

**KERALA UNIVERSITY OF HEALTH  
SCIENCES  
THRISSUR, KERALA, INDIA**

**B.Sc. NURSING  
(FOUR YEAR DEGREE PROGRAMME)**

**Syllabus**  
From 2010 Admission

# **B.SC NURSING (FOUR YEAR DEGREE PROGRAMME)**

## **SYLLABUS**

### **PHILOSOPHY**

Health is a state of well being that enables a person to lead a physically, 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 and 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 developments of compassion and understanding of human behaviour among its practitioners to provide care with respect and dignity and protect the rights of individuals & groups.

Undergraduate nursing programme is broad based education within an academic frame work 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 prepare 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.

### **AIM**

The aim of the undergraduate nursing program is to:

1. Prepare graduates to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative and rehabilitative services.
2. 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/ school of nursing.

### **Objectives**

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

1. Apply knowledge from physical, biological and behavioral science, medical including alternative systems and nursing in providing nursing care to individuals, families and communities.
2. Demonstrate understanding of life style and other factors, which affect health individuals and

- groups.
3. Providing nursing care based on steps of nursing process in collaboration with individuals and groups.
  4. Demonstrate critical thinking skill in making decisions in all situations in order to provide quality care.
  5. Utilize the latest trends and technology in providing health care.
  6. Provide promotive, preventive, and restorative health services in line with the National Health Policies and programmes.
  7. Practice within the framework of code of ethics and professional conduct, and acceptable standards of practice within the legal boundaries.
  8. Communicative effectively with individuals and groups, and members of the health team in order to promote effective interpersonal relationships and team work.
  9. Demonstrate skills in teaching to individuals and groups in clinical/communities health settings/ School of Nursing
  10. Participate effectively as members of the health team in health care delivery system.
  11. Demonstrate leadership and managerial skills in clinical/community health settings.
  12. Conduct need based research studies in various settings and utilize the research findings to improve the quality of care.
  13. Demonstrate awareness, interest and contribute towards advancement of self and of the profession.

## Admission Requirements

1. The minimum age for admission shall be 17 years on or before 31<sup>st</sup> December of the year of admission (As per University Norms)
2. The minimum educational requirements shall be the passing of:  
Higher Secondary School Certificate Examination (12 years course), Or Senior School Certificate Examination(10+2), Pre-Degree Examination (10+2), Or An equivalent with 12 years schooling from a recognized board or university with Science (Physics, Chemistry, Biology) and English with minimum of 50% aggregate marks.(as per INC norms)
3. Candidate shall be medically fit.

## Duration

**Duration of the programme shall be four years.** Internship Integrated practice is incorporated with respective practical hours in each year.

## Vacation / Holidays

6 weeks vacation (including Public holidays, Year Break, Festival Holidays) shall be given in each year

|                                      |   |                         |
|--------------------------------------|---|-------------------------|
| <b>Course Duration</b>               | = | <b>4 years</b>          |
| Weeks available per year             | = | 52 weeks                |
| Vacation                             | = | 6 weeks                 |
| 1.Festival Holidays                  | = | 2 weeks                 |
| 2. Public holidays                   | = | 4weeks                  |
| Examination (including preparatory)= |   | 2+2 weeks               |
| Available weeks                      | = | 42 weeks                |
| Hours per week                       | = | 40 hours                |
| Hours available per academic year    | = | 1680(42weeks x 40 hours |

## COURSE OF INSTRUCTION

First Year

**\*\* OPTIONAL**

| Subject | Theory(In hrs)<br>(Class and Lab) | Practical (In hrs)<br>(clinical) | In hrs     |            |
|---------|-----------------------------------|----------------------------------|------------|------------|
| 1.      | Anatomy                           | 60                               |            |            |
| 2.      | Physiology                        | 60                               |            |            |
| 3.      | Microbiology                      | 60                               |            |            |
| 4.      | Biochemistry                      | 30                               |            |            |
| 5.      | Nutrition                         | 40                               | 20         |            |
| 6.      | Psychology                        | 60                               |            |            |
| 7.      | Sociology                         | 60                               |            |            |
| 8.      | Nursing Foundation                | 465(265+200)                     | 450        |            |
| 9.      | English**                         | 30                               |            |            |
| 10.     | Introduction to Computers         | 25                               | 25         |            |
| 11.     | Library work / Self study         |                                  |            | 150        |
| 12.     | Co- curricular Activities         |                                  |            | 145        |
|         | <b>Total</b>                      | <b>890</b>                       | <b>495</b> | <b>295</b> |
|         | <b>Total Hours = 1680</b>         |                                  |            |            |

## Second Year

| Sl No | Subject                                                                                               | Theory<br>(In hrs) | Practical<br>(In hrs) | In hrs    |
|-------|-------------------------------------------------------------------------------------------------------|--------------------|-----------------------|-----------|
| 1.    | <b>Medical Surgical Nursing I<br/>(Adult and Geriatrics)</b><br>1. a. Medical Nursing<br>b. Pathology | <b>115<br/>30</b>  | <b>480</b>            |           |
| 2.    | <b>Medical Surgical Nursing I<br/>(Adult and Geriatrics)</b><br>2.Surgical Nursing                    | <b>120</b>         | <b>560</b>            |           |
| 3.    | <b>Community Health Nursing-I</b>                                                                     | <b>100</b>         | <b>160</b>            |           |
| 4.    | <b>Pharmacology</b>                                                                                   | <b>45</b>          |                       |           |
| 5.    | <b>Library work / Self study</b>                                                                      |                    |                       | <b>40</b> |
| 6.    | <b>Co- curricular Activities</b>                                                                      |                    |                       | <b>30</b> |
|       | <b>Total</b>                                                                                          | <b>410</b>         | <b>1200</b>           | <b>70</b> |
|       | <b>Total Hours - 1680</b>                                                                             |                    |                       |           |

## Third Year

| Sl No | Subject                                                     | Theory<br>(In hrs) | Practical<br>(In hrs) | In hrs    |
|-------|-------------------------------------------------------------|--------------------|-----------------------|-----------|
| 1.    | Medical Surgical Nursing<br>(Adult including Geriatrics-II) | 100                | 400                   |           |
| 2.    | Child Health Nursing                                        | 140                | 420                   |           |
| 3.    | Mental Health Nursing                                       | 120                | 360                   |           |
| 4.    | Nursing Research & statistics                               | 50 (35+15)         | 45                    |           |
| 5.    | Library work / Self study                                   |                    |                       | 30        |
| 6.    | Co- curricular Activities                                   |                    |                       | 15        |
|       | <b>Total</b>                                                | <b>410</b>         | <b>1225</b>           | <b>45</b> |
|       | <b>Total Hours - 1680</b>                                   |                    |                       |           |

## Fourth Year

| Sl No | Subject                                          | Theory<br>(In hrs) | Practical<br>(In hrs) | (In hrs)   |
|-------|--------------------------------------------------|--------------------|-----------------------|------------|
| 1.    | Obstetrical &<br>Gynecological Nursing           | 90+30              | 480+160               |            |
| 2.    | Community health<br>Nursing-II                   | 100                | 320                   |            |
| 3.    | Nursing Education                                | 80                 | 120                   |            |
| 4.    | Management of Nursing<br>services<br>& Education | 70                 | 120                   |            |
| 5.    | Co-curricular activities                         |                    |                       | 40         |
| 6.    | Library work / Self<br>study                     |                    |                       | 70         |
|       | <b>Total</b>                                     | <b>370</b>         | <b>1200</b>           | <b>110</b> |
|       | <b>Total Hours =1680</b>                         |                    |                       |            |

## SCHEME OF EXAMINATION

### FIRST YEAR

| SUBJECT                                | Assessment |            |              |             |
|----------------------------------------|------------|------------|--------------|-------------|
|                                        | Hours      | Internal   | External     | Total       |
| <b>Theory</b>                          |            |            |              |             |
| <b>1. Anatomy</b>                      | <b>3</b>   | <b>25</b>  | <b>75</b>    | <b>100</b>  |
| <b>2. Physiology</b>                   | <b>3</b>   | <b>25</b>  | <b>75</b>    | <b>100</b>  |
| <b>3. Microbiology</b>                 | <b>3</b>   | <b>25</b>  | <b>75</b>    | <b>100</b>  |
| <b>4. Nutrition &amp; Biochemistry</b> | <b>3</b>   | <b>25</b>  | <b>50+25</b> | <b>100</b>  |
| <b>5. Psychology</b>                   | <b>3</b>   | <b>25</b>  | <b>75</b>    | <b>100</b>  |
| <b>6. Sociology</b>                    | <b>3</b>   | <b>25</b>  | <b>75</b>    | <b>100</b>  |
| <b>7. Nursing Foundations</b>          | <b>3</b>   | <b>50</b>  | <b>100</b>   | <b>150</b>  |
| <b>8. English</b>                      |            | <b>25</b>  | <b>-</b>     | <b>25</b>   |
| <b>9. Introduction to Computer</b>     |            | <b>25</b>  | <b>-</b>     | <b>25</b>   |
| <b>Practical and Viva Voce</b>         |            |            |              |             |
| <b>Nursing Foundations</b>             | <b>3</b>   | <b>100</b> | <b>100</b>   | <b>200</b>  |
| <b>Total</b>                           |            | <b>350</b> | <b>650</b>   | <b>1000</b> |

**SECOND YEAR**

| <b>SUBJECT</b>                                | <b>Assessment</b> |                 |                 |              |
|-----------------------------------------------|-------------------|-----------------|-----------------|--------------|
|                                               | <b>Hours</b>      | <b>Internal</b> | <b>External</b> | <b>Total</b> |
| <b>1. Medical Nursing including Pathology</b> | <b>3</b>          | <b>25</b>       | <b>75</b>       | <b>100</b>   |
| <b>2. Surgical Nursing</b>                    | <b>3</b>          | <b>25</b>       | <b>75</b>       | <b>100</b>   |
| <b>3. Pharmacology</b>                        | <b>2</b>          | <b>25</b>       | <b>75</b>       | <b>100</b>   |
| <b>4. Community Health Nursing – I</b>        | <b>3</b>          | <b>25</b>       | <b>75</b>       | <b>100</b>   |
| <b>Practical and Viva Voce</b>                |                   |                 |                 |              |
| <b>1. Medical Nursing</b>                     | <b>3</b>          | <b>50</b>       | <b>100</b>      | <b>150</b>   |
| <b>2. Surgical Nursing</b>                    | <b>3</b>          | <b>50</b>       | <b>100</b>      | <b>150</b>   |
| <b>Total</b>                                  |                   | <b>200</b>      | <b>500</b>      | <b>700</b>   |

**THIRD YEAR**

| <b>SUBJECT</b>                              | <b>Assessment</b> |                 |                 |              |
|---------------------------------------------|-------------------|-----------------|-----------------|--------------|
|                                             | <b>Hours</b>      | <b>Internal</b> | <b>External</b> | <b>Total</b> |
| <b>Theory</b>                               | <b>3</b>          | <b>25</b>       | <b>75</b>       | <b>100</b>   |
| <b>1. Medicinal Surgical Nursing II</b>     |                   |                 |                 |              |
| <b>2. Child Health Nursing</b>              | <b>3</b>          | <b>25</b>       | <b>75</b>       | <b>100</b>   |
| <b>3. Mental Health Nursing</b>             | <b>3</b>          | <b>25</b>       | <b>75</b>       | <b>100</b>   |
| <b>4. Nursing Research &amp; Statistics</b> | <b>2</b>          | <b>25</b>       | <b>50+25</b>    | <b>100</b>   |
| <b>Practical and Viva Voce</b>              |                   |                 |                 |              |
| <b>1. Medical – Surgical Nursing II</b>     | <b>3</b>          | <b>50</b>       | <b>100</b>      | <b>150</b>   |
| <b>2. Child health nursing</b>              | <b>3</b>          | <b>50</b>       | <b>100</b>      | <b>150</b>   |
| <b>3. Mental health nursing</b>             | <b>3</b>          | <b>50</b>       | <b>100</b>      | <b>150</b>   |
| <b>TOTAL</b>                                |                   | <b>250</b>      | <b>600</b>      | <b>850</b>   |

## FOURTH YEAR

| SUBJECT                                                        | Assessment   |            |            |            |
|----------------------------------------------------------------|--------------|------------|------------|------------|
|                                                                | Theory Hours | Internal   | External   | Total      |
| <b>1. Nursing Education</b>                                    | <b>3</b>     | <b>25</b>  | <b>75</b>  | <b>100</b> |
| <b>2. Management of Nursing services<br/>&amp; Education .</b> | <b>3</b>     | <b>25</b>  | <b>75</b>  | <b>100</b> |
| <b>3. Obstetrics &amp; Gynecological Nursing</b>               | <b>3</b>     | <b>25</b>  | <b>75</b>  | <b>100</b> |
| <b>4. Community Nursing II</b>                                 | <b>3</b>     | <b>25</b>  | <b>75</b>  | <b>100</b> |
| <b>Practical and Viva Voce</b>                                 |              |            |            |            |
| <b>1. Obstetrics &amp; Gynecological Nursing</b>               | <b>3</b>     | <b>50</b>  | <b>100</b> | <b>150</b> |
| <b>2. Community Health Nursing II</b>                          | <b>3</b>     | <b>50</b>  | <b>100</b> | <b>150</b> |
| <b>Total</b>                                                   |              | <b>200</b> | <b>500</b> | <b>700</b> |

#### NOTE:

- 1) **Nutrition and Biochemistry Question paper** will consist of **Section A** Nutrition of 50 marks and **section B** Biochemistry of 25 marks.
- 2) **Nursing research & statistics-** Nursing Research should be **Section A** of 50 marks and Statistics **section B** of 25 marks.
- 3) **Theory exam in English and Theory and Practical exams for Introduction to computer are to be conducted as College exam (internal only) and marks to be sent to the University for Inclusion in the mark sheet.**
- 4) All practical examinations are to be conducted in the respective clinical areas of the parent Institution for all students.
- 5) An examiner should be a Lecturer or above in a College of Nursing with M.Sc nursing in the concerned subject and minimum of 3 years teaching experience in the collegiate program after PG. To be an examiner for Nursing Foundation course, faculty having MSc (N) in any specialty shall be considered.
- 6) Calculation of internal marks shall be based on the ongoing and continuous assessment as specified below.

#### Theory:

Periodic written examination distributed throughout the year (minimum 3(THREE) in a year for each subject of University Examination).

Marks of Evaluation by other methods like assignments, seminars, projects etc.. can be added to the internal marks.

#### Practical (Clinical)

Continuous clinical evaluation during the clinical experience of the students in specific clinical area is evaluated for the internal marks. Marks of evaluation by other methods like assignments-(nursing care study, clinical presentation, planned health teaching programme, drug file, projects) can be added to the internal marks.

#### Regulations

1. University examination shall be conducted ordinarily twice in a year (one regular and one supplementary examination every year)
2. Candidate shall register for all parts of examination in their first appearance.
3. Candidates who have undergone the prescribed course of study for a period not less than 10 months of the academic year only can appear for the examination. A candidate who is absent for a total of more than 60 days continuous or interrupted within a period of three months during an academic year shall not be eligible to continue the course with the same batch of students. He/she may obtain special sanction for readmission with the junior batch from higher authorities (University / DME/ Govt. of Kerala)
4. A candidate must have minimum 80% attendance in both theory and practical separately in each subject for appearing the university examinations. No candidate shall be admitted to any parts of the examination unless he/she have secured a minimum of 80% or above attendance separately in theory classes as well as practical in each subject.
5. Quarterly attendance should be informed to the University.
6. Medium of Instruction and Examination: - The medium of Instruction and Examination shall be in English.
7. Candidates who fail to appear for examination in any part or parts owing to the shortage of required attendance shall make up the lost attendance before appearing for the succeeding examination.

- 8. Condonation Condition: (Condonable limit -70%) 10% of Attendance for one subject or distributed among the subjects for one time during the entire course of study. The decision regarding this aspect is based on the discretion of the Principal and Faculty of the Institution.**
9. Minimum pass marks shall be 50% in each of the Theory and Practical papers separately for internal examinations.
10. The internal marks shall be signed by the candidate before transmission to the university.
11. Minimum pass marks shall be 50% in each of the Theory and practical papers separately for university examinations.
- 12. There should be one day gap between two theory exams and one week gap between theory and practical exams.**
13. A candidate must have 100% attendance in each of the practical areas before award of Degree.
14. A candidate has to pass in theory and practical exam separately in each of the paper.
15. Criteria for pass: Candidate who has secured a minimum of 50% marks in theory (including the sessional) and practical (including the sessional) separately in any subject, shall be declared to have passed in that subject.
- 16. Nutrition and Biochemistry: No separate pass needed for Nutrition and Biochemistry.**
- 17. Nursing research & statistics- No separate pass needed for Nursing Research and Statistics**
18. If a candidate fails in either theory or practical paper he/she has to reappear for both the papers (Theory and practical)
19. A candidate who fails in any subject in the examination may appear for that subject in the subsequent examination.
20. Maximum number of attendance permitted for each subject is 5 including first attempt.
21. Candidate shall not be admitted to the subsequent higher examination unless the candidate has passed the previous examination.
22. The maximum period to complete the course successfully should not exceed 8 years.
23. Maximum number of candidates for practical examination shall not exceed 15 per day.
- 24. Each candidate should be evaluated for a period of three hours for practical and should undergo 10+10 minutes viva voce separately by internal and external examiner.**
- 25. The Marks awarded for practical examination by the internal and external examiner should be sending to the university separately.**
26. **Revaluation conditions:** No System of revaluation as there is double valuation of the theory papers.
27. **Declaration of Class:-**Candidate who pass all parts of examination on the first occasion of appearing there of shall be ranked in order of proficiency as determined by the total marks obtained and shall be arranged in two classes.

**Second class:** Candidate who have passed the examination with an aggregate of 50% and above and less than 60%.

**First class:** Candidates who have secured 60% marks aggregate or above and less than 75%.

**Distinction:** Those students who have secured an aggregate of 75 or above marks be awarded distinction. Candidate who pass in first class and who obtain not less than 75% of marks in any subject shall be deemed to have passed with distinction in that subject. **Candidates who pass the examination in subsequent appearance shall be ranked only in second class.**

- 28 **Award of Rank:-**Rank in the examination- Aggregate marks of all the 4 years regular examination shall be considered for awarding rank. A consolidated mark list consisting of all 4 year examination shall be given to all the students. However a candidate who fails in one or more subject during the course shall be not eligible for the award of rank and medals.
- 29 **Award of Degree:** A candidate who passes the entire subjects of the course for the specific period if any will be eligible for the award of degree during the ensuing convocation.
- 30 **Migration and Transfer:** - Migration and Transfer from One College to another will not be permitted after the student has registered with a course of study with the university.

# FIRST YEAR B Sc NURSING ANATOMY

**Placement – First Year**

**Time: Theory – 60 Hours**

Course Description: The Course is designed to enable students to acquire knowledge of the normal structure of various human body systems and understand the alterations in anatomical structures in disease and apply this in practice of nursing. Course content is divided in to 3 categories; **must know, desirable to know and nice to know**, which is indicated as must know (\*\*\*), desirable to know( \*\*) and nice to know(\*). 60% of questions for the examination should be from must know portions of content, 40% may be from desirable to know portions of content. Nice to know content may be discussed in the class but avoid questions from this part for university examination

| Unit | Time (Hrs.) | Learning Objectives                                                                                             | Content                                                                                                                                                                                                                                                                                                                          | Teaching Learning Activities                                                           | Assessment Methods                      |
|------|-------------|-----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------|
| 1    | 3           | 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><br>*** - Human Cell Structure.<br>Tissues – Definition, Types, characteristics, classification, location, functions and formation.<br>Membranes and glands – classification and structure.<br>** - Organelle-structure & functions<br>* - Cell junctions | • Lecture , Discussion<br>• Explain using Charts, microscopic slides, Skeleton & torso | Short answers questions. Objective Type |
|      |             | Describe the structure of bones and                                                                             | <b>2) The Skeletal System</b><br>*** - Bones – types, structure, Bone                                                                                                                                                                                                                                                            | Lecture discussion<br>Explain using                                                    | Structured essay ,Short answers         |

|      |   |                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                  |                                                                                |
|------|---|---------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|      |   | joints                                            | <p>formation and growth.</p> <p>Bones of limbs-<br/>(description of bones.)</p> <p>Joints – classification and</p> <p>Major joints-Hip,<br/>Shoulder, structure.</p> <p>** - Knee joint, elbow joint</p> <p>Ossification-types,<br/>Vertebra, Ribs, Sternum,<br/>Bony pelvis, Fetal skull.</p> <p>* - Wrist, carpo metacarpal,<br/>tibiofibular, radioulnar<br/>joints, Mention rickets,<br/>malignancies of bone</p> | charts,<br>skeleton, loose<br>bones, and<br>joints.                                                              | questions<br>Objective<br>type                                                 |
| III. | 3 | Describe the<br>structure<br>of muscles           | <p><b>The Muscular System</b></p> <p>*** - Types and structure<br/>of<br/>muscles</p> <p>Gluteal muscles thigh<br/>muscles &amp;,deltoid<br/>.</p> <p>** - Structure of muscle in<br/>detail. Actions of various<br/>individual and groups of<br/>muscles</p> <p>* - Myasthenia Gravis.</p>                                                                                                                           | Lecture,<br>discussion<br>Explain using<br>chart,<br>models and<br>films<br>Demonstrate<br>muscular<br>movements | Short<br>answers<br>questions<br>Objective<br>type                             |
| IV   | 8 | Describe the<br>structure<br>of nervous<br>system | <p><b>The Nervous System</b></p> <p>*** Structure of neurons,<br/>Meninges, CNS, ANS<br/>- parts of brain, spinal<br/>cord, cranial nerves, spinal<br/>nerves, peripheral<br/>nerves. {axillary,sciatic,fem</p>                                                                                                                                                                                                       | Lecture,<br>discussion<br>Explain using<br>models,<br>charts, slides,<br>specimens.                              | Structured<br>Essay<br>question<br>Short<br>answers<br>questions.<br>Objective |

|    |    |                                                            |                                                                                                                                                                                                                                                                                     |                                                                                   |                                                                                                |
|----|----|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|
|    |    |                                                            | <p>oral,radial ,important cutaneous nerves</p> <p>** Difference in function of sympathetic and parasympathetic</p> <p>Blood supply of cerebrum</p> <p>Autonomic Nervous System ventricles of brain</p> <p>* Structure of spinal cord, cerebrum, cerebellum</p> <p>Hydrocephalus</p> |                                                                                   | type                                                                                           |
| V  | 4  | Explain the structure of sensory organs                    | <p><b>The Sensory Organs</b></p> <p>***Structure of skin,</p> <p>Eye –Layers, Ear, Nose, tongue.</p> <p>** Muscles of eye ball</p> <p>Middle ear</p> <p>* common sensory dysfunctions</p>                                                                                           | <p>Lecture ,discussion</p> <p>Explain using models, charts, slides, specimens</p> | <p>Short answers</p> <p>questions</p> <p>Objective type</p>                                    |
| VI | 7. | Describe the structure of circulatory and lymphatic system | <p><b>Circulatory and lymphatic system</b></p> <p>*** Heart-layers</p> <p>Chambers-features, blood supply</p> <p>Structure of blood vessels – Arterial &amp; Venous</p>                                                                                                             | <p>Lecture, discussion</p> <p>Explain using models, charts, slides, specimens</p> | <p>Structured essay</p> <p>question</p> <p>Short answers</p> <p>questions</p> <p>Objective</p> |

|     |   |                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                |                                            |
|-----|---|----------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|--------------------------------------------|
|     |   |                                              | System,<br>Circulation: systemic,<br>pulmonary, coronary<br>Lymphatic system<br>Lymphatic tissues.<br>- Thymus gland<br>- Lymph nodes<br>- Spleen tonsil.<br>** Major arteries of limbs,<br>head and neck thorax,<br>abdomen & pelvis<br>Veins usually used for<br>iv injections<br>* Conducting system of<br>heart, Sites of Porto<br>systemic anastomosis,<br>Microscopic structure of<br>lymphoid organs IHD,<br>Myocardial infarction<br>Tonsillectomy<br>Splenomegaly |                                                                                | type                                       |
| VII | 5 | Describe the structure of respiratory system | <b>The Respiratory System</b><br>*** Trachea ,bronchi, lung, pleura<br>Muscles of respiration: -<br>Intercostals and Diaphragm.<br>** Broncho pulmonary Segments<br>* Investigations for lung diseases-pneumonia, pleural effusion,pneumothorax,                                                                                                                                                                                                                           | Lecture ,discussion.<br>Explain using models, torso, charts, slides, specimens | Short answers questions.<br>Objective type |

|       |      |                                            |                                                                                                                                                                                                                                                                                                                                                                           |                                                                                 |                                                                                |
|-------|------|--------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|       |      |                                            | Site for pleural tap, Lung function tests                                                                                                                                                                                                                                                                                                                                 |                                                                                 |                                                                                |
| VIII. | 7    | Describe the structure of digestive system | <b>The Digestive System</b><br>*** Parts of Alimentary tract -Oesophagus<br>extent , constrictions<br>Stomach, pancreas, livercaecum, appendix, large intestine, rectum & anal canal in detail, blood supply Accessory organs of digestion.<br>**Structure of stomach, intestines, liver, pancreas<br>* Liver function tests.<br>Investigations-barium studies<br>hernias | Lecture, discussion.<br>Explain using models, torso, charts, slides, specimens. | Structured essay<br>question<br>Short answers<br>questions.<br>Objective types |
| IX.   | 6.   | Describe the Structure of excretory system | <b>The Excretory System</b><br>*** Structure of organs of urinary System<br>:Kidney, Ureter, urinary bladder, urethra –male, female<br>** Structure of nephron<br>* Microscopic structure of kidney, Ureter, urinary bladder, Investigations of the renal system<br>Catheterization                                                                                       | Lecture discussion.<br>Explain using models, torso, charts, slides, specimens.  | Short answers<br>questions.<br>Objective type                                  |
| X     | . 5. | Describe the structure                     | <b>The Endocrine System</b><br>***Parts of Pituitary, Pancreas, thyroid,                                                                                                                                                                                                                                                                                                  | Lecture discussion.<br>Explain using                                            | Short answers<br>questions.                                                    |

|     |   |                                                |                                                                                                                                                                                                                                                                                                                                     |                                                                                |                                             |
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|     |   | of endocrine system                            | Parathyroid, and adrenal glands, thymus.<br>** Diseases caused by hyper& hypo functions of organs<br>* Microscopic structure of Organs                                                                                                                                                                                              | models, torso, charts, slides, specimens.                                      | Objective type.                             |
| XI. | 5 | Describe the structure of reproductive system. | <b>The Reproductive system including breast</b><br>*** Female reproductive organs-uterus , tubes , vagina<br>Male reproductive organs.-testis<br>Mammary gland..<br>** Prostate, vas deferens<br>ovary<br>Investigations of reproductive system<br>* Microscopic structure of organs, common causes of infertility& their treatment | Lecture discussion.<br>Explain using models, torso, charts, slides, specimens. | Short answers questions.<br>Objective type. |

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- Chaurasia B.D Human Anatomy Vol I,II,& III CBS Publishers, Delhi-32
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# PHYSIOLOGY

**Placement – First Year**

**Time:Theory– 60 Hours.**

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

Course content is divided in to 3 categories; **must know, desirable to know and nice to know**, which is indicated as must know (\*\*\*), desirable to know(\*\*) and nice to know(\*). 60% of questions for the examination should be from must know portions of content, 40% may be from desirable portions of content. Nice to know content may be discussed in the class but avoid questions from this part for university examination

| Unit | Time (Hrs.) | Learning Objectives                                            | Content                                                                                                                                                                                                                            | Teaching Learning Activities                                                    | Assessment Methods                         |
|------|-------------|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|--------------------------------------------|
| I.   | 3           | Describe the physiology of cell, tissues, membranes and glands | <b>General &amp; Cell Physiology</b><br>*** Membranes & glands – functions<br>Concept of ECF & ICF<br>Homeostasis<br>** Intravenous fluid therapy- basic principles only<br>* Tissue-formation, repair.<br>Alterations in disease. | Lecture, discussion                                                             | Short answers questions<br>Objective type. |
| II.  | 2.          | Describe the bone formation and growth and movements of        | .<br><b>Skeletal System</b><br>* Bone formation & growth.<br>Bones –Functions and movements of bones of axial and appendicular                                                                                                     | Lecture discussion.<br>Explain using charts, models and films.<br>Demonstration | Short answers questions<br>Objective type. |

|      |   |                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                             |                                                               |
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|      |   | skeletal system                                                                                       | skeleton, bone healing.<br>Joints and joint movement.<br>Alterations in disease.<br>Applications and implications in nursing.                                                                                                                                                                                                                                                                     | of joint movements.                                                                                                                         |                                                               |
| III. | 5 | Describe the muscle movements and tone and demonstrate muscle contraction and tone.                   | <b>Muscular System. [Nerve &amp; Muscle]</b><br>*** Nerve: Stimulus–impulse definitions and mechanism. Membrane potentials briefly<br>Functions of neurons & Neurolgia<br>Physiology of muscle contraction,<br>Comparative study of skeletal, cardiac & smooth muscle. Neuromuscular transmission<br>** Alterations in disease.<br>Mention Myaesthesia gravis & dystrophies<br>* Muscle movements | Lecture, discussion.<br>Explain using charts, models slides, specimen and films.<br>Demonstration of muscle movements, tone and contraction | Short answers questions<br>Objective type.                    |
| IV.  | 6 | Describe the physiology of nerve stimulus, reflexes, brain, cranial and spinal nerves.<br>Demonstrate | <b>Nervous System</b><br>*** Organization: brain, spinal cord, cranial and spinal nerves. Autonomic Nervous system<br>Ascending & Descending tracts<br>Ascending tracts: Pain: somatic, visceral, and                                                                                                                                                                                             | Lecture, discussion.<br>Explain using charts, models slides, and films.<br>Demonstrate nerve stimulus, reflex                               | Structured essay<br>Short answers questions<br>Objective Type |

|   |   |                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                       |                                                               |
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|   |   | reflex action and stimulus.                                                                         | referred<br>Cerebrospinal fluid-<br>Composition, circulation and function.<br>Synapse: Properties, functions<br>Reflex arc, Reflex action and reflexes.<br>Function of Thalamus, Hypothalamus, Basal ganglia<br>Cerebellum-functions.<br>** Mention Muscle tone<br>Levels and maintenance of posture.<br>Parkinsonism, Spinal cord injury, Hemiplegia, Paraplegia, Lumbar puncture, raised ICT, stroke, Alterations in disease.<br>Sleep & disturbances<br>* Autonomic learning and Biofeedback | action, reflexes.<br>.                                                                                |                                                               |
| V | 8 | Describe the physiology of blood and functions of Heart. Demonstrate blood cell count, coagulation, | <b>Circulatory System.</b><br><b>Blood:</b><br>***Functions, composition, [Formed elements: RBC, WBC Platelets]<br>Blood groups, blood coagulation.<br>Hemoglobin: estimation.                                                                                                                                                                                                                                                                                                                  | Lecture discussion<br>Explain using charts, films.<br>Demonstration of Blood cell count, coagulation, | Structured essay<br>Short answers questions<br>Objective type |

|     |    |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                           |                                                                           |
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|     |    | grouping,<br>Hb: BP and<br>Pulse<br>monitoring.       | <p>Blood transfusion,<br/>reactions<br/>Lymph,<br/>**Jaundice, Leukocytosis,<br/>Leukemia, polycythemia,<br/>Anemia<br/>* Structure, Synthesis and<br/>breakdown, of Hemoglobin:<br/>Variation of molecules<br/><b>Immunity.</b><br/>Formation of T-cells and B<br/>cells.<br/>Types of Immune response.<br/>Antigens. Antibodies.<br/>Cytokines.<br/><b>Circulation:</b><br/>Circulation – Principles,<br/>Functions of Heart,<br/>Conduction, Cardiac cycle,<br/>BP and Pulse: Control,<br/>factors influencing.<br/>** BP, Hypertension,<br/>circulatory shock,<br/>cardiac failure<br/>ECG<br/>Alterations in disease.<br/>Applications and<br/>Implications in nursing</p> | grouping,<br>Haemoglobin<br>estimation,<br>Heart<br>conduction<br>system.<br>Measurement of<br>pulse, BP. |                                                                           |
| VI. | 6. | Describe the<br>physiology<br>and<br>mechanisms<br>of | <p><b>The Respiratory System.</b><br/>*** Functions of<br/>respiratory organs<br/>Volumes.<br/>Pulmonary ventilation,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Lecture,<br>discussion.<br>Explain using<br>charts, films.<br>Demonstration                               | <p>Structured<br/>essay<br/>Short answers<br/>questions<br/>Objective</p> |

|       |    |                                                                        |                                                                                                                                                                                                                                                                                                                                               |                                                           |                                                   |
|-------|----|------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------|
|       |    | respiration.<br>Demonstrates<br>spirometry                             | Mechanics of ventilation.<br>Gaseous exchange in<br>lungs.<br>Carriage of oxygen &<br>carbon dioxide.<br>Exchange of gases in<br>tissues.<br>** Alterations in disease –<br>Hypoxia, asphyxia,<br>artificial respiration,<br>periodic breathing<br>Cyanosis. O <sub>2</sub> therapy, O <sub>2</sub><br>toxicity<br>Regulation of respiration. | of<br>spirometry.                                         | type.                                             |
| VII.  | 6. | Describes the<br>physiology of<br>digestive<br>system.<br>Demonstrates | <b>The Digestive System.</b><br>*** Functions of organs of<br>digestive tract. Movements<br>of alimentary tract,                                                                                                                                                                                                                              | Lecture,<br>discussion.<br>Explain using<br>charts, Films | Structured<br>essay<br>Short answers<br>questions |
|       |    | BMR                                                                    | Digestion in mouth,<br>stomach, small intestines,<br>Large intestines,<br>Absorption of food.<br>Functions of liver, gall<br>bladder and pancreas.<br>Vomiting & diarrhea<br>** Jaundice<br>* Metabolism of<br>carbohydrates, protein and<br>fat.[in Biochemistry]                                                                            |                                                           | Objective<br>type.                                |
| VIII. | 6  | Describe the<br>physiology of                                          | <b>Excretory System.</b><br>*** Functions of kidneys                                                                                                                                                                                                                                                                                          | Lecture,<br>discussion.                                   | Structured<br>essay                               |

|     |    |                                              |                                                                                                                                                                                                                                                                                                                                                   |                                                                                             |                                            |
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|     |    | excretory system                             | <p>Composition of urine.</p> <p>Mechanism of urine formation. Filtration, Reabsorption, Secretion</p> <p>Urinary bladder</p> <p>** Alterations in disease – Impaired renal function.</p> <p>Dialysis</p> <p>* Role of kidney in Fluid and acid base balance</p> <p>*** <b>Functions of skin.</b></p> <p><b>Regulation of body temperature</b></p> | Explain using charts, films.                                                                | Short answers questions<br>Objective type. |
| IX. | 3  | Describe the physiology of sensory organs.   | <p><b>Special Senses</b> [Sensory Organs.]</p> <p>*** Vision</p> <p>Audition</p> <p>Olfaction</p> <p>Taste</p> <p>** errors of refraction, glaucoma, color blindness deafness</p>                                                                                                                                                                 | <p>Lecture discussion.</p> <p>Explain using charts, films.</p> <p>Demonstration of BMR.</p> | Short answer questions<br>Objective type.  |
| X.  | 5. | Describe the physiology of endocrine glands. | <p><b>Endocrine System.</b></p> <p>*** Functions of Pituitary, Thyroid, parathyroid, pancreas, Suprarenal, Placenta and ovaries &amp; Testes.</p> <p>** [Briefly about common diseases]</p> <p>* pineal body, thymus,</p>                                                                                                                         | <p>Lecture discussion</p> <p>Explain using Charts, films.</p> <p>Demonstration of BMR</p>   | Short answers questions<br>Objective type. |

|     |   |                                                                |                                                                                                                                                                                                                                                                                                                                                                            |                                                                         |                                                                |
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|     |   |                                                                |                                                                                                                                                                                                                                                                                                                                                                            |                                                                         |                                                                |
| XI. | 8 | Describe the physiology of male and female reproductive system | <b>Reproductive System.</b><br>*** Functions of female reproductive organs;<br>Functions of breast, menstrual cycle, ovulation.<br>Pregnancy tests<br>** Physiological principles underlying contraception<br>* Reproduction of cells – DNA,<br>Mitosis, Meiosis, spermatogenesis, oogenesis.<br>Introduction to embryology.<br>*** Functions of male Reproductive organs. | Lecture, discussion.<br>Explain using Charts, films, models, specimens. | Structured essay<br>Short answers questions<br>Objective type. |

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- A.K.Jain, Textbook of Physiology for Nurses
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- Khurana I (2006) Text Book of Medical Physiology, New Delhi, Elsevier.
- Guyton A C, Hakll J E (2006) medical Physiology, Philadelphia, Grayten & Hall.
- Review of Medical Physiology: Ganong 23<sup>rd</sup> ed

