditions  |   |  |
| General Surgical Ward (GI, Urinary, CTVS) | 180 hrs           | Provide pre and post operative nursing care to adult patients with surgical disorders<br>Counsel and educate patients and families | • Practice medical surgical asepsis- Standard safety measures<br>• Pre operative preparation of patients<br>• Post operative care — Receiving Pt, assessment, monitoring, care<br>• Care of wounds and drainage<br>• Suture removal<br>• Ambulation and exercise<br>• Naso gastric aspiration<br>• Care of chest drainage<br>• Ostomy care Gastrostomy Colostomy Enterostomy<br>• Blood and component therapy<br>• Practice universal precautions | Plan and give care to 3-4 assigned patients<br>Nursing care plan - 2<br>Nursing case study!<br>presentation - I<br>Maintain drug book             | Assess performance with rating scale<br>Assess each skill with checklist<br>Evaluation of case study!<br>presentation<br>Completion of activity record |
| Cardiology ward                           | 150 hrs           | Provide nursing care to patients with cardiac disorders<br>Counsel and educate patients and families                               | Physical examination of the cardio vascular system<br>Recording and interpreting ECG<br>Monitoring of patients<br>Preparation and assisting in non-invasive and invasive diagnostic procedures.<br>Administer cardiac drugs<br>Cardio pulmonary Resuscitation   | Plan and give care to 2-3 assigned patients<br>Nursing care plan - I<br>Nursing case study!<br>Presentation Health talk - I<br>Maintain drug book | Assess performance with rating scale<br>Assess each skill with checklist<br>Evaluation of case study!<br>Presentation health talk                      |
|   |                   |  | .Teach patients and families<br>Practice medical and surgical asepsis<br>Standard safety measures   |   | Completion of activity record  |
| Skin & Commu                              | 30 hrs            | Identify skin problems   | Assessment of patients with skin disorders  | Plan and give care to 2-3 assigned patients   | Assess performance   |

| Areas                      | Duration in hours | Objectives  | Skills   | Assignments   | Assessment methods   |
|----------------------------|-------------------|---|--|---|--|
| Communicable diseases Ward |                   | Provide nursing care to patients with Skin disorders & Communicable diseases<br>Counsel and educate patients and families                                     | Assist in diagnostic and therapeutic procedures<br>Administer topical medication<br>Practice medical surgical asepsis - Standard safety measures<br>Use of personal protective equipment (PPE)<br>Give Medicated baths<br>Counseling HIV positive patients<br>Teach prevention of infectious diseases.   | Health talk<br>Counseling HIV positive patients and families -1<br>Maintain drug book   | with rating scale<br>Evaluation of health talk/Counseling session<br>Completion of activity record   |
| Orthopaedic ward           | 80 hrs            | Provide nursing care to patients with musculo skeletal disorders<br>Counsel and educate patients and families   | Assessment of orthopaedic patients<br>Assist in application of plaster cast and removal of cast<br>Apply skin traction- buck's extension traction.<br>Assist in application and removal of prosthesis<br>Physiotherapy-Range of motion exercises (ROM), muscle strengthening exercises<br>Crutch maneuvering technique.<br>Activities of daily living<br>Ambulation<br>Teach and counsel patients and families | Plan and give care to 2-3 assigned patients<br>Nursing care plan—I<br>Nursing case study! presentation - 1<br>Maintain drug book                        | Assess performance with rating scale<br>Evaluation of Nursing care plan and Nursing case study!<br>presentation<br>Completion of activity record |
| Operation Theatre          | 180 hrs           | Identify instruments used in common operations<br>Participate in Infection control practice in the Operation Theatre<br>Set-up the table/ trolleys for common | Scrubbing, gowning, gloving<br>Identify instruments, suturing materials for common operations<br>Disinfection, Carbolic acid, fumigation<br>Preparation of instrument sets for common operations<br>Sterilization of sharps and other instruments<br>Prepare the OT table  | Assist as a circulatory nurse in Major cases — 10<br>Minor cases-5<br>Assist as a scrub nurse in Major cases-10<br>Minor cases-5.<br>Maintain drug book | Assess performance with rating scale<br>Completion of activity record  |

| Areas | Duration in hours | Objectives   | Skills   | Assignments | Assessment methods |
|-------|-------------------|--|--|-------------|--------------------|
|       |                   | operative procedures<br>Assist in giving anesthesia<br>Assist in the operative procedures<br>Provide post operative nursing care | depending upon the operation<br>Positioning and monitoring of patients<br>Endotracheal intubation<br>Assisting in minor and major operations.<br>Handling specimens<br>Disposal of waste as per the guidelines |             |                    |

### Internship

| Areas                 | Duration in weeks | Objectives   | Skills  | Assignments  | Assessment methods                       |
|-----------------------|-------------------|--|---|--|--|
| ICU, CCU, CARDIAC OT. | 2                 | To gain proficiency in ICU nursing<br>Develop advanced skill in special procedures used in critical care unit.<br>Identify potential problems and provide accordingly.<br>Skill in setting and handling ventilator | Assist in arterial puncture for blood gas analysis.<br>Perform ECG and interpret accordingly.<br>Conduct and analysis pulse oximetry.<br>Care with artificial airway.<br>Assist in endotracheal intubation.<br>Setting up ventilator,<br>Giving care in ventilator. | Arterial puncture-5<br>Taking out ECG stripe-5<br>Tracheal suction-5<br>For all assigned patients.<br>Oxygen administration by CPAP mask and use Ambu bag.<br>Assessment for all assigned patients | Record book<br>Checking with supervisor. |
|                       |                   | Administer injection in infusion pump.<br>Record accurately findings and medications.<br>Develop IPR with family members.<br>Acquaint with OT technique.   | Drug sheet.<br>Observation of special procedure in OT.  | Nursing care of Ventilator patients<br>Drug sheet.   |  |
| Neuro ICU, ITU, OT    | 2                 | Develop skill in neurological assessment:<br>Give care to the  | Assess neurological status.<br>Implement care to head injury spinal injury patients.  | Assessment for all assigned patients.<br>Nursing care plan-2   | Record book<br>Observation<br>Checklist  |

| Areas   | Duration in hours | Objectives  | Skills  | Assignments      | Assessment methods |
|---|-------------------|---|---|------------------|--------------------|
|   |                   | Pt with head injury and spinal injury. Care with chest surgery and Cranial surgery.   | Drug sheet. Pre and postoperative care with neuro surgery patients. | Drug sheet       |                    |
| Burns and plastic Reconstructive surgery      | 2                 | Assess the severity of burns. Administer rehydration therapy. Observe reconstructive surgery.   | Nursing care  |                  |                    |
| OT<br>Laprosopic<br>Orthopaedic<br>Eye<br>ENT | 3                 | Identify instruments Assist in OT set Up Supervise sterilization. Assist in OT table lay out. Observe immediately after operation. Supervise infection control. |   | Assist —5 cases. | Record book        |

**Prescribed Internal assessment weightage:**

|                            |          |                              |             |
|----------------------------|----------|------------------------------|-------------|
| <b>Internal Assessment</b> | <b>:</b> | <b>Practical Examination</b> | <b>- 25</b> |
|                            |          | <b>Clinical Evaluation</b>   | <b>- 10</b> |
|                            |          | <b>Care Study</b>            | <b>- 5</b>  |
|                            |          | <b>Practical Record</b>      | <b>- 5</b>  |
|                            |          | <b>Observational Visit</b>   | <b>- 5</b>  |

## Community Health Nursing - I

**Placement: Second year**

**Theory - 100 Hours  
Practical -160 hours**

**Course description:**

This course is designed for students to appreciate the principles of prevention, promotion and maintenance of health for individuals, families and community.

| Unit | Time (Hrs) | Learning Objectives                       | Content  | Teaching Learning Activities  | Assessment methods                            |
|------|------------|---|--|---|---|
| I    | 2          | Describe concept and dimensions of health | Introduction<br><ul style="list-style-type: none"> <li>•community health nursing definition, concept and dimensions of health</li> <li>emotion of health</li> <li>Measurement of health &amp;diseases , vital statistics <ul style="list-style-type: none"> <li>▪ Maintenance of health</li> </ul> </li> </ul>   | Lecture discussion  | Short answers                                 |
| II   | 20         | Describe determinants of health           | <b>Determinants of health</b><br><ul style="list-style-type: none"> <li>• Eugenics</li> <li>• Environment:<br/>Physical: Air, light, ventilation, Water, Housing, Sanitation; disposal of waste disposal of dead bodies, Forestation, Noise, Climate, communication infrastructure facilities arid Linkages</li> </ul> <b>Acts regulating the environment:</b> National Pollution control board<br><b>Bacterial &amp; viral:</b> Agents, host carriers and immunity Arthropods and Rodents ,<br><b>Food hygiene:</b> Production, Preservation, Purchase, preparation, consumption Acts regulating food hygiene- Prevention of food adulteration act, Drugs and cosmetic act Sociocultural Customs,taboos<br>“Marriage system family structure of Status of special | Lecture discussion<br>Explain using Charts, graphs, Models, films, slides<br>Visits to water supply, sewage disposal milk plant house etc | Essay type<br>Short answers<br>Objective type |

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities   | Assessment methods                            |
|------|------------|---|---|--|---|
|      |            |   | groups;<br>Females, Children, Elderly, challenged groups and Sick persons<br>Life Style<br>Hygiene<br>Physical activity<br>Recreation and sleep<br>Sexual life<br>Spiritual life philosophy<br>Dietary pattern<br>Education<br>Occupation<br>Financial Management<br>Income<br>Budget<br>Purchasing power<br>Security.  |  |   |
| III  | 13         | Describe concept, scope, uses methods and approaches of epidemiology          | <b>Epidemiology</b><br>Definition<concept, aims, scope, uses and terminology used in epidemiology<br>Epidemiological investigation<br>International classification of diseases.<br>Medical entomology<br>Dynamics of disease transmission: epidemiological triad 17 .<br>Morbidity and mortality: measurements<br>Levels of prevention<br>Methods of epidemiology of<br>Descriptive<br>Analytical: Epidemic investigation<br>o Experimental | Lecture discussion<br>Explain using Charts, graphs<br>Models, films, slides  | Essay type<br>Short answers                   |
| IV   | 30         | Describe Epidemiology and nursing: management of common Communicable Diseases | <b>Epidemiology and nursing management of common Communicable Diseases</b><br>❖ Respiratory infections<br>Small Pox <ul style="list-style-type: none"> <li>• Chicken Pox</li> <li>• Measles</li> <li>• influenza</li> <li>• Rubella</li> <li>• ARI's &amp; Pneumonia</li> <li>• Mumps</li> </ul>  | Lecture discussion<br>Explain using Charts, graphs<br>Models, films, slides<br>Seminar<br>Supervised field practice-health centers, clinics and homes<br>.<br>Group projects<br>Health education | Essay type<br>Short answers<br>Objective type |

| Unit | Time (Hrs) | Learning Objectives | Content  | Teaching Learning Activities | Assessment methods |
|------|------------|---------------------|--|------------------------------|--------------------|
|      |            |                     | <ul style="list-style-type: none"> <li>• Whooping cough</li> <li>• Meningococcal meningitis u.</li> <li>• Tuberculosis</li> <li>• SARS</li> </ul>  |                              |                    |
|      |            |                     | Intestinal Infections<br>Poliomyelitis Viral Hepatitis<br>Cholera<br>Diarrhoeal diseases<br>Typhoid Fever<br>Food poisoning<br>Amoebiasis<br>Hook worm infection<br>Ascariasis<br>Dracunculiasis<br>Arthropod infections<br>Dengue<br>Malaria<br>Filariasis<br>Zoonoses<br>Viral<br>Rabies<br>Yellow fever<br>Japanese encephalitis<br><ul style="list-style-type: none"> <li>• Kyasnur Forest Disease</li> <li>• Bacterial</li> <li>• Brucellosis</li> <li>• Plague</li> <li>• Human Salmonellosis</li> <li>• Anthrax</li> <li>• Leptospirosis</li> <li>• Rickettsial diseases</li> <li>• U Rickettsial Zoonoses</li> <li>• Scrub typhus</li> <li>• Murine typhus.</li> <li>• Tick typhus</li> <li>• fever</li> <li>• Parasitic zoonoses</li> <li>• Taeniasis</li> <li>• Hydatid disease</li> <li>• Leishmaniasis</li> <li>• Surface infection</li> <li>• Trachoma</li> <li>• Tetanus</li> <li>• Leprosy</li> <li>• STD &amp; RTI</li> <li>• Yaws</li> </ul> HIV/AIDS |                              |                    |

| Unit | Time (Hrs) | Learning Objectives   | Content  | Teaching Learning Activities  | Assessment methods   |
|------|------------|---|--|---|--|
|      |            |   | Any other  |   |  |
| V    | 12         | Describe Epidemiology and nursing management of common Non communicable diseases  | <b>Epidemiology and Nursing management of Non communicable diseases</b><br>Malnutrition: under nutrition, over nutrition, nutritional deficiencies<br>Anaemia<br>Hypertension<br>Stroke<br>Rheumatic.Heart Disease<br>Coronary Heart Disease<br>Cancer<br>Diabetes mellitus<br>Blindness<br>Accidents<br>Mental illness<br>Obesity<br>Iodine Deficiency<br>Fluorosis<br>Epilepsy   | Seminar<br>Supervised field practice-health centers, clinics and homes<br>Group projects!<br>Health education<br>Lecture discussion.<br>Explain using Charts, graphs<br>Models, films, slides | Essay type Short answers<br>Objective type                                   |
| VI   | 6          | Describe the concepts and scope of demography Describe methods of data collection, analysis and interpretation' of demographic data | <b>Demography</b><br><ul style="list-style-type: none"> <li>• Definition, concept and scope</li> <li>• Methods of collection, analysis and interpretation of demographic data</li> <li>• Demographic rates and ratios</li> </ul>   | Lecture discussion<br>Community identification survey   | Essay type<br>Short answers<br>Objective type<br>Assessment of Survey report |
| VII  | 17         | Identify the impact of population explosion in India Describe methods of population control   | <b>Population and its control</b><br><ul style="list-style-type: none"> <li>• Population explosion and its impact on social, economic development of individual, society ad country</li> <li>• Population control:<br/>               Overall development:<br/>               Women empowerment, social, economic and educational development<br/>               Limiting family size:<br/>               Promotion of small family norm<br/>               Methods: spacing (natural, biological, chemical, mechanical methods etc)<br/>               Terminal: surgical methods             </li> </ul> | Lecture discussion<br>Population survey<br>Counseling<br>Demonstration<br>Practice session<br>Supervised field practice   | Essay type Short answers<br>Objective type<br>Assessment of Survey report    |

| <b>Unit</b> | <b>Time (Hrs)</b> | <b>Learning Objectives</b> | <b>Content</b>          | <b>Teaching Learning Activities</b> | <b>Assessment methods</b> |
|-------------|-------------------|----------------------------|-------------------------|-------------------------------------|---------------------------|
|             |                   |                            | Emergency contraception |                                     |                           |

***Prescribed Internal Assessment Weightage:***

***Internal Assessment : Term Test - 30***  
***Assignment - 20***

# Community Health Nursing I – Practical

Placement: Second year

Time: 160 hours

| Areas                    | Duration in hours              | Objectives  | Skills  | Assignments  | Assessment methods  |
|--------------------------|--------------------------------|---|---|--|---|
| Community health nursing | Urban– 60 hrs<br>Rural–100 hrs | <ul style="list-style-type: none"> <li>• Build and Maintain rapport</li> <li>• Identify demographic characteristics, health determinants and community health resources</li> <li>• Diagnose health needs of individual and families</li> <li>• Provide primary care in health centre</li> <li>• Counsel and educate individual, family and community</li> </ul> | <ul style="list-style-type: none"> <li>• Use Techniques of interpersonal relationship</li> <li>• Identification of health determinants of community</li> <li>• History taking</li> <li>• Physical examination</li> <li>• Collect specimens- sputum, malaria smear</li> <li>• Perform simple lab tests at centre- blood for Hemoglobin and sugar, urine for albumin and sugar</li> <li>• Administer vaccines and medications to adults</li> <li>• Counsel and teach individual, family and community               <ul style="list-style-type: none"> <li>Nutrition</li> <li>Hygiene</li> <li>Self health monitoring</li> <li>Seeking health services</li> <li>Healthy life style</li> <li>Family welfare methods</li> <li>Health promotion</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• To work with 2 assigned families each in urban and rural /</li> <li>• Family Study</li> <li>• Observation report of community -1</li> <li>• Health talks 2 (1 in urban and in rural)</li> </ul> | <ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of family study, observation report and health talk</li> <li>• Completion of activity record.</li> </ul> |

