

IIMT COLLEGE OF MEDICAL SCIENCES (NURSING)

ACADEMIC HAND BOOK



+91-9897474598



www.iimtu.edu.in



O-Pocket, Ganga Nagar, Mawana Road, Meerut-250001

**B.Sc. Nursing Curriculum
REGULATION AND SYLLABUS for
B.Sc. DEGREE IN NURSING
Adapted from
INDIAN NURSING COUNCIL, NEW DELHI
(Academic Session 2025-26)**

1. INTRODUCTION OF THE PROGRAM

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

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

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

2. DEFINITIONS

In these Regulations, unless the context otherwise requires,

- i. the Act‘ means the Indian Nursing Council Act, 1947 (XLVIII of 1947) as amended from time to time;
- ii. the Council‘ means the Indian Nursing Council constituted under the Act of 1947;
- iii. SNRC‘ means the State Nurses and Midwives Registration Council by whichever name constituted and called by the respective State Governments;
- iv. B.Sc. (Nursing)‘ means the four year B.Sc. (Nursing) Degree qualification in Nursing recognized by the Council under Section 10 of the Act and included in Part-II of the Schedule to the Act;
- v. Authority‘ means a University or Body created by an Act for awarding the B.Sc. (Nursing) qualification recognized by the Council and included in Part-II of the Schedule to the Act;

- vi. School of Nursing‘ means a recognized training institution for the purpose of teaching of the GNM course;
- vii. College‘ means a recognized training institution for the purpose of training and teaching of the B.Sc. (Nursing) course;
- viii. CNE” means Continuing Nursing Education to be compulsorily undergone by the RN&RM/ RANM/RLHV for renewal of registration after every 5 (five) years.

3. **Vision and mission of the school**

Vision - To maintain a centre of excellence for the study in nursing and act as a pace-setting institution to strive to give direction to nursing, to serve better to the contemporary and future needs of nursing development and to create nursing leaders at international level.

Mission - To provide a broad-based education for preparation of nursing personnel at both basic and advanced levels who can function in a wide variety of Health Care setting and make their distinctive contribution in all branches of nursing for promotion of health, prevention of diseases, care during illness and maintenance of positive health by providing good infrastructure and high class training facilities.

4. **Program Educational objectives (Adapted from Indian Nursing Council)**

I. **PHILOSOPHY**

The IIMT University believes that:

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

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

Scope of nursing and midwifery practice encompasses provision of promotive, preventive, curative and rehabilitative aspects of care to people across the life span in a wide variety of healthcare settings. Nursing practice is based on acquisition of knowledge, understanding, attitude, competencies and skills through the Council’s curricular and practice standards. The competencies in which the students are trained will guide them in performing their scope of

practice. Nursing offers qualified nurses and midwives a wealth of opportunities in the field of practice, education, management and research in India and overseas.

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

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

II. AIMS

The aims of the undergraduate program are to

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

III. OBJECTIVES

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

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

2. Practice professional nursing and midwifery competently and safely in diverse settings, utilizing caring, critical thinking and therapeutic nursing interventions with individuals, families, populations and communities at any developmental stage and with varied lived health experiences.
3. Provide promotive, preventive and restorative health services in line with national health policies and programs.
4. Integrate professional caring into practice decisions that encompass values, ethical, and moral and legal aspects of nursing.
5. Respect the dignity, worth, and uniqueness of self and others.
6. Apply concepts of leadership, autonomy and management to the practice of nursing and midwifery to enhance quality and safety in health care.
7. Utilize the latest knowledge and skills related to information and technology to enhance patient outcomes.
8. Communicate effectively with patients, peers, and all health care providers.
9. Utilize the requisite knowledge, skills and technologies to practice independently and collaboratively with all health professionals applying the principles of safety and quality improvement.
10. Integrate research findings and nursing theory in decision making in evidence-based practice.
11. Accept responsibility and accountability for the effectiveness of one's own nursing and midwifery practice and professional growth as a learner, clinician and leader.
12. Participate in the advancement of the profession to improve health care for the betterment of the global society.
5. **Program outcome** (adopted from Indian Nursing Council, New Delhi Curriculum guidelines)
- To impart quality nursing education and prepare competent, caring and compassionate nursing professionals who will adhere to the code of ethics and professional conduct while fulfilling their personal, social and professional obligations in the course of their practice
6. **Program specific outcome** ({Is adapted from NLN Model and Massachusetts: Nurse of the Future – Core Competencies (2016) as shown in figure 1})