## MICROBIOLOGY

**Placement: First Year** Time– 60 Hours (Theory 45 + 15 lab)

Course Description: This course is designed to enable students to acquire understanding of fundamentals of Microbiology and identification of various micro-organisms. It also provides opportunities for practicing infection control measures in hospital and community settings. Course content is divided in to 3 categories; **must know, desirable to know and nice to know**, which is indicated as must know(\*\*\*), desirable to know(\*\*) and nice to know(\*). 60% of questions for the examination should be from must know portions of content, 40% may be from desirable portions of content, nice to know content may be discussed in the class but avoid questions from this part for university examination

| Unit | Time (Hrs.) | Learning Objectives                                                                               | Content                                                                                                                                                                                                                  | Teaching Learning Activities                                                  | Assessment Methods              |
|------|-------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|---------------------------------|
| I.   | 4           | Explain Concepts and principles of microbiology                                                   | **- Introduction:<br>.Historical perspective<br>Concepts and terminology<br>Principles of microbiology                                                                                                                   | Lecture<br>Discussion                                                         | Objective type                  |
| II.  | 7           | Describe the sources of infection<br>Explain the methods of infection control<br><b>Infection</b> | *** -Infection: Sources, portals of entry and exist, transmission.<br>types of infections<br>Asepsis: Sterilization & Disinfection : Types and Methods<br>**-- Visits to CSSD<br>Clinical practice of aseptic techniques | Lecture<br>Discussion<br>Demonstration<br>Visits to CSSD<br>Clinical practice | Short answers<br>Objective type |

|     |    |                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                              |                                                      |
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| III | 6  | Explain Infection Control programmes and Standard safety measures                                                          | <b>Infection Control programmes</b><br><b>Standard safety measures (universal precautions)</b><br>*** - Chemotherapy and antibiotics<br>Standard Safety measures<br>Biomedical waste management<br>Immunoprophylaxis for hospital personnel                                                                                                                                                                                                                                                                          | Lecture<br>Discussion<br>Demonstration<br>Clinical practice  | Short answers<br>Objective type                      |
| IV  | 10 | Describe the different measures for the prevention of hospital infection<br>Explain the common infections in the community | <b>Hospital infection &amp; infection control.</b><br>*** - Infection : Sources, portals of entry and exist, transmission.<br>Types of infections, organisms involved<br><br>Identify the role of nurse in hospital infection/control.<br>Hospital Infection Control Committee-role of nurses<br>Safe injections, infusions, procedures<br>Antibiotic policy<br>Hospital infection control programme & Protocols<br>Fumigation procedures<br>*** <b>Common infections in the community (India especially Kerala.</b> | Lecture<br>Discussion<br>Demonstration<br>Clinical practice. | Structured essay<br>Short answers<br>Objective type. |
| V   | 5  | Explain the concept of immunity, hypersensitivity and immunization                                                         | <b>Immunity</b><br>***- Concept of immunity, hyper sensitivity and immunization<br><br>Hypersensitivity reactions, skin tests for delayed hypersensitivity<br>Serological tests for the diagnosis of diseases                                                                                                                                                                                                                                                                                                        | Lecture<br>Discussion<br>Demonstration<br>Clinical practice  | Short answers<br>Objective type.                     |

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| VI  | 5  | Explain the concept of immunoprophylaxis           | <b>Immunoprophylaxis:</b><br><b>National programmes</b><br>***- Vaccines & Sera – types & Classification, storage and handling, cold chain Immunization for various diseases.<br>Immunization Schedule.<br>**- Newly available vaccines                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Lecture<br>Discussion<br>Demonstration<br>Clinical practice | Short answers<br>Objective type.                     |
| VII | 15 | <i>Describe the different pathogenic organisms</i> | <b>Pathogenic organisms</b><br>*** - *** - <b>General Characteristics of Microbes</b><br>Morphological types.<br>Size and form of bacteria<br>Staining techniques: Gram Staining & Acid fast staining<br>** - Motility<br>Colonization<br>*- Structure, classification morphology and growth of bacteria<br>Identify Micro Organisms<br>Hanging drop preparation<br>Culture; various medias<br>*** - Collection, handling and transportation of various specimens for microbiological diagnosis<br>*** - <b>Source of infection, route of infection, pathogenesis &amp; lab. Diagnosis of pathogenic organisms</b><br><b>a. Bacteria</b><br>***- Cocci-gram positive - Staphylococci, Streptococci, Pneumococci<br>gram negative Cocci- Gonococci, meningococcal<br>Bacilli -gram positive- Corynebacterium diphtheriae, Clostr, tetani | Lecture<br>Discussion<br>Demonstration<br>Clinical practice | Structured essay<br>Short answers<br>Objective type. |

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |
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|  |  |  | <p><b>Gram negative bacilli</b><br/> ***-Enterbacteriaceae-Esch.<br/> Coli, Klebsiella &amp;<br/> Salmonella<br/> Vibrio cholerae,<br/> Pseudomonas, H. influenza<br/> Mycobacterium,<br/> Tuberculosis &amp; leprae,<br/> Spirochaetes<br/> ** - Clostr. Botulinum &amp;<br/> perfringes<br/> Shigella, Proteus<br/> Bordetella, Listeria,<br/> campylobacter<br/> Helicobacter<br/> * - Mycoplasma<br/> Reckettssiae<br/> Chlamydiae<br/> A typical mycobacteria</p> <p><b>b. Viruses</b><br/> ***-varicilla-Zoster, polio,<br/> measles, mumps, rubella,<br/> rabies, Hepatitis viruses,<br/> arboviruses prevalent in<br/> India-dengue, chikungunya<br/> Japanese encephalitis, KFD<br/> Influenza viruses, HIV<br/> ** - Yellow fever, oncogenic<br/> viruses,<br/> pox viruses</p> <p><b>c. Fungi</b><br/> ***-Superficial mycoses-<br/> Dermatophytosis, candidosis,<br/> Tinea versicolor<br/> deep mucoses-candida,<br/> Cryptococcus<br/> ** - Subcutaneous &amp; other<br/> deep mycoses</p> <p><b>d. Parasites: prevalent in<br/> India</b><br/> ***-E. histolytica, Giardia,<br/> Trichomonas, malaria,<br/> filariasis,<br/> intestinal nematodes, tape<br/> worms infecting man<br/> ** - Secondary parasitic<br/> infections in<br/> HIV infected/AIDS<br/> * - Trematodes</p> |  |  |
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|      |   |                                   |                                                                                                                                           |                     |                                 |
| VIII | 3 | Explain the zoonotic diseases     | <b>*** - Zoonotic diseases</b><br>Anthrax, Rabies, leptospirosis<br><b>** - Plague, dog tapeworm</b><br><b>* - Rodents &amp; vectors.</b> | Lecture, Discussion | Short answers<br>Objective type |
| IX   | 5 | Explain the vector borne diseases | <b>*** - Vector borne diseases</b><br>Malaria, Filariasis, dengue, Chikungunia, Japanese encephalitis, KFD<br>Leishmaniasis               | Lecture, Discussion | Short answers<br>Objective type |

## REFERENCES

- Ananthanarayan R & Jayaram Paniker C K (2005). Text Book of Microbiology, Hyderabad, Orient Longman Private Ltd.
- Ananthanarayan R & Jayaram Paniker C K (2005). Text Book of Microbiology for Nurses, Hyderabad, Orient Longman Private Ltd
- Nagoba P S, Puchare A (2007) Medical Microbiology, Preparatory manual for undergraduates, New Delhi, Jaypee Brothers Medical Publishers (P) Ltd.
- Gupta S (2010) A short text book of medical microbiology (including parasitology) New Delhi, Jaypee Brothers Medical Publishers (P) Ltd.
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- Collie J G et al (2006) Practical medical Microbiology, New Delhi, Churchill Livingstone.

# BIOCHEMISTRY

**Placement: First Year Time: Theory – 30 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 understand the alterations in biochemistry in diseases for practice of nursing. Course content is divided in to 3 categories; **must know, desirable to know and nice to know** , which is indicated as must know(\*\*\*), desirable to know(\*\*) and nice to know(\*). 60% of questions for the examination should be from must know portions of content, 40% may be from desirable portions of content, nice to know content may be discussed in the class but avoid questions from this part for university examination

| <b>Unit</b> | <b>Time<br/>(Hrs.)</b> | <b>Learning Objectives</b>                                                                        | <b>Content</b>                                                                                                                                                                                                                                                                     | <b>Teaching Learning Activities</b>                                       | <b>Assessment Methods</b>              |
|-------------|------------------------|---------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------|
| 1.          | 3                      | Describe the structure composition and functions of cell.<br><br>Differentiate between Prokaryote | <b>Cell biology</b><br>*** -- Review of structure, Composition and functions of cell.<br>Prokaryote and Eukaryote cell structure and function of cell membrane<br>** -- Transport mechanism: diffusion, osmosis, filtration, active channel, sodium pump.<br>* - Microscopy<br>. . | Lecture discussion using charts, slides.<br>Demonstrate use of microscope | Short answer questions. Objective type |

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|    |   | and<br>Eukaryote<br>cell.<br>Identify<br>techniques<br>of<br>Microscopy. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                              |                                                                            |
| II | 6 | Explain the<br>metabolism<br>of<br>carbohydrate<br>s.                    | <p>*** - Carbohydrates</p> <p>Classification and biological<br/>importance of<br/>carbohydrates</p> <p>Chemistry of monosaccharide<br/>,disaccharides,<br/>polysaccharides</p> <p>Digestion and absorption of<br/>carbohydrates</p> <p>Regulation of blood glucose</p> <p>Diabetes mellitus –<br/>classification, biochemical<br/>derangement, clinical features<br/>and management</p> <p>Oral glucose tolerance test</p> <p>** - In born errors of<br/>metabolism</p> <p>Lactose intolerance,<br/>Galactossemia,Fructosuria,<br/>hereditary fructose<br/>intolerance</p> <p>*- Metabolism</p> <p>Pathways of glucose</p> <p>- Glycolysis</p> <p>- Gluconeogenesis: Coris cycle</p> | Lecture<br>discussion<br>Demonstration<br>of blood<br>glucose<br>monitoring. | Structured<br>essay<br>Short<br>answer<br>questions.<br>Objective<br>type. |

|      |   |                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                            |                                                               |
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|      |   |                                   | - Glucogenolysis<br>- Pentose phosphate<br>Pathways( Hexose<br>monophosphate)<br>TCA cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                            |                                                               |
| III. | 5 | Explain the metabolism of Lipids. | <b>Lipids.</b><br>*** - Classification with examples, composition and biological importance of lipids, saturated and unsaturated fatty acids, triacyl glycerols phospholipids& cholesterol<br>Digestion and absorption of lipids<br>Atherosclerosis. Fatty liver,obesity,lipoprotein.LDL,V LDL,IDL,HDL<br>Chylomicrons<br>Lipid prophile<br>** - Formation and utilization of ketone bodies, ketoacidosis in diabetes and starvation<br>* - Nomenclature, roles and prostaglandins<br>Metabolism of fatty acid<br>Break down and synthesis<br>Metabolism of triglycerides<br>Cholesterol mechanism<br>Biosynthesis and its regulation<br>- Bile salts and bilirubin | Lecture discussion.<br>using charts.<br>Demonstration of laboratory tests. | Structured essay<br>Short answer questions<br>Objective type. |

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|    |   |                                                     | <ul style="list-style-type: none"> <li>- Vitamin D</li> <li>- Steroid hormones</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                          |                                                                             |
| 1V | 5 | Explain the metabolism of Amino acids and Proteins. | <p>*** - Classification of amino acids – based on structure, nutritional status and metabolic fate</p> <p>Digestion and absorption of proteins</p> <p>Formation and disposal of ammonia</p> <p>Plasma proteins: functions. Hypoproteinemia</p> <p>** - Biologically important substances synthesized from amino acids</p> <p>Inborn errors of protein metabolism( phenyl ketonuria, albinism, alkaptonuria, hartnup disease, maple syrup urine disease)</p> <p>*- Metabolism of amino acids and proteins</p> <p>Protein synthesis, targeting and glycosylation. Chromatography. Electrophoresis, Sequencing. Metabolism of nitrogen. Fixation and assimilation. Fixation and chlorophylls</p> <p>.</p> | <p>Lecture</p> <p>Discussion using charts.</p> <p>Demonstration of laboratory tests.</p> | <p>Structured essay</p> <p>Short answer questions</p> <p>Objective type</p> |

|          |     |                                                                    |                                                                                                                                                                                                                                                                                                                                                  |                                                             |                                           |
|----------|-----|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------|
|          |     |                                                                    |                                                                                                                                                                                                                                                                                                                                                  |                                                             |                                           |
| V        | 1   | Explains the clinical enzymology                                   | *** - Enzymes, clinical enzymology                                                                                                                                                                                                                                                                                                               | Lecture<br>Discussion<br>using charts.                      | Objective type                            |
| VI       | 4   | Describe types, composition and utilization of Vitamins & minerals | Vitamins<br>*** - Dietary sources, biochemical functions and deficiency manifestations of fat soluble and water soluble vitamins<br>Minerals<br>*** - Dietary sources, functional importance and altered levels of iron and calcium<br>** - Dietary sources, functional importance and Altered levels of copper, fluorine, sodium and potassium. |                                                             | Short answer questions.<br>Objective type |
| VII      | 7   | Explain acid base balance                                          | <b>Acid base balance and p H</b><br>*** - p H, buffers and Acid base disorders and assessment                                                                                                                                                                                                                                                    | Lecture<br>Discussion<br>Demonstration of laboratory tests. | Short answer questions<br>Objective type  |
| VI<br>II | 2 . | Explain different function tests.                                  | ***- <b>Function tests</b><br>** - LFT. (Briefly describe important tests only)                                                                                                                                                                                                                                                                  | Lecture<br>Discussion<br>using charts.<br>Demonstration     | Short answer questions<br>Objective       |

|          |   |                                   |                                                                                                                                                                                                                                                                                                                                                                            |                                                      |                                            |
|----------|---|-----------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------|--------------------------------------------|
|          |   |                                   | RFT-Urea, Serum creatinine and urine examination                                                                                                                                                                                                                                                                                                                           | of laboratory tests.                                 | type.                                      |
| VI<br>I. | 1 | Describe metabolism of hemoglobin | *** - <b>Hemoglobin</b><br>**- Breakdown of Hemoglobin, biochemical basis of jaundice                                                                                                                                                                                                                                                                                      | Lecture discussion.<br>Demonstrate laboratory tests. | Short answer questions.<br>Objective type. |
| VI<br>II | 1 |                                   | <b>Immunology</b><br>***- Structure and functions of Immunoglobulins<br>*- Immunochemistry.<br>Immune response,<br>Mechanism of antibody production.<br>Antigens: HLA typing.<br>Free radical and antioxidants.<br>Specialized Protein: Collagen, Elastin,<br>Keratin, Myosin, Lens Protein.<br>Electrophoretic and Quantitative determination of immunoglobins-ELISA etc. |                                                      |                                            |

#### REFERENCES:-

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- Purli D (2002) Text Book of Medical Biochemistry, New Delhi, Elsevier.
- Satyanarayanan (2005) Essentials of Biochemistry Kolkata, Books & Allied (P) Ltd.
- Vasudevan D M & Sreekumar S ( ) Text Book of Biochemistry, New York Jaypee.
- Nelson D I (2007) Lehninger Principles & Biochemistry New York, Premier & Company.

## NUTRITION

**Placement: First Year Time: Theory 60 Hours (40+20)**

**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.) | Time (Hrs) pr | Learning Objectives                                   | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Teaching Learning Activities            | Assessment Methods               |
|------|-------------|---------------|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|----------------------------------|
| 1.   | 4           |               | Describe the relationship between nutrition & Health. | Introduction<br>Nutrition<br>History<br>Concepts<br>Role of nutrition in maintaining health.<br>Nutritional problems in India.<br>National Nutritional policy.<br>Factors affecting food and nutrition: socio-economic, cultural, tradition, production, system of distribution, life style and food habits etc.<br>Role of food and its medicinal value.<br>Classification of foods.<br>Food standards.<br>Elements of nutrition: macroand micro.<br>Calorie, BMR. | Lecture Discussion<br>Panel discussion. | Short answers<br>Objective type. |

|      |   |  |                                                                                                           |                                                                                                                                                                                                                                            |                        |                                  |
|------|---|--|-----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|----------------------------------|
| II.  | 2 |  | Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates . | Carbohydrates<br>Classification<br>Caloric Value<br>Recommended daily allowances.<br>Dietary sources.<br>Functions.<br>Digestion, absorption and storage, metabolism of carbohydrates.<br>Malnutrition: Deficiencies and Over consumption. | Lecture<br>Discussion  | Short answers<br>Objective type. |
| III. | 2 |  | Describe the classification, functions, sources and recommended daily allowances (RDA) of Fats.           | Fats<br>Classification<br>Caloric Value<br>Recommended daily allowances.<br>Dietary sources.<br>Functions.<br>Digestion, absorption and storage, metabolism.<br>Malnutrition: Deficiencies and Over consumption.                           | Lecture<br>Discussion  | Short answers<br>Objective type. |
| IV.  | 2 |  | Describe the classification, functions, sources and recommended daily allowances (RDA) of Proteins        | Classification<br>Caloric Value<br>Recommended daily allowances.<br>Dietary sources.<br>Functions.<br>Digestion, absorption, metabolism and storage<br>Malnutrition: Deficiencies                                                          | Lecture<br>Discussion. | Short answers<br>Objective type  |

|     |    |  |                                                                                                     |                                                                                                                                                                                                                                           |                                                 |                                  |
|-----|----|--|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------|----------------------------------|
|     |    |  |                                                                                                     | and Over consumption.                                                                                                                                                                                                                     |                                                 |                                  |
| V.  | 3  |  | Describe the daily calorie requirement for different categories of people.                          | Energy<br>Unit of Energy – Kcal.<br>Energy requirements of different categories of people.<br>Measurements of energy.<br>Body Mass Index (BMI) and basic metabolism.<br>Basal Metabolic Rate (BMR) – determination and factors affecting. | Lecture Discussion<br>Exercise<br>Demonstration | Short answers<br>Objective type. |
| VI. | 4. |  | Describe the classification, functions, sources and recommended daily allowances (RDA) of Vitamins. | Vitamins<br>Classification<br>Recommended daily allowances.<br>Dietary sources.<br>Functions.<br>Absorption, synthesis, metabolism storage and excretion.<br>Deficiencies.<br>Hyper vitaminosis.                                          | Lecture Discussion                              | Short answers<br>Objective type. |

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| VII  | 4. |  | Describe the classification, functions, sources and recommended daily allowances (RDA) of Minerals. | Minerals.<br>Classification<br>Recommended daily allowances.<br>Dietary sources.<br>Functions.<br>Absorption, synthesis, metabolism storage and excretion.<br>Deficiencies. Over consumption and toxicity.                                                                       | Lecture<br>Discussion. | Short answers<br>Objective type. |
| VIII | 3. |  | Describe the Water & Electrolytes. sources, functions and requirements of Water & electrolytes.     | Water: Daily requirement, regulation of water metabolism, distribution of body water.<br>Electrolytes: Types, sources, composition of body fluids.<br>Maintenance of fluid & electrolyte balance. Over hydration, dehydration and water intoxication.<br>Electrolyte imbalances. | Lecture<br>Discussion. | Short answers<br>Objective type. |

|     |   |    |                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                   |                                                                           |                                                                      |
|-----|---|----|----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|----------------------------------------------------------------------|
| IX  | 5 | 15 | Describe the Cookery rules and preservation of nutrients. Prepare and serve simple beverages and different types of foods. | Cookery rules and preservation of nutrients. Principles, methods of cooking and serving. Preservation of nutrients. Safe Food handling – toxicity. Storage of food. Food preservation, food additives and its principles. Prevention of food adulteration Act (PFA). Food standards. Preparation of simple beverages and different types of food. | Lecture Discussion<br>Demonstration<br>Practice session.                  | Short answers<br>Objective type.<br>Assessment of practice sessions. |
| X.  | 7 | 5  | Describe and plan balanced diet for Different categories of people.                                                        | Balanced diet<br>Elements Food groups<br>Recommended Daily.<br>Allowance<br>Nutritive value of foods<br>Calculation of balanced diet for different categories of people. Planning menu. Budgeting of food.<br>Introduction to therapeutic diets: Naturopathy – Diet.                                                                              | Lecture Discussion<br>Practice session<br>Meal planning.                  | Short answers<br>Objective type.<br>Exercise on menu planning.       |
| XI. | 4 |    | Describe various national programmes related to nutrition. Describe the                                                    | Role of nurse in nutritional programmes. National programmes related to nutrition. Vitamin A                                                                                                                                                                                                                                                      | Lecture Discussion.<br>Demonstration of Assessment of nutritional status. | Short answers.<br>Objective type                                     |

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|--|--|--|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  |  | <p>role of nurse in assessment of nutritional status and nutrition education.</p> | <p>deficiency programme. National iodine deficiency disorders (IDD) programme. Mid-day meal programme. Integrated child development scheme (ICDS). National and International agencies working towards food/nutrition. NIPCCD,CARE,F AO,NI N,CFTRI (Central food technology and research institute) etc. Assessment of nutritional status. Nutrition education and role of nurse.</p> |  |  |
|--|--|--|-----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

#### References:

- Dr. Swaminathan M (2006). Handbook of food& Nutrition Bangalore, The Bangalore Printing & Publishing Co, Lts.
- John Sheila & Dr. Jenifer J (2007) Essentials of Nutrition & Dietetics for Nursing, Chennai, BI Publications Pvt, Ltd.
- Gupta L C, et al (2006) Food & Nutrition facts & figures, New Delhi, Jaypee.
- Lutz & Prazytalski (2008) Nutrition & Diet Theory Evidence – based applications New Delhi, Jaypee.
- Barrer M Helen (2002) Nutrition & Dietetics for Health care.
- Raheena Beegam.M.(1991) A Text book of Foods, Nutrition & Dietetics, New Delhi, Sterling Publishers Pvt. Ltd

# PSYCHOLOGY

**Placement:** First year Time: Theory 60 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. Course content is divided in to 3 categories; **must know, desirable to know and nice to know** , which is indicated as must know(\*\*\*), desirable to know(\*\*) and nice to know(\*). 60% of questions for the examination should be from must know portions of content, 40% may be from desirable portions of content, nice to know content may be discussed in the class but avoid questions from this part for university examination

| Unit | Time (Hrs.) | Learning Objectives                                   | Content                                                                                                                                                                                                           | Teaching Learning Activities | Assessment Methods           |
|------|-------------|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------------------------|
| I.   | 2           | Describe the history, scope and methods of psychology | **- Describe the history, scope and methods of psychology<br>Introduction:<br>History and origin of science of psychology.<br>Definitions & Scope of Psychology<br>Relevance to nursing.<br>Methods of Psychology | Lecture<br>Discussion        | Essay type<br>Short answers. |
| II.  | 4           | Explain the biology of Human behaviour                | *** - Explain the biology of Human behavior<br>Biology of behaviour<br>Body mind relationship<br>modulation process in health and                                                                                 | Lecture<br>Discussion.       | Essay type<br>short answers. |

|      |    |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                              |                                         |
|------|----|--------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------|
|      |    |                                                              | <p>illness.</p> <p>Genetics and behaviour:<br/>Heredity and environment.</p> <p>Brain and behaviour: Nervous System, Neurons and synapse, Association Cortex, Rt and Lt. Hemispheres.</p> <p>Psychology of Sensations.</p> <p>Muscular and glandular controls of behaviour. Nature of behaviour of an Organism/Integrated responses</p>                                                                                                                                                                                                                                                |                                                                              |                                         |
| III. | 20 | Describe various cognitive processes and their applications. | <p>*** - Cognitive processes</p> <p>Attention: Types, determinants, Duration &amp; degree, alterations.</p> <p>Perception: Meaning, Principles, factors affecting, Errors,</p> <p>Learning: Nature, Types, learner and learning, Factors influencing, laws, and theories, process, transfer, study habits. Memory: Meaning, Types, Nature Factors influencing, Development Theories and methods of memorizing and Forgetting.</p> <p>Thinking: Types and levels, stages of development, Relationship with language and communication. Intelligence: Meaning, classification, uses,</p> | <p>Lecture Discussion</p> <p>Psychometric assessment: Practice sessions.</p> | <p>Essay type</p> <p>Short answers.</p> |

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|-----|---|------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|-----------------------------------------|
|     |   |                                                                                    | <p>theories. Aptitude: Concept, types,</p> <p>Individual differences and variability.</p> <p>Psychometric assessments of cognitive processes. Alterations in cognitive processes. Applications.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                |                                         |
| IV. | 8 | Describe motivation, emotions, stress, attitudes and their influence on behaviour. | <p>*** - Describe motivation, emotions, stress, attitudes and their influence on behaviour. Motivation and Emotional Processes:</p> <p>Motivation: Meaning, Concepts, Types, Theories, Motives and behaviour, Conflicts and frustration, conflict resolution. Emotions &amp; stress.</p> <p>Emotion: Definition, components, changes in emotions, theories, emotional adjustments, emotions in health and illness. Stress: stressors, cycle, effect, adaptation &amp; coping Attitude: Meaning, nature</p> <p>development, factors affecting, Behaviour and attitudes</p> <p>Attitudinal change</p> <p>Psychometric assessments of emotions and attitudes.</p> <p>Alterations in emotions</p> <p>Applications.</p> | <p>Lecture</p> <p>Discussion</p> <p>Role plays</p> <p>Case</p> <p>Discussion</p> <p>Demonstration</p> <p>.</p> | <p>Essay type</p> <p>Short answers.</p> |
| V.  | 7 | Explain the concepts of                                                            | <p>** - Personality</p> <p>Definitions, topography,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Lecture</p> <p>Discussion</p>                                                                               | <p>Essay type</p> <p>Short</p>          |

|      |   |                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                 |                              |
|------|---|---------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------|
|      |   | personality and its influence on behaviour.             | types, Theories.<br>Psychometric assessments of personality<br>Alterations in personality<br>Applications<br>Alterations in personality<br>Applications                                                                                                                                                                                                                                                              | Demonstration                                                                   | answers.                     |
| VI.  | 7 | Describe psychology of people during the life cycle.    | ** - Describe psychology of people during the life cycle<br>Developmental Psychology<br>Psychology of people at different ages from infancy to old age.<br>Psychology of vulnerable Individuals – challenged, women, sick, etc. Psychology of groups                                                                                                                                                                 | Lecture<br>Discussion<br>Case<br>Discussion                                     | Essay type<br>Short answers. |
| VII. | 8 | Describe the characteristics of Mentally healthy person | ** - Describe the characteristics of<br>Mentally healthy person<br>Mental hygiene and mental Health<br>Concepts of mental hygiene and mental health. Characteristics of mentally healthy person. Warning signs of poor mental health.<br>Promotive and Preventive mental health-strategies and services.<br>Ego Defence mechanisms and implications.<br>Personal and social adjustments.<br>Guidance and counseling. | Lecture<br>Discussion.<br>Case<br>Discussion<br>Role Play<br>Demonstration<br>. | Essay type<br>Short answers. |

|      |   |                                                         |                                                                                                                                                                                                                                                      |                                                                                |                         |
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|      |   |                                                         | Role of nurse.                                                                                                                                                                                                                                       |                                                                                |                         |
| VII. | 4 | Explain the psychological assessments and role of nurse | <p>** - Explain the psychological assessments and role of nurse.</p> <p>Psychological assessment &amp; tests.</p> <p>Types, development, Characteristics, Principles, Uses,</p> <p>Interpretations and Role of nurse in psychological assessment</p> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice sessions</p> | Assessment of Practice. |

**References:-**

- Razeena Viswambaran Text Book of Psychology for Health Professionals.
- Anthikad J (2007) Psychology for graduate nurses New Delhi, Jaypee.
- David G Mayers, Psychology 5<sup>th</sup> Edition Work Publishers, New York
- Passer M W, Smith R E (2007) Psychology, The science of mind & behaviour, New York, Tata Mc Graw-Hill.
- Dr. Balachandran M (2005) Psychology for Nursing students, Thiruvananthapuram, Maanas Publishers.
- Charles G Morris (1988) Psychology, An introduction to NewHercy, Prentice Hall.
- Bhatia Elements of Psychology and Mental hygiene for Nurses in India, Orient Longman.

# SOCIOLOGY

**Placement: First Year**

**Time: Theory 60 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 Socialisation and individualization.<br>Personal disorganization. | Lecture<br>Discussion                     | Essay type<br>Short answers. |
| III. | 3           | 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<br>Discussion<br>Panel Discussion | Essay type<br>Short answers. |
| IV.  | 4           | Identify various social groups and their interactions                  | Social groups and Processes<br>The meaning and classification of groups.<br>Primary & Secondary Group<br>In-group V/s. Out-group, Class                                                         | Lecture<br>Discussion                     | Essay type<br>Short answers. |

|      |   |                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                       |                                                                                                         |
|------|---|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------------------------------------|
|      |   |                                                                                         | <p>Tribe, Caste.</p> <p>Economic, Political, Religious groups, Mob, Crowd, Public and Audience Interaction &amp; Social Processes.</p> <p>Co-operation, Competition, Conflict.</p> <p>Accommodation, Assimilation &amp; Isolation.</p>                                                                                                                                                                                                                                        |                       |                                                                                                         |
| V.   | 6 | Explain the growth of population in India and its impact on health                      | <p>Society and population</p> <p>Population</p> <p>Population distribution in India</p> <p>Demographic characteristics.</p> <p>Malthusian theory of Populations</p> <p>Population explosion in India and its impact on health status.</p> <p>Family welfare programmes.</p>                                                                                                                                                                                                   | Lecture<br>Discussion | <p>Essay type</p> <p>Short answers</p> <p>Assessment of report on Community identification</p> <p>.</p> |
| VI.  | 5 | Describe the institutions of family and marriage in India                               | <p>Family and Marriage</p> <p>Family – Functions</p> <p>Types – Joint, Nuclear, Blended and extended family: Characteristics.</p> <p>The Modern Family – Changes, Problems – Dowry etc., Welfare Services.</p> <p>Changes &amp; legislations on family and marriage in India – marriage acts.</p> <p>Marriage: Forms and functions of marriage,</p> <p>Marriage and family problems in India.</p> <p>Family, marriage and their influence on health and health practices.</p> | Lecture<br>Discussion | <p>Essay type</p> <p>Short answers.</p> <p>Assessment of family case study.</p>                         |
| VII. | 7 | Describe the class and caste system and their influence on health and health practices. | <p>Social Stratification</p> <p>Meaning &amp; types of social stratification.</p> <p>The Indian Caste System – origin &amp; features.</p> <p>Features of Caste in India Today</p> <p>Social Class system and status.</p> <p>Social Mobility – Meaning &amp; Types.</p> <p>Race as a biological concept, criteria f racial classification.</p>                                                                                                                                 | Lecture<br>Discussion | <p>Essay type</p> <p>Short answers.</p> <p>Assessment of report on community survey.</p>                |

|      |   |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                       |                                                                           |
|------|---|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------|
|      |   |                                                                                       | Salient features of Primary races<br>Racism.<br>Influence of Class, Caste and Race on health and health practices.                                                                                                                                                                                                                                                                                                                                                                                                                                    |                       |                                                                           |
| VIII | 6 | Describe the types of communities in India, their practices and the impact on health. | Types of Communities in India (Rural, Urban and Regional)<br>Features of village community & Characteristics of Indian Villages Panchayath System, Social dynamics.<br>Community Development project & Planning. Changes in Indian Rural Life.<br>Availability of health facilities in rural and its impact on health and health practices.<br>Urban – Community – Features.<br>The growth of cities:<br>Urbanisation and its impact on health and health practices.<br>Major Urban problems – Urban Slums<br>Regions: Problems and impact on Health. | Lecture<br>Discussion | Essay type<br>Short answers.<br>Assessment of report on community survey. |
| IX.  | 4 | Explain the process of Social Change                                                  | Social Change<br>Nature and process of Social Change.<br>Factors influencing Social change: Cultural change, Cultural lag.<br>Introduction to Theories of social change: Linear, Cyclical, Marxian, Functional<br>Role of nurse – Change agents.                                                                                                                                                                                                                                                                                                      | Lecture<br>Discussion | Essay type<br>Short answers.                                              |
| X.   | 4 | Describe the Social system and inter relationship of social organizations.            | Social organization and social system<br>Social organization: elements, types.<br>Democratic and authoritarian modes of participation, Voluntary associations<br>Social System: Definition and Types of social system.<br>Role and Status as structural elements of social system.                                                                                                                                                                                                                                                                    | Lecture<br>Discussion | Essay type<br>Short answers.<br>Assessment of visit reports.              |

|      |     |                                                                          |                                                                                                                                                                                                                                                                                                                                                                                      |                       |                                                                           |
|------|-----|--------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|---------------------------------------------------------------------------|
|      |     |                                                                          | Inter – relationship of institutions.                                                                                                                                                                                                                                                                                                                                                |                       |                                                                           |
| XI.  | 2   | Explain the nature and process of social control.                        | Social Control<br>Nature and process of social control.<br>Political, Legal, Religious, Educational, Economic, Industrial and Technological systems, Norms & Values<br>Folkways & Mores Customs, Laws and fashion.<br>Role of nurse.                                                                                                                                                 | Lecture<br>Discussion | Essay type<br>Short answers.<br>Assessment of report on community survey. |
| XII. | 15. | Describe the role of the nurse in dealing with social problems in India. | Social Problems<br>Social disorganization<br>Control & planning; poverty, housing, illiteracy, food supplies, prostitution, rights of women & children, vulnerable groups: Eldery, handicapped, minority groups and other marginalized groups, child labour, child abuse, delinquency and crime, substance abuse, HIV/AIDS.<br>Social Welfare programmes in India.<br>Role of nurse. | Lecture<br>Discussion | Essay type<br>Short answers.<br>Assessment of visit reports.              |

**References:-**

- Horton B P & Hunt C L (2005) Sociology, New Delhi, Tara Mc Grow –Hill.
- Gurberg M (2004) Sociology New Delhi, Surgeet Publications.
- Lemmon, Mary, Sociology and social problems in Nursing, Sr. Louis, C V Mosby Company.
- Venkatraman R, Medical Sociology in an Indian Setting, Mc Company India Pvt. Ltd.

# NURSING FOUNDATIONS

Placement – 1<sup>st</sup> year

Allotted hours

Theory- 265

Lab – 200

Clinical Experience -450 hrs.