## *Prescribed Internal Assessment Weightage*

|                                      |                               |           |
|--------------------------------------|-------------------------------|-----------|
| <i>Practical Internal Assessment</i> | <i>:Practical Examination</i> | <i>25</i> |
|                                      | <i>Clinical Evaluation</i>    | <i>10</i> |
|                                      | <i>Family Care study</i>      | <i>5</i>  |
|                                      | <i>Practical Record</i>       | <i>5</i>  |
|                                      | <i>Field Visit</i>            | <i>5</i>  |

# Communication & Educational Technology

Placement: Second year

Hours – 100 hrs

Theory - 70 Hours

Practice Teaching - 30 hours

## Course Description:

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

| Unit | Time (Hrs) |   | Learning Objectives  | Content  | Teaching Learning Activities   | Assessment methods   |
|------|------------|---|--|--|--|--|
|      | T          | P |  |  |  |  |
| I    | 6          |   | <ul style="list-style-type: none"> <li>➤ Describe the communication process</li> <li>identify techniques of effective communication</li> </ul> | <b>Review of Communication Process</b><br>Process; elements And channel<br>Facilitators<br>Barriers and methods of overcoming<br>Techniques  | <ul style="list-style-type: none"> <li>➤ Lecture Discussion</li> <li>➤ Role plays</li> <li>➤ Exercises with audio/video tapes</li> </ul> | <ul style="list-style-type: none"> <li>➤ Respond to critical incidents</li> <li>➤ Short answers</li> <li>➤ Objective type</li> </ul> |
| II   | 6          |   | <ul style="list-style-type: none"> <li>➤ Establish effective inter-personal relations with patients, families &amp; co-workers</li> </ul>      | <b>Interpersonal relations</b><br>Purpose & types<br>Phases<br>Barriers & methods of overcoming<br>Johari Window   | Lecture Discussion<br>Role Plays<br>Exercises with audio/video tapes<br>Process recording  | Short Answer<br>Objective type   |
| III  | 6          |   | <ul style="list-style-type: none"> <li>➤ Develop effective human relations in context of nursing</li> </ul>                                    | <b>Human relations</b> <ul style="list-style-type: none"> <li>• Understanding self</li> <li>• Social behaviour, motivation, social attitudes</li> <li>• Individual and groups</li> <li>• Groups &amp; individual</li> <li>• Human relations in context of nursing</li> <li>• Group dynamics</li> </ul> Team work | Lecture Discussion<br>Sociometry<br>Group games<br>Psychometric exercise followed by discussion  | Short Answer<br>Objective type<br>Respond to test based on critical incidents  |

| Unit | Time (Hrs) |    | Learning Objectives  | Content   | Teaching Learning Activities   | Assessment methods   |
|------|------------|----|--|---|--|--|
|      | T          | P  |  |   |  |  |
| IV   | 12         | 5  | ➤ Develop basic skill of counseling and guidance   | <b>Guidance &amp; counseling</b><br>Definition<br>Purpose, scope and need<br>Basic principles<br>Organization of counseling services<br>Types of counseling approaches<br>Role and preparation of counselor<br>Issues for counseling in nursing: students and practitioners<br>Counseling process — steps & techniques, tools of counselor<br>Managing disciplinary problems<br>Management of crisis & referral | Lecture Discussion<br>Role play on counseling in different situations followed by discussion   | Short Answer<br>Objective type<br>Assess performance in role play situations |
| V    | 6          |    | Describe the philosophy & principles of Education<br>Explain the teaching learning process | <b>Principles of education &amp; teaching learning process</b><br><ul style="list-style-type: none"> <li>• Education: meaning, philosophy, aims, functions &amp; principles</li> <li>• Nature and Characteristics of learn</li> <li>• Principles and maxims of teaching,</li> <li>• Formulating objectives; general and specific</li> <li>• Lesson planning</li> <li>• Classroom management</li> </ul>          | Lecture. Discussion<br>Prepare lesson plan<br>Micro teaching<br>Exercise on writing Objectives | Short Answer<br>Objective type<br>Assess lesson plans & teaching sessions    |
| VI   | 11         | 10 | Demonstrate  | <b>Methods of teaching</b>  | Lecture Discussion   | Short Answer   |

| Unit | Time (Hrs) |   | Learning Objectives   | Content   | Teaching Learning Activities   | Assessment methods  |
|------|------------|---|---|---|--|---|
|      | T          | P |   |   |  |   |
|      |            |   | teaching skill using various teaching methods in clinical, classroom and community settings | Lecture, demonstration, group discussion, seminar symposium, panel discussion, role play, project, field trip, workshop, exhibition, programmed instruction, computer assisted learning, micro teaching problem based learning, Self instructional module and simulation etc.<br>• Clinical teaching methods: case method, nursing round & reports, bedside clinic, conference (individual & group) process recording.                        | Conduct 5 teaching sessions using different methods & media  | Objective type<br>Assess teaching sessions                            |
| VII  | 11         | 8 | Prepare and use different type of educational media effectively                             | <b>Educational Media</b><br>Purposes and types of A.V. Aids, Principles & Sources etc.,<br>Graphic aids: chalk board, chart, graphs, posters, flash cards, flannel graph, bulletin, cartoon.<br>3 Dimensional Aids: Objects, Specimens, Models, Puppets<br>Printed Aids: Pamphlets & leaflets.<br>Projected Aids: Slides, OHP, Films, TV, VCR/ VCD, Camera, Microscope, LCD.<br>Audio Aids: Tape recorder, public address system.<br>Computer | Lecture, discussions, Demonstration<br>Prepare different teaching aids- Projected and non-projected. | Short answers<br>Objective Type<br>Assess the teaching aids prepared. |
| VIII | 6          | 7 | Prepare different   | <b>Assessment:</b>  | Lecture, Discussions,  | Short answers   |

| Unit | Time (Hrs) |   | Learning Objectives  | Content   | Teaching Learning Activities   | Assessment methods  |
|------|------------|---|--|---|--|---|
|      | T          | P |  |   |  |   |
|      |            |   | types of questions for assessment of knowledge, skills and attitudes                   | Purpose and scope of evaluation and assessment<br>Criteria for selection of assessment techniques and methods<br>Assessment of knowledge:<br>Essay type questions<br>Short answer questions (SAQ). Multiple Choice Questions (MCQ).<br>Assessment of skills:<br>Observation Check List, Practical Exam, Viva, Objective Structured clinical examination (OSCE)<br>Assessment of attitude:<br>Attitude scales. | Exercise on writing different types of assessment tools.   | Objective types<br>Assess the strategies used in practice teaching sessions and exercise sessions |
| IX   | 6          |   | Teach individuals, groups and communities about health with their active participation | <b>Information, Education &amp; communication for health (IEC)</b><br>o Health behaviour & health education<br>Planning for health education<br>Health education with individuals, groups & communities<br>Communicating health messages<br>Methods & media for communicating health messages<br>Using mass media   | Lecture Discussion<br>Plan & conduct health education, sessions for individuals, group & communities | Short Answer<br>Objective type<br>Assess the planning & conduct of the educational session        |

***Prescribed Internal Assessment Weightage:***

|                                   |  |                    |
|-----------------------------------|--|--------------------|
| <b><i>Internal Assessment</i></b> | <b><i>: Term Test</i></b>                  | <b><i>- 30</i></b> |
|                                   | <b><i>Practice Teaching/Assignment</i></b> | <b><i>- 20</i></b> |

## **Nursing Education**

### **Recommended Books:**

1. Sankar Narayanan – Education & Communication Technology, 2007, Brainfill
2. Young – Teaching Nursing, 2008, LWW
3. Neeraja – Nursing Education, 2008, Jaypee

### **Reference Books:-**

1. Bosek – Ethical Component of Nursing Education , LWW
2. Mariner – Teaching Nursing ,2008,Elsevier
3. Smith - The Legal, Professional and Ethical Dimensions of Higher Education,Kluwer in
4. Keating – Curriculum Development Nursing ,WoltersKluwer.

## Medical Surgical Nursing (Adult including Geriatrics) II

Placement: Third year

Time: Theory - 120 hours  
Practical - 300hours

### Course Description:

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

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities   | Assessment methods   |
|------|------------|---|---|--|--|
| I    | 15         | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of Ear Nose and Throat | <p><b>Nursing management of Patient with disorders of Ear Nose and Throat</b></p> <ul style="list-style-type: none"> <li>➤ Review of anatomy and physiology of the Ear Nose and Throat -</li> <li>➤ Nursing Assessment-History and Physical assessment</li> <li>➤ Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of Ear Nose and Throat disorders:</li> <li>➤ External ear: deformities otalgia, foreign bodies, and tumours</li> <li>➤ Middle Ear- Impacted wax, Tympanic membrane perforation, otitis media, otosclerosis, mastoiditis, tumours</li> <li>➤ Inner ear- Meniere's Disease, labyrinthitis, ototoxicity, tumours</li> <li>➤ Upper airway infections — Common cold, sinusitis, ethinitis, rhinitis, pharyngitis, tonsillitis and adenoiditis, peritonsillar abscess, laryngitis</li> <li>➤ Upper respiratory airway — epistaxis,</li> <li>➤ Nasal obstruction, laryngeal</li> </ul> | <p>Lecture discussion<br/>Explain using Charts, graphs<br/>Models, films, slides<br/>Demonstration<br/>Practice session<br/>Case discussions / Seminar<br/>Health education<br/>Supervised clinical practice<br/>Drug book /presentation</p> | <p>Essay type<br/>Short answers<br/>Objective type<br/>Assessment of skills with check list<br/>Assessment of patient management problem</p> |

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities   | Assessment methods  |
|------|------------|--|--|--|---|
|      |            |  | obstruction, cancer of the larynx<br>➤ Cancer of the oral cavity   |  |   |
|      |            |  | ➤ Speech defects and speech therapy<br>➤ Deafness -<br>➤ Prevention, control and rehabilitation<br>➤ Hearing Aids, implanted hearing devices<br>➤ Special therapies nursing procedures<br>Drugs used in treatment of disorders of Ear Nose and Throat<br>Role of nurse<br>Communicating with hearing impaired and muteness.  |  |   |
| II   | 15         | Describe the Etiology, Patho physiology, clinical manifestations diagnostic measures and management of patients with disorders of eye. | <b>Nursing management of patient with disorders of eye</b> <ul style="list-style-type: none"> <li>➤ Review of anatomy and physiology of the eye-</li> <li>➤ Nursing Assessment-History and Physical assessment</li> <li>➤ Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of eye disorders:</li> <li>➤ Refractive errors</li> <li>➤ Eyelids-infection, tumours and deformities</li> <li>➤ Conjunctiva- inflammation and infection, bleeding</li> <li>➤ Cornea- inflammation and infection</li> <li>➤ Lens-Cataracts</li> <li>➤ Glaucoma</li> <li>➤ Disorder of the urinary tract,</li> <li>➤ Ocular tumours</li> <li>➤ Disorders of posterior chamber and retina: Retinal and vitreous problems.</li> <li>➤ Retinal detachment</li> <li>➤ Ocular emergencies and their prevention</li> <li>➤ Blindness</li> <li>➤ National blindness control. Program Eye Banking</li> <li>➤ Eye prostheses and Rehabilitation</li> </ul> Role of a nurse- Communication with visually impaired Patient, Eye camps | Lecture discussion<br>Explain using Charts, graphs<br>Models, films, slides<br>Demonstration<br>Practice session<br>Case discussions / Seminar<br>Health education<br>Supervised clinical practice<br>Drug book /presentation<br>Visit to eye bank<br>Participation in eye-camps | Essay type<br>Short answers<br>Objective type<br>Assessment of skills with check list<br>Assessment of patient management problem |

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities  | Assessment methods   |
|------|------------|---|---|---|--|
|      |            |   | Special therapies Nursing procedures<br>Drugs used in treatment of disorders of eye.  |   |  |
| III  | 16         | Describe the etiology, patho physiology, clinical manifestations diagnostic measures and nursing management of patients with neurological disorders | <p><b>Nursing management of patient with neurological disorders</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the neurological system</li> <li>• Nursing Assessment-History and Physical and neurological assessment and Glasgow coma scale</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of neurological disorders</li> <li>• Congenital malformations</li> </ul> <p>Headache<br/>Head Injuries<br/>Spinal Injuries:<br/>Paraplegia<br/>Hemiplegia<br/>- Quadraplegia<br/>Spinal cord compression- herniation of intervertebral disc<br/>Tumors of the brain &amp; spinal cord<br/>Intra cranial and cerebral aneurysms<br/>Infections:<br/>- Meningitis, Encephalitis, Brain abscess, neurocysticercosis<br/>Movement disorders<br/>- Chorea<br/>- Seizures<br/>- Epilepsies<br/>Cerebro Vascular Accidents (CVA)<br/>Cranial, Spinal Neuropathies — Bell's palsy, trigeminal neuralgia<br/>Peripheral Neuropathies;<br/>GuillainBarr'e Syndrome<br/>Myasthenia gravis<br/>Multiple sclerosis<br/>Degenerative diseases</p> | <ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions / Seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book / presentation</li> <li>• Visit to rehabilitation centre.</li> </ul> | <p>Essay type<br/>Short answers<br/>Objective type<br/>Assessment of skills with check list<br/>Assessment of patient management problem</p> |
| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities  | Assessment methods   |
|      |            |   | <p>Delirium</p> <ul style="list-style-type: none"> <li>- Dementia</li> <li>- Alzheimer's disease</li> <li>- Parkinson's disease</li> <li>• Management of unconscious</li> </ul>   |   |  |

| Unit | Time (Hrs) | Learning Objectives   | Content  | Teaching Learning Activities  | Assessment methods   |
|------|------------|---|--|---|--|
|      |            |   | <p>patients and patients with stroke</p> <ul style="list-style-type: none"> <li>• Role of the nurse in communicating with patient having neurological deficit</li> <li>• Rehabilitation of patients with neurological deficit</li> </ul> <p>Role of nurse in long stay facility (institutions) and at home Special therapies Nursing procedures Drugs used in treatment of neurological disorders</p>  |   |  |
| IV   | 16         | <p>Describe the etiology, pathophysiology, clinical manifestations diagnostic measures and nursing management of patients with disorders of female reproductive system</p> <p>Describe concepts of reproductive health and family welfare programme</p> | <p><b>Nursing management of patients with disorders of female reproductive system</b></p> <p>Review of anatomy and physiology of the female reproductive system</p> <p>Nursing Assessment-History and Physical assessment</p> <p>Breast Self Examination</p> <p>Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management disorder of female reproductive system</p> <p>Congenital abnormalities of female reproductive system</p> <p>Sexuality and Reproductive Health</p> <p>Sexual Health Assessment</p> <p>Menstrual Disorders; Dysmenorrhea, Amenorrhea, Premenstrual Syndrome</p> <p>Abnormal Uterine Bleeding; Menorrhagia, Metrorrhagia</p> <p>Pelvic Inflammatory Disease- Ovarian and fallopian tube disorders; infections, cysts, tumours</p> <p>Uterine and cervical disorders; Endometriosis, polyps, Fibroids, Cervical and uterine tumours,</p> | <p>Practice session</p> <p>Case</p> <p>Discussions / Seminar</p> <p>Health education</p> <p>Supervised clinical practice</p> <p>Drug book /presentation</p> <p>Lecture discussion</p> <p>Explain using Charts, graphs</p> <p>Models, films, slides</p> <p>Demonstration</p> | <p>Essay type</p> <p>Short answers</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <p>Assessment of patient management problem</p> |
|      |            |   | <p>uterine displacement, Cystocele/Urethrocele/Rectocele</p> <ul style="list-style-type: none"> <li>• Vaginal disorders; Infections and Discharges, Fistulas</li> <li>• Vulvar disorders; Infections, cysts, tumours</li> <li>• Diseases of breasts; Deformities, Infections, Cysts and Tumours</li> <li>• Menopause and Hormonal</li> </ul>   |   |  |

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities   | Assessment methods  |
|------|------------|---|---|--|---|
|      |            |   | Replacement Therapy <ul style="list-style-type: none"> <li>• Infertility</li> <li>• Contraception;Types Methods, Risk and effectiveness</li> <li>Spacing Methods               <ul style="list-style-type: none"> <li>- Barrier methods, Intra Uterine Devices, Hormonal, Post Conceptional Methods, Terminal methods</li> <li>- Sterilization</li> </ul> </li> <li>• Emergency Contraception methods</li> <li>• Abortion -Natural, Medical and surgical abortion - MTP Act</li> <li>• Toxic Shock Syndrome</li> <li>• Injuries and Trauma; Sexual violence</li> </ul> Special therapies Nursing procedures Drugs used in treatment of gynaecological disorders National family welfare programme etc |  |   |
| V    | 10         | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients with Burns, reconstructive and cosmetic surgery | <b>Nursing management of patients with Burns, reconstructive and cosmetic surgery</b> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the skin and connective tissues and various deformities</li> <li>• Nursing Assessment-History and Physical assessment and Assessment of burns and fluid and electrolyte loss</li> <li>• Etiology, Classification, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical</li> </ul>  | Lecture discussion<br>Explain using <ul style="list-style-type: none"> <li>•Charts, graphs</li> </ul> Models, films, slides<br>Demonstration<br>Practice session<br>Case discussions!<br>Seminar<br>Health education<br>Supervised clinical practice | Essay type<br>Short answers<br>Objective type<br>Assessment of skills with check list<br>Assessment of patient management problem |
|      |            |   | nursing management of Burns and Re-constructive and Cosmetic surgery; <ul style="list-style-type: none"> <li>• Types of Re-constructive and Cosmetic surgery; for burns, congenital deformities, injuries and cosmetic purposes</li> </ul> Role of Nurse<br>Legal aspects<br>Rehabilitation<br>Special therapies<br>Q Psycho social aspects<br>Nursing procedures<br>Drugs used in treatment of Bums,   | Drug book /presentation  |   |