**Course Description:** This course is designed to help the students to develop an understanding of the Nursing Profession, philosophy, objectives, theories and application of nursing in various 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<br>(Hrs.<br>) | Learning<br>Objectives                                           | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Teaching<br>Learning<br>Activities                     | Assessment<br>Methods                         |
|------|--------------------|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------|
| 1.   | 10                 | Describe the concept of health, illness and health care agencies | <b>Introduction:</b> <ul style="list-style-type: none"> <li>• concept of health illness continuum</li> <li>• Factors influencing health</li> <li>• Causes and risk factors for developing illness</li> <li>• Illness and illness behavior</li> <li>• Impact of illness on patient and family</li> <li>• Health care services Health promotion<br/>Prevention<br/>Primary care<br/>Diagnosis,<br/>treatment ,<br/>Rehabilitation &amp; continuing care</li> <li>• Health care teams</li> <li>• Types of health care agencies</li> </ul> | Lecture<br>Discussion<br>Visit to health care agencies | Essay type<br>Short answers<br>Objective type |

|    |    |                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                           |                                                              |
|----|----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|--------------------------------------------------------------|
|    |    |                                                                                                                                                                                                                                                      | <ul style="list-style-type: none"> <li>• Hospitals, types organization and functions</li> <li>• Health promotion Levels of disease Prevention</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                           |                                                              |
| II | 20 | <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> <li>• Explain the basic concepts of conceptual and theoretical</li> </ul> | <p>Nursing as a profession</p> <ul style="list-style-type: none"> <li>• Definition and characteristics of profession</li> <li>• Nursing, Definition, Concepts, Philosophy, Objectives, Characteristics, nature and scope of nursing practice, Functions of nurse, Qualities of a nurse, categories of nursing personnel</li> <li>o Nursing as a profession</li> <li>o History of Nursing in India</li> <li>• Values: Definition types, Values Clarification and values in professional</li> <li>Nursing: Caring and Advocacy</li> <li>• Ethics: <ul style="list-style-type: none"> <li>o Definition and Ethical Principles</li> <li>o Code of ethics and professional conduct for nurse</li> </ul> </li> <li>Professional nursing Concepts and practices</li> <li>Conceptual and theoretical models of nursing practice, introduction to models:-</li> </ul> | <p>Lecture</p> <p>Discussion</p> <p>Care discussion</p> <p>Role plays</p> | <p>Essay type</p> <p>Short Answers</p> <p>Objective type</p> |

|     |    |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                          |                                                                                                                   |
|-----|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
|     |    | models of nursing                                                                                                                                                                                                                                       | <p>holistic model, health belief model, health promotion model etc.</p> <p>Introduction to theories in Nursing Abdella, Handerson's ,Orem's, Neuman's ,Roger's and Roy's, Maslow</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                          |                                                                                                                   |
| III | 10 | <p>Communicate effectively with patient families and team members and maintain effective human relations projecting professional image</p> <ul style="list-style-type: none"> <li>• Appreciate the importance of patient teaching in nursing</li> </ul> | <p><b>Communication and nurse patient relationship:-</b></p> <p>Communication</p> <ul style="list-style-type: none"> <li>• Levels</li> <li>• Elements</li> <li>• Types</li> <li>• Modes</li> <li>• Process, Factors influencing communication</li> <li>• Methods of effective communication</li> <li>• Rapport building skills</li> <li>• Empathy skills</li> <li>• Barriers to effective communication</li> </ul> <p>Helping relationships (NPR)</p> <ul style="list-style-type: none"> <li>• Dimensions of helping relationships</li> <li>• Phases of a helping relationship (NPR)</li> <li>• Communicating effectively with patient, families and team members and maintain effective human relations</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• role play and video film on the nurses interacting with the patient</li> <li>• Practice session on patient</li> <li>• Teaching</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> |

|    |    |                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                         |                                                                                                                   |
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|    |    |                                                                                                                                                                                                                                                                                                      | <p>with special reference to communicating with vulnerable group (children, women, physically &amp; mentally challenged &amp; elderly)</p> <ul style="list-style-type: none"> <li>• Patient teaching:- <ul style="list-style-type: none"> <li>- importance</li> <li>- purpose</li> <li>- process</li> <li>- role of nurse and integrating teaching in nursing process</li> </ul> </li> </ul>                                                                                                                                                                                                                                                                                                                                     |                                                                                                                         |                                                                                                                   |
| IV | 30 | <ul style="list-style-type: none"> <li>• Describe purpose and process of health assessment</li> <li>• Describe the health assessment of each body system</li> <li>• Explain the concept, uses, format and steps of nursing process</li> <li>• Documents nursing process as per the format</li> </ul> | <p><b>Health assessment</b></p> <ul style="list-style-type: none"> <li>• Purposes</li> <li>• Process of health assessment <ul style="list-style-type: none"> <li>o Health history</li> <li>o Physical examination</li> </ul> </li> <li>• Methods inspection, palpation, percussion, Auscultation, olfaction, preparation for examination :- patient and unit</li> </ul> <p><b>The Nursing process</b></p> <ul style="list-style-type: none"> <li>• The nursing process</li> </ul> <p>Overview</p> <p>Definition steps</p> <ul style="list-style-type: none"> <li>• Nursing Process format</li> <li>• Assessment</li> </ul> <p>√ Collection of Data</p> <p>Types Sources, Methods</p> <p>√ Formulating Nursing Judgment, Data</p> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Practice on simulators</p> <p>Supervised clinical practice</p> | <ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul> |

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|   |   |                                                                        | <p>Interpretation</p> <ul style="list-style-type: none"> <li>o Nursing diagnosis</li> <li>√ Identification of client problems</li> <li>√ Nursing diagnosis statement</li> <li>√ Difference between medical and nursing diagnosis</li> <li>o Planning</li> </ul> <p>Establishing Priorities<br/>Establishing Goals and Expected outcomes<br/>Selection of interventions<br/>Protocols and standing Orders<br/>Writing the Nursing Care Plan<br/>Implementing the plan of care, Evaluation<br/>Outcome of care<br/>Review and Modify<br/>Documentation and Reporting</p> |                                                                                                   |                                                        |
| V | 5 | Describe the purposes, types and techniques of recording and reporting | <p><b>Documentation and Reporting</b></p> <ul style="list-style-type: none"> <li>• Documentation :- purposes of recording &amp; reporting</li> <li>• Communication within the health care team</li> <li>• Types of records, ward records, medical (nursing records)</li> <li>• Common record</li> </ul>                                                                                                                                                                                                                                                                | <p>Lecture discussion<br/>Demonstration<br/>Practice session<br/>Supervised clinical practice</p> | <p>Essay type<br/>Short answers<br/>Objective type</p> |

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|    |   |                                                                                                            | <p>keeping forms,<br/>computerized<br/>documentation</p> <ul style="list-style-type: none"> <li>• Guidelines for reporting factual basis, accuracy, completeness, correctness, 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>                                                                                          |                                                                                                           |                                                                                                                                                     |
| VI | 5 | <p>Explain the admission &amp; discharge procedure</p> <p>Performs admission &amp; discharge procedure</p> | <p><b>Hospital admission and discharge</b></p> <p>Admission to the hospital</p> <ul style="list-style-type: none"> <li>• Unit &amp; its preparation</li> <li>admission bed</li> <li>• Admission procedure</li> <li>• Special considerations</li> <li>• Medico legal issues</li> <li>• Roles &amp; responsibilities of the nurse</li> </ul> <p>Discharge from the hospital</p> <ul style="list-style-type: none"> <li>• Types:- planned, discharge, LAMA &amp; abscond, referrals &amp; transfers</li> </ul> | <p>Lecture<br/>discussion<br/>Demonstration<br/>Lab Practice<br/>Supervised<br/>clinical<br/>practice</p> | <p>Essay type<br/>Short<br/>answers<br/>Objective<br/>type<br/>Assess skills<br/>with check<br/>list<br/>Clinical<br/>practical<br/>examination</p> |

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|     |    |                                                                                                                          | <ul style="list-style-type: none"> <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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                            |                                                                                                                  |
| VII | 20 | Describe principles and techniques for infection control and biomedical waste management in Supervised Clinical settings | <b>Infection control</b> <ul style="list-style-type: none"> <li>• Nature of infection, chain of infection, transmission etc.</li> <li>• Defenses against infection</li> <li>• Natural and acquired infection</li> <li>• Nosocomial infection</li> <li>• Asepsis <ul style="list-style-type: none"> <li>- Concepts</li> <li>- Medical and surgical asepsis</li> <li>- Barrier methods</li> </ul> </li> <li>• Hand washing <ul style="list-style-type: none"> <li>- Medical and surgical</li> </ul> </li> <li>• Isolation <ul style="list-style-type: none"> <li>Source &amp; protective Personal protecting</li> <li>- Equipments, types, uses and techniques of wearing &amp; removing</li> <li>- Decontamination of equipment and unit</li> </ul> </li> </ul> | Lecture<br>Discussion<br>Demonstration<br>Practice session<br>Supervised Clinical practice | Essay type<br>Short answers<br>Objective type<br>Assess skills with check list<br>Clinical practical examination |

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|      |    |                                                                                                                  | <ul style="list-style-type: none"> <li>- Transportation of infected patients</li> <li>• Universal safety precautions</li> <li>• Transmission based precautions</li> <li>• Biomedical waste management</li> <li>- Importance</li> <li>- Types of hospital waste</li> <li>- Hazards associated with hospital waste</li> <li>- Decontamination of hospital waste</li> <li>- Segregation, transportation and disposal</li> <li>- Hospital infection control committee-</li> <li>Nurse's role</li> </ul>                  |                                                                                                                                                    |                                                     |
| VIII | 30 | Describe principles and techniques of monitoring and maintaining vital signs<br>Monitor and maintain vital signs | <ul style="list-style-type: none"> <li>• <b>Vital signs</b> <ul style="list-style-type: none"> <li>_ Guidelines for taking vital signs</li> <li>_ principles</li> </ul> </li> <li>• <b>Body temperature</b> <ul style="list-style-type: none"> <li>_ Physiology, regulation &amp; factors affecting body temperature</li> <li>_ Assessment of body temperature</li> <li>_ sites, equipments, techniques &amp; special consideration</li> <li>_ Temperature alterations</li> </ul> </li> <li>-Hyperthermia</li> </ul> | Lecture<br>Discussion<br>Demonstration<br>Practice<br>Supervised<br>Clinical<br>Practice<br>Assess with<br>check list and<br>clinical<br>practical | Essay type<br>Short<br>answers<br>Objective<br>type |

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|  |  |  | <p>-Hypothermia</p> <p>-Heat stroke</p> <p>_ Care of patients having alterations in body temperature</p> <p>_ Hot and cold therapy for temperature alteration</p> <p>• Pulse</p> <p>_ Physiology &amp; regulation</p> <p>_ Characteristics of pulse</p> <p>_ Factors affecting pulse</p> <p>_ Assessment of pulse, sites, location, techniques</p> <p>_ Alteration in pulse</p> <p>_ Assessment of pulse</p> <p>• Respiration</p> <p>_ Physiology &amp; regulation</p> <p>_ Mechanics of breathing</p> <p>_ Characteristics of respiration</p> <p>_ Factors affecting respiration</p> <p>_ Assessment of respiration techniques</p> <p>_ Alterations in respirations</p> <p>• Assessment of TPR</p> <p>• Blood pressure</p> <p>_ Physiology &amp; regulation</p> <p>_ Characteristics of B.P.</p> <p>_ Factors affecting B.P.</p> <p>_ Assessment of B.P., sites, equipments and technique</p> <p>_ Alterations I blood pressure</p> <p>_ Assessment of B.P.</p> |  |  |
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|    |    |                                                                                                                                                                                                                                                                                                                               | _ Recording of vital signs                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                   |                                                                                                            |
| IX | 60 | Describe the basic physiological and psychological needs of the patient<br>Describe the principles and techniques for meeting basic, Physiological and Psychosocial needs of patient<br>Perform nursing assessment, plan, implement and evaluate the care for meeting, basic, physiological and psychosocial needs of patient | <b>Meeting needs of patient</b> <ul style="list-style-type: none"> <li>• Basic needs (Activities of daily living)           <ul style="list-style-type: none"> <li>_ Provide safe and clean environment</li> <li>_ Therapeutic environment</li> <li>_ Physical environment: temperature, humidity, noise, ventilation, light, odour, pets control</li> <li>_ Reduction of physical hazards, fire, accidents</li> <li>_ Safety devices, restrains, side rails, airway etc.</li> <li>_ Role of a nurse in providing safe and clean environment</li> <li>_ Patient environment, room equipment and linen</li> <li>_ Bed making and Types of beds</li> </ul> </li> </ul> <b>Comfort</b> <ul style="list-style-type: none"> <li>_ factors influencing comfort</li> <li>_ comfort devices</li> </ul> <b>Hygiene</b> <ul style="list-style-type: none"> <li>_ Factors, practice</li> <li>_ care of skin</li> <li>_ Bath, pressure points, hair, nail, feet, oral cavity, eyes, ears &amp; nose care.</li> <li>_ Demonstration of sponge bath, back care, nail care, foot care and</li> </ul> | Lecture<br>Discussion<br>Demonstration<br>Practice sessions<br>Supervised<br>Clinical<br>Practice | Essay type<br>Short answers<br>Objective type<br>Assess with check list and clinical practical examination |

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|  |  |  | <p>hair care</p> <p>_ demonstration of mouth care</p> <p><b>Physiological needs</b></p> <p>_ Sleep and rest</p> <p>_ Physiology of sleep</p> <p>_ factors affecting sleep</p> <p>_ promoting rest and sleep</p> <p>_ sleep disorders</p> <p>• <b>Nutrition</b></p> <p>_ Importance</p> <p>_ factors affecting nutritional needs</p> <p>_ assessment of nutritional needs, variables</p> <p>_ meeting nutritional needs</p> <p>_ principles, procedure &amp; special care</p> <p>_ oral, : nasogastric tube feeding</p> <p>_ parenteral: Treatment related to GIT system, nasogastric suction, gastric irrigation, gastric analysis.</p> <p><b>Urinary elimination</b></p> <p>_ Review of physiology</p> <p>_ composition &amp; characteristics of urine</p> <p>_ factors influencing urination</p> <p>_ alteration in urinary elimination</p> <p>_ urinary retention &amp;</p> |  |  |
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|  |  |  | <p>incontinence</p> <ul style="list-style-type: none"> <li>_ types and collection of urine specimen</li> <li>_ observation, urine testing</li> <li>_ facilitating urine elimination</li> </ul> <p>- Assessment, types, equipments</p> <p>- Procedures</p> <p>- providing urinal/bed pan</p> <p>- condom drainage</p> <p>- perineal care</p> <p>- catheterization</p> <p>- care of urinary drainage</p> <p>- bladder irrigation</p> <p><b>Bowel elimination</b></p> <ul style="list-style-type: none"> <li>_ review of physiology</li> <li>_ composition &amp; characteristics of feces</li> <li>_ factors affecting bowel elimination</li> <li>_ alteration in bowel elimination—constipation, diarrhea, fecal impaction</li> <li>_ Nursing management Types &amp; collection of specimen</li> </ul> <p>- observation</p> <p>- facilitating bowel elimination</p> <p>- equipment &amp; procedures</p> <p>- passing of flatus tube</p> <p>- enemas</p> <p>- suppository</p> <p>- sitz bath</p> <p>- Bowel wash</p> |  |  |
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|  |  |  | <p><b>Mobility &amp; Immobility</b></p> <ul style="list-style-type: none"> <li>_ Principles of body mechanics</li> <li>_ maintenance of normal body alignment</li> <li>_ Hazards associated with immobility</li> </ul> <p>Alteration in body alignment and mobility</p> <ul style="list-style-type: none"> <li>_ Nursing intervention for impaired body alignment and mobility</li> </ul> <p>assessment types, devices used, method and special considerations</p> <ul style="list-style-type: none"> <li>_ rehabilitation aspects</li> <li>_ range of motion exercises</li> <li>_ maintaining body alignment : Positions, moving, lifting, transferring, walking :</li> </ul> <p>Restraints : Care of patients having alteration of mobility :</p> <p>Assessment of self care ability and special considerations</p> <p><b>Oxygenation</b></p> <ul style="list-style-type: none"> <li>_ Review of cardiovascular</li> </ul> |  |  |
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|  |  |  | <p>and respiratory physiology</p> <ul style="list-style-type: none"> <li>⇒ Factors affecting oxygenation</li> <li>⇒ Alterations in oxygenation</li> <li>⇒ Nursing interventions in oxygenation: assessment, types, equipment used, procedure and special consideration</li> <li>⇒ maintenance of patent airway</li> <li>⇒ O<sub>2</sub> administration</li> <li>⇒ chest physiotherapy and postural drainage</li> </ul> <p><b>Fluid, Electrolyte, and Acid Base Balances</b></p> <ul style="list-style-type: none"> <li>⇒ review of physiological, regulation of fluid</li> <li>⇒ electrolyte and acid base balances</li> <li>⇒ alterations in fluid, electrolyte and acid base balances</li> <li>⇒ nursing interventions in fluid, electrolyte and acid base imbalances</li> <li>⇒ assessment, types, equipment procedure and special considerations</li> <li>⇒ measuring fluid intake &amp; output</li> <li>⇒ correcting fluid and electrolyte imbalance</li> <li>⇒ replacement of fluids: Oral and parenteral, venipuncture</li> <li>⇒ regulating IV flow rates, changing IV solutions and tubing, changing IV dressing, administering blood transfusion</li> <li>⇒ restriction of fluids</li> </ul> <p><b>Psychosocial needs:</b></p> <ul style="list-style-type: none"> <li>⇒ concepts of cultural diversity, stress and adaptation, self concept, sexuality, spiritual health, coping with loss, death and grieving</li> </ul> |  |  |
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|   |   |                                                                                                                   | _ Assessment of psychosocial needs<br>_ assist with coping and adaptation<br>_ creating therapeutic environment<br><b>Recreational and diversional therapies</b> _ care of patients having alterations in sensory organs _ visual and hearing impairment _ Assessment of self care ability _ communication methods and special considerations <b>care of patient having alteration in sensorium (unconsciousness)</b><br>Assessment & nursing management. |                                                                                             |                                                                                                            |
| X | 7 | Explain the general principles of heat & cold applications<br>Demonstrate procedures of hot and cold applications | Therapeutic use of heat and cold<br>Hot applications - General principles - Effect on the body - Classification • Hot water bag • Infra red therapy • Fomentation • Sitz bath • Hypo and hypothermic measures Cold applications - Cold compress - Ice cap - Tepid sponge                                                                                                                                                                                  | Lecture<br>Discussion<br>Demonstration<br>Practice sessions<br>Supervised Clinical Practice | Essay type<br>Short answers<br>Objective type<br>Assess with check list and clinical practical examination |

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| XI | 40 | <p>Explain the principles, routes, effects of administration of medications</p> <p>Calculate conversions of drugs and dosages within and between system of measurements</p> <p>Administer drugs by the following routes-oral, intradermal, Subcutaneous, Intramuscular, Intra Venours topical, inhalation</p> | <p><b>Administration of Medications</b></p> <p>Principles/Considerations</p> <p>Purposes of medication</p> <p>Principles: 5 rights, special considerations, Prescriptions, safety in Administering Medications and Medication Error Drug forms</p> <p>Routes of administration</p> <p>Storage and maintenance of drugs and Nurses responsibility, Broad classification of drugs</p> <p>Therapeutic Effect, Side Effects, Toxic Effects, Idiosyncratic Reactions, Allergic Reactions, Drug Tolerance, Drug Interactions, Factors influencing drug Actions, Systems of Drug Measurement: Metric system. Apothecary System, Household Measurements</p> <p>Solutions, Converting Measurements, Units; Conversion within one system, Conversion between systems, Dosage Calculation, Terminologies and abbreviations used in prescriptions of medications</p> |  | <p>Essay type</p> <p>Short answers</p> <p>Objective Type</p> <p>Assess with check list and clinical practical examination</p> |

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|  |  |  | <p><b>Oral Drugs Administration:</b><br/>Oral, Sublingual and<br/>Buccal:Equipment, procedure</p> <p><b>Parenteral</b><br/>General principles<br/>decontamination and disposal<br/>of syringes and needles<br/>Types of parenteral therapies<br/>Types of syringes, needles,<br/>canula, and infusion sets<br/>Protection from Needle stick<br/>Injuries: Giving Medications<br/>With a safety syringes<br/>Routes of parenteral therapies</p> <p><b>Intra-dermal:</b> purpose, site,<br/>equipment, procedure, special<br/>considerations</p> <p><b>Subcutaneous:</b> purpose, site,<br/>equipment, procedure, special<br/>considerations</p> <p><b>Intramuscular</b> : purpose, site,<br/>equipment, procedure, special<br/>considerations</p> <p>Advanced techniques</p> <p><b>Intravenous:</b> purpose, site<br/>equipment procedure, special<br/>considerations, Epidural,<br/>intrathecal<br/>Intraosseous intraperitoneal<br/>Intraplural intra-arterial<br/>Role of nurse</p> <p><b>Topical Administration</b><br/>Purposes, site, equipment</p> |  |  |
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|     |   |                                                                                                                                   | <p>Procedure, special considerations for Application to skin, Application to mucous membrane</p> <p>Direct application of liquids</p> <p>Gargle and swabbing the throat</p> <p>Insertion of drug in to the body cavity</p> <p>Suppository/ medicated pack in rectum/ vagina</p> <p>Instillations: Eye,ear,nasal, bladder and rectum.</p> <p>Irrigations: Eye,ear,nasal, bladder and rectum.</p> <p>Inhalation: Nasal, oral, endotracheal/tracheal ( steam, oxygen and medications) purpose, types, equipment, procedure, special considerations</p> <p>Recording and reporting of medications administered.</p> |                       |                                                              |
| XII | 3 | <p>Define rehabilitation</p> <p>Explain the concepts, principles and types</p> <p>Discuss the role of nurse in rehabilitation</p> | <p><b>Rehabilitation</b></p> <ul style="list-style-type: none"> <li>• Definition of rehabilitation</li> <li>• Concepts of rehabilitation</li> <li>• Types of rehabilitation</li> <li>• Role of nurse in rehabilitation</li> </ul>                                                                                                                                                                                                                                                                                                                                                                               | Lecture<br>Discussion | <p>Essay Type</p> <p>Short answers</p> <p>Objective type</p> |

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| XIII | 5  | Explain care of terminally ill patient                                                         | <b>Care of Terminally ill Patient</b><br>Concepts of Loss, grieving Process<br>Signs of clinical death<br>Care of dying patient: special Considerations.<br>Advance directives: euthanasia, will dying declaration, organ donation<br>Medico- legal issues<br>Care of dead body – equipment, procedure and care of unit<br>Autopsy<br>Embalming                                                               | Lecture<br>Discussion<br>Demonstration<br>Case<br>Discussion/Role<br>Play<br>Practice<br>Session<br>Supervised<br>Clinical<br>Practice | Essay Type<br>Short answers<br>Objective type |
| XIV  | 20 | Explain the principles of first aid and demonstrate application of different types of bandages | <b>First Aid Nursing</b><br>Definition preparation of equipment, qualities of a first aider, application of Bandages and Slings.<br>Shifting of patients with spine, dislocation, padding and splinting fractured limbs<br>First measures and antidotes in poisoning, Immediate care of patients with snakebite, rabid dog bite, burns, scalds, first bite, sunstroke, drowning, electrocution, first aid and | Lecture<br>Discussion<br>Demonstration<br>Case<br>Discussion/Role<br>Play<br>Practice<br>Session                                       | Short answers<br>Objective type               |

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|  |  |  | nursing in simple emergencies<br>Common accidents, preventive<br>measures emergency care of<br>poisoned wounds-poisoning,<br>foreign body in the eye, ear,<br>nose & throat,<br>cardiopulmonary<br>Resuscitation (CPR) |  |  |
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## EVALUATION

Sessional examination - 3

Class average - 50

### References:-

- Kozier. B et al al (2006) Fundamentals of Nursing, Concepts, process and practice New Delhi, Dorling Kendersley (I India) PVT Ltd.
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## NURSING FOUNDATIONS – PRACTICAL

Placement: First Year Lab - 200 Hrs  
Clinical – 450 Hrs

**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 clinical settings. It is aimed at helping the students to acquire knowledge, understanding and skills in techniques of nursing and practice them in clinical settings.

[illegible]

|  |  |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                         |
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|  |  |                                                                                                                                                                                                                                                            | <p>Dismantle, and disinfect unit and equipment after discharge/transfer.</p> <p><b>Perform assessment:</b><br/>History taking, Nursing diagnosis, problem list, Prioritization, Goals &amp; Expected Outcomes, selection of interventions.</p> <p>Write Nursing Care Plan.</p> <p>Gives are as per the plan.</p>                                                                                                                                                                     |                                                                                                                                                                                                                                                         | <p>Assessment of nursing process records with checklist</p> <p>Assessment of actual care given with rating scale.</p>                                                                                                                                                                                                   |
|  |  | <p>Communicate effectively with patient families and team members and Maintain effective human relations</p> <p>Develops plan for patient teaching.</p> <p>Prepare patient reports</p> <p>Presents reports.</p> <p>Monitor vital signs.</p> <p>Perform</p> | <p><b>Communication</b><br/>Use verbal and non verbal communication techniques.</p> <p><b>Prepare a plan for patient teaching session.</b></p> <p><b>Write patient report</b><br/>Change-of shift reports, Transfer reports, Incident reports etc.</p> <p>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><br/>Health history taking</p> | <p>Role – plays in simulated situations on communication techniques – 1</p> <p>Health talk – 1</p> <p>Write nurses notes and present the patient report of 2-3 assigned patient.</p> <p>Lab practice</p> <p>Measure vital signs of assigned patient</p> | <p>Assess roleplays with the check list on communication techniques.</p> <p>Assess health talk with the checklist.</p> <p>Assessment of communication Techniques by rating scale.</p> <p>Assessment of performance with rating scale.</p> <p>Assessment of each skill with checklist.</p> <p>Completion of activity</p> |

|  |  |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |                |
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|  |  | <p>health assessment of each body system.</p> <p>Provide basic nursing care to patients.</p> | <p>Perform assessment:</p> <p>General</p> <p>Body systems</p> <p>Use various methods of</p> <p>Physical examination.</p> <p>Inspection, Palpation, Percussion, Auscultation, Olfaction.</p> <p>Identification of system wise deviations.</p> <p><b>Prepare Patient's unit:</b></p> <p>Prepare beds:</p> <p>Open, closed, occupied, operation, amputation,</p> <p>Cardiac, fracture, burn, Divided, &amp; Fowlers bed.</p> <p>Pain assessment and provision for comfort.</p> <p><b>Use comfort devices</b></p> <p><b>Hygienic Care:</b></p> <p>Oral hygiene:</p> <p>Baths and care of pressure points.</p> <p>Hair wash, Pediculosis treatment.</p> <p><b>Feeding:</b> Oral, Enteral, Naso/Orogastric, Gastrostomy and Parenteral Feeding.</p> <p>Naso- gastric insertion, suction, and irrigation.</p> |  | <p>record.</p> |
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|  |  |  | <p><b>Assisting patient in urinary elimination.</b></p> <p>Provides urinal/bed pan</p> <p>Condom drainage</p> <p>Perineal care</p> <p>Catheterization</p> <p>Care of urinary drainage</p> <p>Bladder irrigation</p> <p><b>Assisting bowel Elimination:</b></p> <p>Insertion of Flatus tube</p> <p>Enemas</p> <p>Insertion of Suppository.</p> <p>Bowel wash</p> <p><b>Body Alignment and Mobility:</b></p> <p>Range of motion</p> <p><b>self-care of visually &amp; hearing impaired patients.</b></p> <p><b>Recreational and diversional therapies.</b></p> <p><b>Caring of patient with alteration in sensorium.</b>exercises.</p> <p>Positioning: Recumbent, Lateral (rt/lt), Fowlers, Sims, Lithotomy, Prone, Trendelenburg position.</p> <p>Assist patient in Moving, lifting,</p> |  |  |
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|  |  |  | transferring, walking.<br>Restraints.<br>Oxygen administration.<br>Suctioning:<br>oropharyngeal,<br>Nasopharyngeal.<br>CPR – Basic life support<br>(First aid)<br>Intravenous therapy<br>Blood and blood<br>component therapy.<br>Collect/assist for<br>collection of<br>specimens for<br>investigations Urine,<br>sputum, faeces, vomitus,<br>blood and<br>other body fluids.<br>Perform lab tests:<br>Urine: Sugar, albumin,<br>acetone.<br>Blood: Sugar (with<br>strip/glucometer)<br>Hot and cold applications:<br>Local and general Sitz<br>bath<br><b>Communicating and<br/> assisting with</b> |                                                                   |                                                                                         |
|  |  |  | <b>Infection control</b><br>Perform following<br>Procedures:<br>Hand washing techniques.<br>(Simple, hand antiseptics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Observation<br>Study – 2<br>Department of<br>Infection<br>control | Assess<br>observation<br>study with<br>checklist.<br>Evaluate all<br>procedures<br>with |

|  |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                           |            |
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|  |                                                                                       | <p>and surgical antisepsis (scrub)</p> <p>Prepare isolation unit in lab/ward.</p> <p>Practice technique of wearing and removing.</p> <p>Personal protective equipment (PPE)</p> <p>Practice Standard safety precautions (Universal precautions)</p> <p><b>Decontamination of equipment and unit:-</b></p> <p>Surgical asepsis:</p> <p>Sterilization</p> <p>Handling Sterilized equipment</p> <p>Calculate strengths of lotions,</p> <p>Prepare lotions.</p> <p>Care of articles.</p> <p><b>Pre and Post operative care:</b></p> <p>Skin preparations for surgery: Local.</p> <p>Preparation of Post operative unit.</p> <p>Pre &amp; Post operative teaching and counseling.</p> <p>Pre and post operative monitoring.</p> <p>Care of the wound.</p> | <p>&amp; CSSD</p> <p>Visits CSSD</p> <p>write observation report 1</p> <p>Collection of samples for culture</p> <p>Do clinical posting in infection control department and write report.</p> <p>Practice in lab/ward.</p> | checklist. |
|  | Perform infection control procedures. Provide care to pre and post operative patients |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                           |            |

|  |     |                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |
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|  |     | Perform procedures for care of wounds.                                                  | Dressings, Suture Care, care of Drainage, Application of Bandages, Binders, Splints & Slings. Bandaging of various body parts.                                                                                                                                                                                                                                                                                                                                                                                                                 |  |  |
|  | 100 | Administer Drugs.<br><br>Provide care to dying and dead. Counsel and support relatives. | <b>Administration of medications.</b><br>Administer Medications in different forms and routes.<br>Oral, Sublingual and Buccal.<br>Parenteral: Intradermal, subcutaneous, Intramuscular etc.<br>Assist with Intra Venous medications.<br>Drug measurements and dose calculations.<br>Preparation of lotions and solutions.<br>Administers topical applications.<br>Insertion of drug into body cavity:<br>Suppository & medicated packing etc.<br>Instillation of medicines and spray into Ear, Eye, Nose and throat.<br>Irrigations: Eye, Ear, |  |  |

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|  |  |  | Bladder, Vagina<br>and Rectum.<br>Inhalations: dry and<br>moist.<br><b>Care of dying patient.</b><br>Caring and packing of<br>dead body.<br>Counseling and<br>supporting grieving<br>relatives.<br>Terminal care of the unit. |  |  |
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## CLINICAL ASSIGNMENTS

1. Nursing assessment -

History & - 5

Physical assessment

2. Nursing care plan - 5

3. Nursing care plan presentation - 2

4. Daily diary

5. Procedure record

6. Practical record

## CLINICAL EVALUATION

7. Ongoing assessment - 50% Weightage

8. Clinical assignments - 25% Weightage

9. Internal practical examination - 25% Weightage

Total - 100 Marks

## ENGLISH

**Placement – First Year**

**Time: Theory – 30Hours**

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 experiences.

| Unit | Time (Hrs.) | Learning Objectives                                                                                                                   | Content                                                                                                                                                                                    | Teaching Learning Activities                                                                                                                                                                        | Assessment Methods                                                                                                                   |
|------|-------------|---------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| I.   | 8           | <ul style="list-style-type: none"> <li>• Speak and write 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</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</li> <li>• Type</li> <li>• Fill in the blanks</li> <li>• Para Phrasing</li> </ul> |
| II.  | 4.          | <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>                                                                                            | <ul style="list-style-type: none"> <li>• Exercise on:               <ul style="list-style-type: none"> <li>o Reading</li> <li>o Summarizing</li> <li>o Comprehension</li> </ul> </li> </ul>         | <ul style="list-style-type: none"> <li>• Short Answers</li> <li>• Essay Types</li> </ul>                                             |
| III. | 8.          | <ul style="list-style-type: none"> <li>• Develop Writing skills</li> </ul>                                                            | <ul style="list-style-type: none"> <li>• Various forms of composition               <ul style="list-style-type: none"> <li>o Letter writing</li> <li>o Note taking</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>• Exercises on writing               <ul style="list-style-type: none"> <li>o Letter writing</li> <li>o Nurses Notes</li> </ul> </li> </ul>                  | <ul style="list-style-type: none"> <li>• Assessment of the skills based on the</li> </ul>                                            |

|     |    |                                                                                              |                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                   |                                                                                                       |
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|     |    |                                                                                              | <ul style="list-style-type: none"> <li>o Precise Writing</li> <li>o Nurses notes</li> <li>o Anecdotal records</li> <li>o Diary Writing</li> <li>o Reports on health problems etc.</li> <li>o Resume/CV</li> </ul> | <ul style="list-style-type: none"> <li>o Precise</li> <li>o Diary</li> <li>o Anecdote</li> <li>o Health Problems</li> <li>o Story writing</li> <li>o Resume/CV</li> <li>o Essay writing</li> <li>• Discussion on</li> <li>o Written reports/ documents</li> </ul> | Check list.                                                                                           |
| IV. | 6. | <ul style="list-style-type: none"> <li>• Develop skill in spoken English</li> </ul>          | <ul style="list-style-type: none"> <li>• Spoken English</li> <li>Oral report</li> <li>Discussion</li> <li>Debate</li> <li>Telephonic conversation</li> </ul>                                                      | <ul style="list-style-type: none"> <li>• Exercise on:</li> <li>Debating</li> <li>Participating in Seminar, panel, Symposium</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>• Assessment of the skills based on the check list</li> </ul>  |
| V.  | 4. | <ul style="list-style-type: none"> <li>• Develop Skill In listening Comprehension</li> </ul> | <ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>o Media, audio, video, speeches etc.</li> </ul>                                                                                         | <ul style="list-style-type: none"> <li>• Exercise on:</li> <li>o Listening to Audio, video tapes and identify the key points</li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>• Assessment of the skills based on the Check list.</li> </ul> |

#### References:-

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- Rose S (2010) Career English for Nurses, Chennai, Orient Blackswan Private Limited.
- Taylor G (2006) English conversation Practice, New Delhi, Tara Mc Graw-Hill Publishing company Ltd.

## INTRODUCTION TO COMPUTERS

**Placement : First Year**

Time : Theory – 25 Hours.  
Practical : 25 Hours

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

| Unit | Time<br>Theory<br>Hrs | Time<br>Practical<br>Hrs | Learning<br>Objectives                                                                              | Content                                                                                                                           | Teaching<br>Learning<br>Activities                         | Assessment<br>Methods                              |
|------|-----------------------|--------------------------|-----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|----------------------------------------------------|
| I.   | 8                     |                          | Identify & define various concepts used in computer<br>Identify application of computer in nursing. | Introduction<br>Concepts of Computers<br>Hardware and software;<br>trends and technology.<br>Application of computers in nursing. | Lecture<br>Discussion<br>Demonstration                     | Short answers<br>Objective type.                   |
| II.  | 7                     | 12                       | Describe and use the Disk operating system<br>Demonstrate skill in the use of MS Office.            | Introduction to disk operating system<br>DOS<br>Windows (all version)<br>Introduction MS-Word<br>MS-Excel with pictorial          | Lecture<br>Discussion<br>Demonstration<br>Practice session | Short answers<br>Objective type<br>Practical Exam. |

|      |   |   |                                                                                                       |                                                                |                                                             |                                                                   |
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|      |   |   |                                                                                                       | presentation.<br>MS – Access<br>MS – Power point.              |                                                             |                                                                   |
| III. | 3 | 3 | Demonstrate skill in using multi – media<br>Identify features of computer aided teaching and testing. | Multimedia; types & uses<br>Computer aided teaching & testing. | Lecture<br>Discussion<br>Demonstration.                     | Short answers<br>Objective type<br>Practical Exam and Viva Voce.  |
| IV.  | 2 | 3 | Demonstrate use of internet and E-mail                                                                | Use of Internet and :<br>e-mail                                | Lecture<br>Discussion<br>Demonstration<br>Practice Session. | Short answers<br>Objective type.<br>Practical Exam and Viva Voce. |
| V.   | 3 | 4 | Describe and use the statistical packages.                                                            | Statistical packages: types and their features.                | Lecture<br>Discussion<br>Demonstration<br>Practice Session  | Short answers<br>Objective type<br>Practical Exam and Viva Voce.  |
| VI   | 2 | 3 | Describe the use of Hospital                                                                          | Hospital Management<br>System: Types and                       | Lecture<br>Discussion<br>Demonstration                      | Short answers.<br>Obective                                        |

|  |  |  |                      |       |  |                                             |
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|  |  |  | Management<br>System | uses. |  | type<br>Practical<br>Exam and<br>Viva Voce. |
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**References:-**

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- Vikas Gupta, Condex Computer course kit, New Delhi, Dreamtech Press.

## II YEAR B.Sc NURSING

### Medical Surgical Nursing I (Adult and Geriatrics) MEDICAL NURSING

Placement : II Year

Theory : 115  
External : 20  
Internal : 95  
Practical : 480 hrs/12 wks

Course description : The purpose of this course is to enable students to identify the etiology, pathophysiology, symptomatology, diagnostic measures and management (Medical, Nursing and dietetic) of common medical, communicable and dermatological diseases and to develop proficiency in caring for patients with these diseases.

| Unit | Time | Learning objective                                    | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Teaching learning activities                              | Assessment method                                           |
|------|------|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------|
| I    | 4    | Appreciate the trends in medicine and medical nursing | <b>Introduction</b><br>- Evolution and trends of medicine<br>- Review concepts of health and illness,<br>- concepts of disease causation<br>- International classification of diseases<br>(ICD-10 or takes version)<br>- Acute illness, chronic illness, terminal illness<br>- Stages of illness.<br>- Review concepts of comprehensive nursing care.<br>- Review of nursing process<br>- Evolution and trends in medical nursing<br>- Role and responsibilities of nurse in medical wards | Lecture<br>Discussion<br>Assignments<br>clinical practice | Essay<br>questions<br>Short - answers<br>Very short answers |
| 1    |      |                                                       | External Faculty - Trends in medicine, inter-national                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                           |                                                             |

## classification of diseases

|     |    |                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                  |                                                          |
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| II  | 7  | Describe the common signs, symptoms and problems and their specific nursing interventions                                                                                                                                              | <b>Common signs, symptoms and problems and its management.</b><br>- Fluid and electrolyte imbalances<br>- Acid base imbalances<br>- Shock, oedema<br>Pain, incontinence of bowel and bladder,<br>Dyspnoea and cough,<br>Unconsciousness,<br>Syncope, Fever and hyperthermia.                                                                                                                                                        | Lecture<br>Discussion.<br>Demonstration<br>clinical practice                                                                                                     | Essay questions<br>Short - answers<br>Very short answers |
|     | 1  |                                                                                                                                                                                                                                        | External Faculty - Management of shock                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                  |                                                          |
| III | 10 | Describe the diagnostic measures and related nurse's role in respiratory system<br>Explain the etiology, pathophysiology, Clinical manifestations diagnostic measures and management of patients with disorders of respiratory system. | <b>Nursing management of patients with respiratory problems.</b><br><br>•Review of anatomy and physiology of respiratory system.<br>•Assessment of respiratory system - nursing history and physical examination<br>•Diagnostic measures and related nursing care - sputum examination, X-ray, pulmonary function test, Allergic tests, mantoux test<br>Thoracentesis, bronchoscopy, pulse oximetry<br>Ventilation perfusion, Scan. | Lecture<br>Discussion<br>Demonstration<br>observation<br>visit<br>supervised clinical practice<br>Drug book<br>Presentations<br>Lab practice<br>Health education | Essay questions<br>Short - answers<br>Very short answers |
|     | 2  |                                                                                                                                                                                                                                        | External Faculty<br>- Management of asthma, COPD.<br><br>- Etiology, pathophysiology, clinical manifestations, complications, diagnosis, medical, dietetic and nursing management of patients with the following diseases<br>- lower respiratory infections<br>COPD, bronchial asthma, bronchiectasis, bronchitis, atelectasis, pneumonia, pulmonary tuber-                                                                         |                                                                                                                                                                  |                                                          |

|    |    |                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                      |                                                                         |
|----|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
|    |    | culosis, pleurisy, pleural effusion, pulmonary hypertension, pulmonary oedema, pulmonary embolism, Rehabilitation of patients with asthma & COPD, chest physiotherapy, incentive spirometry.                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                      |                                                                         |
|    |    | Review drugs used in the treatment of respiratory disorders.                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                      |                                                                         |
| IV | 18 | <p>Describe the diagnostic measures in cardiovascular and haematologic system.</p> <p>Explain the etiology pathophysiology clinical manifestations diagnostic measures &amp; management of patients with disorders of cardiovascular &amp; hematologic system.</p> | <p><b>Nursing management of patients with cardiovascular diseases. _Nursing assessmentsnt, and physical examination</b><br/>Review anatomy and physiology of cardiovascular system.</p> <p>- Diagnostic measures and related nursing care - complete blood count, ECG, echocardiogram, cardiac catheterization, cardiac enzymes, nuclear, imaging, TMT, coronary angiography, CUP, Doppler studies plethysmography, arteriography, bone marrow analysis.</p> <p>- etiology, pathophysiology, symptomatology diagnosis, medical, dietetic and nursing management of the following conditions._</p> <p>- Atherosclerosis, coronary artery diseases - Myocardial infarction, angina pectoris</p> <p>- hypotension, hypertension</p> <p>- endocarditis, pericarditis, myocarditis</p> <p>- Rheumatic heart disease</p> <p>- CCF ,Cor Pulmonale, pulmonary oedema</p> <p>- Cardiogenic shock</p> <p>- CPR - BLS,</p> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>observation visit</p> <p>supervised clinical practice</p> <p>Drug book</p> <p>Presentations</p> <p>Lab practice</p> <p>Health education</p> | <p>Essay questions</p> <p>Short - answers</p> <p>Very short answers</p> |

External Faculty - Management of Myocardial infarction, heart failure.