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities   | Assessment methods  |
|------|------------|--|--|--|---|
|      |            |  | re constructive and cosmetic surgery   |  |   |
| VI   | 10         | Describe the etiology, patho physiology, clinical manifestations, diagnostic measures and nursing management of patients with oncology | <p><b>Nursing management of patients with oncological conditions</b></p> <ul style="list-style-type: none"> <li>• Structure &amp; characteristics of normal &amp; cancer cells</li> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Prevention, Screening, Early detection, Warning signs of cancer</li> <li>• Epidemiology, Etiology, Classification, Pathophysiology, Staging, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of oncological conditions</li> <li>• Common malignancies of various body systems; Oral, larynx, lung, Stomach and Colon, Liver, Leukemias and lymphomas, Breast, Cervix, Ovary, Uterus, Sarcoma, Brain, Renal, Bladder, Prostate etc</li> <li>Oncological emergencies</li> <li>• Modalities of treatment <ul style="list-style-type: none"> <li>c Chemotherapy</li> <li>c Radiotherapy</li> <li>c Surgical Interventions</li> <li>Stem cell and Bone marrow transplants</li> <li>Gene therapy</li> </ul> </li> </ul> | Lecture<br>discussion<br>Explain using<br>Charts, graphs<br>Models, films, slides<br>Demonstration<br>Practice session<br>Case<br>Discussions / Seminar<br>Health education<br>Supervised clinical practice<br>Drug book /presentation | Essay type<br>Short answers<br>Objective type<br>Assessment of skills with check list<br>Assessment of patient management problem |
|      |            |  | Other forms of treatment <ul style="list-style-type: none"> <li>• Psychosocial aspects of cancer.</li> <li>• Rehabilitation</li> </ul>   |  |   |

| Unit | Time (Hrs) | Learning Objectives   | Content  | Teaching Learning Activities   | Assessment methods  |
|------|------------|---|--|--|---|
|      |            |   | <ul style="list-style-type: none"> <li>• Palliative care Symptom and Pain Management, Nutritional support</li> <li>• Home care</li> <li>• Hospice care</li> <li>Stoma Therapy</li> <li>• Special therapies</li> <li>Psycho social aspects</li> <li>• Nursing procedures</li> </ul>   |  |   |
| VII  | 10         | <p>Describe organization of emergency and disaster care services</p> <p>Describe the role of nurse in disaster management</p> <p>Describe the role of nurse in management of common Emergencies</p> | <p><b>Nursing management of patient in EMERGENCY &amp; DISASTER situations</b></p> <p><b>Disaster Nursing:</b></p> <p>Concepts and principles of Disaster Nursing</p> <p>Causes and Types of Disaster: Natural and Man-made</p> <p>Earthquakes, Floods, Epidemics, Cyclones</p> <p>Fire, Explosion, Accidents Violence, Terrorism; bio- chemical, War</p> <p>Policies related to emergency/disaster management; International, national, state, institutional</p> <p>Disaster preparedness: Team, Guidelines, protocols, Equipments ,Resources</p> <p>Coordination and involvement of; Community, various govt. departments, non-Government. organizations and International agencies</p> <p>Role of nurse: working</p> <p>Legal Aspects of Disaster Nursing</p> <p>Impact on Health and after effects; Post Traumatic Stress Disorder</p> <p>Rehabilitation; physical, psychosocial, Financial, Relocation</p> <p>Emergency Nursing</p> <p>Concept, priorities, principles and Scope of emergency nursing</p> | <p>Lecture discussion</p> <p>Explain using Charts, graphs</p> <p>Models, films, slides</p> <p>Demonstration</p> <p>Practice session</p> <p>Case discussions / Seminar</p> <p>education</p> <p>Supervised clinical practice</p> <p>Disaster management</p> <p>Drills</p> <p>Drug book /presentation</p> | <p>Essay type</p> <p>Short answers</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <p>Assessment of patient</p> <p>Management problem</p> |
|      |            |   | <p>Organization of emergency services: physical setup, staffing, equipment and supplies, protocols, Concepts of triage and role of triage nurse</p> <p>Coordination and involvement of different departments and facilities</p> <p>Nursing Assessment-History and Physical assessment</p>  |  |   |

| Unit | Time (Hrs) | Learning Objectives                       | Content  | Teaching Learning Activities  | Assessment methods   |
|------|------------|---|--|---|--|
|      |            |   | Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of patient with medical and surgical Emergency<br>Principles of emergency management<br>Common Emergencies;<br>Respiratory Emergencies<br>Cardiac Emergencies<br>Shock and Haemorrhage<br>Pain<br>Poly-Trauma, road accidents, crush injuries, wound<br>Bites<br>Poisoning; Food, Gas, Drugs & chemical poisoning<br>Seizures<br>Thermal Emergencies; Heat stroke & Cold injuries<br>Pediatric Emergencies<br>Psychiatric Emergencies<br>Obstetrical Emergencies<br>Violence, Abuse, Sexual assault<br>Cardio Pulmonary Resuscitation<br>Crisis Intervention<br>Role of the nurse; Communication and Inter Personal Relations<br>•Medico-Legal Aspects |   |  |
| VIII | 10         | Explain the concept and problems of aging | <b>Nursing care of the elderly</b><br>• Nursing Assessment-History and Physical assessment<br>Aging;<br>• Demography; Myths and realities<br>• Concepts and theories of aging  | Lecture discussion<br>Explain using Charts, graphs<br>Models, films, slides   | Essay type<br>Short answers<br>Objective type<br>Assessment        |
|      |            | Describe nursing care of the elderly      | Cognitive Aspects of Aging<br>Normal biological aging<br>Age related body systems changes<br>Psychosocial Aspects of Aging<br>Medications and elderly<br>Stress & coping in older adults<br>Common Health Problems & Nursing Management;<br>Cardiovascular, Respiratory, Musculoskeletal, Endocrine, genito-urinary, gastrointestinal<br>Neurological, Skin and other  | Demonstration<br>Practice session<br>Case discussions/Seminar<br>Health education<br>Supervised clinical practice<br>Drug book /presentation<br>Visit to old age home | of skills with check list Assessment of patient management problem |

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities   | Assessment methods  |
|------|------------|--|--|--|---|
|      |            |  | Sensory organs<br>Psychosocial and Sexual Abuse of elderly<br>Role of nurse for care of elderly: ambulation, nutritional, communicational, psychosocial and spiritual<br>Role of nurse for caregivers of elderly<br>Role of family and formal and non formal caregivers<br>Use of aids and prosthesis (hearing aids, dentures,<br>Legal & Ethical Issues<br>Provisions and Programmes for elderly; privileges, Community Programs and health services;<br>Home and institutional care                                  |  |   |
| IX   | 10         | Describe organization of critical care units<br><br>Describe the role of nurse in management of patients critical care units | <b>Nursing management of patient in critical care units</b><br><ul style="list-style-type: none"> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Classification</li> <li>• Principles of critical care nursing</li> <li>• Organization; Physical setup, Policies, staffing norms,</li> <li>• Protocols, equipment and supplies</li> <li>• Special equipments; ventilators, cardiac monitors, defibrillator,</li> <li>• Resuscitation equipments</li> <li>• Infection Control Protocols</li> </ul> | Lecture discussion<br>Explain using Charts, graphs<br>Models, films, slides<br>Demonstration<br>Role plays<br>Counseling<br>Practice session<br>Case discussions/<br>Seminar | Assessment of patient management problem<br>Essay type<br>Short answers<br>Objective type<br>Assessment of skills with check list |

| Unit | Time (Hrs) | Learning Objectives  | Content   | Teaching Learning Activities   | Assessment methods |
|------|------------|--|---|--|--------------------|
|      |            |  | Nursing management of critically ill patient;<br>Monitoring of critically ill patient<br>CPR-Advance Cardiac Life support<br>Treatments and procedures.<br>Transitional care<br>Ethical and Legal Aspects<br>Communication with patient and family<br>Intensive care records<br>Crisis Intervention<br>Death and Dying-coping with<br>Drugs used in critical  | Health education<br>Supervised clinical practice<br>Drug book / presentation |                    |
| X    | 8          | Describe the etiology, pathophysiology, clinical manifestations, assessment, diagnostic measures and management of patients with occupational and industrial health disorder | <b>Nursing management of patients adults including elderly with Occupational and Industrial Disorders</b><br><br>Nursing Assessment-History and Physical assessment<br>Etiology, Pathophysiology, clinical manifestations, diagnosis, diagnosis, treatment modalities and<br>medical & surgical nursing management of occupational and industrial health disorders<br>Role of nurse<br>Special therapies, alternative therapies<br>Nursing procedures<br>Drugs used in treatment of Occupational and Industrial disorders |  |                    |

**Prescribed Internal Assessment Weightage:**

***Internal Assessment : Term Test - 30***  
***Assignment - 20***

## **Medical Surgical Nursing**

### **Recommended Books:**

1. Smeltzer – Brunner & Suddarth Textbook of Medical Surgical Nursing, 2010,LWW
2. Black – Medical Surgical Nursing,2009,Elsevier
3. Netina – Lippincott manual of Nursing Practice,2009,LWW
4. Lewis – Medical Surgical Nursing,2008,Elsevier

### **Reference Books:**

1. Davidson's Principles & Practice of Medicine, 2010, Elsevier
2. Bailey & Love Short Practice of Surgery,2008,Hodder Arnold
3. Timby – Introductory Medical Surgical Nursing, 2009,WK
4. Das – Textbook of Surgery, SD Publishers
5. Woods – Cardiac Nursing ,2010,LWW
6. Hickey – Neurologic & Neurosurgical Nursing,2009,LWW
7. Morton – Critical Care Nursing,2009,LWW
8. Thelan's Critical care Nursing,2008,Elsevier
9. Spring House – Medical Surgical Nursing Made Incredibly Easy,2008,LWW
10. Gulanick – Nursing care Plans,2008,Elsevier
11. Carpenito – Nursing Care Plans & Documentation,2009.LWW
12. Carlpenito – Nursing Diagnosis ,2009,LWW
13. Webber – Health assessment In Nursing ,2010,WK

## Medical Surgical Nursing (Adult including Geriatrics) - II Practical

**Placement: Third Year**

**Time: Theory- 120hrs**

**Practical - 300 hrs**

**Internship- 430 hrs**

| <b>Areas</b>  | <b>Duration in hours</b> | <b>Objectives</b>   | <b>Skills</b>   | <b>Assignments</b>  | <b>Assessment methods</b>   |
|---------------|--------------------------|---|---|---|---|
| ENT           | 30 hrs                   | Provide care to patients with ENT disorders<br><br>Counsel and educate patient and families | Perform examination of ear, nose and throat<br>Assist with diagnostic procedures<br>Assist with therapeutic procedures<br>Instillation of drops<br>Perform/assist with irrigations.<br>Apply ear bandage<br>Perform tracheotomy care<br>Teach patients and families           | Provide care to 2-3 assigned patients<br>Nursing care plan — I<br>Observation reports of OPD<br>Maintain drug book.           | Assess each skill with checklist<br>Assess performance with rating scale<br>Evaluation of observation report of OPD<br>Completion of activity record          |
| Ophthalmology | 30 hours                 | Provide care to patients with Eye disorders<br><br>Counsel and educate patient and families | Perform examination of eye<br>Assist with diagnostic procedures<br>Assist with therapeutic procedures<br>Perform/assist with Irrigations.<br>Apply eye bandage<br>Apply eye drops!<br>Apply eye ointments<br>Assist with foreign body removal.<br>Teach patients and families | Provide care to 2-3 assigned patients<br>Nursing care plan — 1<br>Observation reports of OPD & Eye bank<br>Maintain drug book | Assess each skill with checklist<br>Assess performance with rating scale<br>Evaluation of observation report of OPD/Eye bank<br>Completion of activity record |

| <b>Areas</b>    | <b>Duration in hours</b> | <b>Objectives</b>   | <b>Skills</b>   | <b>Assignments</b>  | <b>Assessment methods</b>   |
|-----------------|--------------------------|---|---|---|---|
| Neurology       | 60 hours                 | <p>Provide care to patients with neurological disorders.</p> <p>Counsel and educate patient and families</p>  | <p>Perform Neurological Examination</p> <p>Use Glasgow coma scale</p> <p>Assist with diagnostic procedures</p> <p>Assist with therapeutic procedures</p> <p>Teach patients &amp; families</p> <p>Participate in rehabilitation program</p>  | <p>Provide care to assigned 2-patients with neurological disorders.</p> <p>Case study/Case presentation-</p> <p>Maintains drug book</p> <p>Health Teaching- I</p> | <p>Assess each skill with checklist</p> <p>Assess performance with rating scale</p> <p>3. Evaluation of case study &amp; health teaching</p> <p>Completion of activity record</p> |
| Gynecology ward | 30 hours                 | <p>Provide care to patients with gynecological disorders.</p> <p>Counsel and educate patient and families</p> | <p>Assist with gynecological Examination</p> <p>Assist with diagnostic procedures:</p> <p>Assist with therapeutic procedures</p> <p>Teach patients families</p> <p>Teaching self Breast Examination.</p> <p>Assist with PAP smear collection.</p>   | <p>Provide care to 2-3 assigned patients</p> <p>Nursing care plan—i</p> <p>Maintain drug book</p>   | <p>Assess each skill with checklist</p> <p>Assess performance with rating scale</p> <p>Evaluation of care plan</p> <p>Completion of activity record</p>                           |
| Burns Unit      | 25 hours                 | <p>Provide care to patients with Burns</p> <p>Counsel and educate patient and families</p>                    | <p>Assessment of the burns patient</p> <p>Percentage of burns</p> <p>Degree of burns.</p> <p>Fluid &amp; electrolyte replacement therapy</p> <ul style="list-style-type: none"> <li>• Assess</li> <li>• Calculate</li> <li>• Replace</li> <li>• Record intake/output</li> </ul> <p>Care of Bum wounds</p> | <p>Provide care to 1-2 assigned patients</p> <p>Nursing care plan -1</p> <p>Observation report of Burns unit</p>  | <p>Assess each skill with checklist</p> <p>Assess performance with rating scale</p> <p>Evaluation of care plan an observation report</p> <p>Completion of activity record</p>     |

| Areas         | Duration in hours | Objectives   | Skills  | Assignments   | Assessment methods  |
|---------------|-------------------|--|---|---|---|
|               |                   |  | <ul style="list-style-type: none"> <li>• Bathing</li> <li>• Dressing</li> </ul> Perform active & passive exercises<br>Practice medical & surgical asepsis<br>Counsel & Teach patients and families<br>Participate in rehabilitation program   |   |   |
| Oncology Unit | 50 hours          | Provide care to patients with cancer<br><br>Counsel and educate patient and families | Screen for common cancers-TNM Classification<br>Assist with diagnostic Procedures<br>Biopsies<br>Pap smear<br>Bone-marrow aspiration<br>Breast examination<br>Assist with therapeutic procedures<br>Participates in various modalities of treatment<br><ul style="list-style-type: none"> <li>• Chemotherapy</li> <li>• Radiotherapy</li> <li>• Pain management</li> </ul> Stoma therapy<br><ul style="list-style-type: none"> <li>• Hormonal therapy</li> </ul> Immunotherapy<br><ul style="list-style-type: none"> <li>• Gene therapy</li> <li>• Alternative therapy</li> </ul> Participate in palliative care<br>Counsel and teach patients families | Provide care to 2-3 assigned patients<br>Nursing care plan 1<br>Observation report of cancer unit | Assess each skill with checklist<br>Assess performance with rating scale<br>Evaluation of care plan and observation report<br>Completion of activity record |