### **Haematology**

- Anaemia - iron deficiency anaemia, haemolytic anaemia, megaloblastic anaemia, thalassaemia
- sickle cell disease, aplastic anaemia, polycythemia, bleeding disorders - disseminated intravascular coagulation
- haemophilia, Thrombocytopaenia
- Leukemia, leukopaenia, lymphoma, agranulocytosis, myeloma
- Bone marrow/ stem cell transplantation
- Blood transfusion - safety checks procedure and requirements, management of adverse reactions, recording.
- Management and counselling of blood donors, phlebotomy and post donation management, blood bank functioning and hospital transfusion committee
- Biosafety and waste management in relation to blood transfusion
- Review drugs used in the treatment of cardiovascular and haematologic disorders.

V

6 Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patient with digestive system disorders.

### **Nursing management of patients with**

#### **disorders of digestive system**

- Review anatomy and physiology of digestive system.
- Nursing assessment - history and physical examination, nutritional assessment.
- Diagnostic measures and related nurses role - endoscopy, LFT, Barium meal, barium enema, ultrasonography, gastric analysis
- liver biopsy, endoscopic retrograde cholangiopancreatography, blood

Lecture  
Discussion  
Demonstration  
observation  
visit  
supervised clinical practice  
Drug book  
Presentations  
Lab practice  
Health education

Essay questions  
Short - answers  
Very short answers

studies.

- etiology, pathophysiology, symptomatology and medical management, dietetic management and nursing management of \_
- Inflammatory bowel diseases, irritable bowel disease, hepatitis cirrhosis of liver, portal hypertension, hepatic failure and hepatic coma, obesity,
- Review drugs used in the treatment of gastrointestinal disorders.

2

External Faculty - Management of cirrhosis, hepatic failure.

VI 6 Describe the etiology pathophysiology, clinical manifestations diagnostic measures and management of patients with disorders of urinary system.

**Nursing management of patients with disorders of urinary system.**

- Review anatomy and physiology of urinary system.
- Nursing assessment - history and physical examination.
- Diagnostic measures and related nursing care - blood chemistry, urine analysis, RFT, clearance studies, KUB, IVP, renal arteriogram, renal biopsy, cystoscopy, urodynamic studies, cystogram and urethrogram.
- etiology, pathophysiology, symptomatology, medical management, dietetic and nursing management of patients with increased nephritis, nephrotic syndrome, urinary tract infections, acute renal failure, chronic renal failure.
- Review drugs used in urinary system.

Lecture  
Discussion  
Demonstration  
observation  
visit  
supervised  
clinical  
practice  
Drug book  
Presentations  
Lab practice  
Health  
education

Essay questions  
Short -  
answers  
Very short  
answers

|     |    |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                           |                                                                                |
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|     | 2  |                                                                                                                                                 | External Faculty - Management of acute & chronic renal failure.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                           |                                                                                |
| VII | 10 | Describe the etiology pathophysiology, clinical manifestations diagnostic measures and management of patients with disorders of nervous system. | <p><b>Nursing management of patients with disorders of nervous system.</b></p> <ul style="list-style-type: none"> <li>- Review anatomy and physiology of nervous system. Nursing assessment-nursing history and physical examination</li> <li>- Diagnostic measures and related nursing care - Lumbar puncture, CSF analysis, cerebral angiography, CT, MRI, magnetic resonance angiography, PET Scan, Spect Scan, cerebral ultrasound, EEG, EMG, myelography, evoked potential</li> <li>- etiology, pathophysiology, symptomatology, medical management and nursing management of patients suffering from Head ache and migraine, cerebral oedema, cerebrovascular accident, TIA, meningitis, encephalitis, Neurocysticercosis, chorea cranial and spinal neuropathies- bell's palsy, trigeminal neuralgia, guillain Barre Syndrome</li> </ul> <p>Myasthenia gravis, parkinsonism, multiple sclerosis. Dementia.</p> <ul style="list-style-type: none"> <li>- role of nurse in communicating with patients having neurologic deficits.</li> <li>- Rehabilitation of patients with neurological deficits -</li> <li>- Review drugs used in the treatment of neurological disorders.</li> </ul> <p>External Faculty - Management of stroke, meningitis, encephalitis</p> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>observation</p> <p>visit</p> <p>supervised</p> <p>clinical</p> <p>practice</p> <p>Drug book</p> <p>Presentations</p> <p>Lab practice</p> <p>Health education</p> | <p>Essay questions</p> <p>Short - answers</p> <p>Very short</p> <p>Answers</p> |
|     | 2  |                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                           |                                                                                |

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| VIII | 7 | Describe the etiology pathophysiology, clinical manifestations diagnostic measures and management of patients with endocrine disorders. | <p><b>Nursing management of patients with endocrine disorders.</b></p> <ul style="list-style-type: none"> <li>- Review anatomy and physiology of endocrine glands.</li> <li>- Nursing assessment, nursing history, physical examination.</li> <li>- Diagnostic measures and related nursing care - blood sugar analysis, GTT, thyroid scan, thyroid FNAC, thyroid function tests, tests of adrenal function, tests of pituitary function, tests of parathyroid function.</li> <li>- etiology, pathophysiology, symptomatology medical management, dietetic management and nursing management of patients with diabetic mellitus, pituitary disorders, disorders of thyroid and parathyroid gland disorders of adrenal gland.</li> <li>- Review drugs used in the treatment of endocrine disorders.</li> </ul> <p>External Faculty - Diabetes mellitus, advanced diagnostic measures in endocrinology.</p> | <p>Lecture<br/>Discussion<br/>Demonstration<br/>observation<br/>visit<br/>supervised<br/>clinical<br/>practice<br/>Drug book<br/>Presentations<br/>Lab practice<br/>Health<br/>education</p> | <p>Essay questions<br/>Short -<br/>answers<br/>Very short<br/>answers</p> |
|      | 2 |                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                              |                                                                           |
| IX   | 8 | Describe the etiology pathophysiology, clinical manifestations diagnostic measures and management of immunologic system.                | <p><b>Nursing management of patients with immunologic disorders.</b></p> <p>Diagnostic measures and related nursing care -</p> <ul style="list-style-type: none"> <li>- etiology, pathophysiology, symptomatology medical management and nursing management of patients with -</li> <li>- Primary immuno deficiency</li> <li>- Secondary immuno deficiency</li> <li>- Graft versus host disease</li> <li>- Acquired immunodeficiency syndrome -</li> <li>role of nurse in counselling and health education, national and international</li> </ul>                                                                                                                                                                                                                                                                                                                                                         | <p>Lecture<br/>Discussion<br/>Demonstration<br/>observation<br/>visit<br/>supervised<br/>clinical<br/>practice<br/>Drug book<br/>Presentations<br/>Lab practice<br/>Health<br/>education</p> | <p>Essay questions<br/>Short -<br/>answers<br/>Very short<br/>answers</p> |

|    |    |                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                              |                                                                           |
|----|----|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------|
|    |    |                                                                                                                                                     | <p>agencies in AIDS control,<br/>Rehabilitation of<br/>AIDS, patients, national AIDS,<br/>control<br/>programme, Auto immune disorders -<br/>SLE,<br/>Gout plasmapheresis.<br/>- Review drugs used in the treatment<br/>of<br/>immune disorders.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                              |                                                                           |
| X  | 5  | Describe the etiology pathophysiology, clinical manifestations diagnostic measures and management of patients with intejumentary disorders and STDs | <p><b>Nursing management of patients with intejumentary disorders and STDs</b></p> <p>- Review of anatomy and physiology of integumentary system.<br/>- Nursing assessment - history and physical examination.<br/>- Diagnostic measures and related nurses role - VDRL, ELIZA, Skin biopsy, skin smear<br/>- etiology, pathophysiology, clinical manifestations, diagnosis medical management and nursing management of patients with bacterial, viral and fungal infection</p> <ul style="list-style-type: none"> <li>• Eczema/dermatitis</li> <li>• Dematoses : infectious &amp; non infectious</li> <li>• Psoriasis</li> <li>• Acne vulgaris</li> <li>• Skin cancers</li> <li>• Allopera</li> <li>• Penphigus</li> <li>• Sexually transmitted diseases</li> </ul> <p>External Faculty -</p> | <p>Lecture<br/>Discussion<br/>Demonstration<br/>observation<br/>visit<br/>supervised<br/>clinical<br/>practice<br/>Drug book<br/>Presentations<br/>Lab practice<br/>Health<br/>education</p> | <p>Essay questions<br/>Short -<br/>answers<br/>Very short<br/>answers</p> |
|    | 5  |                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                              |                                                                           |
| XI | 10 |                                                                                                                                                     | <p><b>Nursing management of patients with communicable diseases.</b></p> <p>Overview of infectious agent, infection process, clinical manifestations, prevention, medical and nursing management of patients with</p> <ul style="list-style-type: none"> <li>•Diarrhoeal disorders</li> <li>• Hepatitis A to E</li> <li>• Herpes</li> <li>• Chicken pox</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                              | <p>Lecture<br/>Discussion<br/>Demonstration<br/>observation<br/>visit<br/>supervised<br/>clinical<br/>practice<br/>Drug book<br/>Presentations<br/>Lab practice<br/>Health</p>               | <p>Essay questions<br/>Short -<br/>answers<br/>Very short<br/>Answers</p> |

- Cholera
- Tetanus
- Gas Gangrene
- Plague
- Typhoid
- Mumps
- Measles
- rubella
- Influenza
- Polio myelitis
- Yellow fever
- Dengue Fever
- Rabies
- Japanese encephalitis
- Chicken pox
- Small pox
- Leprosy
- Malaria
- Filariasis
- Helminthiasis
- amoebic dysentery
- leptospirosis
- Review barrier nursing
- Review special infection control measures
- Notification, quarantine Isolation.

education

|     |   |                                                                            |                                                                                                                                        |                                                                     |                                                          |
|-----|---|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------|
| XII | 5 | Describe medical & nursing management of patients with medical emergencies | <b>Nursing management of patients with medical emergencies.</b><br><br>poisoning, snake bite<br>allergy and hypersensitivity reactions | Lecture<br>Discussion<br>Demonstration supervised clinical practice | Essay questions<br>Short - answers<br>Very short Answers |
|-----|---|----------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|----------------------------------------------------------|

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## MEDICAL NURSING - PRATICAL

**PRACTICAL 480 HRS / 12 WKS.**

| Area                                                                                          | Duration<br>(Weeks) | Objectives                                                                                                                                                    | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Assignment                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------|---------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| General Medical Ward(respiratory gastroenterology,. renal, hermatology, neurology, endocrine) | 7                   | <ul style="list-style-type: none"> <li>—Provide nursing care to clients with medical disorders</li> <li>—Councel and educate patients and families</li> </ul> | <ul style="list-style-type: none"> <li>—Assesment of the patient                             <ul style="list-style-type: none"> <li>●Taking history</li> <li>●Perform general and specific physical examination</li> <li>●Identify alteration and deviations</li> </ul> </li> <li>—Practice medical and surgical asepsis .and standard safety measures</li> <li>—Administer medications oral, IV,IM, subcutaneous and intradermal</li> <li>—IV therapy                             <ul style="list-style-type: none"> <li>●IV cannulation</li> <li>●maintenance and monitoring</li> </ul> </li> <li>_ oxygeon therapy by different methods                             <ul style="list-style-type: none"> <li>—Nebulization</li> <li>—Chest phisiotherapy</li> </ul> </li> <li>—Nasogastric feeding</li> <li>—Assist in common diagnostic procedures</li> <li>—Assist in common therapeutic procedures</li> <li>—Blood and component therapy</li> <li>—Throat suctioning</li> <li>—Collect specimens for common investigations</li> <li>—Maintain elimination                             <ul style="list-style-type: none"> <li>● blodder catheterization</li> <li>● Bowel wash</li> <li>● enema</li> <li>● maintain contineous blodder drainage</li> </ul> </li> <li>— Teaching related to specific disease conditions and procedures</li> </ul> | <ul style="list-style-type: none"> <li>—Plan and give care to 3 - 4 assigned patients daily</li> <li>—Nursing care Plan - 2</li> <li>—Nursing care study and presentation - 1</li> <li>—Maintain drug book</li> <li>—Maintain procedure book</li> <li>—Drug presentation - 1 clinical presentation</li> </ul> |

Cardiology Ward

1

—Provide nursing care to clients with cardiac medical disorders  
—Counsel and educate patients and families

—Physical examination of cardiovascular system  
— recording ECG  
— Assisting in diagnostic and therapeutic procedures  
— Administer cardiac drugs  
— cardiopulmonary resuscitation  
— Teach patients and families  
— Practice medical and surgical asepsis and standard safety measures

Skin  
Communicable  
Disease ward

2

—Identify common skin problems and communicable diseases  
—Provide nursing care to clients with medical disorders  
—Counsel and educate patients and families

—Assessment of patients with skin disorders and communicable diseases  
— practice barrier nursing and isolation techniques  
— Assist in diagnostic / therapeutic procedures

Casualty  
emergency  
Department

1

Provide emergency care patients with various medical emergencies

—Emergency assesment of patients with medical emergencies  
— Assist in diagnostic and therapeutic procedures  
— Counsel and educate patients and families

|             |   |                                                          |                                                                                                                                                                                                                                                                                                                                      |
|-------------|---|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Medical ICU | 1 | Provide care to patients with critical medical illnesses | <ul style="list-style-type: none"> <li>— Assesment of seriously ill patients</li> <li>— Monitor the patients conditions with continous monitoring equipments</li> <li>— Assist with diagnostic and therapeutic procedures</li> <li>— Technical skill in using various equipments</li> <li>— Use flow sheets for recording</li> </ul> |
|-------------|---|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### **Clinical Assignments**

- 1) Nursing Care Plan -5
- 2) Nursing Care Study - 1
- 3) Drug File,
- 4) Procedure Book
- 5) Clinical presentation-1
- 6) Drug Presentation - 1
- 7) Care Study Presentation - 1
- 8) Practical Record

#### **CONTENTS OF PRACTICAL RECORD**

- 1) Normal values of various blood tests with conditions in which it can deviate. Support it with short clinical data of 2 patients they have cared during the clinical posting.

| Test | Normal value | Condition in which deviation can occur | Patient data |
|------|--------------|----------------------------------------|--------------|
|------|--------------|----------------------------------------|--------------|

- 2) Explain the nurses' role related to the following procedures.

ABG analysis, Bronchoscopy, X-ray, CT scan, MRI scan, Thoracentesis, ECG, Cardiac catheterization, Angiography, Radionucleide imaging, TMT, Bone Marrow Aspiration, Administration of blood and blood products, Endoscopy, Barium studies, Liver biopsy, Abdominal Paracentesis, IVP, KUB, Cystoscopy, Renal biopsy, Lumbar puncture, EEG, EMG, CPR- BLS.

# PATHOLOGY

**Placement : Second Year**

**Time : Theory - 30 hours**

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) | Time (Hrs) | Objectives                                                                                                                                                                                             | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Teaching learning activities                                                                                                                                                                                  | Assessment methods                                                                          |
|------|------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
|      | Th.        | Pr.        |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                               |                                                                                             |
| I    | 3          |            | <ul style="list-style-type: none"> <li>- Define the common terms used in pathology</li> <li>- Appreciate the deviations from normal to abnormal structure and functions of the body system.</li> </ul> | <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> <li>- Disturbances of fluid and electrolyte imbalance.</li> </ul> | <ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Explain using charts</li> </ul>                                                                                             | <ul style="list-style-type: none"> <li>- Short answers</li> <li>- Objective type</li> </ul> |
| II   | 10         | 5          | Explain Pathological changes in disease conditions of various system                                                                                                                                   | Special pathology <ul style="list-style-type: none"> <li>• Pathological changes in disease conditions of various systems:</li> <li>• Respiratory tract               <ul style="list-style-type: none"> <li>- Tuberculosis, Bronchitis.</li> <li>Pleural effusion and pneumonia</li> <li>- Lung abscess, emphysema, bronchiectasis</li> <li>- Bronchial asthma, Chronic obstructive Pulmonary disease &amp; tumours.</li> </ul> </li> </ul>                                                                                                                           | <ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Explain using charts, slides specimen, X-rays and Scans</li> <li>- Visit to Pathology lab, endoscopy unit and OT</li> </ul> | <ul style="list-style-type: none"> <li>- Short answers</li> <li>- Objective type</li> </ul> |

- Cardio-vascular system
  - Pericardial effusion
  - Rheumatic heart disease
  - Infective endocarditis
  - atherosclerosis
  - Ischemia, infarction & aneurysm
- Gastro Intestinal Tract
  - Peptic ulcer, typhoid
  - Carcinoma of GI tract, buccal, Esophageal,
  - Gastric & intestinal
  - Liver, Gall bladder & pancreas
    - Hepatitis, Chronic liver, abscess, cirrhosis
    - Tumours of liver, gall bladder and pancreas
    - Cholecystitis
  - Male genital systms.
    - Cryptorchidism, testicular atrophy
    - Prostatic hyperplasia, carcinoma
    - Penis & prostata.
  - Female genital system
    - Fibroids
    - Carcinoma cervix and Endometrium
    - Vesicular mole, choriocarcinoma
    - Ectopic gestation
    - Ovarian cyst & tumours
  - Breast Cancer
  - Central Nervous system
    - Hydrocephalus, Meningitis, encephalitis,
    - Vascular disorders - thrombosis, embolism
    - Stroke, paraplegia, quadriplegia
    - Tumours, meningiomas gliomas
  - Metastatic tumour
  - Skeletal system
    - Bone healing, osteoporosis
    - osteomyelitis

• Arthritis & tumours

|     |   |   |                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                           |                                                                                             |
|-----|---|---|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| III | 4 | 3 | Describe various laboratory tests in assessment and monitoring of disease conditions.         | <p><b>Clinical pathology</b></p> <ul style="list-style-type: none"> <li>• Various blood and bone marrow tests in assessment and monitoring of disease conditions.</li> <li>- Hemoglobin</li> <li>- RBC, White cell &amp; platelet counts</li> <li>- Bleeding time, clotting time and prothrombine time</li> <li>- Blood grouping and cross matching</li> <li>- Blood chemistry</li> <li>- Blood culture</li> <li>- Serological and immunological tests</li> <li>- Other blood tests</li> <li>- Examination of Bone marrow</li> <li>- Methods of collection of blood specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values.</li> </ul> | <ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Demonstration</li> <li>- Visits to Clinical pathology &amp; Bio-chemistry lab and Blood bank</li> </ul> | <ul style="list-style-type: none"> <li>- Short answers</li> <li>- Objective type</li> </ul> |
| IV  | 2 | 1 | Describe the laboratory tests for examination of body cavity fluids, transudates and exudates | <p>Examination of body cavity fluids, transudates and exudates</p> <ul style="list-style-type: none"> <li>• The laboratories tests used in CSF analysis</li> <li>• Examination of other body cavity fluids, transudates and exudates - sputum, wound discharge etc.</li> <li>• Analysis of gastric and duodenal contents</li> <li>• Analysis of semen- sperm count, motility and morphology and their important in infertility</li> <li>• Methods of collection of CSF and</li> </ul>                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>- Lecture</li> <li>- Discussion</li> <li>- Demonstration</li> </ul>                                                                                | <ul style="list-style-type: none"> <li>- Short answers</li> <li>- Objective type</li> </ul> |

|   |   |   |                                                                                |                                                                                                                                                                                                                                                                                                                                               |                                            |                                           |
|---|---|---|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-------------------------------------------|
|   |   |   |                                                                                | other cavity fluids<br>specimen for<br>various clinical<br>pathology, biochemistry<br>microbiology tests,<br>inference and<br>normal values.                                                                                                                                                                                                  |                                            |                                           |
| V | 1 | 1 | Describe the<br>laboratory tests<br>for examination<br>of Urine and<br>faeces. | <b>Urine and faeces</b><br>• Urine and faeces<br>- Physical characteristics<br>- Analysis<br>- Culture and sensitivity<br>• Faeces<br>- Characteristics<br>- Stool examination:<br>occult blood,<br>ova, parasite and cyst,<br>reducing<br>substance etc.<br>• Methods of collection<br>for various<br>tests, inference and<br>normal values. | - Lecture<br>Discussion<br>- Demonstration | - Short<br>answers<br>- Objective<br>type |

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# Medical Surgical Nursing I (Adult and Geriatrics)

## ***SURGICAL NURSING***

**Placement : II year**

**Theory: 120 Hrs**

**Practical:560Hrs**

**Course description :** This course is designed to enable the students to recognize the etiology, pathophysiology, clinical manifestations and management of patients with common surgical conditions and provide comprehensive nursing care based on nursing process during the pre operative, intra operative, and post operative period.

| Unit      | Time (hours)                      | Objective                                                                                                                                                                                   | Content                                                                                                                                                                                                                                                                                                                                                                                    | Teaching learning activities                                                                                                | Evaluation                                                          |
|-----------|-----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| <b>I</b>  | <b>6 hrs (Nursing Faculty)</b>    | Describe the concepts in surgical nursing, Identify the current trends of surgery and surgical nursing, Identify the role of nurses in the surgical ward, preoperative preparation of unit. | History&trends in surgery&surgical nursing,wound-types, wound healing,inflammation, abscess,wound infection,surgical dressing,role of nurse in surgical patients, Care of patients –intra operative, immediate and late post operative period.                                                                                                                                             | Lecture cum discussion, patients, Care of patients –intra operative, preparation of checklist for preoperative preparation. | surgical dressing ( return demonstration), short answer, care plan. |
|           | <b>2 hrs ( Surgeon)</b>           |                                                                                                                                                                                             | Haemorrhage, shock.                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                             |                                                                     |
| <b>II</b> | <b>15 Hrs ( nursing faculty )</b> | Describe the organization and physical set up of Operation Theatre, identify the instruments and equipments used for common surgical procedures.                                            | <u><b>OR TECHNIQUE</b></u><br>Organisation and physical set up of operation theatre, OT DESIGN, OT TEAM, Duties and responsibilities Of nurse in OT, OT dress code, principles of operation theatre technique, OT Table, Suture materials, equipments in OT Instruments for common surgical procedures. Positions and draping for common surgical Procedures, scrubbing, gowning, gloving, | Lecture cum discussion demonstration                                                                                        | short answer                                                        |

|            |                                 |                                                                                                  |                                                                                                                                                                                                                                                                                                                                         |                                                                                         |                         |
|------------|---------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------|
|            |                                 | Describe the perioperative nursing care                                                          | Preparation of instrument trolley for major & minor surgeries, maintenance of therapeutic Environment in OT, Monitoring patients during Surgical procedures, infection control in OT, Standard precautions, disinfection, sterilisation, Fumigation of OT, biomedical waste management in OT, Prevention of accidents and hazards in OT |                                                                                         | short answer            |
|            |                                 | Describe the infection control Measures in operation Theatre                                     | Surgical procedures, infection control in OT, Standard precautions, disinfection, sterilisation, Fumigation of OT, biomedical waste management in OT, Prevention of accidents and hazards in OT                                                                                                                                         | lecture cum discussion assist minor & major surgeries                                   | short answer            |
|            | <b>5 hrs (Anesthetist)</b>      | Describe the care Of patients Undergoing Anesthesia                                              | Anesthesia: Types of anesthesia, anesthetic agents, methods of Administration, equipments, stages of anesthesia, Premedication, pre anesthetic check up, management of patients before ,during & after anesthesia, complications of anesthesia.                                                                                         | lecture cum discussion                                                                  | objective type question |
| <b>III</b> | <b>13 Hrs (Nursing faculty)</b> | Describe the pre and Post operative management Of patients undergoing Gastrointestinal surgeries | <b><i>NURSING MANAGEMENT OF PATIENTS WITH GASTROINTESTINAL SURGERIES</i></b><br>etiology, pathophysiology, clinical manifestations, diagnosis, medical, surgical & nursing management (pre & post operative) of patients with— inflammation, Infection, pre malignant & malignant                                                       | Lecture cum Discussion, Clinical Teaching Case Presentation Care plan<br><br>Care study | Short Answer Essay      |

|           |                                       |                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                            |                                                  |
|-----------|---------------------------------------|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|--------------------------------------------------|
|           |                                       |                                                                                         | lesions<br>of oral cavity,<br>glossectomy,<br>mandibulectomy stricture<br>& Carcinoma of<br>oesophagus<br>oesophagectomy; Acid<br>peptic disease, vagotomy,<br>pyloric stenosis,<br>pyloroplasty, gastrectomy,<br>gastro jejunostomy, upper<br>GIT Bleeding,<br>Carcinoma stomach, hiatus<br>hernia;<br>Ulcerative colitis,<br>Intestinal obstruction,<br>Acute abdomen,<br>Appendicitis, Hernia,<br>Herniorrhaphy,<br>Hernioplasty,<br>perforation peritonitis<br>,Carcinoma-colon,<br>rectum; Ileostomy,<br>Colostomy, Abdomino<br>perineal Resection<br>,Haemorrhoids, Haemorrhoidectomy, Fissure, Fistulas<br>Cholecystitis,<br>Cholelithiasis<br>Cholecystectomy.<br>Cholecystodochotomy<br>Pancreatitis, Carcinoma<br>pancreas, Whipple's<br>Resection,<br>Pilonidal cyst. |                                            |                                                  |
|           | <b>6hrs<br/>(Surgeon)</b>             |                                                                                         | Mandibulectomy,<br>Intestinal obstruction,<br>Oesophagectomy<br>Gastrojejunostomy,<br>Abdomino perineal<br>resection<br>Ulcerative colitis,<br>Whipple's resection,<br>laproscopic surgeries                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                            |                                                  |
| <b>IV</b> | <b>4hrs<br/>(Nursing<br/>Faculty)</b> | Describe pre & post operative management Of patients with increased ICP And head injury | <b>NURSING<br/>MANAGEMENT OF<br/>PATIENTS WITH<br/>DISORDERS OF CNS</b><br>Nursing management of<br>patients<br>with Increased intra<br>cranial pressure,                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Lecture cum<br>discussion<br><br>Care plan | Assessment<br>of patients<br>with head<br>injury |

|           |                                             |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                              |                       |
|-----------|---------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-----------------------|
|           |                                             |                                                                                                                  | Head injury                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                              |                       |
| <b>V</b>  | <b>5hrs</b><br><br><b>(Nursing faculty)</b> | Describe the pre &<br><br>Post operative management of patients with genito urinary disorders                    | <b><i>NURSING MANAGEMENT OF PATIENTS WITH GENITO URINARY DISORDERS</i></b><br>Clinical manifestations, diagnosis, pre & post operative Management of patients with renal Calculi, Nephro Lithotomy, Lithotripsy, Urethral stricture, Carcinoma bladder, Urinary diversion, Benign prostatic hypertrophy, Carcinoma prostate, Prostatectomy, Nephrectomy, Nephrostomy, Suprapubic Cystostomy, Hydrocoele, Epispadias, Hypospadias, Phimosis | Lecture cum discussion<br><br>Care plan                                                                      | Short answer<br>Essay |
|           | <b>3hrs</b><br><b>(Urologist)</b>           |                                                                                                                  | Renal calculi, Urinary diversion, prostatectomy                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                              |                       |
| <b>VI</b> | <b>6 hrs</b><br><b>(Nursing faculty)</b>    | Describe the pre and<br>Post operative Management of patients<br>With<br>miscellaneous<br>Surgical<br>conditions | <b><i>NURSING MANAGEMENT OF PATIENTS WITH MISCELLANEOUS SURGICAL CONDITIONS</i></b><br>Review of anatomy – breast, thyroid; aetiology, pathophysiology<br>Clinical manifestations, diagnosis, pre & post operative<br>Nursing Management of patients with benign and malignant tumours of breast ,<br>Mastectomy,<br>Thyroidectomy,<br>Burns, Poly trauma                                                                                  | Lecture cum discussion<br>Care plan<br>Care study<br>Case presentation<br>demonstration<br>Burns –Wound care | Short answer<br>Essay |
|           | <b>4 hrs</b><br><b>(Surgeon)</b>            |                                                                                                                  | Mastectomy,<br>Thyroidectomy,<br>Burns, Poly trauma                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                              |                       |

|             |                                              |                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                            |                           |
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| <b>VII.</b> | <b>6Hrs</b><br><br><b>(Nursing Faculty )</b> | Describe the pre & post operative nursing management of patients undergoing thoracic & vascular surgeries                   | <b><i>NURSING MANAGEMENT OF PATIENTS WITH THORACIC&amp;VASCULAR SURGERIES</i></b><br>Etiology, pathophysiology, clinical manifestation, pre & post operative nursing management of patients with Empyema, lung abcess, carcinoma lung, pneumothorax, chest injury, surgical emphysema.<br>Nursing management of patients undergoing Intercostal drainage, lobectomy & segmental Resection of lung, pneumonectomy and Decortication<br><br>Nursing management of patients with ThromboAngitis obliterans, Raynauld's disease and varicose vein Aneurysms | Lecture cum discussion<br>clinical teaching                                                | Essay<br>short answer     |
| <b>VIII</b> | <b>10 Hrs</b><br><b>(Nursing Faculty)</b>    | Describe the aetiology, pathophysiology, clinical Manifestations and management of patients with musculoskeletal Disorders. | <b><i>NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF MUSCULOSKELETAL DISORDERS</i></b><br>Review of anatomy & physiology of musculoskeletal system, assessment of patients with musculoskeletal disorders; etiology, pathophysiology, clinical features, investigations, medical & surgical Management, and nursing management of Patients with inflammation and trauma of Muscles joints, osteoarthritis, rheumatoid arthritis ,                                                                                                                     | lecture cum discussion<br><br>clinical, assist with application of plaster cast & traction | short answer<br><br>essay |

|           |                                            |                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                           |                                                              |
|-----------|--------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------------------------------|
|           |                                            |                                                                                                                                                                                                                        | osteomyelitis,<br>osteomalacia,<br>osteoporosis, pott's spine,<br>paget's disease and bone<br>tumours.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                           |                                                              |
|           |                                            |                                                                                                                                                                                                                        | Fracture & Dislocation of<br>bones, healing of fracture,<br>Nursing management of<br>patients with fracture &<br>dislocation of bones,<br>traction, plaster cast,<br>amputation, prosthesis,<br>prolapsed                                                                                                                                                                                                                                                                                                                                                                                                                      |                           |                                                              |
|           |                                            |                                                                                                                                                                                                                        | Inter vertebral<br>discs, laminectomy, bone<br>transplant and<br>Replacement<br>surgeries, congenital<br>disorders of bones                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                           |                                                              |
|           | <b>5 hrs<br/>(Orthopaedic<br/>Surgeon)</b> |                                                                                                                                                                                                                        | osteomyelitis, closed and<br>open reduction of fracture,<br>amputation, laminectomy,<br>bone transplant<br>and replacement surgeries,<br>reconstructive surgeries of<br>bone.                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                           |                                                              |
| <b>IX</b> | <b>10 Hrs<br/>( Nursing<br/>Faculty)</b>   | Describe the<br>etiology,<br>Pathophysiology,<br>Clinical<br>manifestations,<br>Diagnostic<br>measures,<br>Medical, surgical<br>& nursing<br>Management of<br>patients<br>With disorders of<br>ear nose,<br>And throat | Review of anatomy &<br>Physiology of ear, nose &<br>throat, Assessment and<br>diagnostic measures of<br>patients with disorders of<br>ear, nose and throat;<br>Etiology, pathophysiology,<br>clinical manifestations,<br>diagnosis, medical,<br>surgical & nursing<br>management (pre &<br>post operative) of patients<br>with- Disorders of Ear-<br>foreign bodies, impacted<br>wax, otitis media,<br>tympanic membrane<br>perforation, Otosclerosis,<br>mastoiditis, tumours,<br>Meniere's<br>disease, labyrinthitis,<br>Deafness Hearing aids,<br>speech therapy Disorders<br>of Nose- common cold,<br>sinusitis Epistaxis, | Lecture cum<br>discussion | short answer<br><br>Demonstration<br>of tracheostomy<br>care |

|   |                    |                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                     |              |
|---|--------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|--------------|
|   |                    |                                                                                                                                                                                                  | <p>deviated nasal septum,<br/>nasal polyps.<br/>Disorders of Throat -<br/>Pharyngitis, tonsillitis,<br/>adenoiditis, peritonsillar<br/>abscess, Laryngitis, upper<br/>air way obstruction, cancer<br/>of larynx.</p> <p>Pre&amp; post operative<br/>nursing management of<br/>Patients undergoing<br/>Tonsillectomy,<br/>Mastoidectomy,<br/>Laryngectomy,<br/>myringoplasty,<br/>tracheostomy.</p> <p>Communicating with<br/>impaired hearing and mute<br/>Instillation of ear drops<br/>Drugs used in the<br/>treatment of disorders of<br/>Ear, nose, throat.</p> |                                                     |              |
|   | 5 hrs              |                                                                                                                                                                                                  | <p>Epistaxis, Otitis media,<br/>myringoplasty,<br/>mastoidectomy, cochlear<br/>implantation<br/>cancer of larynx<br/>Laryngectomy, tracheostomy,<br/>Migraine, positional<br/>vertigo.</p>                                                                                                                                                                                                                                                                                                                                                                          |                                                     |              |
|   | (ENT Surgeon)      |                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                     |              |
| X | 10 Hrs             | Describe the etiology, pathophysiology, clinical manifestation, diagnostic measures, medical and surgical management, pre & post operative nursing management of patients with disorders of Eye. | <p><b>NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF EYE</b><br/>Review of anatomy &amp; physiology of Eye, Assessment &amp; diagnostic measures of patients with disorders of eye; Etiology, pathophysiology, clinical manifestations, medical and surgical management, preoperative &amp; postoperative nursing management of Patients with Sty, Chalazion, conjunctivitis, Trachoma, Dacryocystitis, squint,</p>                                                                                                                                               | <p>clinical teaching</p> <p>supervised practice</p> | short answer |
|   | (Nursing faculty ) |                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                     |              |

keratitis, keratoplasty, Eye injuries, glaucoma, cataract, tumours of the Eye, refractive errors, retinal detachment, Ocular emergencies, blindness, enucleation.

Health education to patients undergoing Eye surgeries, application of eye ointment, Instillation of eye drops, drugs used in the Treatment of disorders of eye

**5hrs.**

**(Ophthal  
mologist)**

cataract, glaucoma, corneal ulcer, keratoplasty, eye injuries, retinal detachemen, eye banking.