| Areas              | Duration in hours | Objectives  | Skills  | Assignments   | Assessment methods  |
|--------------------|-------------------|---|---|---|---|
|                    |                   |   | <ul style="list-style-type: none"> <li>- Self Breast Examination</li> <li>- Warning signs</li> <li>• Participate in rehabilitation program</li> </ul>   |   |   |
| Critical care unit | 50 hours          | Provide care to critically ill patients<br>Counsel patient and families for grief and bereavement | Chest physiotherapy<br>Perform active & passive exercises<br>Monitoring of patients in ICU<br>Maintain flow sheet<br>Care of patient on ventilators<br>Perform Endotracheal suction<br>-Demonstrates use of ventilators, cardiac monitors etc.<br>Collect specimens and interprets ABG analysis<br>Assist with arterial puncture<br>Maintain CVP line<br>Pulse oximetry<br>CPR-ALS<br>Defibrillator<br>Pace makers<br>Bag-mask ventilation<br>Emergency tray/ Crash Cart<br>Administration of drugs <ul style="list-style-type: none"> <li>• Infusion pump</li> <li>• Epidural</li> <li>Intrathecal</li> <li>Intra cardiac</li> <li>Total parenteral therapy</li> </ul> | Provide care to I assigned patient<br>Observation report of Critical care unit<br>Drugs book. | Assess each skill with checklist<br>Assess performance with rating scale<br>Evaluation of observation report<br>Completion of activity record |
| Areas              | Duration in weeks | Objectives  | Skills  | Assignments   | Assessment methods  |
|                    |                   |   | Chest physiotherapy<br>Perform active & passive exercises<br>Counsel the patient and family in dealing with grieving and bereavement  |   |   |

|                                       |          |  |   |                                      |   |
|---------------------------------------|----------|--|---|--------------------------------------|---|
| Casualty!<br>Emer-<br>gency           | 25 hours | Provide care to patients in emergency and disaster situation<br><br>Counsel patient and families for grief and bereavement | Practice triage”. Assist with assessment, examination, investigations & their interpretations, in emergency and disaster situations<br>Assist in documentations<br>Assist in legal procedures in emergency unit<br>Participate in managing crowd<br>Counsel patient and families in grief and bereavement | Observation report of Emergency unit | Assess performance with rating scale<br>Evaluation of observation report<br>Completion of activity record |
| <b>Placement: Internship ( weeks)</b> |          |  |   |                                      |   |
| Medical Ward                          | 2        | Provide comprehensive care to patients with medical and surgical conditions including emergencies                          | Integrated Practice   |                                      | Assess clinical performance with rating scale   |
| Surgical Ward                         | 2        |  |   |                                      |   |
| Critical care unit /ICCU              | 1        |  |   |                                      |   |
| Casualty/ Emergency                   | 2        |  |   |                                      |   |
| Operation Theatre (Eye, ENT, Neuro)   | 2        |  |   |                                      |   |

**Prescribed Internal Assessment Weightage:**

|                                   |                                       |                  |
|-----------------------------------|---------------------------------------|------------------|
| <b><i>Internal Assessment</i></b> | <b><i>: Practical Examination</i></b> | <b><i>25</i></b> |
|                                   | <b><i>Clinical Evaluation</i></b>     | <b><i>10</i></b> |
|                                   | <b><i>Care Study</i></b>              | <b><i>5</i></b>  |
|                                   | <b><i>Practical Record</i></b>        | <b><i>5</i></b>  |
|                                   | <b><i>Observational Visit</i></b>     | <b><i>5</i></b>  |

## Child Health Nursing

**Placement: Third year  
hours**

**Time: Theory - 100**

**Practical - 300hours  
Internship 145**

**hours**

### Course Description:

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

| Unit | Time (Hrs) | Learning Objectives  | Content   | Teaching Learning Activities  | Assessment methods   |
|------|------------|--|---|---|--|
| I    | 10         | Explain the modern concept of child care & principles of child health nursing<br>Describe national policy programs and legislation in relation to child health and welfare.<br>List major causes of death during infancy, early & late childhood<br>Describe the major functions and role of the paediatric nurse in caring for a hospitalized child.<br>Describe the principles of child health nursing | <b>Introduction</b><br><b>Modern concepts of childcare</b><br>Internationally accepted rights of the Child<br>National policy and legislation in relation to child health and welfare<br>National programmes related to child health and welfare<br>Agencies related to welfare services to the children<br>Changing trends in hospital care, preventive, promotive and curative aspects of child health.<br>Child morbidity and mortality rates.<br>Differences between an adult and child<br>Hospital environment for a sick child<br>Impact of hospitalization on the child and family.<br>Grief and bereavement<br>The role of a Child health nurse in caring for a hospitalized child<br>Principles of pre and post operative care of infants and children<br>Child health nursing procedures. | Lecture Discussion<br>Demonstration of common paediatric procedures | Short answers<br>Objective type<br>Assessment of skills with checklist |
| II   | 20         | Describe the   | The healthy child   | Lecture Discussion  | Short answers  |

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities   | Assessment methods  |
|------|------------|---|---|--|---|
|      |            | <p>normal growth &amp; development of children at different ages</p> <p>Identify the needs of children at different ages &amp; provide parental guidance</p> <p>Identify the nutritional needs of children at different ages and ways of meeting the needs</p> <p>Appreciate the role of play for normal &amp; sick children.</p> <p>Appreciate the preventive measures and strategies for children</p> | <ul style="list-style-type: none"> <li>• Principles of growth and development</li> <li>• Factors affecting growth &amp; development</li> <li>• Growth and development from birth to adolescence</li> <li>• The needs of normal children through the stages of developmental and parental guidance</li> <li>• Nutritional needs of children &amp; infants: breast feeding, exclusive breast feeding supplementary! artificial feeding and weaning, Baby friendly hospital concept</li> </ul> <p>Accidents: causes and prevention</p> <p>Value of play and selection of play material</p> <p>Preventive immunization, immunization programme and cold chain</p> <p>Preventive paediatrics</p> <p>Care of under five &amp; under five clinics/ well baby clinics</p> | <p>Developmental study of infant and children</p> <p>Observation study of normal and sick child</p> <p>Field visit to Anganwadi, child guidance clinic</p> <p>Film show on breast feeding</p> <p>Clinical practice/field</p> | <p>Objective type</p> <p>Assessment of field visits and developmental study reports</p> |
| III  | 12         | <p>Provide care to normal &amp; high risk neonates</p> <p>Perform neonatal resuscitation.</p> <p>Recognize and manage common neonatal problems</p>  | <p><b>Nursing care of a neonate</b></p> <p>Nursing care of a normal newborn/Essential newborn care</p> <p>Neonatal resuscitation</p> <p>Nursing management of a low birth weight baby.</p> <p>Kangaroo mother care</p> <p>Nursing management of common neonatal disorders</p> <p>Organization of neonatal unit.</p> <p>Identification &amp; nursing management of common congenital malformations.</p>  | <p>Lecture Discussion</p> <p>Workshop on - neonatal resuscitation</p> <p>Demonstration</p> <p>Practice session</p> <p>Clinical practice</p>  | <p>Short answers</p> <p>Objective type</p> <p>Assessment of skills with checklist</p>   |
| IV   | 08         |   | <p><b>Integrated management of neonatal and childhood illnesses (IMNCI)</b></p>   |  |   |

| Unit | Time (Hrs) | Learning Objectives   | Content  | Teaching Learning Activities  | Assessment methods  |
|------|------------|---|--|---|---|
| V    | 43         | <p>Identify measures to prevent common childhood diseases including immunization</p> <p>Provide nursing care in common childhood diseases</p> | <p><b>Nursing management in common childhood diseases</b></p> <p>Nutritional deficiency disorders<br/>Respiratory disorders and infections<br/>Gastrointestinal infections, infestations and congenital disorders<br/>Cardio vascular problem: congenital defects and rheumatic fever, rheumatic heart disease<br/>Genito- urinary disorders: acute glomerulo nephritis, Nephrotic syndrome, Wilms' tumor, infection and congenital disorders.<br/>Neurological infections and disorders: convulsions, epilepsy, meningitis, hydrocephalus, spina-bifida.<br/>Hematological disorders: Anemias, thalassemia, ITP, Leukemia, hemophilia<br/>Endocrine disorders: Juvenile Diabetes Mellitus -<br/>Orthopedic disorders: club feet, hip dislocation and fracture.<br/>Disorders of skin, eye, and ears<br/>Common communicable diseases in children, their identification, nursing management in hospital and home and prevention.<br/>Child health emergencies: poisoning, foreign bodies, hemorrhage, burns and drowning.<br/>Nursing care of infant and children with HIV / AIDS.</p> | <p>Lecture<br/>Discussion<br/>Demonstration<br/>Practice session<br/>Clinical practice</p>                                      | <p>Objective type<br/>Assessment of skills with checklist<br/>Short answers</p> |
| VI   | 07         | <p>Manage the child with behavioral social problems</p> <p>Identify the social &amp; welfare services for challenged children</p>             | <p>Management of behavioral &amp; social problems in children</p> <ul style="list-style-type: none"> <li>• Management of common behavioral disorders</li> <li>• Management of common psychiatric problems</li> <li>• Management of challenged children: Mentally, Physically, &amp; Socially challenged</li> <li>• Welfare services for challenged children in India.</li> </ul> <p>Child guidance clinics</p>   | <p>Lecture discussion<br/>Field visits to child guidance clinics, school for mentally &amp; physically, socially challenged</p> | <p>Short answers<br/>Objective type<br/>Assessment of field<br/>Reports</p>     |

**Prescribed Internal Assessment Weightage:**

***Internal Assessment : Theory - 30  
Assignment- 20***

**Pediatric Nursing**

**Recommended Books:**

1. Kyle – Essentials of Pediatric Nursing,2009,LWW
2. Marlow – Textbook of Pediatric Nursing,1996,Elsevier
3. Hockenberry – Essentials of Pediatric Nursing,2008,Elsevier
4. Potts – Pediatric Nursing ,2007,Thomson Learning
5. Bowden – Pediatric Nursing Procedure ,2009,LWW

**Reference Books:**

1. Hockenberry – Wong’s Nursing Care of the Infants & Children,2007,Elsevier
2. Ricci – Maternal & pediatric nursing, 2009, LWW
3. Hatfield – Broadribb’s Introductory Pediatric Nursing,2007,LWW
4. Lakshmana’s – Clinical Pediatrics,Lakshmana Publications
5. Bowden – Children and Their Families ,2010,LWW
6. Nelson – Textbook of Pediatrics, 2007, Elsevier.
7. Ghai – Essentials of Pediatrics ,2009,CBS
8. Avery’s Neonatology ,2006,LWW
9. Fleisher – Pediatric emergency Medicine,2006,
10. Achar’s Textbook of Pediatrics, 2009, Orient Black Swan.

## Child Health Nursing Practical

**Placement: Third Year**

**Time: 300 hrs (9 weeks)**

**Fourth Year**

**Internship- 145 hrs (3 weeks)**

| Areas                    | Duration in hours | Objectives   | Skills  | Assignments  | Assessment methods   |
|--------------------------|-------------------|--|---|--|--|
| Paediatric Medicine Ward | 120 hours         | <p>Provide nursing care to children with various medical disorders</p> <p>Counsel and educate parents.</p>         | <p>Taking Paediatric History'</p> <p>Physical examination and assessment of children</p> <p>Administer of oral, J/M &amp; IV medicine/fluids</p> <p>Calculation of fluid requirements</p> <p>Prepare different strengths of I. V. fluids</p> <p>Apply restraints</p> <p>Administer O<sub>2</sub> inhalation by different methods</p> <p>Give baby bath</p> <p>Feed children by Katori spoon, etc.</p> <p>Collect specimens for common investigations</p> <p>Assist with common diagnostic procedures</p> <p>Teach mothers/parents Malnutrition Oral rehydration therapy</p> <ul style="list-style-type: none"> <li>• Feeding &amp; Weaning</li> <li>Immunization schedule</li> <li>• Play therapy</li> <li>• Specific Disease conditions</li> </ul> | <p>Give care to three assigned paediatric patients</p> <p>Nursing Care Plan -1</p> <p>Case study/ presentation - I</p> <p>Health Talk -1</p> | <p>Assess clinical performance with rating scale</p> <p>Assess each skill with checklist</p> <p>OSCE/OSPE</p> <p>Evaluation of case study! presentation and Health education session</p> <p>Completion of activity record.</p> |
| Pediatric Surgery Ward   | 90 hrs            | <p>Recognize different pediatric surgical conditions/ Malformations</p> <p>Provide pre and post operative care</p> | <p>Calculate, prepare and administer I/V fluids</p> <ul style="list-style-type: none"> <li>• bowel wash</li> </ul> <p>Care for ostomies:</p> <ul style="list-style-type: none"> <li>• Colostomy irrigation</li> </ul> <p>Ureterostomy</p> <p>u Gastrostomy</p> <p>Enterostomy</p> <p>Urinary catheterization and drainage</p>   | <p>Give care to three assigned paediatric surgical patients</p> <p>Nursing Care Plan - 1</p> <p>Case study / Presentation - 1</p>            | <p>Assess clinical performance with rating scale</p> <p>Assess each skill with checklist</p> <p>OSCE/OSPE</p> <p>Evaluation of case study!</p>   |

| Areas                               | Duration in hours                                 | Objectives  | Skills   | Assignments                                 | Assessment methods   |
|-------------------------------------|---|---|--|---|--|
|                                     |   | to children with common paediatric surgical conditions/ Malformation<br><br>Counsel and educate parents   | Feeding<br>Naso-gastric<br>Gastrostomy<br>Jejunostomy<br>Care of surgical wounds<br>Dressing<br>• Suture removal   |   | presentation<br>Completion of activity record.   |
| Pediatric OPD/ Immunization room    | 30 hrs  | Perform assessment of children: Health, Developmental and Anthropometric<br><br>Perform Immunization<br>Give Health Education / Nutritional Education | Assessment of children<br>- Health assessment<br>- Developmental assessment<br>Anthropometric assessment<br>Immunization<br>Health/Nutritional Education   | Developmental study - I                     | Assess clinical performance with rating scale<br>Completion of activity record                                     |
| Paediatric medicine and surgery ICU | Surgery - 30 hours<br><br>NICU/Nursery – 30 hours | Provide nursing care to critically ill children   | Care of a baby in incubator/warmer<br>Care of a child on ventilator<br>Endotracheal suction<br>Chest physiotherapy<br>Administer fluids with infusion pump<br>Total parenteral nutrition<br>Phototherapy<br>Monitoring of babies<br>Cardio Pulmonary Resuscitation | Nursing care plan I<br>Observation report 1 | Assess clinical performance with rating scale<br>Completion of activity record<br>Evaluation of observation report |

## Internship

| Areas                       | Duration in weeks | Objectives   | Skills              | Assignments | Assessment methods                            |
|-----------------------------|-------------------|--|---------------------|-------------|---|
| Pediatric medicine ward/ICU | 1                 | Provide comprehensive care to children with medical conditions | Integrated Practice |             | Assess clinical performance with rating scale |
| Pediatric                   | 1                 | Provide  | Integrated Practice |             | Assess clinical                               |

|                  |   |   |                     |  |   |
|------------------|---|---|---------------------|--|---|
| Surgery ward/ICU |   | comprehensive care to children with surgical conditions |                     |  | performance with rating scale                 |
| NICU             | 1 | Provide intensive care to neonates                      | Integrated Practice |  | Assess clinical performance with rating scale |

**Prescribed Internal Assessment Weightage:**

|                                   |          |                                     |           |
|-----------------------------------|----------|-------------------------------------|-----------|
| <b><i>Internal Assessment</i></b> | <b>:</b> | <b><i>Practical Examination</i></b> | <b>25</b> |
|                                   |          | <b><i>Clinical Evaluation</i></b>   | <b>10</b> |
|                                   |          | <b><i>Care Study</i></b>            | <b>5</b>  |
|                                   |          | <b><i>Practical Record</i></b>      | <b>5</b>  |
|                                   |          | <b><i>Observational Visit</i></b>   | <b>5</b>  |

# Mental Health Nursing

**Placement: Third Year**

**Theory —100 Hours  
Practical — 300 Hours  
Internship- 95 hours (2 weeks)**

**Course Description:**

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

| Unit | Time (Hrs) | Learning Objectives  | Content   | Teaching Learning Activities  | Assessment methods  |
|------|------------|--|---|---|---|
| 1    | 5          | Describes the historical development & current trends in mental health nursing<br>Describe the epidemiology of mental health problems<br>Describe the National Mental Health Act, programmes and mental health policy<br>Discusses the scope of mental health nursing<br>Describe the concept of normal & abnormal behaviour | <b>Introduction</b><br><ul style="list-style-type: none"> <li>• Perspectives of Mental Health and Mental Health nursing: evolution of mental health services, treatments and nursing practices.</li> <li>• Prevalence and incidence of mental health problems and disorders.</li> <li>• Mental Health Act</li> <li>• National Mental health policy vis a vis National Health Policy</li> <li>• National Mental Health programme</li> <li>• Mental health team</li> <li>• Nature and scope of mental health nursing</li> <li>• Role and functions of mental health nurse in various settings and factors affecting the level of nursing practice</li> <li>• Concepts of normal and abnormal behaviour</li> </ul> | Lecture Discussion  | Objective type<br>Short answer<br>Assessment of the field visit reports |
|      | 7          | Defines the various terms used in mental health Nursing  | <b>Principles and Concepts of Mental Health Nursing</b><br>Definition: mental health nursing and terminology used<br>Classification of mental disorders: ICD  | Lecture discussion<br>Explain using Charts<br>Review of personality development | Essay type<br>Short answer<br>Objective type                            |