#### **SURGICAL NURSING**

Nursing Faculty - 85 hrs

Surgeon- 12 hrs

Anesthesiologist- 5 hrs

Urologist- 3 hrs

Orthopaedic surgeon- 5 hrs

ENT Surgeon- 5 hrs

Ophthalmologist- 5

**TOTAL HOURS- 120**

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### **SURGICAL NURSING -PRACTICAL**

**Total - 560 hours (40hrs x 14 wks) or (30 hrs x 18 1/2 wks)**

| <b>Area</b>       | <b>Duration<br/>(Weeks-<br/>40hrs/<br/>w)</b> | <b>Objectives</b>                                                                                                              | <b>Skills</b>                                                                                                                                                                                                                                                                                                                                                               | <b>Assignments</b>                                                                            | <b>Assessment</b>                                                          |
|-------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| Surgical Ward     | 4wks<br><br>(1wk Night Duty)                  | Provide pre & post operative care to patients undergoing Surgeries                                                             | Preoperative preparation of patients, receiving patients after surgery, monitoring of patients after surgery, care of wounds & drains, suture removal,<br>Chest physiotherapy, ambulation and exercise after surgery, care of intercostal drainage, provide<br><br>Comprehensive care to patients<br><br>After surgery, health education<br><br>At discharge after surgery. | preoperative work up of two patients,<br><br>care plan -1/wk<br><br>care study-1 Night report | As per evaluation criteria<br><br>Rating scale for skill<br><br>Assessment |
| Surgical ICU      | 2 wks                                         | Provide comprehensive care to patients immediately, maintain after surgery,<br><br>Detect & manage Complications after surgery | Haemodynamic monitoring of patients after surgery, monitor for bleeding and other complications, maintain<br><br>Fluid &electrolyte balance after surgery,<br><br>Deep breathing & coughing exercise,<br><br>Chest physiotherapy, endotracheal and oral suctioning.                                                                                                         | care plan-2                                                                                   | performance assessment using Rating scale                                  |
| Operation Theatre | 4 wks                                         | Identify instruments<br><br>used in common Surgeries,                                                                          | Scrubbing, gowning, gloving, carbolization, disinfection, fumigation, setting up of instrument trolley for common surgical procedures, sterilization of sharp and other instruments, positioning of                                                                                                                                                                         | Assist as a circulatory nurse, Assist as a scrub nurse in major                               |                                                                            |

|                         |       |                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                           |                                                                                                                                                                    |                                                                              |
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|                         |       | <p>Participates in infection</p> <p>Control practices in the Operation theatre, Sets up instrument trolley for common surgical procedures, Assist in Surgeries, Provide perioperative Nursing care.</p> | <p>patients for various surgeries,</p> <p>Assisting in giving Anesthesia,</p> <p>Assist in major &amp; minor surgeries,</p> <p>SURGICAL ASEPTIC PRACTICES,</p> <p>Handling specimens.</p>                                                                                 | <p>surgeries-8</p> <p>minor surgeries-10,</p> <p>Maintain Daily Report.</p> <p>Prepare check list for</p> <p>practising surgical asepsis in operation Theatre.</p> |                                                                              |
| Orthopaedic Ward & OP   | 2 wks | Provide comprehensive Nursing care to Patients with musculo-Skeletal disorders.                                                                                                                         | <p>Assess patients with musculoskeletal disorders, assist- in application of plaster cast, skin traction &amp; skeletal traction, ROM exercises, provide</p> <p>Comprehensive care (pre &amp; post operative) to patients with musculoskeletal disorders.</p>             | care plan -2<br>report of plaster cast application, Traction.                                                                                                      | <p>Performance</p> <p>Assessment</p> <p>using</p> <p>Rating</p> <p>Scale</p> |
| ENT wd & OP             | 1 wk  | Provide comprehensive care to Patients with ENT disorders.                                                                                                                                              | <p>Assess patients with ENT disorders,</p> <p>Assist with diagnostic &amp; therapeutic procedures, instill ear drops, perform Tracheostomy care &amp; suctioning,</p> <p>Provide comprehensive care (pre &amp; post operative) to patients with</p> <p>ENT disorders.</p> | <p>observation</p> <p>report</p> <p>Care plan-1</p> <p>drug file</p>                                                                                               | <p>Performance</p> <p>Assessment</p> <p>using</p> <p>Rating</p> <p>Scale</p> |
| Ophthalmology Ward & OP | 1 wk  | Provide care to patients with EYE Disorders                                                                                                                                                             | <p>Assess patients with disorders of eye, assist diagnostic &amp; therapeutic procedures, instill eye drops, apply eye bandage, provide pre &amp; post operative care to patients with EYE disorders, health education</p> <p>To patients after eye surgery .</p>         | <p>plan health education</p> <p>to patients with eye surgery,</p> <p>observation report,</p> <p>drug file</p>                                                      |                                                                              |

#### DETAILS OF PRACTICAL RECORD

Care study - 1

Pre operative work up of assigned patient's - 2

Care plan -

surgical Ward - 2

surgical ICU - 2

Ortho paedic ward - 1

Instrument sets of assisted major surgery – 2

Instrument sets of assisted minor surgery - 2

List of assisted surgeries with details of patients

Major surgeries -5

Minor surgeries- 5

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# Community Health Nursing – I

**Placement:** Second year

Time: Theory: 100

Practical: 165 hours

**Course description:** This course is designed for students to appreciate the principles of promotion and maintenance of health

| Unit | Time (hrs) | Learning Objectives                                                               | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Teaching Learning Methods                                                                                                                                                                                                   | Assessment Method                                                                                                 |
|------|------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|
| I    | 2          | Describe concept and dimensions of health                                         | <b>Introduction</b> <ul style="list-style-type: none"> <li>Community health nursing</li> <li>Definition, concept and dimensions of health</li> <li>Promotion of health</li> <li>Maintenance of health</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | ❖ Lecture discussion                                                                                                                                                                                                        | ❖ Short answers                                                                                                   |
| II   | 20         | <ul style="list-style-type: none"> <li>Describe determinants of health</li> </ul> | <b>Determinants of health</b> <ul style="list-style-type: none"> <li>❖ Engines</li> <li>❖ Environment</li> <li>❖ Physical: Air, light, Ventilation, Water, <b>Soil</b>, Housing, Sanitation; disposal of waste, disposal of dead bodies, Forestation, Noise, Climate, Communication: : infrastructure facilities and Linkages</li> <li>❖ Acts regulating the environment. National Pollution control board</li> <li>❖ Arthropods and Rodents <ul style="list-style-type: none"> <li>-<b>Mosquitoes</b></li> <li>-<b>Houseflies</b></li> <li>-<b>lice</b></li> </ul> </li> <li>❖ Food hygiene: Production, Preservation, Purchase, Preparation, consumption, <b>Food poisoning</b></li> <li>❖ Acts regulating food hygiene prevention of food adulteration act, Drugs and cosmetic act</li> </ul> | <ul style="list-style-type: none"> <li>❖ Lecture discussion</li> <li>❖ Explain using Charts, graphs, Models, films, slides</li> <li>• Visits to water supply, sewage disposal, milk plants, slaughter house etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul> |

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| Unit | Time (hrs) | Learning Objectives                                                          | Content                                                                                                                                                                                                                                                                                                                                              | Teaching Learning Methods                                                                                               | Assessment Method                                                                       |
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|      |            |                                                                              | <ul style="list-style-type: none"> <li>❖ Maintenance of personal health               <ul style="list-style-type: none"> <li>• Physical, mental, social and spiritual</li> </ul> </li> <li>❖ Protective immunization</li> <li>❖ Menstrual hygiene</li> </ul>                                                                                         |                                                                                                                         |                                                                                         |
| III  | 10         | Describe concept, scope, uses methods and approaches of epidemiology         | <b>Epidemiology</b><br>Definition, concept, aims, scope, uses and terminology used in epidemiology<br>Dynamics of disease transmission:<br>epidemiological triad<br>Morbidity and mortality: measurements<br>Levels of prevention<br>Methods of epidemiology of<br>Descriptive<br>Analytical: Epidemic investigation<br>Experimental                 | Lecture discussion<br>Explain using Charts, graphs Models, films, slides                                                | <ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul> |
| IV   | 25         | Describe Epidemiology and nursing management of common Communicable diseases | <b>Epidemiology and nursing management of common Communicable Diseases</b><br>Respiratory infections <ul style="list-style-type: none"> <li>• Small Pox</li> <li>• Chicken Pox</li> <li>• Measles</li> <li>• Influenza</li> <li>• Rubella</li> <li>• ARI &amp; Pneumonia</li> <li>• Mumps</li> <li>• Diphtheria</li> <li>• Whooping cough</li> </ul> | Lecture discussion<br>Explain using Charts, graphs Models, films, slides<br>Seminar<br>Supervised field practice-health | Essay type<br><br>Short answers<br><br>Objective type                                   |

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|  |  |  | <ul style="list-style-type: none"> <li>• Meningococcal meningitis</li> <li>• Tuberculosis</li> <li>• SARS</li> <li>• <b>Swine flue</b></li> </ul> | centers, clinics and homes<br>Group projects/<br>Health education |  |
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| Unit | Time (hrs) | Learning Objectives | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Teaching Learning Methods | Assessment Method |
|------|------------|---------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|-------------------|
|      |            |                     | Intestinal Infections<br>❖ Poliomyelitis<br>❖ Viral Hepatitis<br>❖ Cholera<br>❖ Diarrhoeal diseases<br>❖ Typhoid Fever<br>❖ Amoebiasis<br>❖ Hook worm infection<br>❖ Ascariasis<br>❖ Dracunculiasis<br>Arthropod infections<br>❖ Dengue<br>❖ Malaria<br>❖ Filariasis<br>❖ <b>Chickengunea</b><br>Zoonoses<br><b>Viral</b><br><ul style="list-style-type: none"> <li>• Rabies</li> <li>• Yellow fever</li> <li>• Japanese encephalitis</li> <li>• Kyasnur Forest Disease</li> </ul> Bacterial<br>❖ Brucellosis<br>❖ Plague<br>❖ Human Salmonellosis<br>❖ Anthrax<br>❖ Leptospirosis<br>Rickettsial diseases<br><ul style="list-style-type: none"> <li>• Rickettsial Zoonoses</li> <li>• Scrub typhus</li> </ul> |                           |                   |

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|  |  |  | <ul style="list-style-type: none"> <li>• Murine typhus</li> <li>• Tick typhus</li> <li>• Q fever</li> </ul> Parasitic zoonoses <ul style="list-style-type: none"> <li>• Taeniasis</li> <li>• Hydatid disease</li> <li>• Leishmaniasis</li> </ul> Surface infection<br>Trachoma<br>Tetanus<br>Leprosy<br>STD & RTI<br>Yaws<br>HIV/AIDS<br><b>Emerging and reemerging diseases</b> |  |  |
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| V  | 10 | <ul style="list-style-type: none"> <li>○ Describe Epidemiology and nursing management of common Non-communicable diseases</li> </ul> | <b>Epidemiology and Nursing management of Non-communicable diseases</b> <ul style="list-style-type: none"> <li>○ Malnutrition: under nutrition, over nutrition, nutritional deficiencies</li> <li>○ Obesity</li> <li>○ Anaemia</li> <li>○ Hypertension</li> <li>○ Stroke</li> <li>○ Rheumatic Heart Disease</li> <li>○ Coronary Heart Disease</li> <li>○ Cancer</li> <li>○ Diabetes mellitus</li> <li>○ Blindness</li> <li>○ Accidents</li> <li>○ Mental illness</li> <li>○ Iodine Deficiency</li> <li>○ Fluorosis</li> </ul> | <ul style="list-style-type: none"> <li>○ Lecture discussion</li> <li>○ Explain using Charts, graphs</li> <li>○ Models, films, slides</li> <li>○ Seminar</li> <li>○ Supervised field practice-health centers, clinics and homes</li> <li>○ Group projects/ Health education</li> </ul> | <p>Essay type</p> <p>Short answers</p> <p>Objective type</p>                                                 |
| VI | 6  | <ul style="list-style-type: none"> <li>❖ Describe the concepts and scope of demography</li> <li>❖ Describe methods</li> </ul>        | <b>Demography</b><br>Definition, concept and scope<br>Methods of collection, analysis and interpretation of demographic data<br><b>Demographic transition</b><br>Demographic rates and ratios<br>Population explosion and                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Community identification survey</li> </ul>                                                                                                                                                                     | <ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective</li> </ul> |

|     |   |                                                                     |                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                     |                                                                                                                                                          |
|-----|---|---------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|
|     |   | of data collection, analysis and interpretation of demographic data | its impact on social, economic development of individual, society and country                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                     | type <ul style="list-style-type: none"> <li>• Assessment of Survey report</li> </ul>                                                                     |
| VII | 7 | 3) Describe methods of population control                           | <b>Population control</b><br>Limiting family size: <ul style="list-style-type: none"> <li>❖ Promotion of small family norm</li> <li>❖ Methods: spacing (natural, biological, chemical, mechanical methods etc.)</li> <li>❖ Terminal: surgical methods</li> <li>❖ Emergency contraception</li> <li>❖ Delivery System</li> </ul> | <ul style="list-style-type: none"> <li>❖ Lecture discussion</li> <li>❖ Population survey</li> <li>❖ Counseling</li> <li>❖ Demonstration</li> <li>❖ Practice session</li> <li>❖ Supervised field practice</li> </ul> | <ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of Survey report</li> </ul> |

|  |   |                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                              |                                                                                         |
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|  | 8 | ❖ Explain the concept of family health care and family health nursing process | <b>Family Health Services</b> <ul style="list-style-type: none"> <li>❖ Definition, types and functions and characteristics of family</li> <li>❖ Family development cycle</li> <li>❖ Objectives of family health care</li> <li>❖ Nursing process in family health care &amp; health care families</li> <li>❖ Counseling in family</li> <li>❖ Purpose, principles and components (phases) of home visit</li> <li>❖ Use of public health bag</li> <li>❖ Principles and techniques               <ul style="list-style-type: none"> <li>• Bag technique</li> <li>• Individual, family and community as a unit of service</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>❖ Lecture discussion</li> <li>❖ Field visit</li> <li>❖ Writing nursing care plan</li> <li>❖ Provide care to the individual and family</li> <li>❖ Maintaining family folder</li> </ul> | <ul style="list-style-type: none"> <li>❖ Essay type</li> <li>❖ Short answers</li> </ul> |
|  | 4 | Describe concepts,                                                            | <b>Primary Health Care</b> <ul style="list-style-type: none"> <li>• Definition</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>• Lecture discussion</li> </ul>                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Essay</li> </ul>                               |

|  |   |                                                                                                     |                                                                                                                                                                                                                                                                              |                                                                                                                                         |                                                                                    |
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|  |   | principles and elements of primary health care                                                      | <ul style="list-style-type: none"> <li>• Principles</li> <li>• Elements</li> </ul>                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Visits to various health care delivery systems</li> <li>• Supervised field practice</li> </ul> | Short answers                                                                      |
|  | 8 | Identify the various aspects of health education and apply in the community health nursing practice | Information, Education and Communication (IEC) <ul style="list-style-type: none"> <li>• Definition</li> <li>• Aims &amp; objectives</li> <li>• Principles &amp; approach</li> <li>• AV aids</li> <li>• Methods &amp; media of IEC</li> <li>• Role of Nurse in IEC</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion, demonstration, role play</li> </ul>                                        | <ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> </ul> |

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## COMMUNITY HEALTH NURSING I - Practical

**Placement : Second year**

**Time : Practical – 165 Hrs**

| Areas                    | Duration ( in weeks)            | Objectives                                                                                                                                                                                                                                                                                                                                                                                                                               | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Assignments                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Assessment method                                                                                                                                                                                                            |
|--------------------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Community Health Nursing | 2 weeks urban and 3 weeks rural | <ul style="list-style-type: none"> <li>Builds &amp; maintains rapport midlevel family &amp; community</li> <li>Identify demographic characteristics health determinants and community health resources</li> <li>Diagnosis of health needs of individual and , families.</li> <li>Provide primary care in health center</li> <li>Counsel and educate individual, family and community</li> <li>Provide family welfare services</li> </ul> | <ul style="list-style-type: none"> <li>Home visit</li> <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- blood for Hb &amp; sugar, urine for albumin &amp; sugar</li> <li>Administer vaccines and medications to adults</li> <li>Counsel &amp; teach individual, family and community</li> <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> | <ul style="list-style-type: none"> <li>To work with 2 assigned families each in urban and rural</li> <li>Health talks 2 (1 each in urban and in rural) <ul style="list-style-type: none"> <li>Family case study - 1</li> </ul> </li> <li>Participation in the various clinics activities <ul style="list-style-type: none"> <li>Report of visit to clinics</li> </ul> </li> <li>Observation report of visit to Grama Panchayat Block office, Water purification plant, Sewage disposal plant, Diary milk, Slaughter house.</li> </ul> | <ul style="list-style-type: none"> <li>Assess clinical performance with rating scale</li> <li>Assess each skill with checklist</li> <li>Observation report and health talk</li> <li>Completion of activity record</li> </ul> |

## PHARMACOLOGY

**Placement: Second year**

**Time: Theory – 45 hours.**

Course Description: This course is designed to enable students to acquire understanding of pharmacodynamic, pharmacokinetics, principles of therapeutics and nursing implications.

| Unit | Time (Hrs) | Learning objectives                                                                                   | Content                                                                                                                                                                                                                                                                                                                                                                                                                     | Teaching learning activities | Assessment methods                |
|------|------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-----------------------------------|
| I    | 3          | Describe pharmacodynamics, pharmacokinetics, classification and the principles of drug administration | Introduction to Pharmacology<br>-Definitions<br>-Sources<br>-Terminology used<br>-Types: Classification<br>-Pharmacodynamics: Actions therapeutic<br>-Adverse, toxic<br>-Pharmacokinetics: absorption, distribution, metabolism, interaction, excretion.<br>- Review : Routes and principles of administration of drugs<br>- Indian Pharmacopoeia: Legal issues<br>- Rational use of drugs<br>- Principles of therapeutics. | -Lecture<br>-Discussion      | -Short answers<br>-Objective type |

|     |   |                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                           |                                                                                             |
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| II  | 6 | Explain chemotherapy of specific infections and infestations and nurse's responsibilities | <p>Chemotherapy</p> <ul style="list-style-type: none"> <li>- Pharmacology of commonly used: <ul style="list-style-type: none"> <li>Pencillin</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> <li>Antitubercular drugs</li> <li>Anti leprosy drugs</li> <li>Anticancer drugs</li> <li>Immuno suppressants</li> </ul> </li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse.</p> | <ul style="list-style-type: none"> <li>- Lecture Discussion</li> <li>- Drug study/presentation</li> </ul> | <ul style="list-style-type: none"> <li>- Short answers</li> <li>- Objective type</li> </ul> |
| III | 2 | Describe Antiseptics, disinfectants, insecticides and nurse's responsibilities            | <p>Pharmacology of commonly used antiseptics, disinfectants and insecticides</p> <ul style="list-style-type: none"> <li>- Antiseptics; <ul style="list-style-type: none"> <li>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</li> </ul> </li> <li>- Disinfectants</li> <li>- insecticides.</li> </ul>                                                                                                                                                                                                                                                                                                                               | <ul style="list-style-type: none"> <li>- Lecture Discussion</li> <li>- Drug study/presentation</li> </ul> | <ul style="list-style-type: none"> <li>- Short answers</li> <li>- Objective type</li> </ul> |
| IV  | 2 | Describe Drugs acting on Gastro Intestinal system and nurse's responsibilities            | <p>Drugs acting on G.I.System</p> <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> <p>Composition, action, dosage, route indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse.</p>                                                                                                                                                                               | <ul style="list-style-type: none"> <li>- Lecture Discussion</li> <li>- Drug study/presentation</li> </ul> | <ul style="list-style-type: none"> <li>- Short answers</li> <li>- Objective type</li> </ul> |
| V   | 2 | Describe Drugs                                                                            | <p>Drugs used on Respiratory Systems</p> <ul style="list-style-type: none"> <li>- Pharmacology of commonly used.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <ul style="list-style-type: none"> <li>- Lecture Discussion</li> </ul>                                    | <ul style="list-style-type: none"> <li>- Short answers</li> </ul>                           |

|      |   |                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                              |                                                |
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|      |   | used on Respiratory systems and nurse's responsibilities                                                                                                          | <ul style="list-style-type: none"> <li>• Antiasthmatics</li> <li>• Mucolytics</li> <li>• Decongestants</li> <li>• Expectorants</li> <li>• Antitussives</li> <li>• Bronchodilators</li> <li>• Broncho constrictors</li> <li>• Antihistamines</li> </ul> <p>Composition, action, dosage , route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</p>                       | - Drug study/presentation                                    | - Objective type                               |
| VI   | 2 | Describe Drugs used on Urinary System and nurse's responsibilities                                                                                                | <p>Drugs used on Urinary system</p> <p>- Pharmacology of commonly used.</p> <ul style="list-style-type: none"> <li>• Duretics and antidiuretics</li> <li>• Urinary antiseptics</li> <li>• Cholinergic and anticholinergics</li> <li>• Acidifiers and alkalanizers</li> </ul> <p>Composition, action, dosage , route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</p> | <p>- Lecture Discussion</p> <p>- Drug study/presentation</p> | <p>- Short answers</p> <p>- Objective type</p> |
| VII  | 4 | Describe Drugs used in Dead diction, emergency, deficiency of vitamins & minerals, poisoning for immunization and immuno-suppression and nurse's responsibilities | <p>Miscellaneous</p> <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>• Immunosuppresants</li> <li>• Antidotes</li> <li>• Antivenom</li> <li>• Vaccines and sera</li> </ul>                                                                                                                                                    | <p>- Lecture Discussion</p> <p>- Drug study/presentation</p> | <p>- Short answers</p> <p>- Objective type</p> |
| VIII | 1 | Describe Drugs used on skin mucous membranes and nurse's responsibilities                                                                                         | <p>Drugs used on skin and mucous membranes</p> <p>- Topical applications for skin, eye, ear</p> <p>nose and buccal cavity</p> <p>Antipruritics</p> <p>Composition, action, dosage , route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</p>                                                                                                                           | <p>- Lecture Discussion</p> <p>- Drug study/presentation</p> | <p>- Short answers</p> <p>- Objective type</p> |
| IX   | 8 | Describe Drugs used on                                                                                                                                            | <p>Drugs acting on Nervous System</p> <p>- Basic &amp; applied pharmacology of</p>                                                                                                                                                                                                                                                                                                                                                     | - Lecture Discussion                                         | - Short answers                                |

|    |   |                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                   |                                     |
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|    |   | Nervous System and nurse's responsibilities                                | <p>commonly used:</p> <ul style="list-style-type: none"> <li>- Analgesics and Anaesthetics <ul style="list-style-type: none"> <li>• Analgesics</li> <li>- Non steroidal anti-inflammatory (NSAID) drugs</li> <li>• Antipyretics</li> </ul> </li> <li>• Hypnotics and Sedatives <ul style="list-style-type: none"> <li>- Opioids</li> <li>- Non-Opioids</li> <li>- Tranquilizers</li> <li>- General &amp; local anesthetics</li> <li>- Gases: oxygen, nitrous oxide, carbon-dioxide</li> </ul> </li> <li>• Cholinergic and anti-cholinergics: <ul style="list-style-type: none"> <li>- Muscle relaxants</li> <li>- Major tranquilizers</li> <li>- Anti-psychotics</li> <li>- Antidepressants</li> <li>- Anticonvulsants</li> <li>- Adrenergics</li> <li>- Noradrenergics'</li> <li>- Mood stabilizers</li> <li>- Acetylcholine</li> <li>- Stimulants</li> </ul> </li> </ul> <p>Composition, action, dosage , route indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse.</p> | - Drug study/presentation                         | - Objective type                    |
| X  | 5 | Describe Drugs used on Cardio-vascular System and nurse's responsibilities | <p>Contravascular drugs</p> <ul style="list-style-type: none"> <li>• Haematinics</li> <li>• Cardiotonics</li> <li>• Anti anginals</li> <li>• Anti-hypertensives &amp; Vasodilators</li> <li>• Anti-arrhythmics</li> <li>• Plasma expanders</li> <li>• Coagulants &amp; anticoagulants</li> <li>• Antiplatelets &amp; thrombolytics</li> <li>• Hypolipidemics</li> </ul> <p>Composition, action, dosage , route indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | - Lecture Discussion<br>- Drug study/presentation | - Short answers<br>- Objective type |
| XI | 4 | Describe drugs used for hormonal                                           | Drugs used for hormonal disorders and supplementation, contraception and medical termination of                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | - Lecture Discussion<br>- Drug                    | - Short answers<br>- Objective      |

|     |   |                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                      |                                     |
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|     |   | disorders and supplementation, contraception and medical termination of pregnancy and nurse's responsibilities | <p>pregnancy</p> <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>• Andrenaline</li> <li>• Prostaglandins</li> <li>• Calcitonins</li> <li>• Calcium salts.</li> <li>• Calcium regulators</li> </ul> <p>Composition, action, dosage , route indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse.</p> | study/presentation                                   | type                                |
| XII | 6 | Demonstrate awareness of the common drugs used in alternative system of medicine                               | <p>Introduction to Drugs used in alternative systems of medicine:</p> <ul style="list-style-type: none"> <li>• Ayurveda, Homeopathy, Unani and Sidha etc.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | - Lecture<br>Discussion<br>– Drug study/presentation | - Short answers<br>- Objective type |

## References

Sathoskar R.S., Bhandarkar S. D. , Ainapure S. S. *Pharmacology & Pharmacotherapeutics*. Mumbai: Popular parakashan Pvt. Ltd.

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### **THIRD YEAR B.Sc NURSING**

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

Theory: 100 hrs

**Placement:** II YEAR

(Nursing Faculty: 70)  
Medical Faculty: 30  
Practical (400 hours)

**Course Description:** This course is designed to enable the student to recognize the etiology, pathophysiology, symptomatology, diagnostic

measures and management of patients with complex medical and surgical conditions in Cardiology, Cardiothoracic surgery, Neurology,

Neurosurgery, Nephrology, Oncology, Plastic & Reconstructive surgery, and Emergencies and to provide comprehensive Nursing

care based on Nursing process approach.

| Unit | Time (Hrs) | Learning Objective                                                                                                                                                          | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Teaching Learning Activities                                                                                                                                                                                                | Assessment Method                                                                                                              |
|------|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| 1    | 8          | Describe the organization of critical care units<br><br>Describe the role of the nurse in management of patients in critical care units                                     | Nursing Management of patients in critical care Units<br>Introduction: Organizational set up policies, Staffing Norms.<br><br>Classification: Principles of critical care Nursing, Nursing assessment, History, - Physical examination.<br>→ Protocol, Equipments & supplies-Ventilators, Cardiac monitors, infusion pumps.<br>→ Infection control in critical care units<br>→ Ethical and Legal aspects, psychosocial aspects.<br>→ Nursing Management of patients in critical care units, multi system organ failure<br>→ CPR-Basic Life Support, Advanced life Support<br>→ Crisis Intervention & Stress Management<br>→ Drugs used in Critical Care Units ,Intensive Care,<br>→ Records<br>→ Communication with patient and family, special treatments and procedures-Cardiac monitoring, CVP monitoring, Transitional Care | Lecture<br>Discussion<br>Explain using Charts, graphs<br>Models, films, slides<br>Demonstration, Practice session<br>Case Discussion / Seminar, Health education<br>Supervised clinical practice<br>Drug book/ presentation | Essay, Short answers, Objective type, Assessment of skills with check list, Assessment of patient management problem           |
| II   | 8          | Describe organization of emergency and disaster care services.<br><br>Describe the role of nurse in disaster management.<br><br>Describe the role of nurse in management of | Nursing Management of Patients with Emergencies and Disaster situations<br><br>Disaster Nursing<br><br>Concepts and principles of Disaster Nursing<br><br>Causes and Types of Disaster:<br>Natural and Man-Made<br>Earthquakes, Floods, Epidemics, Cyclones, Tsunami<br>Fire, Explosion, Accidents, Violence, terrorism: biochemical, war<br>Policies related to emergency/disaster Management: international, national State, institutional<br>Disaster preparedness:                                                                                                                                                                                                                                                                                                                                                          | Lecture,<br>Discussion,<br>Explain using Charts, graphs<br>Models, films, Slides<br>Demonstration, Practice session,<br>Case discussion, Seminar, Health education,                                                         | Essay<br>Short Answers<br>Objective type<br>Assessment Of skills<br>With Checklist<br>Assessment Of patient Management problem |

|  |  |                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                          |  |
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|  |  | common emergencies | <p>Team, Guidelines, protocols, Equipments, resources</p> <p>Coordination and involvement of Community, various Govt. departments, non-govt organizations and international agencies.</p> <p>Role of nurse and disaster management</p> <p>Legal Aspects of Disaster Nursing</p> <p>Post Traumatic stress Disorder, Rehabilitation: physical, psychosocial, Financial, relocation</p> <p>Emergency Nursing</p> <p>Concept, priorities, principles and Scope of emergency nursing, Issues in Emergency care</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>Medico Legal Aspects</p> | <p>Supervised Clinical practice, Disaster Management Drills, Drug book, presentation</p> |  |
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| III | 10                | <p>Explain the concept, theories and problems of ageing.</p> <p>Describe the nursing care of the elderly.</p> | <p>Nursing care of the Elderly</p> <p>Demographics in ageing</p> <p>Assessment ageing, concepts, theories, ageing process</p> <p>Psychosocial aspects-stress &amp; coping in order adults</p> <p>Cognitive Aspects of Ageing</p> <p>Normal biological ageing:-</p> <p>Age related body systems changes and health promotion strategies.</p> <p>Common health problems &amp; Nursing management</p> <p>Cardiovascular,Respiratory, Musculoskeletal,Endocrine,Genitourinary,Gastrointestinal,Neurological, Skin and other sensory organs.</p> <p>Psychosocial and sexual abuse of the elderly.</p> <p>Environmental aspects of ageing</p> <p>Role of nurse in care of the elderly-ambulation ,nutrition,psychosocial and spiritual, drugs,- home, institution care</p> <p>Role of the nurse for caregivers of elderly</p> <p>Role of family and formal and nonformal caregivers</p> <p>Use of aids and prosthesis(hearing aids, dentures)</p> <p>Legal and ethical issues,</p> <p>Provisions and programmes for the elderly, privileges, community programmes and health services.</p> | <p>Lecture</p> <p>Discussion</p> <p>Case presentation</p> <p>Seminar</p> <p>Health education</p> <p>Supervised clinical practice</p> <p>Drug book</p> <p>Presentation</p> <p>Visit old age home</p> | <p>Essay</p> <p>Short answer</p> <p>Objective</p> <p>Type</p> <p>Assessment of skills</p> <p>With Checklist</p> <p>Assessment of patient</p> <p>Management</p> |
| IV  | <p>3</p> <p>6</p> | <p>Describe the nursing management of patients with respiratory disorders</p>                                 | <p>Nursing management of patients with Respiratory disorders</p> <p>Medical faculty-(Dept of Respiratory medicine)</p> <p>ARDS, Pulmonary oedema, Interstitial lung disease, Respiratory insufficiency and arrest.</p> <p>Mechanical ventilator support</p> <p>Nursing faculty</p> <p>Nursing management of patients with ARDS Pulmonary oedema, nterstitial lung disease.</p> <p>Nursing management of patients on mechanical ventilator.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Lecture</p> <p>Discussion</p>                                                                                                                                                                    | <p>Essay</p> <p>Short Answer</p> <p>Objective</p> <p>Type</p>                                                                                                  |

|   |    |                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                              |                                        |                                         |
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| V |    | Describe the etiology,patho-physiology, clinical manifestations and medical , surgical and nursing management of common cardiac conditions |                                                                                                                                                                                                                                                                                                                                                                              | Lecture<br>Discussion<br>Demonstration | Essay<br>Short answer<br>Objective type |
|   | 5  |                                                                                                                                            | Nursing management of patients with cardiothoracic conditions<br>Medical faculty-Cardiologist<br>Acute coronary syndrome, Dysrrhythmias, Cardiomyopathies, LVF, ,Cardiac arrest-CPR, ACLCS<br>Supportive therapies-Pacemaker, IABP, Defibrillators, Thrombolytic Therapy, Interventional cardiology, correcting congenital defects<br>Cardiac rehabilitation, cardiac drugs. |                                        |                                         |
|   | 5  |                                                                                                                                            | Nursing management of patients with cardiac pacemaker, Arrhythmias.<br>Cardiac rehabilitation, Cardiac drugs.<br>Cardiothoracic surgeon:<br>Pre and post operative management of patients undergoing Closed and open heart surgery-valvotomy, valve replacement, CABG, Heart transplantation, repair of aneurysms.                                                           |                                        |                                         |
|   | 10 |                                                                                                                                            | Nursing faculty:<br>Review acute coronary syndrome,<br>Nursing management in Dysrrhythmias, cardiomyopathies, LVF, Cardiac arrest-ACLS, pacemaker therapy, IABP, defibrillation, Pre and postoperative management of patients undergoing Closed and open heart surgeries-valvotomy, CABG, valve replacements, Heart transplantation<br>Rehabilitation after cardiac surgery  | Lecture<br>Discussion                  | Essay<br>Short answer<br>Objective type |

|     |             |                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                  |                                               |
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| VI  | 5<br><br>10 | Describe the Medical ,surgical And nursing management Of patients with Neurological And neurosurgical Conditions | <p>Nursing management of patients with neurological conditions</p> <p>Neurologist:<br/>Neuro assessment,e pilepsy</p> <p>Neurosurgeon:<br/>Head injury, spinal cord injury, IVDP,ICSOL-Brain tumours, cerebral aneurysms,</p> <p>Nursing faculty:<br/>Nursing management in with epilepsy, head injury, spinal Cord injury, ICSOL-Brain tumours</p> <p>Nursing management of patients undergoing cranial and spinal surgeries, cerebral aneurysms, IVDP</p> | Lecture<br>Discussion<br>Demonstration           | Essay<br>Short answer<br>Objective<br>Type    |
| VII | 4<br><br>7  | Describe the Nursing management of patients with renal disorders                                                 | <p>Nursing management of patients with renal disorders</p> <p>Nephrologist:<br/>ARF,CRF-Review<br/>Dialysis-HD, PD, CRRT, Renal transplantation</p> <p>Nursing faculty:<br/>Review- ARF,CRF<br/>Nursing management in ARF, CRF, Dialysis,r enal transplantation.</p>                                                                                                                                                                                        | Lecture<br>Discussion<br>Slides<br>Demonstration | Essay<br>Short<br>Answer<br>Objective<br>Type |

|     |   |                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                             |                                                 |
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| VII | 5 | Describe the Nursing management of patients With oncologic Disorders | <p>Nursing management of patients with oncological disorders</p> <p>Oncologist:</p> <p>Cell cycle, cell characteristics, staging and grading</p> <p>Treatment modalities-chemotherapy radiation therapy, immunotherapy, Gene therapy, BMT, Stem cell replacement therapy</p> <p>Hormone therapies, other therapies.</p> <p>Oncological emergencies</p> <p>Palliative care</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <p>Lecture</p> <p>Discussion</p> <p>Slides</p> <p>Demonstration</p> <p>Practice session</p> <p>Seminar</p> <p>Health education</p> <p>Supervised clinical practice</p> <p>Drug book</p> <p>Presentation</p> <p>Visit to Palliative care Centre, hospice</p> | <p>Essay</p> <p>Short Answer objective type</p> |
|     | 8 |                                                                      | <p>Nursing faculty:</p> <p>Structure and characteristics of normal and cancer cells,</p> <p>Nursing assessment-History, physical examination</p> <p>Early signs of cancer, prevention, screening, early detection</p> <p>Epidemiology, etiology, classification, pathophysiology,</p> <p>Staging, clinical manifestations, diagnosis, treatment modalities, medical and surgical management of oncological conditions</p> <p>Common malignancies of various body systems-oral, larynx, Lung, stomach and colon, liver, leukaemias, lymphomas</p> <p>Breast, cervix, ovary, uterus, sarcoma brain, renal, bladder, prostate etc.</p> <p>Oncological emergencies, Modalities of treatment</p> <p>Nurses role in immunotherapy, chemotherapy, radiotherapy ,surgical interventions, Stem cell and bone marrow transplantation, gene therapy</p> <p>Other forms of treatment</p> <p>Psychosocial aspects of cancer, Rehabilitation, Palliative care, Symptom and pain management, Nutritional support, Home care, Hospice care. special therapies</p> |                                                                                                                                                                                                                                                             |                                                 |

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| IX |   | Describe the Significance of Plastic, reconstructive And cosmetic surgeries | <b>Nursing management of patients undergoing plastic, reconstructive and cosmetic surgeries</b><br>Plastic surgeon:<br>Types of repair, traumatic injuries, burns congenital defects<br>Skin grafts<br>Cosmetic surgeries-prosthesis | Lecture<br>Discussion<br>Explain with Charts, models<br>Graphs, films<br>Slides<br>Demonstration<br>Practice Session<br>Health education | Short Answer objective type |
|    | 3 |                                                                             | Nursing faculty<br>Nursing assessment, nursing management in skin graft<br>Pre and postoperative care of patients undergoing plastic Reconstructive and cosmetic surgeries<br>Legal aspects, rehabilitation                          |                                                                                                                                          |                             |

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### MEDICAL SURGICAL NURSING-PRACTICAL –II

| Areas                                        | Duration (weeks) | Objectives Of posting                                                                                                   | Skills to be developed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Assignments                                                                                     | Assessment method                                                                                                                             |
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| Critical care Unit (general)<br>MICU<br>SICU | 2                | Provide care To critically Ill patients                                                                                 | <ul style="list-style-type: none"> <li>-Monitoring of patients in the ICU</li> <li>-Maintain flow sheet</li> <li>- Care of patient on ventilators</li> <li>-Perform endotracheal suction</li> <li>-Demonstrate use of Ventilators, cardiac monitors etc.</li> <li>-Collect specimen and Interpret ABG analysis</li> <li>-Assist with arterial puncture</li> <li>-Maintain CVP line, Pulse oximetry</li> <li>-CPR-ACLS ,defibrillators, pacemakers,</li> <li>-Bag-mask ventilation</li> <li>-Emergency tray/trolley, Crash cart</li> <li>-Administration of drugs</li> <li>-Infusion pump</li> <li>-TPN</li> <li>-Chest physiotherapy, active and passive exercises</li> <li>-Counsel patient and family in dealing with grieving and bereavement.</li> </ul> | Provide care to assigned patient<br>Observation<br>report of<br>Critical care unit<br>Drug book | Assess each skill with checklist<br>Assess performance with rating scale<br>Evaluation of Observation report<br>Completion of Activity record |
| Casualty/<br>Emergency unit                  | 1                | Provide care to patients in emergency and disaster situation<br>Counsel patients and families for grief and bereavement | Practice" triage". Assist with assessment, examination, investigations ,and their interpretations in emergency and disaster situations<br>Assist in documentations<br>Assist in legal procedures in the emergency unit.<br>Participate in managing crowd<br>Counsel patient and families in grief and bereavement                                                                                                                                                                                                                                                                                                                                                                                                                                            | Observation<br>report of<br>emergency unit                                                      | Assess performance with rating scale<br>Evaluation of observation report<br>Completion of activity record                                     |

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| Dialysis unit                   | 1 | Provide care to patients<br>Undergoing<br>Haemodialysis/<br>Peritoneal<br>dialysis, renal<br>Transplantation                                                                                                                                                                                                                          | Monitoring and care of patients during dialysis<br>Assist in documentation, patient education, and counseling                                                                                                                                                                                                                                                                                                                                                                                       | Observation report<br>Nursing care plan                                                                                                                           | Assess performance with rating scale<br>Evaluation of observation report<br>Completion of activity record |
| ICU,CCU, Cardiac OT<br>CATH LAB | 2 | Provide care to critically ill patients.<br>Develop skill in Assisting with Special procedures used in critical Care unit.<br>Identify potential problems and Provide care accordingly.<br>Develop skill in Setting and handling Ventilator.<br>Administer Injections in Infusion pump.<br>Maintain records of Observations and drugs | Assist in arterial puncture for ABG analysis<br>Interpret ABG values<br>Record ECG-interpret values<br>Care of patient on mechanical ventilator<br>Assist in endotracheal intubation, endotracheal suctioning<br>Demonstrate the use of-ventilators<br>Cardiac monitors, hemodynamic monitoring, pulse oximetry, CPR-ACLS<br>Defibrillators, Pacemakers, Bag-mask<br>Ventilation, infusion pumps, -TPN<br>Chest physiotherapy, active and passive exercise<br>Assist with interventional cardiology | Provide care to assigned patients<br>Arterial puncture-<br>Recording ECG-<br>Tracheal suctioning-<br>Administration-<br>CPAP<br>Nursing care plan-<br>Drug record | Observation of performance<br>Evaluation of report<br>Completion of activity record                       |

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| Neurosurgical ICU,OT                      | 1 | Develop skill in Neurological Assessment<br>Provide care to Patients with -head injury, Spinal injury, Cranial and Spinal surgery                                                | Assess neurological status<br>Provide care to patients with head injury and spinal injury<br>Pre and post operative care to neurosurgical patients<br>Assist with surgical procedures                                                                                                                                                                       | Provide care to assigned patients<br>Neuro assessment<br>-head injury, spinal Injury, pre op, post op.<br>Nursing care plan<br>Drug file | Assessment of Performance<br>Completion of activity record                                                                                          |
| Burns, plastic And reconstructive Surgery | 1 | Assess the severity of burns<br>Administer rehydration therapy<br>Observe reconstructive surgery<br>Provide care to Patients with Burns<br>Counsel educate patients and Families | Nursing care of patients with burns<br>-percentage of burns. degree of burns<br>-fluid and electrolyte replacement therapy<br>-record intake/output<br>- care of burn wounds<br>-exercises<br>-counsel and teach patients and families<br>-participate in rehabilitation programme<br>Nursing care of patients undergoing various reconstructive surgeries. | Provide care to assigned patients<br>Nursing care plan<br>Observation report of burns unit                                               | Assess skill with Checklist<br>Assess performance with Rating scale<br>Evaluation of Care plan, observation report<br>Completion of activity record |

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| Oncology unit | 2 | Provide care to Patients with cancer<br>Counsel patients and families | Screen for common cancers<br>Assist with diagnostic procedures<br>-biopsies, pap smear, bone marrow aspiration, breast self examination<br>Assist with therapeutic procedures<br>Participate in various modalities of treatment-chemotherapy, radiation therapy<br>Pain management, hormonal therapy immunotherapy, Gene therapy, Alternative therapy<br>Participate in palliative care<br>Counsel and teach patients and families<br>-breast self examination<br>-warning signs<br>Participate in rehabilitation programme | Provide care to assigned patients<br>Nursing care plan<br>Observation report of cancer unit | Assess skill with Checklist<br>Assess performance<br>With rating scale<br>Evaluation of care plan and<br>Observation report<br>Completion of activity record |
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## CHILD HEALTH NURSING

Placement- 3rd year B. Sc Nursing

Nursing: 100 Hours

40 Hours

Hours

Time: 140 Hours  
Child Health

External Classes:

Practical: 420

### Time Allotment

|                       |   |                  |
|-----------------------|---|------------------|
| Genetics & Embryology | - | 10 Hours         |
| Pediatric surgery     | - | 10 Hours         |
| Pediatric Medicine    | - | 15 hours         |
| Child Psychology      | - | 5 Hours          |
| Child health nursing  | - | 100 Hours        |
| <b>Total</b>          | - | <b>140 Hours</b> |

### Course Description

Students identify the normal growth and development, needs/problems of children of various age groups and deviations from normal, recognize the basic concepts, principles and techniques of child care and the role of

family in child rearing, develop beginning ability to plan and provide comprehensive nursing care to children suffering from diseases and disorders.