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities   | Assessment methods   |
|------|------------|--|--|--|--|
|      |            | Explains the classification of mental disorders<br>Explain psychodynamics of maladaptive behaviour<br>Discuss the etiological factors, psychopathology of mental disorders<br>Explain the Principles and standards of Mental health Nursing<br>Describe the conceptual models of mental health nursing | Review of personality development, defense mechanisms<br>Maladaptive behaviour of individuals and groups: stress, crisis and disaster(s)<br>Etiology: bio- psycho-social factors<br>Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neuro transmission<br>Principles of Mental health Nursing<br>Standards of Mental health Nursing practice<br>Conceptual models and the role of nurse:<br><ul style="list-style-type: none"> <li>• Existential Model</li> <li>• Psycho-analytical models</li> <li>• Behavioural model</li> <li>• Interpersonal model</li> </ul> |  |  |
| III  | 8          | Describe nature, purpose and process of assessment of mental health status   | <b>Assessment of mental health status</b><br><ul style="list-style-type: none"> <li>• History taking</li> <li>• Mental status examination</li> <li>• Mini mental status examination</li> <li>• Neurological examination: Review</li> <li>• Investigations: Related Blood chemistry, EEG, CT &amp; MRI</li> <li>• Psychological tests</li> </ul> Role and responsibilities of nurse   | Lecture discussion<br>Demonstration<br>Practice session<br>Clinical practice | Short answer<br>Objective type<br>Assessment of skills with check list |
| IV   | 8          | Identify therapeutic communication techniques<br>Describe therapeutic relationship<br>Describe therapeutic impasse and its   | <b>Therapeutic communication and nurse-patient relationship</b><br><ul style="list-style-type: none"> <li>• Therapeutic communication: Types, techniques, characteristics</li> <li>Types of relationship, Ethics and responsibilities</li> <li>Elements of nurse patient contract</li> <li>Review of technique of IPR-Johari Window</li> <li>Goals, phases, tasks, therapeutic techniques</li> <li>Therapeutic impasse and its</li> </ul>  | Lecture discussion<br>Demonstration<br>Role play<br>Process recording        | Short answer<br>Objective Type   |

| Unit | Time (Hrs) | Learning Objectives   | Content  | Teaching Learning Activities  | Assessment methods  |
|------|------------|---|--|---|---|
|      |            | intervention  | intervention   |   |   |
| V    | 15         | Explain treatment modalities and therapies used in mental disorders and role of the nurse   | <p><b>Treatment modalities and therapies used in mental disorders</b></p> <ul style="list-style-type: none"> <li>• Psycho Pharmacology</li> <li>• Psychological therapies: Therapeutic community, psycho therapy-Individual: psycho-analytical, cognitive and supportive, Family, Group, Behavioural, Play, Psycho-drama, Music, Dance, Recreational and Light therapy, Relaxation therapies: Yoga, Meditation, bio feedback</li> <li>• Alternative systems of medicine</li> <li>• Occupational therapy</li> <li>• Physical Therapy: electro convulsive therapy</li> <li>• Geriatric considerations</li> </ul> <p>Role of nurse in above therapies</p> | Lecture<br>discussion<br>Demonstration<br>Group work<br>Practice session<br>Clinical practice | Essay type<br>Short answers<br>Objective Type                             |
| VI   | 7          | Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders | <p><b>Nursing management of patient with Schizophrenia, and other psychotic disorders</b></p> <p>Classification: ICD</p> <p>Etiology, psycho-pathology, types, clinical manifestations, diagnosis</p> <p>Nursing Assessment-History, Physical and mental assessment</p> <p>Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders</p> <p>Geriatric considerations</p> <p>Follow-up and home care and Rehabilitation</p>  | Lecture<br>discussion<br>Case discussion<br>Case presentation<br>Clinical practice            | Essay type<br>Short answers<br>Assessment of patient management problems. |
| VII  | 5          | Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients   | <p><b>Nursing management of patient with mood disorders</b></p> <ul style="list-style-type: none"> <li>• Mood disorders: Bipolar affective disorder, Mania depression and dysthymia etc</li> <li>• Etiology, psycho-pathology, clinical manifestations, diagnosis,</li> <li>• Nursing Assessment-History, Physical and mental assessment</li> </ul>  | Lecture<br>discussion<br>Case discussion<br>Case presentation<br>Clinical practice            | Essay type<br>Short answers<br>Assessment of patient management problems  |

| Unit | Time (Hrs) | Learning Objectives   | Content  | Teaching Learning Activities  | Assessment methods   |
|------|------------|---|--|---|--|
|      |            | with mood disorders   | <ul style="list-style-type: none"> <li>• Treatment modalities and nursing management of patients with mood disorders</li> <li>• Geriatric considerations</li> <li>• Follow-up and home care and rehabilitation</li> </ul>  |   |  |
| VIII | 8          | Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders | <p><b>Nursing management of patient with neurotic, stress related and somatization disorders</b></p> <p>Anxiety disorder, Phobias, Dissociation and Conversion disorder, Obsessive compulsive disorder, somatoform disorders, Post traumatic stress disorder</p> <p>Etiology, psycho-pathology, clinical manifestations, diagnosis</p> <p>Nursing Assessment-History, Physical and mental assessment</p> <p>Treatment modalities and nursing management of patients with neurotic, stress related and somatization disorders</p> <p>Geriatric considerations</p> <p>Follow-up and home care and rehabilitation</p>                           | Lecture discussion<br>Case discussion<br>Case presentation<br>Clinical practice | Essay type<br>Short answers<br>Assessment of patient management problems |
| IX   | 5          | Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with substance use disorders                             | <p><b>Nursing management of patient with Substance use disorders</b></p> <p>Commonly, used psychotropic substance: Classification, forms, routes, action, intoxication and withdrawal</p> <p>Etiology of dependence: tolerance, psychological and physical dependence, withdrawal syndrome, diagnosis,</p> <p>Nursing Assessment-History, Physical, mental assessment and drug assay.</p> <p>Treatment (detoxification, anti abuse and narcotic antagonist therapy and harm reduction) and nursing management of patients with substance use disorders</p> <p>Geriatric considerations</p> <p>Follow-up and home care and rehabilitation</p> | Lecture discussion<br>Case discussion<br>Case presentation<br>Clinical practice | Essay type<br>Short answers<br>Assessment of patient management problems |

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities  | Assessment methods  |
|------|------------|--|--|---|---|
| X    | 4          | Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with personality, Sexual and Eating disorders         | <b>Nursing management of patient with Personality, Sexual and Eating disorders</b> <ul style="list-style-type: none"> <li>• Classification of disorders</li> <li>• Etiology, psycho-pathology, characteristics, diagnosis,</li> <li>• Nursing Assessment-History, Physical and mental assessment</li> <li>• Treatment modalities and nursing management of patients with Personality, Sexual and Eating disorders</li> <li>• Geriatric considerations</li> <li>• Follow-up and home care and rehabilitation</li> </ul> | Lecture discussion<br>Case discussion<br>Case presentation<br>Clinical practice | Essay type<br>Short answers<br>Assessment of patient management<br>Problems |
| XI   | 8          | Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency | <b>Nursing management of childhood and adolescent disorders including mental deficiency</b><br>Classification Etiology, psycho-pathology, characteristics, diagnosis<br>Nursing Assessment-History, Physical, mental and IQ assessment<br>Treatment modalities and nursing management of childhood disorders including mental deficiency<br>Follow-up and home care and rehabilitation   | Lecture discussion<br>Case discussion<br>Case presentation                      | Essay type<br>Short answers<br>Assessment of patient                        |
| XII  | 5          | Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of organic brain disorders.                                       | <b>Nursing management of organic brain disorders</b> <ul style="list-style-type: none"> <li>• Classification: ICD?</li> <li>• Etiology, psycho-pathology, clinical features, diagnosis and Differential diagnosis (parkinsons and alzheimers)</li> <li>• Nursing Assessment-Flistory, Physical, mental and neurological assessment</li> <li>• Treatment modalities and nursing management of organic brain disorders</li> <li>• Geriatric considerations</li> <li>• Follow-up and home care and</li> </ul>             | Lecture discussion<br>Case discussion<br>Case presentation<br>Clinical practice | Essay type<br>Short answers<br>Assessment of patient management<br>problems |

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities   | Assessment methods   |
|------|------------|---|---|--|--|
|      |            |   | rehabilitation  |  |  |
| XIII | 6          | Identify psychiatric emergencies and carry out crisis intervention  | <p><b>Psychiatric emergencies and crisis intervention</b></p> <p>Types of psychiatric emergencies and their management</p> <p>Stress adaptation Model: stress and stressor, coping, resources and mechanism</p> <p>Grief: Theories of grieving process, principles, techniques of counseling</p> <p>Types of crisis</p> <p>Crisis Intervention: Principles, Techniques and Process</p> <p>Geriatric considerations</p> <p>Role and responsibilities of nurse</p>                        | Lecture<br>discussion<br>Demonstration<br>Practice session<br>Clinical practice                      | Short answers<br>Objective type  |
| XIV  | 4          | Explain legal aspects applied in mental health settings and role of the nurse                                       | <p><b>Legal issues in Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>• The Mental Health Act 1987: Act, Sections, Articles and their implications etc.</li> <li>• Indian Lunacy Act.1912</li> <li>• Rights of mentally ill clients</li> <li>• Forensic psychiatry</li> <li>• Acts related to narcotic and psychotropic substances and illegal drug trafficking</li> <li>• Admission and discharge procedures</li> </ul> <p>Role and responsibilities of nurse</p> | Lecture<br>discussion<br>Case discussion   | Short answers<br>Objective Type  |
| XV   | 5          | Describe the model of preventive psychiatry<br><br>Describes Community Mental health services and role of the nurse | <p><b>Community Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>• Development of Community Mental Health Services:</li> <li>• National Mental Health Programme</li> <li>• Institutionalization Versus Deinstitutionalization</li> <li>• Model of Preventive psychiatry: Levels of Prevention</li> <li>• Mental Health Services available at the primary,</li> </ul>  | Lecture<br>discussion<br>Clinical / field practice<br>Field visits to mental health service agencies | Short answers<br>Objective type<br>Assessment of the field visit reports |

| Unit | Time (Hrs) | Learning Objectives | Content  | Teaching Learning Activities | Assessment methods |
|------|------------|---------------------|--|------------------------------|--------------------|
|      |            |                     | secondary, tertiary levels including rehabilitation and Role of nurse<br>• Mental Health Agencies: Government and voluntary, National and International<br>• Mental health nursing issues for special populations: Children, Adolescence, Women, Elderly, Victims of violence and abuse, Handicapped, HIV /AIDS etc. |                              |                    |

**Prescribed Internal Assessment Weightage:**

***Internal Assessment : Theory - 30  
Assignment- 20***

**Psychiatric Nursing**

**Recommended Books:**

1. Townsend – Psychiatric Mental Health Nursing,2007.F.A.Davis
2. Shives – Basic Concepts in Psychiatric Mental Health Nursing,2007,LWW
3. Stuart – Principles & Practice of Psychiatric Nursing,2008,Elsevier
4. Sreevani – Psychiatric Mental Health Nursing,2008,Jaypee

**Reference Books:**

1. Boyd – Psychiatric Nursing,2007,LWW
2. Ahuja – Psychiatry – 2008,Jaypee
3. Kaplan – Kaplan & Sadock’s Synopsis of Pyschiatry,2007,LWW
4. Kaplan – Kaplan & Sadock Concise Textbook of Clinical Psychiatry,2008,LWW
5. Lalitha - Psychiatric Mental Health Nursing ,VMG Publishers
6. Kaplan – Kaplan & Sadock Handbook of Clinical Psychiatry,2010,LWW
7. Schltz – Lippincott’s Manual of Psychiatric Nursing Care Plans,2009,LWW

## Mental Health Nursing-Practical

**Placement: Third Year  
(10weeks)**

**Time: Practical - 300 hours**

**Internship - 95 hours (2 weeks)**

| Areas                 | Duration in hours | Objectives  | Skills   | Assignments  | Assessment methods   |
|-----------------------|-------------------|---|--|--|--|
| Psychiatric OPD       | 30                | Assess patients with mental health problems<br><br>Observe and assist in Therapies<br><br>Counsel and educate patient, and families   | History taking<br>Perform mental status examination (MSE)<br>Assist in Psychometric assessment<br>Perform Neurological examination<br>Observe and assist in therapies<br>Teach patients and family members   | History taking and Mental status examination- 2<br>Health education- I<br>Observation report of OPD  | Assess performance with rating scale<br>Assess each skill with checklist<br>Evaluation of health education<br>Assessment of observation report<br>Completion of activity record.               |
| Child Guidance clinic | 60                | Assessment of children with various mental health problems<br>Counsel and educate children, families and significant others   | History taking<br>Assist in psychometric assessment<br>Observe and assist in various therapies<br>Teach family and significant others  | Case work-1<br>Observation report of different therapies-I   | Assess performance with rating scale<br>Assess each skill with checklist<br>Evaluation of the observation report   |
| Inpatient ward        | 180               | Assess patients with mental health problems<br>To provide nursing care for patients with various mental health problems<br>Assist in various therapies<br>Counsel and educate patients, families and significant others | History taking<br>Perform mental status examination (MSE)<br>Perform Neurological examination<br>Assist in psychometric assessment<br>Record therapeutic , communication<br>Administer medications<br>Assist in Electro-convulsive Therapy (ECT)<br>Participate in all therapies<br>Prepare patients for Activities of Daily | Give care to 2-3 patients with various mental disorders<br>Case study- 1<br>Care plan -2<br>Clinical presentation 1<br>Process recording 2<br>Maintain drug book | Assess performance with rating scale<br>Assess each skill with checklist<br>Evaluation of the case study, care plan, clinical presentation, process recording<br>Completion of activity record |

| Areas                | Duration in hours | Objectives   | Skills  | Assignments                                       | Assessment methods  |
|----------------------|-------------------|--|---|---|---|
|                      |                   |  | living (ADL)<br>Conduct admission and discharge counseling<br>Counsel and teach patients and families   |   |   |
| Community Psychiatry | 30                | To identify' patients with various mental disorders<br>To motivate patients for early treatment and follow up<br>To assist' in follow up clinic<br>Counsel and educate patient, family and community | Conduct case work<br>Identify individuals with mental health problems<br>Assists in mental health camps and clinics<br>Counsel and Teach family members, patients and community | Case work-1<br>Observation report on field visits | <ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Evaluation of case work and observation report</li> <li>• Completion of activity record</li> </ul> |

#### **Internship**

| Areas           | Duration in hours | Objectives   | Skills              | Assignments | Assessment methods                            |
|-----------------|-------------------|--|---------------------|-------------|---|
| Psychiatry ward | 2 weeks           | Provide comprehensive care to patients with mental health problems | Integrated Practice |             | Assess clinical performance with rating scale |

#### **Prescribed Internal Assessment Weightage:**

|                            |          |                              |           |
|----------------------------|----------|------------------------------|-----------|
| <b>Internal Assessment</b> | <b>:</b> | <b>Practical Examination</b> | <b>25</b> |
|                            |          | <b>Clinical Evaluation</b>   | <b>10</b> |
|                            |          | <b>Care Study</b>            | <b>5</b>  |
|                            |          | <b>Practical Record</b>      | <b>5</b>  |
|                            |          | <b>Observational Visit</b>   | <b>5</b>  |

# Midwifery and Obstetrical Nursing

**Placement: Third year & Fourth year**

**Time: Theory -80 + 50 hours**

**Practical - 260+170 hours**

**Course Description:**

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

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities                          | Assessment methods              |
|------|------------|--|--|---|---------------------------------|
| I    | 5          | Recognize the trends and issues in midwifery and obstetrical nursing | <p><b>Introduction to midwifery and obstetrical Nursing</b></p> <p>Introduction to concepts of midwifery and obstetrical Nursing</p> <p>Trends in midwifery and obstetrical nursing</p> <p>Historical perspectives and current trends</p> <p>Legal and ethical aspects</p> <p>Preconception care and preparing for parenthood</p> <p>Role of nurse in midwifery and obstetrical care.</p> <p>National policy and legislation in relation to maternal health and welfare.</p> <p>Maternal, morbidity, mortality and fertility rates</p> <p>Perinatal, morbidity and mortality rates</p> | Lecture discussion<br>Explain using Charts and graphs | Short answers<br>Objective type |
| II   | 10         | Describe the anatomy and physiology of female reproductive system    | <p><b>Review of anatomy and physiology of female reproductive system and foetal development</b></p> <p>Female pelvis — general description of the bones joints, ligaments, planes of the pelvis diameters of the true pelvis, important landmarks, variations in pelvis shape.</p> <p>Female organs of reproduction - external genitalia, internal genital organs and their anatomical</p>   | Lecture discussion<br>Review with Charts and models   | Short answers<br>Objective type |