**Genetics and Embryology**

10 hours

- Concepts and importance in Pediatrics.
- Gene structure and function
- Pattern of inheritance
- Common chromosomal disorders - Down's Syndrome, Turner's syndrome, Klinefelter's syndrome, Edwards syndrome, Albinism, Inborn errors of metabolism, phenylketonuria, galactosaemia, and mental retardation
- Growth and development of fetus
- Mal development leading to congenital anomalies
- Genetic testing in neonates and children

**PEDIATRIC SURGERY**

- 10 Hours (Pediatric Surgeon specialist)

Management of children with congenital disorders and diseases of

1. Cardiovascular System .

Patent Ductus Arteriosus, Ventricular Septal Defect, Atrial Septal Defect , Tetralogy of Fallot

2. Gastro intestinal system

Cleft lip, Cleft palate, Tracheo-esophageal fistulae, Pyloric stenosis, intestinal obstruction, Hirschsprung's disease, Anorectal Malformations, Omphalocele, Hernias.

3. Central Nervous System

Head injury, Hydrocephalus, Spina Bifida, Encephalocele, Brain Tumors

4. Genitourinary system

Wilm's Tumor, Obstructive Uropathy, Epispadias, Hypospadias, Ectopia vesicae

5. Orthopedic Disorders

Club foot, Hip dislocation, Fracture

6. Burns

**PEDIATRIC MEDICINE**

15 hours (Pediatrician)

Management of children with diseases of

Respiratory system: Croup, Bronchiolitis, Bronchitis, Pneumonia, Tuberculosis, Bronchial Asthma, emphysema, Empyema, Epiglottitis.

Cardiovascular System: Rheumatic fever, Rheumatic Heart Disease, Congestive Heart Failure, Kawasaki disease.

Gastrointestinal system: Gastroenteritis, Malabsorption syndrome, Hepatitis

Central Nervous System: Meningitis, Encephalitis, Cerebral palsy, Convulsions, Epilepsy

Genito urinary system: Acute glomerulonephritis, Nephrotic syndrome, Renal failure

Endocrine Disorders- Juvenile Diabetes, Congenital Hypothyroidism.

Anaemia, Thalassemia, Hemophilia, Leukemia, Lymphomas, ITP.

HIV/AIDS

**CHILD PSYCHOLOGY**

5 Hours (Child-Psychologist)

Child's normal behaviour and development, theories of development.

Childhood problems - Behavioural, Developmental, Habit disorders, Discipline

Child guidance and counseling - child guidance clinic, child guidance - home & outside

| Unit | Time | Learning | Content | Teaching | Assessment/<br>Methods |
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|    | (Hrs) | Objective                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Learning Activities              |                                                              |
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| I  | 9     | <p>Explain the concept of child care</p> <p>Describe the principles of child health nursing</p> <p>Recognize the difference between child and adult nursing</p> <p>Identify the reactions of child and family towards hospitalization and illness</p> <p>Describe the major functions and role of pediatric nurse in caring for a hospitalized child</p> | <p>Concepts of child care</p> <p>History of Child Health Nursing</p> <p>Principles of Child Health Nursing</p> <p>Difference between adult and child nursing</p> <p>Rights of children</p> <p>Qualities of a Child Health Nurse</p> <p>Role of Child Health Nurse in caring for a hospitalized child, Reaction of child and family towards illness and hospitalization and nurse's role in minimizing stress, General preoperative and post-operative management of children</p> | <p>Lecture</p> <p>Discussion</p> | <p>Essay type</p> <p>Short answers</p> <p>Objective type</p> |
| II | 5     | Describe national policy and child welfare programmes                                                                                                                                                                                                                                                                                                    | <p><b>Preventive Pediatrics</b></p> <p>National policy &amp;</p>                                                                                                                                                                                                                                                                                                                                                                                                                 | <p>Lecture</p> <p>Discussion</p> | Short answers                                                |

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|     |    | <p>Recognize universal Immunization programme</p> <p>Explain the activities of Child Guidance Clinic</p> <p>Identify measures to prevent common childhood diseases</p>                                                                                                                                                                  | <p>legislations in relation to child health and welfare</p> <p>Child welfare programmes: State, National, International Child Morbidity and mortality rates Universal Immunization Programme, cold chain, under-five clinic, well-baby clinic Genetic counseling</p> <p>Child Guidance Clinic, IMNCI</p>                                                                                                               | <p>Immunization clinic</p> <p>Field visit to Child Guidance Clinic</p>                                                   | <p>Assessment of Reports</p>                                                                                |
| III | 10 | <p>Describe the normal growth &amp; development of children at different ages</p> <p>Identify the nutritional needs of children at different ages &amp; provide parental guidance.</p> <p>Appreciate the role of play for normal &amp; sick children</p> <p>Appreciate the accident prevention measures and strategies for children</p> | <p><b>The healthy child</b></p> <p>Principles of growth and development</p> <p>Factors affecting growth &amp; development</p> <p>Growth and development from conception to adolescence</p> <p>Nutritional needs of children &amp; infants: breast feeding, exclusive breast feeding, supplementary/artificial feeding and weaning</p> <p>Baby friendly hospital initiative</p> <p>Accidents: causes and prevention</p> | <p>Lecture</p> <p>Discussion</p> <p>Developmental assessment of infant and children</p> <p>Field visit to Anganwadi.</p> | <p>Short answers</p> <p>Objective type</p> <p>Assessment of field visit and developmental study reports</p> |

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|    |   |                                                                                                                                             | Play needs of children                                                                                                                                                                                                                                                                                                                                   |                                                                                                                     |                                                                               |
| IV | 9 | Provide care to normal & high risk neonates<br>Perform neonatal resuscitation.<br>Recognize and manage common neonatal problems             | <b>Nursing care of a neonate</b><br><br>Nursing care of a normal newborn/Essential newborn care<br>Kangaroo mother care<br>Nursing management of High risk Neonate Low birth weight, Respiratory distress syndrome, Pre term, Hyperbilirubinemia, Meconium Aspiration Syndrome, Infant of diabetic mothers, Neonatal infections and preventive measures. | Lecture<br>Discussion<br>Workshop on neonatal resuscitation<br>Demonstration<br>Practice session, Clinical practice | Short<br><br>Answers<br>Objective type<br>Assessment of skills with checklist |
| V  | 5 | Demonstrate skill in doing specific Child Health Nursing procedures<br>Provide nursing care to children with various nutritional disorders. | <b>Nursing management in common childhood diseases</b><br><br>Specific Child Health Nursing Procedures<br>Nutritional deficiency disorders<br>Protein Energy Malnutrition, Vitamin & Mineral Deficiencies                                                                                                                                                | Lecture<br>Discussion<br>Demonstration<br>Practice session<br>Clinical practice                                     | Short answers<br>Objective type<br>Assessment of skills with checklist        |

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|    |   |                                                                                                                                        |                                                                                                                                                                |                                                                                 |                                                                                                                                                  |
| V1 | 5 | Provide nursing care in common respiratory disorders in children<br>Demonstrate skill in identifying respiratory disorders in children | <b>Respiratory disorders and infections</b><br>Croup, Bronchiolitis<br>Bronchitis, Pneumonia, Tuberculosis, Epiglottitis, Bronchial Asthma, Emphysema, Empyema | Lecture<br>Discussion<br>Demonstration<br>Practice session<br>Clinical practice | Essay type<br>Short answers<br><ul style="list-style-type: none"> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> </ul> |

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| V11  | 7 | <p>Provide nursing care in common gastro intestinal disorders in children</p> <p>Demonstrate skill in identifying gastro intestinal disorders in children.</p> | <p><b>Gastrointestinal disorders</b><br/> Medical: gastro enteritis, Malabsorption syndrome, Hepatitis, Indian childhood cirrhosis<br/> Surgical: Cleft lip &amp; Palate, Tracheo-esophageal fistula, Pyloric, stenosis, Intestinal obstruction, Diaphragmatic Hernia, Intussusception, Hirschsprung's disease, Anorectal malformation, Omphalocele, Abdominal wall defects, Hernias</p> | <p>Lecture<br/>Discussion</p> <p>Clinical<br/>Practice</p> | <p>essay type</p> <p>Short answers</p> <ul style="list-style-type: none"> <li>● Objective type</li> <li>● Assessment of skills with checklist</li> </ul>                                                   |
| V111 | 6 | <p>Demonstrate skill in providing Nursing Care to children with cardio vascular disorders.</p>                                                                 | <p><b>Cardio vascular disorders</b><br/> Medical : Rheumatic fever, rheumatic heart disease, Heart failure, Kawasaki Disease.<br/> Surgical : Patent ductus arteriosus, Ventricular septal defect, Atrial septal defect,</p>                                                                                                                                                             | <p>Lecture<br/>Discussion</p> <p>Clinical<br/>practice</p> | <ul style="list-style-type: none"> <li>● Essay type <ul style="list-style-type: none"> <li>● Short answers</li> </ul> </li> <li>● Objective type</li> <li>● Assessment of skills with checklist</li> </ul> |

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|    |   |                                                                                                       | Tetralogy of Fallot,<br>TGA,TAPV                                                                                                                                                                                       |                                                   |                                                                                                                                                                                                         |
| 1X | 6 | Demonstrate skill in<br>providing nursing care to<br>children with common genito-urinary<br>disorders | <b>Genitourinary disorders:</b><br><b>Medical:</b> UTI, Acute<br>glomerulo nephritis,<br>Nephrotic syndrome,<br><b>Surgical:</b> Wilms' tumor,<br>Obstructive uropathy,<br>Epispadias, Hypospadias,<br>Ectopia vesica. | Lecture<br>Discussion<br><br>Clinical<br>practice | <ul style="list-style-type: none"> <li>●Essay type <ul style="list-style-type: none"> <li>●Short answers</li> <li>● Objective type</li> </ul> </li> <li>●Assessment of skills with checklist</li> </ul> |

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| X   | 6 | Provide nursing care in common neurological infections in children | <b>Neurological infections and disorders:</b><br><b>Medical:</b> convulsions, epilepsy, meningitis, Encephalitis, cerebral palsy.<br><b>Surgical:</b> Head Injury, Brain Tumors, hydrocephalus, Neural tube defects, Encephalocele | Lecture<br>Discussion<br><br>Clinical practice | ● Essay type<br>● Short answers<br>● Objective type<br>● Assessment of skills with checklist |
| X1  | 5 | Provide nursing care in common hematological disorders in children | <b>Hematological disorders:</b><br>Anemias, thalassemia, ITP, Leukemia, Hodgkins' & Non Hodgkin's Lymphoma, hemophilia                                                                                                             | Lecture<br>Discussion<br>Clinical practice     | ● Essay type<br>● Short answers<br>● Objective type<br>● Assessment of skills with checklist |
| X11 | 3 | Provide nursing care in common endocrine disorders in children     | <b>Endocrine disorders:</b><br>Juvenile Diabetes Mellitus, Congenital hypothyroidism                                                                                                                                               | Lecture<br>Discussion<br>Clinical practice     | ● Short answers<br>● Objective type                                                          |

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| X111 | 2 | Demonstrate skill in identifying orthopedic disorders and provide nursing care in orthopedic disorders in children. | <b>Orthopedic disorders:</b> club feet, hip dislocation and fracture.                                                                                                                                                                                           | Lecture<br>Discussion<br>Clinical practice     | <ul style="list-style-type: none"> <li>●Short answers</li> <li>● Objective type</li> </ul> |
| X1V  | 5 | Provide nursing care in common genetic disorders in children                                                        | <b>Genetic Disorders</b><br><b>Common chromosomal disorders</b><br>Down's Syndrome,<br>Turner's syndrome,<br>Klinefelter's syndrome,<br>Edwards syndrome,<br>Albinism, Inborn errors of metabolism,<br>phenylketonuria,<br>galactosemia, and mental retardation | Lecture<br>Discussion<br><br>Clinical practice | <ul style="list-style-type: none"> <li>●Short answers</li> <li>● Objective type</li> </ul> |

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| XV   | 2 | Demonstrate skill in providing care to children with disorders of skin, eye, and ears. | Common disorders of skin, eye, and ears                                                                                                                                                | Lecture<br>Discussion<br>Clinical practice | <ul style="list-style-type: none"> <li>● Short answers</li> <li>● Objective type</li> </ul> |
| XVI  | 5 | Demonstrate skill in providing care to children with communicable diseases.            | Common communicable diseases in children, their - identification, nursing management in hospital and home and prevention.                                                              | Lecture<br>Discussion<br>Clinical practice | <ul style="list-style-type: none"> <li>● Short answers</li> <li>● Objective type</li> </ul> |
| XVII | 6 | Demonstrate skill in providing Nursing Care to children with emergency conditions.     | Child health emergencies poisoning, foreign bodies. Shock, hemorrhage, burns and drowning, snake bite. Nursing care of infant and children with HIV/AIDS, Dengue fever, Chikun Guinea. | Lecture<br>Discussion<br>Clinical practice | <ul style="list-style-type: none"> <li>● Short answers</li> <li>● Objective type</li> </ul> |

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| XVIII | 4 | <p>Manage the child with behavioural &amp; social problems</p> <ul style="list-style-type: none"> <li>● Identify the social &amp; welfare services for challenged children</li> </ul> | <p>Management of behavioural &amp; social problems in children</p> <ul style="list-style-type: none"> <li>● Management of common behavioural 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>Lecture<br/>Discussion</p> <ul style="list-style-type: none"> <li>● Field visits to school for mentally, physically and socially challenged</li> </ul> | <ul style="list-style-type: none"> <li>● Short answers</li> <li>● Objective type</li> </ul> |
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### CHILD HEALTH NURSING – PRACTICAL

Placement : Third Year

Time: 420 Hours (10 weeks)

| Areas                         | Duration<br>(in wks) | Objectives of<br>posting                                                                                    | Skills to be developed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Assignments                                                                                                                                              | Assessment<br>method                                                                                                                                                                                                                                              |
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| Pediatric<br>Medicine<br>ward | 3                    | Provide nursing<br>care to children<br>with' various<br>medical disorders<br>Counsel and<br>educate parents | <p>Taking Pediatric history<br/>Physical examination and<br/>assessment of children.<br/>Administer of oral, I/M &amp; IV<br/>medicine /fluids Calculation of<br/>fluid requirements<br/>Prepare different strengths<br/>of IV fluids<br/>Apply restraints Administer<br/>O<sub>2</sub> inhalation by different<br/>methods.<br/>Feed children by cup and<br/>spoon<br/>Collect specimens for<br/>common investigations<br/>Assist with common<br/>diagnostic procedures<br/>Teach mothers/parents<br/>Malnutrition Oral rehydration<br/>therapy feeding &amp; Weaning<br/>Immunization schedule play<br/>therapy Specific Disease</p> | <p>Give care to<br/>three assigned<br/>pediatric<br/>patients<br/>Nursing care<br/>plan-I<br/><br/>Case study/<br/>presentation-1<br/>Health talk- 1</p> | <p>Assess clinical<br/>performance<br/><br/>with rating scale<br/><br/>Assess each skill<br/>with checklist<br/>OSCE/ OSPE<br/>Evaluation of case<br/>study/<br/>presentation and<br/>Health education<br/><br/>session<br/>Completion of<br/>activity record</p> |

|                                   |   |                                                                                                                                                                                                              | Conditions                                                                                                                                                                                                                                                                                       |                                                                                                        |                                                                                                                                                                            |
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| Pediatric Surgery Ward            | 3 | Recognize different pediatric surgical conditions/ malformations<br>Provide pre and post operative care to children with common paediatric surgical conditions/ malformations<br>Counsel and educate parents | Calculate prepare and administer I/V fluids<br>Do bowel wash<br>Care for ostomies: colostomy irrigation- Ureterostomy-Gastrostomy- Enterostomy<br>Urinary Catheterization and drainage<br>Feeding-Naso-gastric Gastrostomy-Jejunostomy<br>Care of surgical wounds<br>Dressing<br>-Suture removal | Give care to three. Assigned pediatric patients<br>Nursing care Plan-I<br>Case study/ Presentation - I | Assess clinical performance with rating scale<br>Asses each skill with check list<br>OSCE/ OSPE<br>Evaluation of ease study/ presentation<br>Completion of activity record |
| paediatric OPD/ Immunization room | 1 | Perform assessment of children: Health developmental and anthropometric<br>Perform Immunization<br><br>Give Health' 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                                                                                             |

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|                                     |   | /Nutritional Education                          |                                                                                                                                                                                                                                                                  |                                           |                                                                                                               |
| Peadiatric Medicine and surgery ICU | 3 | Provide nursing care to critically ill children | Care of a baby in incubator/ warmer<br>Care of a child on ventilator<br>Endotracheal suction 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 | Assess clinical performance with rating Completion of activity record<br><br>Evaluation of observation report |

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### **Internal Evaluation**

| <b>Method of evaluation</b>                                                                     | <b>Weightage</b> |
|-------------------------------------------------------------------------------------------------|------------------|
| <b>1. Theory</b>                                                                                |                  |
| Three sessional examinations                                                                    | 100%             |
| <b>2. Clinical</b>                                                                              |                  |
| 1. Growth & development assessment<br>(Infant, Toddler, Pre-schooler) and<br>Newborn assessment | 10%              |
| 2. Care Study -2                                                                                |                  |
| Medical -1                                                                                      | 10%              |
| Surgical -1                                                                                     |                  |
| 3. Health Talk                                                                                  | 10%              |
| 4. Case Presentation- 1<br>(Medical/Surgical)                                                   | 10%              |
| 5. Ongoing Clinical Evaluation                                                                  | 40%              |
| 6. Internal Practical Exam                                                                      | 20%              |
| <b>Total</b>                                                                                    | <b>100</b>       |

## **MENTAL HEALTH NURSING**

**Placement:** Third Year

Time: Theory – 120 hours

Practical – 360 hours

**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 Objective                                                                                                                                                                                                                                                                                                                                                                                                                                          | Content                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Teaching Learning Activity                                           | Assessment Method                                              |
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| I    | 6          | <ul style="list-style-type: none"> <li>Describe the historical development &amp; current trends in mental health nursing</li> <li>Describe the epidemiology of mental health problems</li> <li>Describe Mental Health Act, Forensic Psychiatry</li> <li>Discuss the admission &amp; discharge procedure</li> <li>Discuss the Role and responsibilities of the Nurse.</li> <li>Discusses the scope of mental health nursing</li> <li>Describe the</li> </ul> | <b>Introduction</b> <ul style="list-style-type: none"> <li>Perspectives of Mental Health and Mental Health nursing: evolution of mental health services, treatment and nursing practices.</li> <li>Prevalence and incidence of mental health problems and disorders in India</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> | <ul style="list-style-type: none"> <li>Lecture discussion</li> </ul> | <ul style="list-style-type: none"> <li>Short answer</li> </ul> |

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|  |  | concept of<br>normal &<br>abnormal<br>behaviour |  |  |  |
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| II | 8 | <ul style="list-style-type: none"> <li>Defines the various terms used in mental health nursing</li> <li>Explains the classification of mental disorders</li> <li>Explain psycho dynamics of maladaptive behaviour</li> <li>Discuss the etiological factors, psychopathology of mental disorders</li> <li>Explain the Principles and standards of Mental health Nursing</li> <li>Describe the conceptual models of mental health nursing</li> </ul> | <b>Principles and Concepts of Mental Health Nursing</b> <ul style="list-style-type: none"> <li>Definition: mental health nursing and terminology used</li> <li>Classification of mental disorders: ICD</li> <li>Review of personality development, defense mechanisms</li> <li>Maladaptive behaviour of individuals and groups : stress, crisis and disaster(s)</li> <li>Etiology : bio-psycho-social factors</li> <li>Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neuro transmission</li> <li>Principles of Mental health Nursing</li> <li>Standards of Mental health Nursing practice</li> <li>Conceptual models and the role of nurse: <ul style="list-style-type: none"> <li>Psycho-analytical <ul style="list-style-type: none"> <li>models- Freud</li> <li>Behavioural model- <ul style="list-style-type: none"> <li>BF. Skinner, Joseph Wolpe, EL.Thorndike, Ivan Pavlov</li> </ul> </li> <li>Psychosocial model- Erikson</li> <li>Interpersonal model- <ul style="list-style-type: none"> <li>H. Peplau</li> <li>H.S. Sullivan</li> </ul> </li> </ul> </li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using Charts</li> <li>Review of personality development</li> </ul> | <ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> </ul> |
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| II<br>I | 8 | <ul style="list-style-type: none"> <li>Describe nature, purpose and process of assessment of mental health status</li> </ul> | <b>Assessment of mental health status</b> <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 Role and responsibilities of nurse</li> </ul> | <ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> </ul> | <ul style="list-style-type: none"> <li>Short answer</li> <li>Assessment of skills with check list</li> </ul> |
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| I<br>V | 8 | <ul style="list-style-type: none"> <li>Identify therapeutic communication techniques</li> <li>Describe therapeutic relationship</li> <li>Describe therapeutic impasse and its intervention</li> </ul> | <b>Therapeutic communication and nurse-patient relationship</b> <ul style="list-style-type: none"> <li>Therapeutic communication: Types, techniques, characteristics (Review)</li> <li>Types of relationship,</li> <li>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 impasses and its intervention</li> </ul> | <ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Role play</li> <li>Process recording</li> </ul> | <ul style="list-style-type: none"> <li>Short answer</li> <li>Short Essay</li> </ul> |
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| V | 10 | <ul style="list-style-type: none"> <li>Explain treatment modalities and therapies used in mental disorders and role of the nurse</li> </ul> | <b>Treatment modalities and therapies used in mental disorders</b> <ul style="list-style-type: none"> <li>Psycho Pharmacology</li> <li>Psychological therapies: Therapeutic community</li> </ul> <p>Psycho therapy</p> <p>- Individual therapy</p> <p>psychoanalytical,</p> <p>cognitive and</p> <p>supportive</p> <p>- Family Therapy</p> <p>- Group Therapy</p> <p>Behavioral Therapy</p> <p>Play therapy,</p> <p>Psycho-drama</p> <p>Music, Dance,</p> <p>Recreational and</p> <p>Light therapy,</p> <ul style="list-style-type: none"> <li>Relaxation therapies</li> </ul> | <ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Group work</li> <li>Practice session</li> <li>Clinical practice</li> </ul> | <ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul> |
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|        |   |                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>- Relaxation Technique</li> <li>- Yoga, Meditation, bio</li> </ul> <p>Feedback</p> <ul style="list-style-type: none"> <li>• Occupational therapy</li> <li>• Physical Therapy: electro convulsive therapy</li> </ul>                                                                                                                                                                                                          |                                                                                                                                                             |                                                                                                                                                       |
| V<br>I | 8 | <ul style="list-style-type: none"> <li>• Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia</li> </ul> | <b>Nursing management of patient with Schizophrenia and other delusional disorders</b> <ul style="list-style-type: none"> <li>• Classification; ICD</li> <li>• Etiology, psycho-pathology, types, clinical manifestations, diagnosis</li> <li>• Nursing Assessment- History, Physical and mental assessment</li> <li>• Treatment modalities and nursing management of patients with Schizophrenia</li> <li>• Follow-up, and home care and rehabilitation</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul> | <ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of patient &amp; management of problems</li> </ul> |

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| V<br>II | 8 | <ul style="list-style-type: none"> <li>Describe the etiology, psycho-pathology, clinical manifestations, Diagnostic criteria and management of patients with affective disorders</li> </ul> | <b>Nursing management of patient with affective disorders</b> <ul style="list-style-type: none"> <li>Affective disorders: Bipolar, Mania depression</li> <li>Etiology, psycho-pathology, clinical manifestations, diagnosis,</li> <li>Nursing Assessment- History, Physical and mental assessment</li> <li>Treatment modalities and nursing management of patients with mood disorders</li> <li>Follow-up and home care and rehabilitation</li> </ul> | <ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Case discussion</li> <li>Case presentation</li> <li>Clinical practice</li> </ul> | <ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Assess-ment of patient &amp; manage-ment of problems</li> </ul> |
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| V<br>II<br>I | 8 | <ul style="list-style-type: none"> <li>Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatoform disorders</li> </ul> | <b>Nursing management of patient with neurotic, stress related and somatoform disorders</b> <ul style="list-style-type: none"> <li>Anxiety disorder, Phobias, Dissociative disorder, Obsessive compulsive disorder, somatoform disorders, Post traumatic stress disorder</li> <li>Etiology, psycho-pathology, clinical manifestations, diagnosis</li> <li>Nursing Assessment-History, Physical and mental assessment</li> <li>Treatment modalities and nursing management of patients with anxiety, OCD, Phobias, stress related and somatoform disorders</li> <li>Follow-up and home care and rehabilitation</li> </ul> | <ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Case discussion</li> <li>Case presentation</li> <li>Clinical practice</li> </ul> | <ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Assess-ment of patient &amp; manage-ment of problems</li> </ul> |
| I<br>X       | 8 | <ul style="list-style-type: none"> <li>Describe the etiology, psycho-pathology, clinical manifestations,</li> </ul>                                                                                                       | <b>Nursing management of patient with Substance use disorders</b> <ul style="list-style-type: none"> <li>Commonly used psychotropic</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Case discussion</li> <li>Case presen-</li> </ul>                                 | <ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Assess-ment of patient &amp; Manage</li> </ul>                  |

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|  |  | <p>diagnostic criteria and management of patients with substance use disorders</p> | <p>substance: Classification, forms, routes, action, intoxication and withdrawal</p> <ul style="list-style-type: none"> <li>• Etiology of dependence: tolerance, psychological and physical dependence, withdrawal syndrome, diagnosis,</li> <li>• Nursing Assessment-History, Physical, mental assessment and drug assay</li> <li>• Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction) and nursing management of patients with substance use disorders</li> <li>• Follow-up and home care and rehabilitation</li> </ul> | <p>tation</p> <ul style="list-style-type: none"> <li>• Clinical practice</li> </ul> | <p>ment of problems</p> |
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| X | 8 | <ul style="list-style-type: none"> <li>Describe the etiology, psycho-pathology, clinical manifestations, Diagnostic criteria and management of patients with sleep, Sexual and Eating disorders</li> </ul> | <p><b>Nursing management of patient with Behavioral syndromes associated with Physiological disturbances and physical factors, sleep</b></p> <p><b>Sexual dysfunction and Eating disorders</b></p> <p>Eating disorders</p> <ul style="list-style-type: none"> <li>Anorexia nervosa</li> <li>Bulimia nervosa</li> </ul> <p>Non organic sleep disorder</p> <ul style="list-style-type: none"> <li>Insomnia</li> <li>Hypersomnia</li> <li>Sleep walking</li> <li>Nightmares</li> </ul> <p>Sexual dysfunctions</p> <p>Puerperium psychosis</p> <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 Non organic sleep</li> </ul> <p>Sexual and Eating disorders</p> <ul style="list-style-type: none"> <li>Follow-up and home care and rehabilitation</li> </ul> | <ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Case discussion</li> <li>Case presentation</li> <li>Clinical practice</li> </ul> | <ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Assess-ment of patient &amp; manage-ment of problems</li> </ul> |
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| X<br>I  | 8 | <ul style="list-style-type: none"> <li>Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency</li> </ul> | <b>Nursing management of childhood and adolescent disorders including mental deficiency</b> <ul style="list-style-type: none"> <li>Classification</li> <li>Etiology, psycho-pathology, characteristics, diagnosis Nursing Assessment-History, Physical , mental and IQ assessment</li> <li>Mental Retardation</li> </ul> Developmental disorder of <ul style="list-style-type: none"> <li>Speech &amp; language</li> <li>Scholastic skills</li> <li>Hyperkinetic disorder</li> <li>Conduct disorder</li> <li>Autism</li> <li>Enuresis</li> <li>Encopresis</li> <li>Tic disorders</li> </ul> | <ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Case discussion</li> <li>Case presentation</li> <li>Clinical practice</li> </ul> | <ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Assess-ment of patient &amp; manage-ment of problems</li> </ul> |
| X<br>II | 7 | <ul style="list-style-type: none"> <li>Describe the etiology, psycho-pathology,</li> </ul>                                                                                                                               | <b>Nursing management of organic mental disorders</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Case discussion</li> </ul>                                                       | <ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Assess-ment of patient &amp;</li> </ul>                         |

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|  |  | clinical manifestations, diagnostic criteria and management of organic brain disorders | <ul style="list-style-type: none"> <li>• Classification:</li> <li>• Etiology, psycho-pathology, clinical features, diagnosis and Differential diagnosis-<br/>Dementia, Delirium</li> </ul> <p>alzheimers</p> <ul style="list-style-type: none"> <li>• Nursing Assessment-History, Physical, mental and neurological assessment</li> <li>• Treatment modalities and nursing management of organic mental disorders</li> <li>• Follow-up and home care and rehabilitation</li> </ul> | <ul style="list-style-type: none"> <li>• Case presentation</li> <li>• Clinical practice</li> </ul> | manage-ment of problems |
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| XIII | 8 | <ul style="list-style-type: none"> <li>Identify psychiatric emergencies and carry out crisis intervention</li> </ul> | <b>Psychiatric emergencies and crisis intervention</b> <ul style="list-style-type: none"> <li>Types of psychiatric emergencies and their management</li> <li>Stress adaptation Model: stress and stressor, coping, resources and mechanism</li> <li>Grief: Theories of grieving process, principles, techniques of counseling</li> <li>Types of crisis</li> <li>Crisis Intervention: Principles</li> </ul> Techniques and Process | <ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Practice session</li> <li>Clinical practice</li> </ul> | <ul style="list-style-type: none"> <li>Short answers</li> </ul> |
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| XIV | 5 | <ul style="list-style-type: none"> <li>Describe the etiology, psychopathology, clinical feature and management of personality disorders</li> </ul>                                              | <ul style="list-style-type: none"> <li><b>Disorder of adult personality and Behaviour</b></li> <li>Personality disorders</li> <li>Gender identity disorder <ul style="list-style-type: none"> <li>Transsexualism</li> <li>Dual role Tranvestism</li> </ul> </li> <li>Sexual preference (pervation)</li> <li>Habit and Impulse disorder</li> </ul> | <ul style="list-style-type: none"> <li>Lecture discussion</li> </ul> | <ul style="list-style-type: none"> <li>Short answers</li> </ul> |
| XV  | 4 | <ul style="list-style-type: none"> <li>Identify the mental disorders of old age, Discuss the management of Mental Health Problems of old age &amp; the role of Geropsychiatric Nurse</li> </ul> | <b>Geropsychiatry</b> <ul style="list-style-type: none"> <li>I Theories of aging (Review)</li> <li>II Mental illness in elderly <ul style="list-style-type: none"> <li>Management of Mental disorder in old age</li> <li>Role of Geropsychiatric Nurse</li> </ul> </li> </ul>                                                                     | <ul style="list-style-type: none"> <li>Lecture discussion</li> </ul> | <ul style="list-style-type: none"> <li>Short answers</li> </ul> |

|     |   |                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                               |                                                                 |
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| XVI | 4 | <ul style="list-style-type: none"> <li>Explain legal aspects applied in mental health settings</li> </ul> | <b>Legal issues in Mental Health Nursing</b> <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</li> </ul> | <ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Case discussion</li> </ul> | <ul style="list-style-type: none"> <li>Short answers</li> </ul> |

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|  |  |  | discharge<br>procedures (Govt.<br>hospitals)<br>Role and responsibilities of<br>nurse |  |  |
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| XVII | 4 | <ul style="list-style-type: none"> <li>Describe the model of preventive psychiatry</li> <li>Describes Community Mental health services and role of the nurse</li> </ul> | <b>Community Mental Health Nursing</b> <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, secondary, tertiary levels including rehabilitation and Role of nurse</li> <li>Mental Health Agencies: Government and voluntary, National and International</li> <li>Mental health nursing issues for special</li> </ul> | <ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Clinical/field practice</li> <li>Field visits to mental health service agencies</li> </ul> | <ul style="list-style-type: none"> <li>Short answers</li> <li>Assessment of the field visit reports</li> </ul> |
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|  |  |  | populations:<br>Victims of violence<br>and abuse,<br>disaster, HIV/AIDS<br>etc. |  |  |
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## Internal Assessment - Theory

|                   | Weightage |     |
|-------------------|-----------|-----|
| 1) Assignment     | 2         | 10% |
| 2) Sessional Exam | 3         | 60% |
| 3) Model Exam     | 1         | 30% |

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National Mental Health Programme for India draft

Mental Health Act, 1987

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Sreevani, A guide to mental health and Psychiatric nursing jaypee Brothers Medical publisher

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## **MENTAL HEALTH NURSING - PRACTICAL**

Placement: Third Year

Time: Practical – 360 hours (9 weeks)

| <b>Areas</b>           | <b>Dura-<br/>tion<br/><br/>(in<br/>week)</b> | <b>Objectives</b>                                                                                                                                                                           | <b>Skills</b>                                                                                                                                                                                             | <b>Assignments</b>                                                                                                                                                 | <b>Assessment<br/>Methods</b>                                                                                                                          |
|------------------------|----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| Psychiatric<br><br>OPD | 1                                            | <ul style="list-style-type: none"><li>• Assess patients with mental health problems</li><li>• Observe and assist in therapies</li><li>• Counsel and educate patient, and families</li></ul> | <ul style="list-style-type: none"><li>• History taking</li><li>• Perform mental status examination (MSE)</li><li>• Assist in Psychometric assessment</li><li>• Perform Neurological examination</li></ul> | <ul style="list-style-type: none"><li>• History taking and Mental status examination -5</li><li>• Health Education-1</li><li>• Observation report of OPD</li></ul> | <ul style="list-style-type: none"><li>• Assess performance with rating scale</li><li>• Assess each skill with checklist</li><li>• Evaluation</li></ul> |

|                       |   |                                                                                                                                                                                          |                                                                                                                                                                                                                       |                                                                                                        |                                                                                                                                                                                      |
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|                       |   |                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>• Observe and assist in therapies</li> <li>• Teach patients and family members</li> </ul>                                                                                      |                                                                                                        | of health education <ul style="list-style-type: none"> <li>• Assessment of observation report</li> <li>• Completion of activity record.</li> </ul>                                   |
| Child Guidance clinic | 1 | <ul style="list-style-type: none"> <li>• Assessment of children with various mental health problems</li> <li>• Counsel and educate children, families and significant others.</li> </ul> | <ul style="list-style-type: none"> <li>• History taking</li> <li>• Assist in psychometric assessment</li> <li>• Observation and assist in various therapies</li> <li>• Teach family and significant others</li> </ul> | <ul style="list-style-type: none"> <li>• Observation report of different therapies one each</li> </ul> | <ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of the observation report</li> </ul> |

|                |   |                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                      |
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| Inpatient ward | 6 | <ul style="list-style-type: none"> <li>Assess patients with mental health problems</li> <li>To provide nursing care for patients with various mental health problems</li> <li>Assist in various therapies</li> <li>Counsel and educate patients, families and significant others</li> </ul> | <ul style="list-style-type: none"> <li>History taking</li> <li>Perform mental status examination (MSE)</li> <li>Perform Neurological examination</li> <li>Assist in psychometric assessment</li> <li>Record therapeutic communication</li> <li>Administer medications</li> <li>Assist in Electro convulsive Therapy(ECT)</li> <li>Participate in all therapies</li> <li>Prepare patients for Activities of Daily living (ADL)</li> <li>Conduct admission and discharge counseling</li> <li>Counsel and teach patients and families</li> </ul> | <ul style="list-style-type: none"> <li>Give care to 2-3 patients with various mental disorders</li> <li>Case study-1</li> <li>Care plan-2</li> <li>Clinical presentation-1</li> <li>Process recording-5</li> <li>Maintain drug book</li> </ul> | <ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist</li> <li>Evaluation of the case study, care plan, clinical presentation , process recording</li> <li>Completion of activity record.</li> </ul> |
|----------------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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| Community psychiatry | 1 | <ul style="list-style-type: none"> <li>To identify patients with various mental disorders</li> <li>To motivate patients for early treatment and follow up</li> <li>To assist in follow up clinic</li> </ul> <p>Counsel and educate patient, family and community</p> | <ul style="list-style-type: none"> <li>Identify individuals with mental health problems</li> <li>Assists in mental health camps and clinics</li> </ul> <p>Counsel and Teach family members, patients and community</p> | <ul style="list-style-type: none"> <li>Observation report on field visits</li> </ul> <ol style="list-style-type: none"> <li>Special School for Mentally challenged</li> <li>De addiction Centre</li> <li>Old age home Rehabilitation centre for mentally ill Home for Destitute</li> </ol> | <ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Evaluation of case work and observation report</li> </ul> <p>Completion of activity record.</p> |
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#### Plan for Internal Assessment- Practical

#### Details of Clinical Assignments

Weightage (%)

|                              |     |      |
|------------------------------|-----|------|
| 1) Case Study                | -1  | - 10 |
| 2) Care Plan                 | - 4 | - 10 |
| 3) Concept Mapping           | -1  | - 5  |
| 4) Mental Status Examination | - 5 | - 5  |
| 5) Process Recording         | - 5 | - 5  |
| 6) Clinical Presentation     | -1  | - 5  |
| 7) Health Education          | -1  | - 10 |
| 8) Drug File                 |     | - 5  |
| 9) Clinical Evaluation       |     | - 15 |

#### Practical Examination

|                          |    |      |
|--------------------------|----|------|
| 1) Sessional Examination | -1 | - 15 |
| 2) Model Examination     | -1 | - 15 |

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## **Nursing Research and Statistics**

**Placement: Third Year**

**Time : Theory – 50 Hours**

**(Nursing Research – 35 hours**

**Statistics- 15 hours)**

**Practical – 80 hours (2 weeks)**

**Course Description:** This 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<br>(Hours) | Learning<br>Objectives | Content | Teaching<br>Learning<br>Activities | Assessment<br>Methods |
|------|-----------------|------------------------|---------|------------------------------------|-----------------------|
|------|-----------------|------------------------|---------|------------------------------------|-----------------------|

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| 1  | 4 | Describe the concept of research, terms, need and areas of research in nursing<br>Explain the steps of research process. | <b>Research and research process</b> <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 methods</li> <li>●Characteristics of good research</li> <li>●Steps of Research process-overview</li> </ul> | Lecture Discussion<br>Narrate steps of research process followed from examples of published studies | Short answer<br>Objective type |
| 11 | 4 | Identify and state the research problems and objectives                                                                  | <b>Research Problem/Question</b> <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 problems and objectives                      | Short answer<br>Objective type |

|     |    |                                                                         |                                                                                                                                                                                                                                              |                                                                                                                                                |                                |
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| 111 | 3  | Review the related literature                                           | <b>Review of Literature</b> <ul style="list-style-type: none"> <li>●Location</li> <li>●Sources</li> <li>●On line search: CINHAL, COCHRANE .....</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 |
| 1V  | 6  | Describe the research approaches and designs                            | <b>Research approaches and designs</b> <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 studies with rationale     | Short answer<br>Objective type |
| V   | 10 | 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 Sampling process, types of sampling techniques</li> <li>●Data-why what, from</li> </ul> | Lecture Discussion<br>Reading assignment on examples of data Collection tools.<br>Preparation of sample data collection tool.<br>Conduct group | Short answer<br>Objective type |

|     |    |                                                      |                                                                                                                                                                                                                                                                                                                                                                                                 |                                                   |                                |
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|     |    |                                                      | <p>whom, when and where to collect</p> <ul style="list-style-type: none"> <li>●Data collection methods and instruments:</li> <li>-Methods of data collection-questioning, Interviewing observations, record analysis and measurement</li> <li>-Types of instruments</li> <li>-Validity &amp; Reliability of the instrument</li> <li>-Pilot study</li> <li>-Data collection procedure</li> </ul> | research project                                  |                                |
| V1  | 4  | Analyse<br>Interpret and summarize the research data | <p><b>Analysis of data:</b><br/>Compilation, Tabulation, classification, summarization, presentation, interpretation of data</p>                                                                                                                                                                                                                                                                | Lecture Discussion<br>Preparation of sample table | Short answer<br>Objective type |
| V11 | 15 | Explain the use of                                   | <b>Introduction to statistics</b>                                                                                                                                                                                                                                                                                                                                                               | Lecture Discussion<br>Practice on graphical       | Short answer                   |

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| V111 | 4 | <p>statistics<br/>scales of<br/>measurement<br/>and graphical<br/>presentation of<br/>data<br/>Describe the<br/>measures of<br/>central<br/>tendency and<br/>variability and<br/>methods of<br/>correlation</p> | <p>Definition, use of<br/>statistics, scales of<br/>measurement<br/>Frequency<br/>distribution and graphical<br/>presentation of data<br/>Mean, Median<br/>Mode, Standard<br/>deviation<br/>Normal probability<br/>and tests of<br/>significance<br/>Co-efficient of<br/>correlation<br/>Statistical<br/>packages and its<br/>application</p> | <p>presentations<br/>Practice on<br/>computation of<br/>measures of central<br/>tendency, variability &amp;<br/>correlation</p>                       | Objective<br>type                                                                                           |
|      |   | <p>Communication<br/>and utilization of<br/>Research<br/>findings</p>                                                                                                                                           | <p>Communication<br/>and utilization of Research<br/>●Communication of<br/>research findings<br/>-Verbal report<br/>-Writing research report<br/>-Writing scientific<br/>article/paper<br/>-Critical review of<br/>published research<br/>-Utilization of<br/>research findings</p>                                                           | <p>Lecture Discussion<br/>Read/Presentations of<br/>a sample<br/>published/unpublished<br/>research report<br/>Writing group<br/>research project</p> | <p>Short<br/>answer<br/><br/>Objective<br/>type<br/><br/>Oral<br/><br/>presentation<br/><br/>Assessment</p> |

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|  |  |  |  |  | of group<br>research<br>project. |
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## Project

Each group of 5 to 7 student will undertake a research project intended to improve patient care directly or indirectly. Project report has to be submitted for evaluation.

## References:

- Polit .D.F.and BeckC.T., Nursing Research : Principles and Methods , Lippincott Williams and Wilkins (Latest edn.).
- Polit .D.F.and BeckC.T.,Essentials of Nursing Research appraising evidence for Nursing practice, Lippincott Williams and Wilkins (Latest edn.).
- Burns .N. and Susan K Groove. Understanding Nursing research building an Evidenced Based Practice.W.B.Saunders,St.Luis.
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- Wood,G.L.and Haber J.Nursing research methods and Critical Appraisal for Evidenced- Based Practice.Elsevier.
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- Janet Houser ,Nursing Research Reading Using and Creating Evidence.Jones and Bartlett India pvt.Ltd
- B.K Mahajan ,Methods in Biostatistics for medical students and research workers Jaypee Latest edn.
- P.S.S.Sundar Rao,G Jesudian and J.Richard, An introduction to biostatistics a manual for students in Health Sciences.
- Rajee Reghunath Text book of Nursing Research Masters publishers, Kollam.



## **FOURTH YEAR BSC NURSING**

### **OBSTETRICAL AND GYNECOLOGICAL NURSING**

|                      |   |                                                                 |
|----------------------|---|-----------------------------------------------------------------|
| Title of course      | : | Obstetrical Nursing                                             |
| Placement            | : | Fourth Year                                                     |
| Hours of instruction | : | Theory - 90 Hours<br>[External-10 Hours]<br>Practical-480 Hours |

#### **Course Description:**

This course is designed for students to appreciate the concepts and principles of obstetrical nursing and helps them to acquire knowledge and develop attitude and beginning skills in rendering nursing care to normal and high risk pregnant women during antenatal, natal and postnatal periods in hospital and community settings. It also helps to develop skills in managing normal and highrisk neonate and participate in family welfare programmes.

#### **Objectives**

At the end of the course the students

1. Appreciate the historical perspectives, trends and issues in obstetric Nursing
2. Identify the anatomical, physiological and psychosocial changes take place during pregnancy.
3. Render comprehensive care to mother during antenatal, natal and post partum periods.
4. Demonstrate beginning skillsin conducting normal deliveries.
5. Identify and manage abnormalities and complications of pregnancy, labour and puerperium.
6. Demonstrate competence in caring fore high risk newborn.

7. Describe the pharmacological agents, their effects during, pregnancy, childbirth, puerperium, lactation and role of the nurse
8. Describe the recent advancement in contraceptive technology, birth control measures and role of the nurse.
9. Give health education to antenatal, intranatal, postnatal mothers and their family members.
10. Explain the legal and ethical issues pertaining to obstetric nursing

| Unit | Time in hours | Learning Objective                                                                                                         | Content                                                                                                                                                                                                                                 | Teaching Learning Activities<br>Narrates                               | Assessment method<br>Essays                    |
|------|---------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|------------------------------------------------|
| I    | 3             | Appreciate the trends and issues in Obstetrical nursing<br><br>Identify the legal and ethical aspects in obstetric nursing | Introduction to concepts of Obstetrical Nursing<br><br>Historical perspectives and current trends<br>Hall marks of Midwifery<br><br>Contemporary issues in obstetrics<br><br>Legal and ethical aspects<br><br>Role of Obstetrical Nurse | Lecture<br>Discussion<br>Explain using slides, Charts                  | Essay type<br>Short answers                    |
| II   | 7             | Describe the anatomy and physiology of female reproductive system                                                          | Review of anatomy and physiology of female reproductive system<br><br>Female pelvis-general                                                                                                                                             | Lecture discussion<br>Review with Charts and models<br><br>Demonstrate | Short answers,<br>Objective type<br>Assessment |

|  |  |                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                      |                                  |
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|  |  | <p>Discuss pre conception care and preparation for planned parenthood</p> <p>Explain conception and fetal development</p> | <p>description of the bones, joints, ligaments, planes of the pelvis, diameters of the true pelvis, important landmarks, variation in shape of pelvis<br/>Female organs of reproduction- external genitalia, internal genital organs and their anatomical relations, musculature- blood, supply, nerves, lymphatics, pelvis floor, pelvic cellular tissue, pelvic peritoneum</p> <p>Physiology of menstrual cycle-<br/>Human sexuality<br/>Preconception care and preparing for parenthood</p> <p><b>Conception and foetal development</b><br/>Review of fertilization, implantation, embedding of the ovum, development of</p> | <p>with models, objects</p> <p>Practice sessions</p> <p>Explain using charts, slides&amp; models</p> | <p>of skills with check list</p> |
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|     |   |                                                                                                | <p>the embryo and placenta, placenta at term, functions abnormalities, the foetal sac, amniotic fluid, the umbilical cord</p> <p>Foetal circulation, foetal skull, bones, Sutures and measurements</p>                                                                                                                                                                                                                                       | <p>Demonstrate with models, object</p> <p>Practice session</p>       | <p>Assessment of skills with check list</p> |
| III | 3 | <p>Explain Maternal prenatal and genetic influences on development of defects and diseases</p> | <p><b>Maternal, prenatal and genetic influences on development of defects and diseases</b></p> <p>Conditions affecting the mother, genetic and infections</p> <p>Consanguinity</p> <p>Prenatal nutrition and food allergies.</p> <p>Maternal Age</p> <p>Maternal drug therapy</p> <p>Prenatal diagnosis and counseling</p> <p>Effect of radiation, drugs and chemicals</p> <p>Infertility</p> <p>Spontaneous abortion</p> <p>Neural Tube</p> | <p>Lecture</p> <p>Discussion</p> <p>Explain using charts, slides</p> | <p>Short answers, Objective type</p>        |

|    |   |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                      |                                                                                                                                                       |
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|    |   |                                                                        | <p>Defects and the role of folic acid in lowering the risks Down syndrome (Trisomy 21)</p> <p>Genetic counseling</p> <p>Nurses role in minimizing threats to the developing embryos and fetus</p>                                                                                                                                                                                                                                                   |                                                                                                                                                                                      |                                                                                                                                                       |
| IV | 8 | Describe the diagnosis and management of women during antenatal period | <p><b>Assessment and management of pregnancy antenatal Normal pregnancy</b></p> <p>Physiological changes during pregnancy.</p> <p>Reproductive system</p> <p>Cardio vascular system</p> <p>Respiratory system</p> <p>Urinary system</p> <p>Gastro intestinal system</p> <p>Metabolic changes</p> <p>Skeletal changes</p> <p>Skin changes</p> <p>Endocrine system[changes of endocrine and role of endocrine system in relation to reproduction]</p> | <p>Lecture</p> <p>Discussion</p> <p>case discussion</p> <p>Explain using slides, charts</p> <p>Presentation</p> <p>Health talk</p> <p>Practice session</p> <p>Counseling session</p> | <p>Essays</p> <p>Short answers</p> <p>Objective type</p> <p>Assessment of skills with check list</p> <p>Assessment of patient management problems</p> |

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                       |                                            |
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|  |  |  | <p>Psychological changes</p> <p>Diagnosis of pregnancy</p> <p>History physical assessment</p> <p>Confirmatory tests</p> <p>Differential diagnosis</p> <p>Foetal assessment- Bio physical – foetal movement count, sonographycardiotocography, NST, CST, nipple stimulation test, vibroacoustic stimulation test[VAST], Manning score</p> <p>Biochemical- Human estriol, Maternal serum, alpha fetoprotein, acetyl choline esterase(AchE), Triple test, Aminocentesis, Cordocentesis. Chorionic villus sampling[CVS].</p> <p>Radiology in obstetrics</p> <p><b>Antenatal care</b></p> <p>Objectives</p> <p>Assessment</p> <p>History and physical</p> | <p>Lecture discussion</p> <p>Explain using charts, slides</p> <p>Case discussion in clinical area</p> | <p>Short answers</p> <p>objective type</p> |
|--|--|--|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------|

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                           |                                            |
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|  |  |  | <p>examination</p> <p>Antenatal Examination</p> <p>Signs of previous child birth</p> <p>Relationship of foetus to uterus and pelvis: Lie, Attitude presentation, Position</p> <p>Pervaginal examination</p> <p>Screening and assessment for high risk</p> <p>Risk approach</p> <p>Antenatal preparation</p> <p>Antenatal counseling</p> <p>Antenatal exercises</p> <p>Diet</p> <p>Minor disorders and management</p> <p>Complementary therapies in obstetric practice</p> <p>Child birth</p> <p>Education classes</p> <ul style="list-style-type: none"> <li>- Husband and</li> <li>- Families</li> </ul> <p>Preparation for safe confinement</p> <p>Psycho social and cultural aspects of pregnancy</p> <p>Adjustment to pregnancy</p> <p>Unwed mother</p> | <p>Demonstration Practice session</p> <p>Supervised clinical practice</p> | <p>Assessment of skills with checklist</p> |
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|   |    |                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                     |                                                                                                                                    |
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|   |    |                                                                                                               | Single parent<br>Teenage pregnancy<br>Sexual violence<br>Adoption                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                     |                                                                                                                                    |
| V | 12 | Describe the physiology and stages of labour<br><br>Describe the management of women during intranatal period | <b>Assessment and management of intranatal period-</b> Essential factors of labour<br>Physiology of labour, mechanism of labour<br>Management of labour<br><b>First stage-</b> Physiology of normal labour<br>Signs and symptoms of onset of labour<br>normal and abnormal<br>Duration<br>Preparation of<br>- Labour room<br>- Women<br>Assessment and observation of women in labour.<br>Partogram- maternal and foetal monitoring<br>Active management of labour<br>Pain, relief and comfort in labour<br>- Pharmacological | Lecture labour<br>Discussion<br>Demonstration using partograph case<br>discussion/ presentation.<br>Simulated practice supervised clinical practice | Essay type short answers<br>Objective type<br>Assessment of skills with check list<br>Assessment of woman & management of problems |

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                  |                                     |
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|  |  |  | and non pharmacologic management<br><b>Second stage</b><br>Signs and symptoms:<br>normal and abnormal<br>Duration<br>Mechanism of labour<br>Conduct of delivery:<br>Principles and techniques<br>Episiotomy (only if required)<br>Receiving the new born<br>- Neonatal resuscitation; initial steps and subsequent resuscitation, Apgar scoring<br>- Care of umbilical cord<br>- Immediate assessment including screening for congenital anomalies<br>- Identification<br>- Bonding<br>- Initiate feeding<br>- Screening and transportation of the neonate<br><b>Third stage</b><br>Signs- and | Lecture discussion<br>Demonstration using Obstetric maniquinsimulated practice<br>Practice session<br><br>Demonstrate using episiotomy simulator | Assessment of skills with checklist |
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|    |   |                                                                                                    | symptoms-<br>normal and<br>abnormal<br>Duration<br>Methods of<br>placental<br>separation,<br>expulsion of<br>placenta and<br>membranes<br>Management<br>Principles and<br>techniques<br>Examination of<br>perineum<br>Maintaining<br>records and<br>reports<br><b>Fourth Stage</b><br>Vigilant<br>observation and<br>care of the<br>mother and<br>newborn |                                                                                                                    |                                                                                                                                                      |
| VI | 4 | Describe the physiology of puerperium<br>Describe the management of women during post natal period | <b>Assessment and management of woman during post natal period.</b><br><b>Normal puerperium</b><br>Physiology,<br>Psychological<br>phases of<br>puerperium<br>Post natal<br>assessment and<br>management<br>- Promoting<br>physical and<br>emotional<br>wellbeing                                                                                         | Lecture<br>discussion<br>Demonstration<br>health talk<br>Practice<br>session<br>supervised<br>clinical<br>practice | Essay type<br>short<br>answers<br>objective type<br>Assessment<br>of skills with<br>check list<br>Assessment<br>of patient<br>management<br>problems |

|     |   |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                             |                                                                                                                                     |
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|     |   |                                                       | <ul style="list-style-type: none"> <li>- Management of lactation</li> <li>- Family dynamics after child birth</li> <li>- Family welfare services, methods, counseling</li> <li>- Follow up</li> <li>- Records and reports</li> </ul>                                                                                                                                                                                                                                          |                                                                                             |                                                                                                                                     |
| VII | 4 | Describe the assessment and management normal neonate | <b>Assessment and management of normal neonates</b><br><b>The normal neonate</b><br>Physiological adaptation, Initial & daily assessment, including neonate reflexes & clinical implication<br>Essential newborn care<br>Thermal control, Breast feeding<br>Prevention of infections, 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 | Lectures<br>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. |

|      |    |                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                    |                                                                                                                                                |
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|      |    |                                                                              | records                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                    |                                                                                                                                                |
| VIII | 15 | Describe the identification and management of women with high risk pregnancy | <p>High risk pregnancy- assessment &amp; management</p> <p>Screening and assessment</p> <p>Ultrasound, cardiotocography, NST, CST non invasive &amp; invasive, Admission test</p> <p>Newer modalities of diagnosis</p> <p>High risk approach</p> <p>Levels of care, primary secondary and tertiary level</p> <p>Disorders of pregnancy</p> <p>Hyper emesis gravidarum, bleeding in early pregnancy- abortion, ectopic pregnancy &amp; Vesicular mole</p> <p>Bleeding late pregnancy</p> <p>Ante partum haemorrhage- placenta pravia</p> <p>Abruptco placenta</p> <p>Uterine abnormality and displacement</p> | <p>Lecture discussion</p> <p>Demonstrate using video films, scan, reports</p> <p>partograph case discussion</p> <p>presentation</p> <p>Health talk</p> <p>Practice session</p> <p>Supervised clinical practice</p> | <p>Essay type, Short answers, Objective type, Assessment of skills with checklist</p> <p>Assessment of woman</p> <p>Management of problems</p> |

|  |  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |  |
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|  |  |  | Diseases complicating pregnancy-<br>Medical and surgical conditions, infections UTI, STD, HIV, TORCH<br>Gynecological diseases complicating pregnancy<br>Pregnancy included hypertension & Diabetes, Hydramnios, Rh incompatibility, multiple gestation<br>Mental disorders<br>Adolescent pregnancy, Elderly primi and grand multipara<br>Abnormalities of placenta & cord<br>Intra uterine growth Restriction<br>Immunology in pregnancy<br>Nursing<br>Coagulation failure in pregnancy<br>management of mothers with high risk pregnancy<br>Maintenance of records and |  |  |
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|    |    |                                                                  | reports                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                |                                                                                                                                        |
| IX | 15 | Describe management of abnormal labour and obstetric emergencies | <b>Abnormal Labour- Assessment and Management Disorders in labour</b><br>CPD and contracted pelvis, Malpositions and malpresentations<br>premature labour & Premature Rupture of Membrane<br>disorders of uterine actions- precipitate labour, prolonged labour or dysfunctional labour, abnormal uterine action<br>Obstructed labour<br>Post maturity, Intra uterine fetal death<br><b>Complications of third stage:</b><br>Injuries to birth canal<br>Obstetrical emergencies and their management<br>Presentation and prolapsed of cord, Vasa praevia, amniotic fluid | Lecture<br>Discussion<br>Demonstration<br>case discussion/<br>presentation<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 of problems. |

|   |   |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                           |                                                                                                                                     |
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|   |   |                                                 | embolism,<br>rupture of uterus,<br>shoulder<br>dystocia,<br>obstetrical shock,<br>inversion of<br>Uterus<br>Obstetrical<br>procedures and<br>operations<br>Induction of<br>labour, forceps,<br>vaccumversion,<br>manual removal<br>of placenta,<br>caesarean<br>section,<br>destructive<br>operations.<br>Nursing<br>management of<br>women<br>undergoing<br>Obstetrical<br>operations and<br>procedures |                                                                                           |                                                                                                                                     |
| X | 4 | Describe management of post natal complications | <b>Abnormalities during Post natal Periods</b><br>Assessment and management of women with post natal complication<br>Puerperal infections, Breast engorgement & infections, UTI, Thrombo-embolic disorders<br>Difficulties of lactation                                                                                                                                                                  | Lecture discussion<br>Case discussion/<br>presentation<br>Supervised<br>Clinical practice | Essay type, short answers, Objective type<br>Assessment of skills with checklist<br>Assessment of patient<br>Management of problems |

|    |   |                                                              |                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                  |                                                                                                                                      |
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|    |   |                                                              | Suppression of lactation<br>Post- partum hemorrhage, and sub involution<br>Psychological complications<br>- Post partum blues<br>- Post partum depression<br>- Post partum Psychosis                                                                                                                                                                                                             |                                                                                                                                  |                                                                                                                                      |
| XI | 5 | Describe assessment and management of the high risk neonates | <b>Assessment and management of high risk newborn</b><br>Admission of neonates in the neonatal intensive care units.<br>Protocols of management<br>Nursing management of low birth weight babies-<br>Infections,<br>Respiratory problems<br>Hemolytic disorders<br>Birth injuries,<br>Malformations<br>Monitoring of high risk neonates<br>Kangaroo mother care<br>Feeding of high risk neonates | Lecture<br>discussion<br>demonstration<br>on Practice session case<br>discussion<br>presentation<br>Supervised clinical practice | Essay type<br>Short answers<br>Objective type<br>Assessment of skills with checklist<br>Assessment of patient management of problems |

|     |   |                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                            |                                             |
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|     |   |                                                                                                                                | <p>Organization and management of neonatal intensive care units</p> <p>Infection control in neonatal intensive care units</p> <p>Maintenance of reports and records</p>                                                                                                                                                                                                                                                                                                  |                                                                            |                                             |
| XII | 4 | Describe indications, 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> <p>oxytocics, anti hypertensives, diuretics, corticosteroids, tocolytic agents, anti convulsants, anticoagulants</p> <p>Analgesics and Anaesthetics in Obstetrics</p> <p>Effects of maternal</p> | <p>Lecture</p> <p>Discussion</p> <p>Drug book</p> <p>Drug presentation</p> | <p>Short answers,</p> <p>Objective type</p> |

|      |   |                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                 |                                                                                                               |
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|      |   |                                                       | medication on<br>foetus and<br>neonate<br>Role of obstetric<br>nurse                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                 |                                                                                                               |
| XIII | 4 | Appreciate the importance of family welfare programme | Family, Welfare programme<br>Population trends and problems in India<br>Concepts, aims, importance and history of family welfare programme<br>National population:<br>dynamics, policy and education<br>National family welfare programme:<br>National maternal and child health services<br>CSSM, RCH, ICDS,BFHI,NRH M, integrated management of child hood illnesses[IMSI], Expanded programe of immunization, JananiSurakshaYojana<br><br>National policy and legislation in relation to maternal health and welfare | Lecture discussion<br>Demonstration<br>Practice session<br>Supervised practice Group project<br>Counseling session Field visits | Essay type short answers objective type Assessment of skills with check list project and field visits reports |
|      |   | Describe the                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                 |                                                                                                               |

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|  |   | <p>methods of contraception and role of nurse in family welfare programme</p> | <p>Organization and administration; at national, state, district, block and village levels</p> <p>Methods of contraception<br/>Counseling for family welfare<br/>Latest research in contraception</p> <p>Role of national, international and voluntary organizations<br/>Role of a nurse in family welfare programme<br/>Training/<br/>Supervision/<br/>Collaboration with other functionaries in community like ANMs, HVs, Anganwadi workers, TBAs (Traditional birth attendant Dai), ASHA</p> |  |  |
|  | 2 | <p>Explain the epidemiology of Obstetrics</p>                                 | <p>Maintenance of vital statistics<br/>Maternal, morbidity, mortality and fertility rates<br/>Perinatal, morbidity and mortality rates<br/>Nearmiss</p>                                                                                                                                                                                                                                                                                                                                         |  |  |

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|  |  |  | mortality<br><br>Causes and preventive measures<br><b>Safe motherhood initiative</b><br><b>Obstetric health care-</b><br>Essential obstetrics care,<br>Early detection of complication,<br>Emergency obstetrics care[EMOC]<br>Making pregnancy safe strategy |  |  |
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Bennett V. Ruth and Brown.K.Linda, Myles Text Book for Midwives, ChurchillLivingstone, London.

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Dawn C.S, Manual of Obstetrics and Neonatology, Dawn books, Calcutta

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James K David et al, High risk Pregnancy Management options, W B Saunders Elsevier

Krishnamenon P.K, and Devi, Postgraduate Obstetrics and Gynecology., Orient Longman Ltd, Madras.

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Reeder J.Sharon et.al, Maternity Nursing, Lippincott, Newyork

SabaratnamArulkumaran et.al, Essentials of Obstetrics, Delhi , Jaypee publishers

Trula Myers Corrieet. al, Foundations of Maternal- Newborn Nursing,  
W.B Saunder's Company.

Varney Helen and Kriebs, Jan M, Varney's Midwifery, Massachusetts.  
Jones and Barlett publishers.

### **EVALUATION [Obstetrics & Gynecological Nursing]**

#### **Theory [Internal] - 50 Marks**

|                               |      |
|-------------------------------|------|
| Average of 3 sessional exams- | 40   |
| Written assignment            | - 10 |
| =====                         |      |
| 50                            |      |
| =====                         |      |

#### **Practical [Internal] - 50 Marks**

|                             |        |
|-----------------------------|--------|
| Ongoing clinical evaluation | - 40 % |
| Clinical Assignments        | - 30%  |
| Internal practical          | - 30%  |
| =====                       |        |
| 100%                        |        |
| =====                       |        |

#### **Clinical Assignments**

|            |     |
|------------|-----|
| Care study | - 3 |
|------------|-----|

#### **Procedure Demonstration**

|                      |      |
|----------------------|------|
| Antenatal Assessment | - 20 |
|----------------------|------|

|                          |   |    |
|--------------------------|---|----|
| Post Natal assessment    | - | 20 |
| Conduct of Normal labour | - | 15 |

Observation report of family welfare clinic

Drug file

OT Report

|                       |   |   |
|-----------------------|---|---|
| Clinical Presentation | - | 2 |
|-----------------------|---|---|

|                  |   |   |
|------------------|---|---|
| Health Education | - | 2 |
|------------------|---|---|

|                       |   |  |
|-----------------------|---|--|
| Maternity Case record | - |  |
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Project

## OBSTETRICAL NURSING- PRACTICAL

### PLACEMENT: FOURTH YEAR

| Areas                       | Duration in weeks | Objective                                                                                                                                     | Skills                                                                                                                                                                                                                                                         | Assignments                                                                                                                                                              | Assessment method                                                                                                                                                                    |
|-----------------------------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Antenatal Ward, OPD, Clinic | 4                 | Assessment of pregnant women                                                                                                                  | Antenatal history taking<br>Physical examination<br>Recording of weight & B.P<br>Hb& Urine testing for sugar and examination abdomen and breast<br>immunization<br>Assessment of risk status<br>Teaching antenatal mothers<br>maintenance of Antenatal records | Conduct Antenatal Examinations -30<br>Health talk-2<br>Case book Recordings-20<br>Case study Normal-1<br>Abnormal-1<br>Case presentation-1                               | Verification of findings of Antenatal examinations<br>Completion of case book recordings<br>Evaluation of health talk<br>Evaluation of case study<br>Clinical performance evaluation |
| Labour room OT              | 3                 | Assess woman in labour<br>prepare the woman for labour<br>conduct normal deliveries<br>perform episiotomy and suture it<br>Assist with normal | Assessment Woman in labour<br>Prepare the women for labour<br>Monitoring and caring of woman in labour<br>Maintenance of partogram<br>Conduct normal delivery<br>Newborn assessment and immediate care<br>Resuscitation of                                     | Conduct normal deliveries- 20<br>Per vaginal examinations -5<br>Perform and suture the episiotomies-5<br>Resuscitate new borns-5<br><br>Assist with Caesarean sections-5 | Assessment of clinical performance<br>Assessment of each skill with check lists<br>Completion of Case book recordings                                                                |

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|                 |   | <p>delivery<br/>Resuscitate newborns<br/>Assist with caesarean sections</p> <p>Assist with other surgical procedures</p> | <p>newborns<br/>Assist with abnormal vaginal delivery<br/>Assessment of risk status of newborn<br/>Episiotomy and suturing<br/>Maintenance of labour and birth records<br/>Arrange for and assist with Caesarean section and care for woman &amp; baby during Caesarean<br/>Arrange for and assist with other surgical procedures</p> | <p>Witness/<br/>Assist abnormal deliveries-5</p> <p>Assist with other surgical procedures-<br/>case book recordings</p>                                     | <p>Instrument used in Obstetric practice-<br/>Vivavoci</p>                                                                                                                                               |
| Post natal ward | 3 | <p>Provide nursing care to post natal mother and baby<br/>Counsel and teach mother and family for parent hood</p>        | <p>Examination and assessment of normal and high risk mother and baby<br/>Identification of deviations<br/>Care of postnatal normal and high risk mother and baby<br/>Teaching post natal mother<br/>Mother craft<br/>Post natal care &amp; exercises<br/>Immunization</p>                                                            | <p>Give care to post natal mothers-20<br/>Health talks-2<br/>Case study-<br/>Normal -1<br/>Abnormal -1<br/>Case presentation-1<br/>Case book recordings</p> | <p>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</p> |
| Newborn nursery | 1 | <p>Provide nursing care to newborn at</p>                                                                                | <p>Admission of neonates<br/>Feeding of at risk neonates</p>                                                                                                                                                                                                                                                                          | <p>Case study-1<br/>Observation study-1</p>                                                                                                                 | <p>Assessment of clinical performance<br/>Evaluation of</p>                                                                                                                                              |

|                                          |                                    |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                   |                                   |
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|                                          |                                    | risk                                            | Witness/ assist with assessment and care of high risk newborn<br>Thermal management of neonates kangaroo mother care, care of baby in incubator<br>Monitoring and care of neonates<br>Administering medication<br>Intravenous therapy<br>Assisting with diagnostic procedure<br>Assisting with exchange transfusion<br>Care of baby on ventilator<br>Phototherapy<br>infection control protocols in the nursery<br>Teaching and counseling of parents<br>Maintenance of neonatal records |                                                                                   | observation report                |
| Family Welfare Clinic/ post natal clinic | Rotation from post natal ward 1 wk | Counsel for and provide family welfare services | Counseling<br>Technique Assist with insertion of IUCD<br>Teaching on use of family planning methods<br>Arrange for and Assist with family                                                                                                                                                                                                                                                                                                                                                | IUD insertion -5<br>Observation report<br>Counseling-2<br>Recording and reporting | Evaluation and observation report |

|  |  |  |                                                                    |  |  |
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|  |  |  | planning<br>operations<br>Maintenance of<br>records and<br>reports |  |  |
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Time: Practical-480 Hours [12 Weeks]

### **Essential Requirements for registration as Midwife**

|                                                               |    |
|---------------------------------------------------------------|----|
| Antenatal care                                                | 20 |
| Antenatal examination                                         | 30 |
| Conducting normal deliveries in hospital/ home/ health center | 15 |
| Vaginal examination                                           | 5  |
| Episiotomy and suturing                                       | 5  |
| Neonatal resuscitation                                        | 5  |
| Assist with Caesarean Section                                 | 5  |
| Witness/ Assist abnormal deliveries                           | 5  |
| Post natal cases nursed in hospital/home/ health center       | 20 |
| Insertion of IUD                                              | 5  |

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

Duration of posting in weeks

|                                        |   |     |
|----------------------------------------|---|-----|
| Antenatal ward +OPD(ANC)               | = | 3+1 |
| Post natal ward+ Family welfare Clinic | = | 3+1 |
| Labour room + Neonatal Unit            | = | 3+1 |

# GYNECOLOGICAL NURSING

**Placement: IV Year**

Hours of instruction Theory: 30 Hours

[External 10 Hours]

Practical :160 Hours

## COURSE DESCRIPTION

This course is designed to help the students acquire knowledge, develop attitude and beginning skills in the management of women with gynecological problems and render pre and post operation care to clients undergoing major and minor disorders.

1. Explain the concepts and principles of gynecological nursing
2. Describe the etiology, pathophysiology, diagnostic assessment, treatment and nursing management of women with Gynecological disorders
3. Demonstrate beginning skill in giving comprehensive nursing care to patient with gynecological problem.
4. Utilize recent technology and various diagnostic therapeutic modalities in the management of Gynecological care.
5. Give health education to prevent gynecological complication and develop self care abilities to individual, families and communities with gynecologic problems.
6. Identify the professional and legal responsibilities in Gynecological Nursing

| Unit | Time(Hrs) | Learning Objectives                    | Content                              | Teaching Learning Activity | Assessment Method        |
|------|-----------|----------------------------------------|--------------------------------------|----------------------------|--------------------------|
| I    | 4         | Explain the concepts and principles of | <b>Introduction to Gynecological</b> | Lecture Discussion         | Essay type short answers |

|  |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                      |                                                                                                                                                              |
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|  |  | <p>gynecological nursing</p> <p>Appreciate the trends and issues in gynecologic nursing</p> <p>Describe the anatomy physiology of the female reproductive system</p> <p>Identify the Congenital abnormalities of female reproductive system</p> <p>Explain sexuality and reproductive health</p> <p>Describe the etiology pathophysiology clinical manifestations diagnostic measures, treatment and nursing management of patients with disorders of</p> | <p><b>Nursing</b></p> <ul style="list-style-type: none"> <li>- Concepts and principles of Gynecological Nursing</li> <li>- Trends and issues</li> <li>- Review of anatomy and physiology of the female reproductive system</li> <li>- Congenital abnormalities of female reproductive system</li> <li>- Sexuality and Reproductive Health</li> </ul> | <p>Explain using charts, Seminar</p> <p>Explain using charts, Models, films, slides Case discussion Health education Supervise clinical practice</p> | <p>objective type</p> <p>Assessment of skills with check list</p> <p>Assessment of clinical performance</p> <p>Evaluation of case study and presentation</p> |
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|-----|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|
|     |   | female reproductive system                                                                                                                                                       |                                                                                                                                                                                                                                                    |                                                                                                                    |                                                                                                                        |
| II  | 6 | Describe the gynecological assessment & the diagnostic measures<br><br>Describe the pre & post operative management of women undergoing major and minor gynecological procedures | <b>Gynecological Assessment</b><br>- History and Physical assessment<br>- Breast Self Examination<br>- Diagnostic measures& its implications<br>General pre and post operative management of women under going major and minor surgical procedures | Lecture discussion<br>Demonstration<br>Practice session<br><br>Supervised clinical practice<br><br>Case discussion | Essay types<br>Short answers<br><br>Assessment of skills with check list<br><br>Evaluation of case study& presentation |
| III | 4 | Describe the etiology, pathophysiology , clinical manifestation, diagnostic measures, treatment modalities and nursing management of patients with Menstrual dysfunction         | <b>Etiology, Pathophysiology clinical manifestation, diagnosis and treatment modalities of disorder of female reproductive system</b><br><br><b>Menstrual Dysfunction</b><br>-Dysmenorrhea<br>-Amenorrhea<br>-Premenstrual syndrome<br>-Abnormal   | Lecture discussion<br>Explain using slides<br>Case discussion<br><br>Supervise clinical practice                   | Essay type<br>Short answers<br>Assessment of clinical performance<br>Evaluation of case study and presentation         |

|    |   |                                                                                                                                                                                       |                                                                                                                                                                                                                                            |                                                                                             |                                                                             |
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|    |   |                                                                                                                                                                                       | Uterine Bleeding,<br>Menorrhagia<br>Metrorrhagia<br>- Menopause and<br>Hormonal replacement<br>Therapy                                                                                                                                     | Health Education                                                                            |                                                                             |
| IV | 3 | Describe the cause of male/female infertility, investigation, treatment modalities including Assisted Reproductive Technology & the role of nurse in management of infertility        | <b>Infertility and management</b>                                                                                                                                                                                                          | Lecture discussion<br>Explain using slides, charts, case discussion<br><br>Health Education | Essay type short answers<br>Evaluation of case study/ clinical presentation |
| V  | 5 | Describe the etiology, pathophysiology, clinical manifestation, diagnostic measures, treatment modalities and nursing management of patients with inflammatory diseases and neoplasms | <b>Inflammatory diseases and Neoplasms</b><br>-Pelvic inflammatory Disease<br>-Ovarian and fallopian tube disorders, cysts, tumors, Uterine and cervical disorders<br>-Endometriosis<br>Adenomyosis, polyps, Fibroids, Cervical cancer and | Lecture discussion<br>Explain using slides, charts, case discussion<br><br>Health education | Essay type short answers<br>Evaluation of case study/ clinical presentation |

|      |   |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                       |                                                                                             |                                                                             |
|------|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
|      |   |                                                                                                                                                                                                               | uterine tumor                                                                                                                                                                                                                                                                                         |                                                                                             |                                                                             |
| VI   | 3 | Describe the etiology, pathophysiology, clinical manifestation, diagnostic measures, treatment modalities and nursing management of patients with mechanical disturbance and injuries to female genital tract | <b>Mechanical Disturbances</b> and injuries to female genital tract <ul style="list-style-type: none"> <li>- Retroversion, uterine displacement</li> <li>- Cystocele/ Urethrocele/ Rectocele</li> <li>- Injuries and Trauma to pelvic floor</li> <li>- Sexual violence</li> <li>- fistulas</li> </ul> | Lecture discussion<br>Explain using slides, charts, case discussion                         | Essay type short answers<br>Evaluation of case study/ clinical presentation |
| VII  | 3 | Describe the etiology, pathophysiology, clinical manifestation, diagnostic measures, treatment modalities and nursing management of patients with genital tract infection                                     | <b>Infections of the female genital tract</b> <ul style="list-style-type: none"> <li>- Venereal and non venereal infections and discharges</li> <li>- Vaginal and vulval disorders</li> <li>- Toxic shock syndrome</li> </ul>                                                                         | Lecture discussion<br>Explain using slides, charts, case discussion<br><br>Health education |                                                                             |
| VIII | 2 | Describe indications, dosage, action, side effects and nurses responsibilities in the administration of drugs                                                                                                 | <b>Drugs used in treatment of gynecological disorders</b>                                                                                                                                                                                                                                             | Lecture discussion, Drug book Drug Presentation                                             | Short answers<br>Objective type<br><br>Evaluation of drug presentation      |

**REFERENCES: (latest editions)**

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Dutta. D.C, Text book of Gynecology. New central book agency, Culcutta

Kumar, Pratap and Malhotra Narendra, Jeffcoates Principles of Gynecology. Jay Pee Publishers, Newdelhi

Milley Nerman F and Avery H, Gynecology and Gynecologic Nursing. W B Saunder's Co, Philadelphia.