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities  | Assessment methods  |
|------|------------|---|---|---|---|
|      |            |   | <ul style="list-style-type: none"> <li>➤ relations, musculature — blood- supply, nerves, lymphatics, pelvic cellular tissue, pelvic peritoneum.</li> <li>➤ Physiology of menstrual cycle</li> <li>➤ Human sexuality</li> <li>➤ Foetal development</li> <li>➤ Conception</li> <li>➤ Review of fertilization, implantation (embedding of the ovum), development of the embryo and placenta at term — functions, abnormalities, the foetal sac, amniotic fluid, the umbilical chord,</li> <li>➤ Foetal circulation, foetal skull, bones, sutures and measurements.</li> <li>➤ Review of Genetics</li> </ul>  |   |   |
| III  | 10         | Describe the diagnosis and management of women during antenatal period. | <p><b>Assessment and management of pregnancy (ante-natal)</b></p> <ul style="list-style-type: none"> <li>• Normal pregnancy</li> <li>• Physiological changes during pregnancy.</li> <li>• Reproductive system</li> <li>• Cardio vascular system</li> <li>• Respiratory system</li> <li>• Urinary system</li> <li>• Gastro intestinal system</li> <li>• Metabolic changes</li> <li>• Skeletal changes</li> <li>• Skin changes</li> <li>• Endocrine system</li> <li>• Psychological changes</li> <li>• Discomforts of pregnancy</li> <li>• Diagnosis of pregnancy</li> <li>• Signs</li> <li>• Differential diagnosis</li> <li>• Confirmatory tests</li> <li>• Ante-natal care C Objectives</li> <li>• Assessment</li> <li>- History and physical examination</li> <li>- Antenatal Examination</li> <li>- Signs of previous child-birth</li> </ul> | <p>Lecture discussion<br/>           Demonstration<br/>           Case discussion!<br/>           presentation<br/>           Health talk<br/>           Practice session<br/>           Counseling session<br/>           Supervised Clinical practice</p> | <p>Short answers<br/>           Objective type<br/>           Assessment of skills with check list<br/>           Assessment of patient management problems</p> |

| Unit | Time (Hrs) | Learning Objectives   | Content  | Teaching Learning Activities   | Assessment methods  |
|------|------------|---|--|--|---|
|      |            |   | <ul style="list-style-type: none"> <li>- Relationship of foetus to uterus and pelvis: Lie, Attitude, Presentation, Position</li> <li>- Per vaginal examination.</li> <li>• Screening and assessment for high risk;</li> <li>• Risk approach</li> <li>• History and Physical Examination</li> <li>• Modalities of diagnosis; Invasive &amp; Non-Invasive, ultrasonics, cardiotomography, NST, CST</li> <li>• Antenatal preparation</li> <li>- Antenatal counseling</li> <li>- Antenatal exercises Q Diet</li> <li>- Substance use</li> <li>- Education for child-birth</li> <li>- Husband and families</li> <li>- Preparation for safe-confinement</li> <li>- Prevention from radiation</li> <li>• Psycho-social and cultural aspects of pregnancy</li> <li>- Adjustment to pregnancy</li> <li>- Unwed mother</li> <li>- Single parent</li> <li>- Teenage pregnancy</li> <li>- Sexual violence</li> <li>• Adoption</li> </ul> |  |   |
| IV   | 15         | <p>Describe the physiology and stages of labour.</p> <p>Describe the management of women during intra- natal period</p> | <p><b>Assessment and management of intra-natal period,</b></p> <ul style="list-style-type: none"> <li>• Physiology of labour, mechanism of labour</li> <li>• Management of labour. First stage</li> <li>- Signs and symptoms of onset of labour; normal and abnormal</li> <li>- Duration</li> <li>- Preparation of: <ul style="list-style-type: none"> <li>• Labour room</li> <li>• Woman</li> </ul> </li> <li>- Assessment and observation of women in labour; partogram-maternal and foetal monitoring</li> </ul>  | <p>Lecture discussion</p> <p>Demonstration</p> <p>Case discussion!</p> <p>presentation</p> <p>Simulated practice</p> <p>Supervised Clinical practice</p> | <p>Essay type</p> <p>Short answers</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <p>Assessment of patient management problems</p> |

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities   | Assessment methods   |
|------|------------|---|---|--|--|
|      |            |   | <ul style="list-style-type: none"> <li>- Active management of labour, Induction of labour</li> <li>- Pain relief and comfort in labour               <ul style="list-style-type: none"> <li>• Second stage</li> <li>• Signs and symptoms; normal and abnormal</li> <li>• Duration</li> <li>• Conduct of delivery; Principles and techniques</li> <li>• Episiotomy (only if required)</li> <li>• Receiving the new born</li> </ul> </li> <li>- Neonatal resuscitation; initial steps and subsequent resuscitation</li> <li>- Care of umbilical cord</li> <li>- Immediate assessment including screening for congenital anomalies</li> <li>- Identification</li> <li>- Bonding</li> <li>- Initiate feeding</li> <li>- Screening and transportation of the neonate               <ul style="list-style-type: none"> <li>• Third stage</li> <li>• Signs and symptoms; normal and abnormal</li> <li>• Duration</li> <li>• Method of placental expulsion</li> <li>• Management; Principles and techniques</li> <li>• Examination of the placenta</li> <li>• Examination of perineum</li> <li>• Maintaining records and reports</li> <li>• Fourth Stage</li> </ul> </li> </ul> |  |  |
| V    | 15         | <p>Describe the physiology of puerperium.</p> <p>Describe the management of women during post- natal period</p> | <p><b>Assessment and management of women during post natal period</b></p> <ul style="list-style-type: none"> <li>• Normal puerperium; Physiology</li> <li>Duration</li> <li>• Postnatal assessment and management</li> <li>• Promoting physical and emotional well-being</li> <li>• Lactation management</li> <li>Immunization</li> </ul>   | <p>Lecture discussion</p> <p>Demonstration</p> <p>Health talk - Practice Session</p> <p>Supervised Clinical practice</p> | <p>Essay type</p> <p>Short answers</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <p>Assessment</p> |

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities  | Assessment methods   |
|------|------------|--|--|---|--|
|      |            |  | Family dynamics after child-birth,<br>Family welfare services; methods,<br>counseling<br>Follow-up<br>Records and reports  |   | of patient management problems   |
| VI   | 10         | Describe the assessment and management of normal neonate                     | <b>Assessment and management of normal neonates</b><br>Normal Neonate;<br>- Physiological adaptation,<br>-Initial & Daily assessment<br>- Essential newborn care; Thermal control,<br>- Breast feeding, prevention of infections<br>Immunization<br>Minor disorders of newborn and its management<br>Levels of Neonatal care (level I, II, & III)<br>At primary, secondary and tertiary levels<br>Maintenance of Reports and Records   | Lecture discussion<br>Demonstration<br>Practice Session<br>Supervised Clinical practice   | Essay type<br>Short answers<br>Objective type<br>Assessment of skills with check list<br>Assessment of patient management problems |
| VII  | 20         | Describe the Identification and management of women with high risk pregnancy | <b>High-risk pregnancy - assessment &amp; management</b><br>• Screening and assessment<br>- Ultrasonics, cardiotomography, NST, CST, non-invasive & invasive,<br>- Newer modalities of diagnosis<br>• High-risk approach<br>• Levels of care; primary, secondary and tertiary levels<br>• Disorders of pregnancy<br>- Hyper-emesis gravidarum, bleeding in early pregnancy, abortion, ectopic<br>- Pregnancy, vesicular mole,<br>- Ante-partum haemorrhage.<br>• Uterine abnormality and displacement.<br>• Diseases complicating pregnancy<br>- Medical and surgical conditions<br>- Infections, RTI (STD), UTI, HIV, TORCH | Lecture discussion<br>Demonstrate using video films,scan reports, partograph etc<br>Case discussion/presentation<br>Health talk<br>Practice Session<br>Supervised Clinical practice | Essay type<br>Short answers<br>Objective type<br>Assessment of skills with check list<br>Assessment of patient management problems |

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities   | Assessment methods  |
|------|------------|---|---|--|---|
|      |            |   | <ul style="list-style-type: none"> <li>- Gynaecological diseases complicating pregnancy</li> <li>- Pregnancy induced hypertension .&amp; diabetes, Toxemia of pregnancy, hydramnios, Rh incompatibility u Mental disorders</li> <li>• Adoiscent pregnancy, Elderly primi and grand multipara</li> <li>• Multiple pregnancy</li> <li>• Abnormalities of placenta &amp; cord</li> <li>• Intra-uterine growth-retardation</li> <li>• Nursing management of mothers with high-risk pregnancy</li> <li>• Maintenance of Records and Report</li> </ul>  |  |   |
| VIII | 15         | <p>Describe management of abnormal labour.</p> <p>And obstetrical emergencies</p> | <p><b>Abnormal Labour - assessment and management</b></p> <ul style="list-style-type: none"> <li>• Disorders in labour</li> <li>- CPD and contracted pelvis</li> <li>- Malpositions and malpresentations</li> <li>- Premature labour, disorders of uterine actions - precipitate labour, prolonged labour</li> <li>- Complications of third stage: injuries to birth canal</li> <li>• Obstetrical emergencies and their management;</li> <li>- Presentation and prolapse of cord, Vasa praevia, amniotic fluid embolism, rupture of uterus, shoulder dystocia, obstretical shock</li> <li>• Obstetrical procedures and operations;</li> <li>- Induction of labour, forceps, vacuum version, manual removal of placenta, cesarean section, destructive operations</li> <li>• Nursing management of women undergoing Obstetrical operations and procedures</li> </ul> | <p>Lecture discussion</p> <p>Demonstration</p> <p>Case discussion!</p> <p>presentation</p> <p>Practice Session</p> <p>Supervised Clinical practice</p> | <p>Essay type</p> <p>Short answers</p> <p>Objective type</p> <p>Assessment of skills with checklist.</p> <p>Assessment of patient management problems</p> |

| Unit | Time (Hrs) | Learning Objectives   | Content  | Teaching Learning Activities  | Assessment methods  |
|------|------------|---|--|---|---|
| IX   | 5          | Describe management of post natal complications   | <p><b>Abnormalities during Postnatal Periods</b></p> <p>Assessment and management of woman with postnatal complications</p> <p>Puerperal infections, breast engorgement &amp; infections, thrombo-Embolic disorders, post-partum haemorrhage, Eclampsia and subinvolution,</p> <p>Psychological complications:</p> <ul style="list-style-type: none"> <li>- Post partum Blues</li> <li>- Post partum Depression</li> <li>- Post partum Psychosis</li> </ul>  | <p>Lecture discussion</p> <p>Demonstration</p> <p>Case discussion presentation</p> <p>Supervised Clinical practice</p>              | <p>Essay type</p> <p>Short answers</p> <p>Objective type</p> <p>Assessment of skills with checklist.</p> <p>Assessment of patient management problems</p> |
| X    | 10         | Identify the high risk neonates and their nursing management  | <p><b>Assessment and management of High risk newborn</b></p> <ul style="list-style-type: none"> <li>• Admission of neonates in the neonatal intensive care units-protocols</li> </ul> <p>Nursing management of:</p> <ul style="list-style-type: none"> <li>- Low birth weight babies</li> <li>- Infections</li> <li>- Respiratory problems</li> <li>- haemolytic disorders</li> <li>- Birth injuries</li> <li>- Malformations</li> </ul> <ul style="list-style-type: none"> <li>• Monitoring of high risk neonates</li> <li>• Feeding of high risk neonates</li> <li>• Organization and management of neonatal intensive care units</li> <li>• Infection control in neonatal intensive care units</li> <li>• Maintenance of reports and records</li> </ul> | <p>Lecture discussion</p> <p>Demonstration</p> <p>-Practice session</p> <p>Case discussion!</p> <p>Supervised Clinical practice</p> | <p>Essay type</p> <p>Short answers</p> <p>Objective type</p> <p>Assessment of skills with checklist.</p> <p>Assessment of patient management problems</p> |
| XI   | 5          | Describe indication, dosage, action, side effects and nurses responsibilities in the administration of drugs used for mothers | <p><b>Pharmaco-therapeutics in obstetrics</b></p> <p>Indication, dosage, action, contra indication and side effects of drugs</p> <p>Effect of drugs on pregnancy, labour &amp; puerperium,</p> <p>Nursing responsibilities in the administration of drug in Obstetrics</p> <ul style="list-style-type: none"> <li>- oxytocins, antihypertensives, diuretics, tocolytic agents, anti convulsants;</li> </ul> <p>Analgesics and anesthetics in</p>   | <p>Lecture discussion</p> <p>Drug book</p> <p>Drug presentation</p>   | <p>Short answers</p> <p>Objective type</p>  |

| Unit | Time (Hrs) | Learning Objectives  | Content   | Teaching Learning Activities  | Assessment methods  |
|------|------------|--|---|---|---|
|      |            |  | obstetrics.<br>Effects of maternal medication on foetus and neonate   |   |   |
| XII  | 10         | Appreciate the importance of family welfare programme<br><br>Describe the methods of contraception and role of nurse in family welfare programme | <b>Family Welfare Programme</b><br><ul style="list-style-type: none"> <li>• Population trends and problems in India</li> <li>• Concepts, aims, importance and history of family welfare programme</li> <li>• National Population: dynamics, policy and education</li> <li>• National family welfare programme; RCH, ICDS, MCH. Safe motherhood</li> <li>• Organization and administration; at national, state, district, block and village levels</li> <li>• Methods of contraception; spacing, temporary and permanent, Emergency contraception</li> <li>• Infertility and its management</li> <li>• Counseling for family welfare</li> <li>• Latest research in contraception</li> <li>• Maintenance of vital statistics</li> <li>• Role of national, international and voluntary organizations</li> <li>• Role of a nurse in family welfare programme</li> <li>• Training / Supervision / Collaboration with other functionaries in community like ANMs, LHV's, Anganwadi workers, TBAs (Traditional birth attendant - Dai)</li> </ul> | Lecture discussion<br>Demonstration<br>Practice session<br>Supervised practice<br>Group project<br>Counseling session<br>Field visits | Essay type<br>Short answers<br>Objective type<br>Assessment of skills with check list, project and field visits reports |

**Prescribed Internal Assessment Weightage:**

***Internal Assessment : Term Test - 30***  
***Assignment - 20***

# **MIDWIFERY & OBSTETRICAL NURSING:**

## **Recommended Books:**

1. ) Myle's Textbook for Midwives, 2008, Elsevier
2. ) Reeder & Martin – Maternity Nursing, Lippincott

## **Reference Books:**

1. Orshan – Maternity Nursing ,2009,LWW
2. Ricci – Essentials of maternity nursing, 2009, Lippincotts
3. William's Obstetrics,2009,Mcgrahill
4. Mudaliar – Clinical Obstetrics, Orient Black swan.
5. Berek - Novak's Gynecology,2008,LWW
6. Lowdermilk – Maternity Nursing,2008,Elsevier
7. Dutta – Obstetrics ,NCBA
8. Seshadri – Essentials of Gynaecology,2010,WK