Robbery James and Crossward Campell, Gynecological Nursing., The CV Mosby Co, St Louis.

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## GYNECOLOGICAL NURSING

**PLACEMENT: IV YEAR BSC NURSING**

Practical's : 160 Hours [4 weeks]

| Areas            | Duration in weeks     | Objectives                                                                                                                                                                                          | Skills                                                                                                                                                                                                                                                                                                                                                        | Assignments                                                                                                                                                                                                                                         | Assessment methods                                                                                                                            |
|------------------|-----------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|
| Gynecology wards | 4<br><br>(OPD) 3 days | <p>Assessment of women with</p> <p>Gynecological disorders</p> <p>Provide pre intra and post operative care to women with Gynecologic disorders</p> <p>Counsel and educate patient and families</p> | <p>Assist with Gynecological Examination</p> <p>Assist with diagnostic and therapeutic procedures</p> <p>Assist with minor and major surgical procedures</p> <p>Rendor pre and post operative nursing care to women undergoing minor and major surgical procedures</p> <p>Provide incidental and planned health education to patients and family members.</p> | <p>Provide care to assigned patients</p> <p>Gynecological assessment-5</p> <p>Nursing care study-1</p> <p>Case presentation-1</p> <p>Maintain drug book</p> <p>Health education-1</p> <p>Instruments in Gynecologic practice</p> <p>- Viva voce</p> | <p>Assess skills with check list</p> <p>Evaluation of care study</p> <p>Evaluation of drug book</p> <p>Assessment of clinical performance</p> |

## COMMUNITY HEALTH NURSING –II

Placement: Fourth year

**Time:** Theory – 100 hours

Practical – 320 hours

**Course description:** The 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<br>(Hrs) | Learning<br>Objectives                                                                                                                                           | Contents                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Teaching learning<br>Activities                                                                | Assessment<br>Methods                                                               |
|------|---------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| I    | 8             | <ul style="list-style-type: none"> <li>Define concepts, scope, principles and historical development of Community Health and Community health Nursing</li> </ul> | <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                             <ul style="list-style-type: none"> <li>Community health</li> <li>Community health Nursing                                     <ul style="list-style-type: none"> <li>Origin and development of Community health Nursing in World, India and Kerala</li> </ul> </li> </ul> </li> <li>Principles of community health nursing</li> <li>Community Nursing Process</li> </ul> | <ul style="list-style-type: none"> <li>Lecture discussion</li> </ul>                           | <ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul> |
| 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                             <ul style="list-style-type: none"> <li>Central council for health and family welfare (CCH and FW)</li> <li>National health policies</li> </ul> </li> </ul>                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Panel discussion</li> </ul> | <ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul> |

|     |    |                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                  |                                                                                         |
|-----|----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
|     |    |                                                                                                                                                                                                                                                                                                                                                                                                               | (1983,2002) <ul style="list-style-type: none"> <li>○ National population policy</li> <li>● Health problems in India</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                  |                                                                                         |
| III | 10 | <ul style="list-style-type: none"> <li>● Describe the system of delivery of community health services in rural and urban areas</li> <li>● List the functions of various levels and their staffing pattern</li> <li>● Explain the components of health services</li> <li>● Describe alternative systems of health promotion and health maintenance</li> <li>● Describe the chain of referral system</li> </ul> | <b>Delivery of community health services</b><br><br>Organization, staffing and function of rural health services provided by government at: <ul style="list-style-type: none"> <li>○ Village</li> <li>○ Sub centre</li> <li>○ Primary health centre</li> <li>○ Community health centre /sub divisional</li> <li>○ Hospitals</li> <li>○ District</li> <li>○ State</li> <li>○ Centre</li> </ul> Urban; Organisation ,staffing and functions of urban health service provided by Govt.at<br><br>Maternal and child health centers<br><br>Corporation/,Municipality/Board<br><br><ul style="list-style-type: none"> <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> | <ul style="list-style-type: none"> <li>● Lecture discussion</li> <li>● Visits to various health and delivery systems</li> <li>● Supervised field practice</li> <li>● Panel discussion</li> </ul> | <ul style="list-style-type: none"> <li>● Essay type</li> <li>● Short answers</li> </ul> |
| IV  | 25 | <ul style="list-style-type: none"> <li>● Describe Community health</li> </ul>                                                                                                                                                                                                                                                                                                                                 | <b>Community health nursing approaches, concepts and roles and</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>● Lecture discussion</li> <li>● Demonstrati</li> </ul>                                                                                                    | <ul style="list-style-type: none"> <li>● Essay type</li> <li>● Short</li> </ul>         |

|   |    |                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                 |                                                                                     |
|---|----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|   |    | nursing approaches and concepts <ul style="list-style-type: none"> <li>Describe the roles and responsibilities of Community health nursing personnel</li> </ul> | <b>responsibilities of nursing personnel</b> <ul style="list-style-type: none"> <li>Approaches <ul style="list-style-type: none"> <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> </ul> </li> <li>Components of Health services &amp; Roles and responsibilities of Community health nursing personnel in <ul style="list-style-type: none"> <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>Disaster management</li> <li>Community geriatrics</li> <li>Occupational Health</li> <li>Organization of clinics, camps: Types, preparation, planning, conduct and evaluation</li> </ul> </li> <li>Qualities of Community Health Nurse</li> <li>Job description of Community health nursing personnel</li> </ul> | on <ul style="list-style-type: none"> <li>Practice session</li> <li>Supervised field practice</li> <li>Participation in camps</li> <li>Group Project</li> </ul> | answers                                                                             |
| V | 10 | <ul style="list-style-type: none"> <li>Describe and appreciate the activities of</li> </ul>                                                                     | <b>Assisting individuals and group to promote and maintain their health</b> <ul style="list-style-type: none"> <li>Empowerment for self care of</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> </ul>                                                                     | <ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul> |

|    |    |                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                           |                                |
|----|----|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------|
|    |    | community health nurse in assisting individuals and group to promote and maintain their health | <p>individuals, families and groups in –</p> <p><b>A. Assessment of self and family</b></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>- Health assessment of <ul style="list-style-type: none"> <li>○ Infant</li> <li>○ Toddler</li> <li>○ Preschool child</li> <li>○ School child</li> <li>○ Elderly</li> <li>○ Antenatal and postnatal mothers</li> </ul> </li> </ul> <p><b>B. Maintenance of health records for individual, family &amp; community</b></p>                                  | <ul style="list-style-type: none"> <li>• Practice session</li> <li>• Supervised field practice</li> <li>• Individual / group/ family/ community health education</li> <li>• Observation visits</li> </ul> |                                |
|    |    |                                                                                                | <p><b>C. Waste management</b></p> <p><b>D. Sensitize and handle social issues affecting health and development for self and family</b></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>• Food adulteration</li> <li>• Substance abuse</li> </ul> <p><b>E. Utilize community resources for self and family</b></p> <ul style="list-style-type: none"> <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 | <ul style="list-style-type: none"> <li>• Describe national health and family</li> </ul>        | <p><b>National health and family welfare programmes and the role of a nurse</b></p> <ol style="list-style-type: none"> <li>1. National ARI programme</li> <li>2. Revised National Tuberculosis</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>○ Lecture discussion</li> <li>○ Participation in</li> </ul>                                                                                                        | <p>Essay type</p> <p>Short</p> |

|  |  |                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                  |         |
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|  |  | <p>welfare programmes and role of a nurse</p> <ul style="list-style-type: none"> <li>Describe the various health schemes in India</li> </ul> | <p>Control Programme (RNTCP)</p> <ol style="list-style-type: none"> <li>National Anti-Malaria programme</li> <li>National Filaria control programme</li> <li>National Guinea worm eradication programme</li> <li>National Leprosy eradication programme</li> <li>National AIDS control programme</li> <li>STD control programme</li> <li>National Programme for control of blindness</li> <li>Iodine deficiency disorder programme</li> <li>Expanded programme on immunization</li> <li>National Family Welfare Programme-RCH Programme historical development, organization, administration, research, constraints</li> <li>National water supply and sanitation programme</li> <li>minimum Need programme</li> <li>National Diabetics control programme</li> <li>Polio Eradication: Pulse Polio Programme</li> </ol> | <p>national health programmes</p> <ul style="list-style-type: none"> <li>Field visits</li> </ul> | answers |
|  |  |                                                                                                                                              | <ol style="list-style-type: none"> <li>National Cancer control Programme</li> <li>Yaws Eradication Programme</li> <li>National Nutritional Anemia Prophylaxis programme</li> <li>20 point programme</li> <li>ICDS programme</li> <li>Mid-day meal applied nutritional programme</li> <li>National Mental health programme</li> <li>NRHM and NUHM</li> <li>Integrated management of neonatal and childhood illness (IMNCI)</li> <li>Health schemes</li> </ol>                                                                                                                                                                                                                                                                                                                                                           |                                                                                                  |         |

|      |   |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                |                                        |
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|      |   |                                                                                       | <ul style="list-style-type: none"> <li>• ESI</li> <li>• CGHS</li> <li>• Health insurance</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                |                                        |
| VII  | 5 | Explain the role and functions of various national and international health agencies  | <ul style="list-style-type: none"> <li>• <b>Health Agencies International</b> – WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, DANIDA, European Commission(EC), red cross, USAID, UNESCO, Colombo plan, ILO, CARE etc.</li> <li>• <b>National</b> – Indian Red Cross, Indian Council for child welfare, Family Planning Association of India (FPAI), Tuberculosis Association of India, Hindu Kusht Nivaran Sangh, Central social welfare Board, all India women's conference, Blind Association of India etc.</li> </ul> | <ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Field visits</li> </ul> | <p>Essay type</p> <p>Short answers</p> |
| VIII | 5 |                                                                                       | <p><b>Health Economics</b></p> <ul style="list-style-type: none"> <li>• Demand, supply &amp; costs of health care</li> <li>• Economics of illness in the family</li> <li>• Home economics, income, budget, purchasing power, security</li> <li>• Financing of health care in India</li> <li>• Cost containment strategies</li> </ul> <p>Improving affordability of health care services</p>                                                                                                                           |                                                                                                |                                        |
| IX   | 5 | Identify the principles and techniques of supervision and applies in community set up | <p><b>Supervision-</b> definition, principles, goals, methods,</p> <ul style="list-style-type: none"> <li>• Essential qualities and responsibilities</li> <li>• Supervisory function of Community Health Nurse in primary health care Unit</li> </ul>                                                                                                                                                                                                                                                                 | <p>Lecture</p> <p>Discussion</p> <p>Supervised field practice</p>                              | <p>Essay type</p> <p>short answer</p>  |

|   |   |                                                                                                                               |                                                                                                                                                                                                                                                                                                          |                           |                                |
|---|---|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------|
|   |   |                                                                                                                               | -Maintaining Staff morale<br>-Planning of work Schedule<br>-Maintenance of records and reports<br>-Evaluation of staff<br>-Supervision of students-responsibilities of the Community Health Nurse.                                                                                                       |                           |                                |
| X | 6 | Describe the philosophy & principles of public health administration<br><br>Recognize the importance of research in community | <b>Public Health Administration</b><br>-Organization and administration of Health Services at Central, State and local level<br><br>-Functions of DGHS<br>Union list, concurrent list<br>-Public Health Laws<br>-Research in Community setting<br>-Scope- Problems areas, role of Community Health nurse | Lecture<br><br>Discussion | Essay type<br><br>Short answer |

### References:

Rao, Kasthuri Sundar, An Introduction to Community Health Nursing, B.I. Publications, Madras.  
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Asuma Rahim, Principles and practice of community medicine. Jaypee Brothers,

S.Kamalam. Essentials of Community Health Nursing Practice Jaypee Brothers, Public Health Manual, TNAI

## Community Health Nursing –II-Practical

Placement: Fourth Year

Time : Practical – 320hrs

| Areas                    | Duration<br>(in week)                  | Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Assignments                                                                                                                                                                                                                                                                                                                               | Assessment<br>Methods                                                                                                                                                                                                                                                             |
|--------------------------|----------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Community health Nursing | 2 wks for urban<br><br>6 wks for rural | <ul style="list-style-type: none"> <li>•Identify community profile</li> <li>•Identify prevalent communicable diseases</li> <li>•Diagnose health needs of individual, families and community</li> <li>•Plan, Provide and evaluate care</li> <li>•Participate in school health program</li> <li>•Participate in national health programme</li> <li>•Organize group for self help and involve clients in their own health activities</li> <li>•Provide family Welfare services</li> <li>•Counsel and educate individual, family and community</li> </ul> | <ul style="list-style-type: none"> <li>•Community health survey</li> <li>•Community diagnosis</li> <li>•Family care : Home adaptation of common procedures</li> <li>•Home visit: Bag technique</li> <li>• Organize and conduct clinics- antenatal, postnatal, well baby clinic, camps etc</li> <li>• Screen manage and referrals for -High risk mothers and neonates</li> <li>-Accidents and emergencies</li> <li>-Illness: Physical and mental</li> <li>-Disabilities</li> <li>•Resuscitate newborn</li> <li>•School Health Programme -</li> </ul> | Community survey report –I<br><br>Family care study-1<br><br>Family care Plan-3<br><br>Project- 1<br><br>Health talk-2<br><br>Maintenance of family folders<br><br>Log book<br><br>Report of assessment of various age groups<br><br>Report of various clinics<br><br>Observation visits to factory,<br><br>Central Institute of Leprosy, | <ul style="list-style-type: none"> <li>•Assess clinical performance with rating scale</li> <li>•Evaluation of community survey report, family care study, project and health talk</li> <li>•Completion of activity record.</li> <li>•Completion of case book recording</li> </ul> |

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|--|--|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|--|
|  |  | <ul style="list-style-type: none"> <li>•Collect Vital health statistics</li> <li>•Maintain Records &amp; reports</li> </ul> | <p>Screen, manage, refer children</p> <ul style="list-style-type: none"> <li>• Collaborate with health and allied agencies</li> <li>•Train and Supervise health workers</li> <li>•Provide Family Welfare services:</li> </ul> <p>Insertion of IUD</p> <ul style="list-style-type: none"> <li>•Counsel and teach individual, family and community about: HIV, TB, Diabetes hypertension, Mental health, adolescents, elderly's health, physically and mentally challenged individuals etc</li> </ul> | <p>TB center,<br/>old age home,<br/>Institute for rural health,<br/>AIDS control Society</p> |  |
|  |  |                                                                                                                             | <ul style="list-style-type: none"> <li>• Collect and Calculate Vital health statistics</li> <li>•Document and maintain</li> <li>-Individual- family and administrative records</li> <li>-Write reports- centre, disease, national health programme,</li> </ul>                                                                                                                                                                                                                                      |                                                                                              |  |

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|  |  |  | projects. |  |  |
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**Nursing Education**

Placement: IV year

Time: Theory – 80 hours

Practical– 120 hours

(Practice Teaching-3 hrs/ student)

Course Description: This course is designed to help the students acquire an understanding of the principles and methods of teaching and to equip the students with the beginning skills in teaching in clinical, community health and educational settings

| Unit | Theory | Learning Objective                                                                                                                                                                                                                                                            | Content                                                                                                                                                                                                                                                                                                                                                                                                               | Teaching Learning Activities                                                                                     | Evaluation                                                                        |
|------|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| 1    | 10     | List the aims of education<br>Explain principles of education<br>Recognize the educational philosophies in Nursing Education<br>Describe the characteristics of learning<br>Explain the maxims of teaching<br>Explain the laws of learning<br>Explain the Methods of Teaching | Principles of education<br>Meaning of education<br>Definitions<br>Aims<br>Functions<br>Principles<br>Philosophies of Education<br>Application of educational philosophies in Nursing<br>Education, Idealism, Naturalism, pragmatism, Eclectism<br>Current trends in Nursing Education<br><b>Teaching Learning Process</b><br>Teaching learning process<br>Characteristics of learning<br>Factors influencing learning | Lecture<br><br>Discussion<br><br>Lecture<br>Discussion<br>Conduct-5<br>Teaching sessions using Different methods | Short answer<br>Objective type<br><br>Written assignments<br><br><br>Short answer |

|    |    |                                                                                |                                                                                                                                                                                                                                                                                                        |           |                     |
|----|----|--------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|---------------------|
|    |    |                                                                                | Laws of learning<br>Role of a teacher<br>Qualities of teacher<br>Principles of teaching<br>Maxims of teaching                                                                                                                                                                                          | and media | Objective type      |
| II | 10 | Demonstrate skill in teaching in all settings using various methods and medias | <b>Methods of Teaching</b><br>Lecture<br>Demonstration<br>Discussion<br>Seminar, symposium<br>Panel Discussion<br>Programmed Instruction<br>Microteaching<br>Self instructional media<br>Simulation<br>Computer assisted<br>Learning<br>Role Play, Field trip<br>Workshop<br>Clinical teaching methods |           | Evaluating Teaching |

| Unit | Theory | Learning Objective                                                                                                                                                                                                                                                                     | Content                                                                                                                                                                                                                                                                                                                   | Teaching Learning Activities | Evaluation |
|------|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|------------|
| III  | 15     | <p>Define curriculum</p> <p>List the principles of curriculum planning</p> <p>Explain the classification of educational objectives</p> <p>List the qualities of an educational objectives</p> <p>List the qualities of educational objective</p> <p>Prepare unit plan, lesson plan</p> | <p><b>Curriculum</b></p> <p>Definition</p> <p>Concepts Principles of curriculum Planning</p> <p>Steps in curriculum development</p> <p>Formulation of Educational objectives Taxonomical classification of objectives</p> <p>Course Planning</p> <p>Unit Plan –Types</p> <p>Lesson Plan</p> <p>Elements of daily plan</p> |                              |            |

|    |    |                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                   |                                                                       |
|----|----|---------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|
| IV | 10 | Prepare and use different types of educational media effectively                      | <b>Educational Media</b><br><br>Purposes & types of A.V.<br><br>Aids, principles and sources etc.<br><br>Graphic aids, chalk board, chart, graph, poster, flash cards, flannel graph, bulletin board, cartoon<br><br>Three dimensional aids:<br><br>Objects, specimens, models, puppets<br><br>Printed aids pamphlets & leaflets<br><br>Projected aids: slides, overhead projector, films TV, VCR, VCD, camera microscope, LCD projector<br><br>Audio aids: tape recorder, public address system<br><br>Computer | Lecture<br><br>Discussion<br><br>Demonstration<br><br>Prepare different teaching aids projected and non projected | Short Answer<br><br>Projective type Assess the teaching aids prepared |
| IV | 10 | Prepare different types of questions for assessment of knowledge skills and attitudes | <b>Evaluation :Assessment</b><br><br>Purpose & scope of evaluation & assessment<br><br>Criteria for selection of assessment techniques and methods                                                                                                                                                                                                                                                                                                                                                               | Lecture<br><br>Discussion<br><br>Demonstration<br><br>Prepare different teaching aids projected and non projected |                                                                       |
| V  | 10 |                                                                                       | Assessment of knowledge essay type questions, Short answer question (SAQ) Multiple choice questions (MCQ)<br><br>Assessment of skills:                                                                                                                                                                                                                                                                                                                                                                           | Lecture<br><br>Discussion<br><br>Exercise on writing different types                                              | Short Answer<br><br>Objective type<br><br>Assess the                  |

|     |   |                                                                                                                                      |                                                                                                                                                                                                                                                                                            |                                                                                                                |                                                                                             |
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|     |   |                                                                                                                                      | <p>observation checklist, practical exam, Viva, Objective structured clinical examination (OSCE)</p> <p>Assessment of Attitudes</p> <p>Attitude Scales</p> <p>Qualities of an evaluation tool, principles of evaluation and, test construction. Evaluation of the course accreditation</p> | of assessment tools                                                                                            | strategies used in practice teaching sessions and exercise sessions                         |
| VI  | 7 | Develop basic skill of counseling and guidance                                                                                       | <p><b>Guidance &amp; counselling</b></p> <p>Definition</p> <p>Purpose, scope and need</p> <p>Basic principles</p> <p>Organization of counseling services</p> <p>Types of counseling approaches</p>                                                                                         | <p>Lecture</p> <p>Discussion</p> <p>Role play in counseling in different situations followed by discussion</p> | <p>Short Answer</p> <p>Objective type</p> <p>Assess performance in role play situations</p> |
| VII | 8 | <p>Define discipline</p> <p>Describe principles &amp; Types of discipline</p> <p>Identify Teachers Role in preventive discipline</p> | <p><b>Discipline</b> definition aims of discipline in education principles &amp; Types preventive discipline, teachers role in disciplinary problem disciplinary procedure</p>                                                                                                             | <p>Lecture</p> <p>Discussion</p>                                                                               | <p>Short answers</p> <p>Objective type</p>                                                  |

#### References :

B.Sankaranarayanan,B.Sindhu Learning and Teaching in Nursing, jaypee Brothers NewDelhi

Dr. A. Kurian George, Principles of curriculum development & evaluation

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Tyler, Ralph.W. Basic Principles of Curriculum Instruction.

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## MANAGEMENT OF NURSING SERVICE AND EDUCATION

Placement – Fourth year

Time Theory – 70 Hours

Practical –120 Hours

Course Description: This course is designed to provide the students a basic knowledge about the principles and functions of administration and its application to the nursing service and education. 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<br>Hrs |   | Learning<br>Objective                              | <i>Content</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Teaching<br>Learning<br>Activities | Assessment<br>Methods           |
|------|-------------|---|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|---------------------------------|
|      | t<br>h      | p |                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                    |                                 |
| I    | 4           |   | Explain the principles and functions of Management | <b>Introduction to Management in nursing</b><br><br>Definitions, concepts Theories<br>Administration Vs Management<br><br>Functions of management<br><br>Principles or management<br><br>Role of nurse as a manager                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Lecture<br><br>Discussion          | Short answers<br><br>Essay type |
| II   | 5           |   | Describe the elements and process of management    | <b>Management Process</b><br><br>Planning-meaning nature, principles, mission, philosophy, objectives, Operational plan, types,<br><br>Organization-definition, principles, organizational structure, Organization chart<br><br>Staffing, philosophy, Staffing norms,<br><br>Human Resource Management Recruiting, selecting, deployment, retraining, promoting, etc,<br><br>Directing Process (leading) Controlling, Quality Management Programme<br>Evaluation and Review Technique (PERT)<br><br>Bench Marking Activity Plan GanttChart<br><br>Budgeting concept, principles, types, cost benefit analysis, audit.<br><br>Material management equipment and supplies |                                    |                                 |
| III  | 6           |   | Describe the concepts, theories                    | <b>Organizational behaviour and human relations</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Lecture                            | Short answers                   |

|  |  |  |                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                           |                   |
|--|--|--|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------------------|
|  |  |  | <p>techniques of organizational behaviour and human relational</p> | <p>Concept, Principles and theories<br/> Communication- Techniques, channels, IPR ,Leadership styles</p> <ul style="list-style-type: none"> <li>• Leadership</li> </ul> <p>Definition, function, Leadership styles</p> <p>Qualities of a leader</p> <p>Leadership in management of nursing service Assertiveness</p> <p>Motivation, concepts &amp; theories</p> <p>Group dynamics</p> <p>Human relations</p> <p>Public relations in context of nursing</p> <p>Relations with professional association and employee unions collective bargaining work , culture</p> | <p>Discussion</p> <p>Explain using organization chart</p> | <p>Essay type</p> |
|--|--|--|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-------------------|

|    |    |  |                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                             |                                                                                                                                                            |
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| IV | 30 |  | <p>Describe the Management of nursing service in the hospital</p> <p>Describe the function of personnel management</p> <p>Describe the role of the administrator in budget preparation</p> | <p><b>Management of nursing service department</b></p> <p>Philosophy and objectives.</p> <p>-Organization of the hospital, nursing service department</p> <p>-</p> <p>The Nursing Service Unit, Planning- Physical facilities, floor space</p> <p>-Time planning weekly/Daily plan</p> <p>Hospital and Patient Care Unit</p> <p>Factors affecting ward management</p> <p>Patient Classification System</p> <p>Assignment of patients</p> <p>Role of Head Nurse in training of students Ward Teaching, Nursing rounds, Nursing care conference</p> <p>Setting standards for nursing care</p> <p>Procedure manual</p> <p>Duties &amp; responsibilities and Job description of various categories of staff</p> <p>Delegation</p> <p>Participatory management</p> <p>●Personnel (Human) Resource management</p> <p>-Importance</p> <p>-Selection &amp; recruitment</p> <p>-Manpower planning</p> <p>-Man power recruitment Staff Patient Ratio</p> <p>-Job description</p> <p>-Job analysis</p> <p>-Job specification</p> | <p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Stimulated Exercise</p> <p>Supervised Practice in ward –writing indents,</p> <p>Preparing duty roaster, ward supervision</p> <p>Assignment on duties and responsibilities of ward sister</p> <p>Writing report</p> | <p>Short answers</p> <p>Essay type</p> <p>Assessment of problems solving exercises,</p> <p>Assessment of the assignments</p> <p>Performance evaluation</p> |
|----|----|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|

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|--|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
|  |  |  |  | <p>Maintenance of supplies and equipment in nursing service units</p> <p>Role of the Head Nurse</p> <p>Role of administrator</p> <ul style="list-style-type: none"> <li>• Evaluation</li> </ul> <p>Nursing rounds, Nursing protocols, manuals</p> <p>Performance appraisal of all categories of staff, Nursing audit, Anecdotal records, Evaluation of patient. care.</p> <p>Quality assurance</p> <p><b><i>Documentation:<br/>Importance, Types of records and report, principles.</i></b></p> |  |  |
|--|--|--|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

|   |   |   |                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                          |               |
|---|---|---|----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------|
|   |   |   | <p>Describe the ethical and legal responsibilities of</p> <p>Explain the nursing practice standards professional nurse</p> | <p><b><i>Nursing as a Profession</i></b></p> <p>Nursing as a profession</p> <p>Philosophy, nursing practice,</p> <p>Aims and objectives</p> <p>Characteristics of a professional nurse</p> <p>Regulatory bodies,</p> <p>I.N.C, S.N.C constitution functions</p> <p>Current trends and issues in Nursing</p> <p>Professional ethics</p> <p>Code of ethics : INC, ICN</p> <p>Code of professional conduct</p> <p>INC, I.C.N</p> <ul style="list-style-type: none"> <li>• Consumer protection act</li> <li>• Ethical and legal responsibilities of a professional nurse</li> <li>• Practice standards for Nursing</li> </ul> <p>INC laws related to Nursing practice Legal terms related to practice, registration &amp; licensing procedures</p> <p>Breach of laws</p> <p>Torts</p> <p>Penalties and punishments</p> <p>Malpractice &amp; Negligence</p> | <p>Lecture</p> <p>Discussion</p> <p>Explain using organization chart</p> | Short answers |
| V | 5 | 5 | Participate in planning and                                                                                                | <p>In Service education</p> <p>Nature &amp; scope of in-service</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Lecture                                                                  | Short Answer  |

|    |    |  |                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                          |                                                                                |
|----|----|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|    |    |  | organizing in service education program                                                                                                                                                                                       | education program<br>Organization of in-service education<br>Principles of adult learning.<br>Planning for in-service education program, techniques, methods & evaluation of staff education program                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Discussion<br><br>Plan & conduct an educational session for in service nursing personnel | Objective type<br><br>Assess the planning & conduct of the educational session |
| VI | 15 |  | <p>Explain the role of the administrator in selection and appointment of staff and students</p> <p>List the essentials of an educational institution</p> <p>Describe the role of the Administrator in faculty development</p> | <p><b>Management of Nursing Educational Institutions</b></p> <ul style="list-style-type: none"> <li>● Review –History of developments of Nursing Education, State, National</li> <li>● Organizational pattern of Educational institutions</li> <li>● Essentials of educational institutions as per I.N. C. norms</li> </ul> <p>-Physical facilities</p> <p>-Staff pattern</p> <p>School of Nursing</p> <p>College of Nursing</p> <p><b>Management of faculty</b></p> <ul style="list-style-type: none"> <li>-Selection and recruitment</li> <li>-Orientation programme</li> <li>-Organization chart</li> <li>-Job description</li> <li>-Job specification</li> <li>-Staff development</li> </ul> |                                                                                          | <p>Short answers</p> <p>Essay Type</p>                                         |

|  |  |                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |               |
|--|--|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|---------------|
|  |  |                                                 | <p>Continuing education</p> <p>In service education</p> <p>Work shops</p> <p>Staff welfare, leave, salary</p> <p>-Promotion, Placement, guidance and supervision</p> <p>-Performance appraisal</p> <p>-Institutional reports and records</p> <p><b>Administration of students</b></p> <p>Selection and admission,</p> <p>Orientation,</p> <p>Students Health Programme</p> <p>Students Welfare Guidance and Counselling</p> <p>Co-curricular and</p> <p>Professional activities</p> <p>Records and Reports</p> <p>Transcript/C.V</p> <p>Cumulative Record</p> <p>-Admission Register</p> <p>Student accommodation</p> <p>Hostel facilities – I.N.C</p> <p>Transportation facilities</p> <p><b>Administration of curriculum</b></p> <ul style="list-style-type: none"> <li>● Plan organize and install the facilities for the implementation</li> </ul> |  | Short answers |
|  |  | Role of the administrator in the administration |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |               |

|  |  |  |                                                              |                                                            |  |                                                     |
|--|--|--|--------------------------------------------------------------|------------------------------------------------------------|--|-----------------------------------------------------|
|  |  |  | curriculum                                                   | of the curriculum                                          |  |                                                     |
|  |  |  |                                                              | Master rotation                                            |  |                                                     |
|  |  |  |                                                              | Clinical rotation                                          |  |                                                     |
|  |  |  |                                                              | • Teaching system “                                        |  |                                                     |
|  |  |  |                                                              | Clinical facilities                                        |  |                                                     |
|  |  |  |                                                              | Affiliation                                                |  |                                                     |
|  |  |  |                                                              | Evaluation                                                 |  |                                                     |
|  |  |  |                                                              | Student evaluation                                         |  |                                                     |
|  |  |  |                                                              | Teacher evaluation                                         |  |                                                     |
|  |  |  |                                                              | Course evaluation                                          |  |                                                     |
|  |  |  |                                                              | Periodical revision of the curriculum                      |  |                                                     |
|  |  |  |                                                              | Accreditation Guidelines                                   |  |                                                     |
|  |  |  | Describe the role to the administrator in Finance Management | <b>Administration of the Finance</b>                       |  |                                                     |
|  |  |  |                                                              | Plan, prepare and send the budget proposals.               |  |                                                     |
|  |  |  |                                                              | Utilization of budget procurement of equipment & supplies. |  |                                                     |
|  |  |  |                                                              | Library books/Journals.                                    |  |                                                     |
|  |  |  |                                                              | A.V aids                                                   |  |                                                     |
|  |  |  |                                                              | Salary emolument of the employees.                         |  |                                                     |
|  |  |  |                                                              | Stipend to the students                                    |  |                                                     |
|  |  |  |                                                              | Publicity of the Institution                               |  |                                                     |
|  |  |  | Explain the role of the administrator in maintaining         | <b>Public relations</b>                                    |  |                                                     |
|  |  |  |                                                              | <b>P.T.A.</b>                                              |  |                                                     |
|  |  |  |                                                              | <b>Camps</b>                                               |  |                                                     |
|  |  |  |                                                              | <b>Advertisements</b>                                      |  |                                                     |
|  |  |  |                                                              |                                                            |  | Evaluate the Master rotation and clinical rotation. |

|     |   |  |                                                                |                                                                                                                                                                                                                                                                                                                  |                                                                                                                              |               |
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|     |   |  | publicity of the institution                                   | <b>Conferences</b><br><b>Campus Selections</b><br><b>Publishing results and annual reports</b><br>Publication, Brochure magazine                                                                                                                                                                                 |                                                                                                                              |               |
| VII | 5 |  | Explain the various opportunities for professional advancement | Professional advancement<br><b>Continuing education</b><br><b>Career Opportunities</b><br><b>Collective Bargaining</b><br><b>Membership with professional organization</b><br><b>National and International</b><br><b>Participation in research activities</b><br><b>Publications, Journals, Newspapers etc.</b> | Lecture<br>Discussion<br><br>Review or Presentation of published articles<br><br>Group work on maintenance of bulletin board | Short answers |

Practical Experience: 1. Posting in general wards and Nursing Superintendent's office

2. Observation visit to a hospital and an educational Institution

Clinical Evaluation: Based on clinical performance and Assignments

Assignments : Preparation of Master rotation

: Preparation of Clinical rotation

: Report of Observation visit

**References:**

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Goddard M. Principles of Administration applied to Nursing service.

Chatterjee S.S An introduction to management- its principles and techniques, World Press, Calcutta .

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KERALA UNIVERSITY OF HEALTH SCIENCES  
THRISSUR – 680596

Dr. P.K. SUDHIR

Controller of Examinations

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No. KUHS/ B.Sc. Nursing/Exam-II /2011  
048.07.2011

Date:08.08.2011

CORRIGENDUM

Kerala University of Health Sciences, in partial modification in regulation for the first year B.Sc. Nursing Examinations – August 2011 notifies the following changes .

The Bsc. Nursing Regulation No 25 May be changed as the marks awarded for practical Examination by internal and external examiner should be send in aggregate (both Internal & External) to the university.

Dr.Saleena Shah, Professor,  
Chairperson, Board of Studies UG Nursing,

Prof. Salome George'  
Director,  
SIMET, Trivandrum

Registrar

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**KERALA UNIVERSITY OF HEALTH SCIENCES  
THRISSUR – 680 596**

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No: 847/AC II/BoS/2012 (Nursing)

Dated: 01/08/2012

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Sub: - KUHS – Change in regulation of B.Sc Nursing – Reg.

**CORRIGENDUM**

The Dean Faculty of Nursing in consultation with the Chairman , BoS Nursing U.G. has informed that there is a change in clause 21 of the Regulation of B.Sc Nursing course.

In clause 21 of the B.Sc Nursing course it is mentioned that the candidate shall not be admitted to the subsequent higher examination unless the candidate has passed the previous examination is modified as **The candidate appearing for final year examination should clear the papers of all previous examinations.**

Considering the recommendation of the Dean, Faculty of Nursing, the Vice Chancellor by exercising the Powers conferred by Sub Section 7 of Section (12) of Kerala University of Health Sciences Act 2010 (Act 4 of 2011) has accorded sanction for implementing the above decision subject to ratification in the Academic Council.

Orders are issued accordingly.

Sd/-  
REGISTRAR

To

The Principals of all Nursing Colleges Affiliated to KUHS

Copy to

PS to VC/PVC/Regr./Dean, Faculty of Nursing/C.E/S.M./  
Exam II/S.F./F.C.