## Midwifery and Obstetrical Nursing- Practical

**Placement: Third Year & Fourth year**

**Practical: 260 hours (Third year)  
170 hours (Fourth year)**

| Areas                    | Duration in hours | Objectives  | Skills  | Assignments  | Assessment methods   |
|--------------------------|-------------------|---|---|--|--|
| Antenatal clinic/<br>OPD | 60 hours          | Assessment of pregnant women  | Antenatal history taking<br>Physical examination<br>Recording of Weight & B.P<br>Hb.& Urine testing for sugar and albumin<br>Antenatal examination- abdomen and breast<br>Immunization<br>Assessment of risk status<br>Teaching antenatal mothers<br>Maintenance of Antenatal records | <b>*Conduct Antenatal Examinations 30</b><br>Health talk - I<br>Case book recordings   | Verification of findings of Antenatal examinations<br>Completion of casebook recordings  |
| Labour room<br>O.T.      | 150 hours         | Assess woman in labour<br>Carry out per-vaginal examinations<br>Conduct normal deliveries<br>Perform episiotomy and suture it<br>Resuscitate newborns<br>Assist with Cesarean Sections, | Assessment of Woman in labour<br>Per vaginal examinations and interpretation<br>Monitoring and caring of woman in labour<br>Maintenance of partograph<br>Conduct normal delivery<br>Newborn assessment and immediate care<br>Resuscitation of newborns                                | <b>*Conduct normal deliveries - 20</b><br><b>*Per vaginal examinations 5</b><br><b>*Perform and Suture the episiotomies - 5</b><br><b>*Resuscitate newborns - 5</b><br><b>*Assist with Caesarean Sections - 2</b><br><b>*Witness abnormal deliveries - 5</b> | Assessment of clinical performance with rating scale<br>Assessment of each skill With checklists<br>Completion of Case book recordings |

| Areas           | Duration in hours | Objectives  | Skills  | Assignments  | Assessment methods   |
|-----------------|-------------------|---|---|--|--|
|                 |                   | MTP and other surgical procedures   | Assessment of risk status of newborn<br>Episiotomy aid suturing<br>Maintenance of labour and birth records<br>Arrange for and assist with Cesarean section and care for woman & baby during Cesarean<br>Arrange for and assist with MTP and other surgical procedures                                       | Assist with MTP and other Surgical procedures -<br>Case book recordings  |  |
| Post natal ward | 120 hours         | Provide nursing care to post natal mother and baby<br><br>Counsel and teach mother and family for parent hood | Examination and assessment of mother and Baby<br>Identification of deviations<br>Care of postnatal mother and baby<br>Perineal care<br>Lactation. management<br>Breast feeding<br>Babybath<br>Immunization,<br>Teaching postnatal mother:<br>Mother craft<br>Post natal care &<br>Exercises<br>Immunization | Case presentation - I<br>Case book recordings<br>*Give care to Post natal - mothers - 20<br>Health talks-I<br>Case study — | Assessment of clinical performance<br>Assessment of each skill With checklists<br>Completion of Case book recording<br>Evaluation of case study and presentation and health education sessions |
| Newborn nursery | 70 hours          | Provide nursing care to newborn at risk   | Newborn assessment<br>Admission of neonates<br>Feeding of at neonates risk  | Case study-1<br>Observation<br>Study – I   | Assessment of clinical performance<br>Assessment of each skill With checklists<br>Evaluation   |

| Areas                  | Duration in hours                        | Objectives                                      | Skills   | Assignments   | Assessment methods   |
|------------------------|--|---|--|---|--|
|                        |  |   | <ul style="list-style-type: none"> <li>• Katori spoon, paladi, tube feeding, total parenteral nutrition</li> <li>• Thermal management of neonates-kangaroo mother care, care of baby in incubator</li> <li>• Monitoring and care of neonates</li> <li>• Administering medications</li> <li>. Intravenous therapy</li> <li>• Assisting with diagnostic procedure</li> <li>Assisting with exchange transfusion</li> <li>• Care of baby on ventilator</li> <li>• Phototherapy</li> <li>• Infection control protocols in the nursery</li> <li>Teaching and counseling of parents</li> <li>Maintenance of Neonatal records</li> </ul> |   | of and observation study   |
| Family Planning Clinic | Rotation from post natal ward – 30 hours | Counsel for and provide family welfare services | <ul style="list-style-type: none"> <li>Counseling technique</li> <li>Insertion of IUD</li> <li>Teaching on use of family planning methods</li> <li>Arrange for and Assist with family planning operations</li> <li>Maintenance of records and reports</li> </ul>   | * IUD insertion-5<br>Observation Study-i<br>Counseling- 2<br>Simulation exercise on recording and reporting - 1 | Assessment of each skill<br>With checklists<br>Evaluation of and observation study |

**\* Essential Requirements for registration as midwife**

|  |    |
|--|----|
| * Antenatal examination  | 30 |
| * Conducting normal deliveries in<br>Hospital/home/health centre | 20 |
| * Vagina! Examination  | 5  |
| * Episiotomy and suturing  | 5  |
| * Neonatal resuscitation   | 5  |
| * Assist with Cesarean Section                                   | 2  |
| * Witness/Assist abnormal deliveries                             | 5  |
| * Postnatal cases nursed in hospital/home/health centre          | 20 |
| * Insertion of IUD   | 5  |

Note: All casebooks must be certified by teacher on completion of essential requirements

**Internship Obstetrical Nursing**

Duration- 5 weeks

| Areas                                | Durati on in weeks | Objectives   | Skills              | Assignments  | Assessment methods  |
|--------------------------------------|--------------------|--|---------------------|--|---|
| Labour Ward                          | 2                  | Provide comprehensive care to mothers and neonates | integrated Practice | Completion of other essential requirements<br>Case book recordings | Assess clinical performance with rating scale<br>Completion of case book recordings |
| Neonatal intensive care unit<br>NICU | 1                  |  |                     |  |   |
| Antenatal                            | 2                  |  |                     |  |   |

**Prescribed Internal Assessment Weightage:**

|                                   |                                       |                  |
|-----------------------------------|---------------------------------------|------------------|
| <b><i>Internal Assessment</i></b> | <b><i>: Practical Examination</i></b> | <b><i>25</i></b> |
|                                   | <b><i>Clinical Evaluation</i></b>     | <b><i>10</i></b> |
|                                   | <b><i>Care Study/Case book</i></b>    | <b><i>5</i></b>  |
|                                   | <b><i>Practical Record</i></b>        | <b><i>5</i></b>  |
|                                   | <b><i>Observational Visit</i></b>     | <b><i>5</i></b>  |

## Community Health Nursing-II

**Placement: Fourth year**

**Time: Theory - 90 hours  
Practical - 140 hours**

**Course description:**

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

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities   | Assessment methods          |
|------|------------|--|--|--|-----------------------------|
| I    | 4          | Define concepts, scope, principles and historical development of Community Health and community health Nursing | <b>Introduction</b> <ul style="list-style-type: none"> <li>• Definition, concept &amp; scope of Community Health and Community Health Nursing</li> <li>• Historical development of Community health</li> <li>• Community health Nursing.                             <ul style="list-style-type: none"> <li>- Pre-independence</li> <li>- Post-independence</li> </ul> </li> </ul>   | Lecture discussion   | Essay type<br>Short answers |
| II   | 6          | Describe health plans, policies, various health committees and health problems in India                        | <b>Health planning and policies and problems</b> <ul style="list-style-type: none"> <li>• National health planning in India-Five Year Plans</li> <li>• Various committees and commissions on health and family welfare</li> <li>• Central council for health and family welfare (CCH and FW)</li> <li>National health policies (1983, 2002)</li> <li>• National population policy</li> <li>• Health problems in India</li> </ul> | Lecture discussion<br>Panel discussion   | Essay type<br>Short answers |
| III  | 15         | Describe the system of delivery of community health services in rural and urban areas                          | <b>Delivery of community health services</b> <p>Planning, budgeting and material management of SCs , PHC and, CHC</p> <p>Rural: Organization, staffing and functions of rural health services provided by government at:</p>   | Lecture discussion<br>Visits to various health delivery systems<br>Supervised field practice<br>Panel discussion | Essay type<br>Short answers |

| Unit | Time (Hrs) | Learning Objectives  | Content   | Teaching Learning Activities | Assessment methods |
|------|------------|--|---|------------------------------|--------------------|
|      |            | <p>List the functions of various levels and their staffing pattern</p> <p>Explain the components of health services</p> <p>Describe alternative systems of health promotion and health maintenance.</p> <p>Describe the chain of referral system</p> | <ul style="list-style-type: none"> <li>• Village</li> <li>• Sub centre</li> <li>• Primary health centre</li> <li>• Community health center / sub divisional</li> <li>• Hospitals</li> <li>• District</li> <li>• State</li> <li>• Center</li> <li>• Urban: Organization, staffing and functions of urban health services provided by government at:               <ul style="list-style-type: none"> <li>• Slums</li> <li>• Dispensaries</li> <li>• Maternal and child health centers</li> <li>• Special Clinics • Hospitals</li> <li>• Corporation / Municipality / Board</li> </ul> </li> <li>• Components of health services</li> <li>• Environmental sanitation</li> <li>• Health education</li> <li>• Vital statistics</li> <li>• M.C.H.-antenatal, natal, postnatal, MTP Act, female foeticide act, child adoption act</li> <li>• Family Welfare</li> <li>• National health programmes</li> <li>• School health services</li> <li>• Occupational health</li> <li>• Defence services</li> <li>• Institutional services</li> <li>• Systems of medicine and health care               <ul style="list-style-type: none"> <li>• Allopathy</li> <li>• Indian System of Medicine and Homeopathy</li> <li>• Alternative health care systems like yoga, meditation, social and spiritual healing etc</li> </ul> </li> <li>• Referral system</li> </ul> | ➤                            |                    |

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities  | Assessment methods          |
|------|------------|--|--|---|-----------------------------|
| IV   | 25         | Describe Community health Nursing approaches and concepts<br>Describe the roles and responsibilities of Community health nursing personnel | <b>Community health nursing approaches, concepts and roles and responsibilities of nursing personnel</b> <ul style="list-style-type: none"> <li>• Approaches</li> <li>• Nursing theories And Nursing process</li> <li>• Epidemiological approach</li> <li>• Problem solving approach</li> <li>• Evidence based approach</li> <li>• Empowering people to care for themselves</li> <li>• Concepts of Primary Health Care: <ul style="list-style-type: none"> <li>• Equitable distribution</li> <li>• Community participation</li> <li>• Focus on prevention</li> <li>• Use of appropriate technology</li> <li>• Multi-sectoral approach</li> <li>• Roles and responsibilities of Community health nursing personnel in <ul style="list-style-type: none"> <li>• Family health services</li> <li>• Information Education Communication (IEC)</li> <li>• Management Information System (Mis): Maintenance of Records &amp; reports</li> <li>• Training and supervision of various categories of health workers</li> <li>• National Health Programmes</li> <li>• Environmental sanitation</li> <li>• Maternal and child health and Family welfare</li> <li>• Treatment of Minor ailments</li> <li>• School Health Services</li> <li>• Occupational Health</li> <li>• Organization of clinics, camps: Types, Preparation, planning, conduct and evaluation</li> <li>• Waste management in the center, clinics etc.</li> </ul> </li> </ul> </li> <li>• Home visit: Concept, Principles, Process, Techniques: Bag technique home visit</li> <li>• Qualities of Community Health Nurse</li> </ul> | Lecture discussion<br>Demonstration<br>Practice session<br>Supervised field practice<br>Participation in camps<br>Group Project | Essay type<br>Short answers |

| Unit | Time (Hrs) | Learning Objectives   | Content  | Teaching Learning Activities  | Assessment methods                     |
|------|------------|---|--|---|--|
|      |            |   | Job Description of Community health nursing personnel  |   |  |
| V    | 15         | Describe and appreciate the activities of community health nurse in assisting individuals and groups to promote and maintain their health | <p>Assisting individuals and groups to promote and maintain their health</p> <p>Empowerment for self care of individuals, families and groups in</p> <p>A. Assessment of self and family</p> <ul style="list-style-type: none"> <li>• Monitoring growth and development</li> <li>Mile stones</li> <li>Weight measurement</li> <li>Social development</li> <li>• Temperature and Blood pressure monitoring</li> <li>• Menstrual cycle</li> <li>• Breast self examination and testicles</li> <li>• Warning Signs of various diseases</li> <li>• Tests : Urine for sugar and albumin, blood sugar</li> </ul> <p>B. Seek health services for</p> <ul style="list-style-type: none"> <li>• Routine checkup</li> <li>• Immunization</li> <li>• Counseling</li> <li>• Diagnosis</li> <li>• Treatment</li> <li>• Follow up</li> <li>• Maintenance of health records for self and family</li> <li>• Continue medical care and follow up in community for various diseases and disabilities</li> </ul> | <p>Lecture discussion</p> <p>Demonstration</p> <p>Practice session</p> <p>Supervised field practice</p> <p>Individual group/family community health education</p> | <p>Essay type</p> <p>Short answers</p> |
|      |            |   | <p>E. Carryout therapeutic procedures as prescribed! required for self and family</p> <p>F. Waste Management</p> <ul style="list-style-type: none"> <li>• Collection and disposable of waste at home and community</li> </ul> <p>G. Sensitize and handle social issues affecting health and development for self and family</p> <ul style="list-style-type: none"> <li>• Women Empowerment</li> <li>• Women and child abuse</li> <li>• Abuse of elders</li> <li>• Female Foeticide</li> <li>• Commercial sex workers</li> </ul>  |   |  |

| Unit | Time (Hrs) | Learning Objectives  | Content  | Teaching Learning Activities  | Assessment methods          |
|------|------------|--|--|---|-----------------------------|
|      |            |  | <ul style="list-style-type: none"> <li>• Food adulteration</li> <li>• Substance abuse</li> <li>H. Utilize community resources for self and family</li> <li>Trauma services</li> <li>• Old age homes</li> <li>• Orphanage</li> <li>• Homes for physically and mentally challenged individuals</li> <li>• Homes for destitute</li> </ul>   |   |                             |
| VI   | 20         | Describe National Health and Family Welfare Programmes and Role of Nurse<br>Describe the various health schemes in India | <b>National Health &amp; Family Welfare Programmes and the Role of Nurse</b><br><br>National ARI Programme<br>Revised National Tuberculosis Control Programme (RNTCP)<br>National Anti-Malaria Programme<br>National Filaria control Programme<br>National Guinea worm eradication Programme<br>National Leprosy Eradication Programme<br>National AIDS Control :Programme<br>STD Control Programme<br>National Programme for Control of Blindness<br>Iodine Deficiency Disorder Programme<br>Expanded Programme on Immunization<br>National Family Welfare Programme – RCH Programme<br>Historical Development, Organization, Administration, Research, Constraints<br>National Water Supply & Sanitation Programme<br>Minimum need programme<br>National Diabetics Control Programme<br>Polio Eradication: Pulse Polio Programme<br>National Cancer Control Programme<br>Yaws eradication programme<br>National Nutritional Anemia | Lecture, Discussions<br>Participation in National Health Programmes<br>Field Visits | Essay Type<br>Short Answers |

| Unit | Time (Hrs) | Learning Objectives   | Content  | Teaching Learning Activities          | Assessment methods          |
|------|------------|---|--|---------------------------------------|-----------------------------|
|      |            |   | Prophylaxis Programme<br>20 Point Programme<br>ICDS Programme<br>Mid-day Meal Applied Nutritional Programme<br>National Mental Health Programme<br>Health Schemes<br>-ESI<br>-CGHS<br>-Health Insurance  |                                       |                             |
| VII  | 5          | Explain the roles and functions of various national and international health agencies | <b>Health Agencies</b><br>International - WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, DANIDA, European Commission (EC), Red cross, USAID, UNESCO, Colombo Plan, ILO, CARE etc.<br>National - Indian Red Cross, Indian Council for child welfare, Family Planning Association of India (FPAI), Tuberculosis Association India, Hindu Kush Nivaran Sangh, Central Social Welfare Board, All India women's conference, Blind Association of India etc. | Lecture<br>discussion<br>Field visits | Essay type<br>Short answers |

**Prescribed Internal Assessment Weightage:**

***Internal Assessment : Term Test - 30***  
***Assignment - 20***

# **Community Health Nursing**

## **Recommended Books**

Park – Social and Preventive Medicine ,Bannott Publishers

## **Reference Books**

1. Allender – Community Health Nursing,2009,LWW
2. Stanhope – Community Health Nursing,2008,Elsevier
3. Anderson – Community as Partner,2009,LWW
4. Deim – Community Health Projects,2006,Lippincott

## Community Health Nursing-II Practical

**Placement: Fourth year**

**Time: Practical — 140 hours  
Internship- 195 hours**

| Areas                    | Duration in weeks                         | Objectives   | Skills   | Assignments  | Assessment methods  |
|--------------------------|---|--|--|--|---|
| Community health nursing | Urban – 40 hours<br><br>Rural – 100 hours | Identify community profile<br>Identify prevalent communicable and non-communicable diseases<br>Diagnose health needs of Individual, families and community Plan, provide and evaluate care<br>Participate in school health program<br>Participate in national health programs<br>Organize group for self help and involve clients in their own health activities<br>Provide family welfare services<br>Counsel and educate individual, family and community<br>Collect Vital health statistics<br>Maintain Records & Reports | Community health survey<br>Community diagnosis<br>Family care: Home adaptation of common procedures<br>Home visit: Bag technique<br>Organize and conduct clinics- antenatal, post natal, well baby clinic, camps etc<br>Screen manage and referrals for:<br>High risk mothers and neonates<br>Accidents and emergencies<br>Illnesses: Physical and mental<br>Disabilities<br>Conduct delivery at centre/home: episiotomy and suturing<br>Resuscitate newborn<br>School Health programme<br>Screen, manage, refer children<br>Collaborate with health and allied agencies<br>Train and Supervise health workers<br>Provide family welfare services:<br>insertion of IUD<br>Counsel and teach individual, family and community about: HIV, TB, Diabetes, hypertension, Mental health, adolescents, elderly health, | Community survey report-I<br>Family care study- I<br>Project-I<br>Health talk-I<br>Case book recording | Assess clinical performance with rating scale<br>Evaluation of community survey report, family care study, project and health talk<br>Completion of activity record.<br>Completion of case book recording |

| Areas | Duration in weeks | Objectives | Skills  | Assignments | Assessment methods |
|-------|-------------------|------------|---|-------------|--------------------|
|       |                   |            | physically and mentally challenged individuals etc<br>Collect and Calculate Vital health statistics<br>Document and maintain Individual, family and administrative records.<br>Write reports-center, disease, national health programme/ projects |             |                    |

**Placement: Internship Time: 4 Weeks**

| Areas | Duration in weeks | Objectives   | Skills  | Assignments | Assessment methods   |
|-------|-------------------|--|---|-------------|--|
| Urban | 4 weeks           | Provide comprehensive care to individual, family and community | Integrated Practice and group project-I in each rural and urban |             | Assess clinical performance with rating scale<br><br>Evaluation of project |

Note: During the Rural posting they should stay in health centers under the supervision of teachers

**Prescribed Internal Assessment Weightage:**

|                     |   |                           |    |
|---------------------|---|---------------------------|----|
| Internal Assessment | : | Practical Examination     | 25 |
|                     |   | Clinical Evaluation       | 10 |
|                     |   | Family Care Study         | 5  |
|                     |   | Practical Record          | 5  |
|                     |   | Field/Observational Visit | 5  |

## NURSING RESEARCH AND STATISTICS

**Placement: Fourth year  
Internship**

**Time: Theory - 50 hours  
Practical - 45 hours**

### Course Description:

The Course is designed to enable students to develop an understanding of basic concepts of research, research process and statistics. 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.

| Unit | Time (Hrs) | Learning Objectives   | Content   | Teaching Learning Activities   | Assessment methods             |
|------|------------|---|---|--|--------------------------------|
| I    | 5          | Describe the concept of research, terms, need and areas of research in nursing.<br><br>Explain the steps of research process. | <b>Research and research process</b><br><ul style="list-style-type: none"> <li>• Introduction and need for nursing research</li> <li>• Definition of Research &amp; nursing research</li> <li>• Steps of scientific method</li> <li>• Characteristics of good research</li> <li>• Steps of Research process-overview</li> </ul> | Lecture<br>Discussion<br>Narrate steps of research process followed from examples of published studies                                     | Short answer<br>Objective type |
| II   | 4          | Identify and state the research problem and objectives  | <b>Research Problem Question</b><br><ul style="list-style-type: none"> <li>• Identification of problem area</li> <li>• Problem statement</li> <li>• Criteria of a good research problem.</li> <li>• Writing objectives</li> </ul>   | Lecture Discussion<br>Exercise on writing statement of problem and objectives  | Short answer<br>Objective type |
| III  | 4          | Review the related literature   | <b>Review of Literature</b><br><ul style="list-style-type: none"> <li>• Location</li> <li>• Sources</li> <li>• On line search; CINHALL, COCHRANE etc</li> <li>• Purposes</li> <li>• Method of review</li> </ul>   | Lecture Discussion<br>Exercise on reviewing one research report/article for a selected research problem.<br>Prepare annotated bibliography | Short answer<br>Objective type |
| IV   | 6          | Describe the research approaches and designs  | <b>Research approaches anti designs:</b><br><ul style="list-style-type: none"> <li>• Historical, survey and experimental</li> <li>• Qualitative and Quantitative designs</li> </ul>   | Lecture Discussion<br>Explain types of research approaches used from examples of published and unpublished research                        | Short answer<br>Objective type |

| Unit | Time (Hrs) | Learning Objectives  | Content   | Teaching Learning Activities   | Assessment methods   |
|------|------------|--|---|--|--|
|      |            |  |   | studies with rationale.  |  |
| V    | 8          | Explain the sampling process<br>Describe the methods of data collection  | <b>Sampling and data collection:</b> <ul style="list-style-type: none"> <li>• Definition of Population, Sample, Sampling criteria, factors influencing</li> <li>• sampling process, types of sampling techniques.</li> <li>• Data- why, what, from whom, when and where to collect.</li> <li>• Data collection methods and instruments:<br/>Methods of data collection<br/>Questioning, interviewing<br/>Observations, record analysis and measurement<br/>Types of instruments<br/>Validity &amp; Reliability of the Instrument<br/>Pilot study<br/>Data collection procedure</li> </ul> | Lecture Discussion<br>Reading<br>Conduct assignment on examples of data collection tools.<br>Preparation of sample data collection tool group research project | Short answer<br>Objective type   |
| VI   | 4          | Analyze, Interpret and summarize the research data   | <b>Analysis of data:</b><br>Compilation, Tabulation, classification, summarization, presentation, interpretation of data  | Lecture Discussion<br>Preparation of sample tables.  | Short answer<br>Objective type   |
| VII  | 15         | Explain the use of statistics, scales of measurement and graphical presentation of data<br>Describe the measures of central tendency and variability and methods of correlation. | <b>Introduction to statistics:</b> <ul style="list-style-type: none"> <li>• Definition, use of statistics, scales of measurement.</li> <li>• Frequency distribution and graphical presentation of data</li> <li>• Mean, Median, Mode, Standard deviation</li> <li>• Normal Probability and tests of significance</li> <li>• Co-efficient of correlation.</li> <li>• Statistical packages and its application</li> </ul>   | Lecture Discussion<br>Practice on graphical presentations<br>Practice on computation of measures of central tendency, variability & correlation                | Short answer<br>Objective type   |
| VIII | 4          | Communicate and utilize the research findings.   | <b>Communication and utilization of Research:</b> <ul style="list-style-type: none"> <li>• Communication of research findings</li> <li>• Verbal report</li> <li>• Writing research report</li> <li>• Writing scientific article/paper</li> </ul>  | Lecture, Discussion<br>Read/Presentations of sample published / unpublished research report.<br>Writing group research project                                 | Short answer<br>Objective type<br>Oral presentation<br>Assessment of group research Project. |

| <b>Unit</b> | <b>Time (Hrs)</b> | <b>Learning Objectives</b> | <b>Content</b>  | <b>Teaching Learning Activities</b> | <b>Assessment methods</b> |
|-------------|-------------------|----------------------------|---|-------------------------------------|---------------------------|
|             |                   |                            | - Critical review of published research<br>- Utilization of research findings |                                     |                           |

**Prescribed Weightage for Internal Assessment:**

***Internal Assessment : Term Test - 30***  
***Research Project -20***

## **Nursing Research & Statistics**

### **Recommended Books:**

Polit – Nursing Research ,2007,LWW

Polit – Essentials of Nursing Research ,2009,LWW

Basvanthappa – Nursing Research, Jaypee Publications

### **Reference Books:**

Kothari – Research Methodology,2007,Newage Publishers

Jagadeesh – Bio Medical Research, 2009, WoltersKluwer.

Macnee – Understanding Nursing Research,2007,LWW

Burns – Practice of Nursing Research ,2009,Elsevier

Plitcha – Statistics for Nursing & allied Health Sciences, Lippincott.

Munro – Statistical Method for Health care Research ,2006

Stubert – Qualitative Research in nursing , 2010, LWW.

## MANAGEMENT OF NURSING SERVICES AND EDUCATION

**Placement: Fourth year**

**Hours- 90 Hours**

**Theory: 60 hours**

**Practical: 30 hours**

### Course Description:

This course is designed to enable students to acquire understanding of management of clinical and community health nursing services, nursing educational programmes. This is also designed to enable students to acquire understanding of the professional responsibilities, prospects and contribution to the growth of the profession.

| Unit | Time (Hrs) |   | Learning Objectives                                 | Content  | Teaching Learning Activities                              | Assessment methods          |
|------|------------|---|---|--|---|-----------------------------|
|      | T          | P |   |  |   |                             |
| I    | 4          |   | Explain the principles and functions of management. | <b>Introduction to management in nursing</b> <ul style="list-style-type: none"> <li>• Definition, concepts and theories</li> <li>• Functions of management</li> <li>• Principles of Management</li> <li>• Role of Nurse as a manager</li> </ul>  | Lecture Discussion<br>Explain using organization chart    | Short answers               |
| II   | 5          |   | Describe the elements and process of management     | Management process<br>Planning; mission, philosophy, objectives, operational plan<br>Staffing: philosophy, staffing study, norms, activities, patient classification systems, scheduling<br>Human resource management; recruiting, selecting, deployment, retaining, promoting, superannuation etc<br>Budgeting: concept, principles, types, cost benefit analysis, audit<br>Material management: equipment and supplies<br>Directing process (Leading )Controlling:<br>Quality management<br>Program Evaluation | Lecture Discussion<br>Simulated Exercises<br>Case studies | Essay type<br>Short answers |

| Unit | Time (Hrs) |    | Learning Objectives   | Content  | Teaching Learning Activities   | Assessment methods  |
|------|------------|----|---|--|--|---|
|      | T          | P  |   |  |  |   |
|      |            |    |   | Review Technique   |  |   |
|      |            |    |   | (PERT), Bench marking, Activity Plan (Gantt Chart),  |  |   |
| III  | 8          | 20 | Describe the Management of nursing services in the hospital and Community | <p><b>Management of nursing services in the hospital and Community:</b></p> <ul style="list-style-type: none"> <li>• Planning: Hospital and patients care units including ward management Emergency and disaster management</li> <li>• Human resource management: Recruiting, selecting, deployment, retaining, promoting, superannuation etc</li> <li>• Categories of nursing personnel including job description of all levels</li> <li>• Patient/population classification systems Patients/population assignment and Nursing care responsibilities</li> <li>• Staff development and welfare Budgeting: proposal, projecting requirements for staff, equipments and supplies for 1-hospital and patient care units</li> <li>• Emergency and disaster management</li> </ul> <p>Material Management; procurement, inventory</p> | Lecture Discussion<br>Demonstration<br>Simulated Exercises<br>Case studies<br>Supervised practice in ward- writing indents, preparing duty roaster, ward supervision<br>Assignment on duties and responsibilities of ward sister<br>Writing report | Essay type<br>Short answers<br>Assessment of problem solving exercises,<br>Assessment of the assignments<br>Performance evaluation by ward sister with rating scale |

| Unit | Time (Hrs) |   | Learning Objectives  | Content   | Teaching Learning Activities   | Assessment methods  |
|------|------------|---|--|---|--|---|
|      | T          | P |  |   |  |   |
|      |            |   |  | <p>control, auditing and maintenance in Hospital and patient care units</p> <ul style="list-style-type: none"> <li>• Emergency and disaster management</li> </ul> <p>Directing and leading: delegation, participatory management</p> <ul style="list-style-type: none"> <li>• Assignments, rotations, delegations</li> <li>• Supervision &amp; guidance</li> <li>• Implement Standards, policies, procedures and practices</li> <li>• Staff development and welfare</li> <li>• Maintenance of discipline</li> </ul> <p>Controlling / Evaluation:</p> <ul style="list-style-type: none"> <li>• Nursing Rounds/Visits, Nursing protocols, Manuals</li> </ul> <p>Quality Assurance Model, documentation - a Records and reports</p> <p>Performance appraisal</p> |  |   |
| IV   | 10         |   | Describe the concepts, theories and techniques of Organizational behaviour and human relations | <p><b>Organizational behaviour and human relations:</b></p> <ul style="list-style-type: none"> <li>• Concepts and theories of organizational behaviours</li> <li>• Review of Channels of communication</li> <li>• Leadership styles</li> <li>• Review of Motivation; concepts and theories</li> <li>• Group dynamics</li> <li>• Techniques of Communication;</li> <li>• Interpersonal relationships</li> <li>• Human relations;</li> <li>• Public relations in context of nursing</li> <li>• Relations with professional associations and employee unions and Collective</li> </ul>   | <p>Lecture Discussion</p> <p>Role plays</p> <p>Group games</p> <p>Self assessment</p> <p>Case discussion</p> <p>Practice Session</p> | <p>Essay type</p> <p>Short answers</p> <p>Assessment of problem solving</p> |

| Unit | Time (Hrs) |   | Learning Objectives   | Content   | Teaching Learning Activities  | Assessment methods   |
|------|------------|---|---|---|---|--|
|      | T          | P |   |   |   |  |
| V    | 5          | 5 | Participate in planning and organizing in service education program | bargaining<br><b>In service education:</b> <ul style="list-style-type: none"> <li>• Nature &amp; scope of in-service education program,</li> <li>• Organization of in service education</li> <li>• Principles of adult learning,</li> <li>• Planning for in-service education program, techniques, methods &amp; evaluation of staff education program</li> <li>• Preparation of report</li> </ul>  | Lecture Discussion Plan & conduct an educational session for in service nursing personnel | Short Answer Objective type Assess the planning & conduct of the educational session |
| VI   | 10         | 5 | Describe management of Nursing educational institutions             | Management of nursing educational institutions <ul style="list-style-type: none"> <li>• Establishment of Nursing educational institution-INC norms and guidelines</li> <li>• Co-ordination with</li> <li>• Regulatory bodies</li> <li>• Accreditation</li> <li>• Affiliation</li> <li>- Philosophy! objectives</li> <li>- Organization</li> <li>• Structure</li> <li>• Committees</li> <li>- Physical facilities</li> <li>• College/School</li> <li>• Hostel</li> <li>- Students</li> <li>• Selection</li> <li>• Admission</li> <li>• Guidance and Counseling</li> <li>• Maintaining discipline</li> <li>- Faculty and staff</li> <li>• Selection</li> <li>• Recruitment</li> <li>• Job description</li> <li>• Placement</li> <li>• Performance appraisal</li> <li>• Development and welfare</li> </ul> Budgeting<br>Equipments and supplies: audio visual equipments, laboratory equipment, books, journals etc<br>Curriculum; Planning, | Lecture Discussion Role plays Counseling session Group Exercises                          | Essay type Short answers   |

| Unit | Time (Hrs) |   | Learning Objectives  | Content   | Teaching Learning Activities  | Assessment methods                                |
|------|------------|---|--|---|---|---|
|      | T          | P |  |   |   |   |
|      |            |   |  | implementation and evaluation, Clinical facilities<br>Transport facilities<br>Institutional Records and reports administrative, faculty, staff and students   |   |   |
| VII  | 15         |   | Describe the ethical and legal responsibilities of a professional nurse.<br>Explain the nursing practice standards | <b>Nursing as a profession:</b> <ul style="list-style-type: none"> <li>• Philosophy; nursing practice</li> <li>• Aims and objectives</li> <li>• Characteristics of a professional nurse</li> <li>• Regulatory bodies; INC. SNC Acts; - constitution, functions</li> <li>• Current trends and issues in Nursing</li> <li>Professional ethics</li> <li>• Code of ethics; INC,</li> <li>• Code of Professional conduct; INC, ICN</li> <li>Practice standards for Nursing; INC Consumer protection act</li> <li>Legal Aspects in Nursing</li> <li>• Legal terms related to practice; registration and licensing</li> <li>• Laws related to nursing practice; Breach and penalties</li> <li>• Malpractice and negligence</li> <li>ICN</li> </ul> | Lecture Discussion<br>Case discussion<br>Panel discussion<br>Role plays<br>Critical incidents<br>Visit to INC/SNC | Short answers<br>Assessment of critical incidents |
| VIII | 3          |   | Explain the various opportunities for professional advancement   | <b>Professional Advancement:</b><br>Continuing education Career Opportunities<br>Collective bargaining<br>Membership with Professional organizations; National. and International<br>Participation in research activities<br>Publications; Journals, Newspapers etc.  | Lecture Discussion<br>Review! Presentation of published articles  | Short answers                                     |

**Prescribed Weightage for Internal Assessment:**

|                            |   |                            |      |
|----------------------------|---|----------------------------|------|
| <i>Internal Assessment</i> | : | <i>Term Test</i>           | - 30 |
|                            |   | <i>Assignment</i>          | - 10 |
|                            |   | <i>Observational visit</i> | - 10 |

**Nursing Management**

**Recommended Books:**

- 1.) Barrett – Ward Management and Teaching, 1995, Konark Publishing.
- 2.) Marquis – Leadership Roles & Management Functions in Nursing, 2008, LWW
- 3.) Basavanthappa – Nursing Administration, 2009, Jaypee.

**Reference Books:**

Huber – Nursing Management & Leadership ,2008,Elsevier  
Marriner – Guide to Nursing management ,2008,Elsevier  
Powell – Case Management,2009,LWW  
Ellis – Managing and coordinating Nursing,2009,WK