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

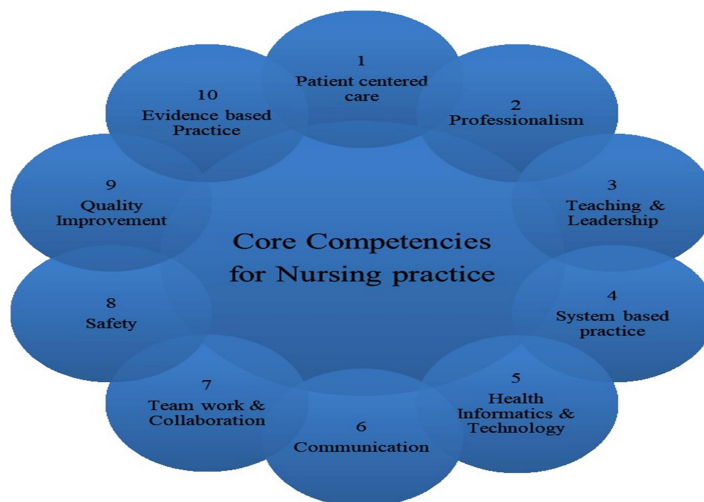


Figure-1. Core competencies for nursing and midwifery practice by B.Sc. Nursing Graduate {Adapted from NLN Model and Massachusetts: Nurse of the Future – Core Competencies (2016)}

- The B.Sc. Graduate nurse will be able to:
1. **Patient centered care:** Provide holistic care recognizing individual patient's preferences, values and needs, that is compassionate, coordinated, age and culturally appropriate safe and effective care.
 2. **Professionalism:** Demonstrate accountability for the delivery of standard-based nursing care as per the Council standards that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.
 3. **Teaching & Leadership:** Influence the behavior of individuals and groups within their environment and facilitate establishment of shared goals through teaching and leadership
 4. **System-based practice:** Demonstrate awareness and responsiveness to the context of healthcare system and ability to manage resources essential to provide optimal quality of care.
 5. **Health informatics and Technology:** Use technology and synthesize information and collaborate to make critical decisions that optimize patient outcomes.
 6. **Communication:** Interact effectively with patients, families and colleagues fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes.
 7. **Teamwork and Collaboration:** Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development.
 8. **Safety:** Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

9. **Quality improvement:** Use data to monitor the outcomes of care processes and utilize improvement methods to design and test changes to continuously improve the quality and safety of healthcare system.
10. **Evidence based practice:** Identify, evaluate and use the best current evidence coupled with clinical expertise and consideration of patient's preferences, experience and values to make practical decisions.

7. ADMISSION

1. The minimum age for admission shall be 17 years on 31st December of the year in which admission is sought. The maximum age limit for admission shall be 35 years.
2. **Minimum Educational Qualification**
 - a. Candidate with Science who have passed the qualifying 12th Standard examination (10+2) and must have obtained a minimum of 45% marks in Physics, Chemistry and Biology taken together and passed in English individually.
 - b. Candidates are also eligible from State Open School recognized by State Government and National Institute of Open School (NIOS) recognized by Central Government having Science subjects and English only.
 - c. English is a compulsory subject in 10+2 for being eligible for admission to B.Sc. (Nursing).
3. Color blind candidates are eligible provided that colour corrective contact lens and spectacles are worn by such candidates.
4. Candidate shall be medically fit.
5. Married candidates are also eligible for admission.
6. Students shall be admitted once in a year.
7. Selection of candidates should be based on the merit of the **entrance examination**. Entrance test** shall comprise of:
 - a. Aptitude for Nursing 20 marks
 - b. Physics 20 marks
 - c. Chemistry 20 marks
 - d. Biology 20 marks
 - e. English 20 marks

The minimum qualifying criteria of entrance test to admission to B.Sc. Nursing is as under:

General	50 th percentile
SC/ST/OBC	40 th percentile
General – PWD	45 th percentile

SC/ST/OBC – PWD 40th percentile.

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

8. Reservation Policy

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

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

In respect of candidates belonging to SC/ST/OBC the marks obtained in 3 Physics, Chemistry, Biology shall be 40% and passed in English individually.

- **Reservation for disability**

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

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

Note:

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

9. Foreign Nationals:

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

10. Admission/Selection Committee

This committee should comprise of:

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

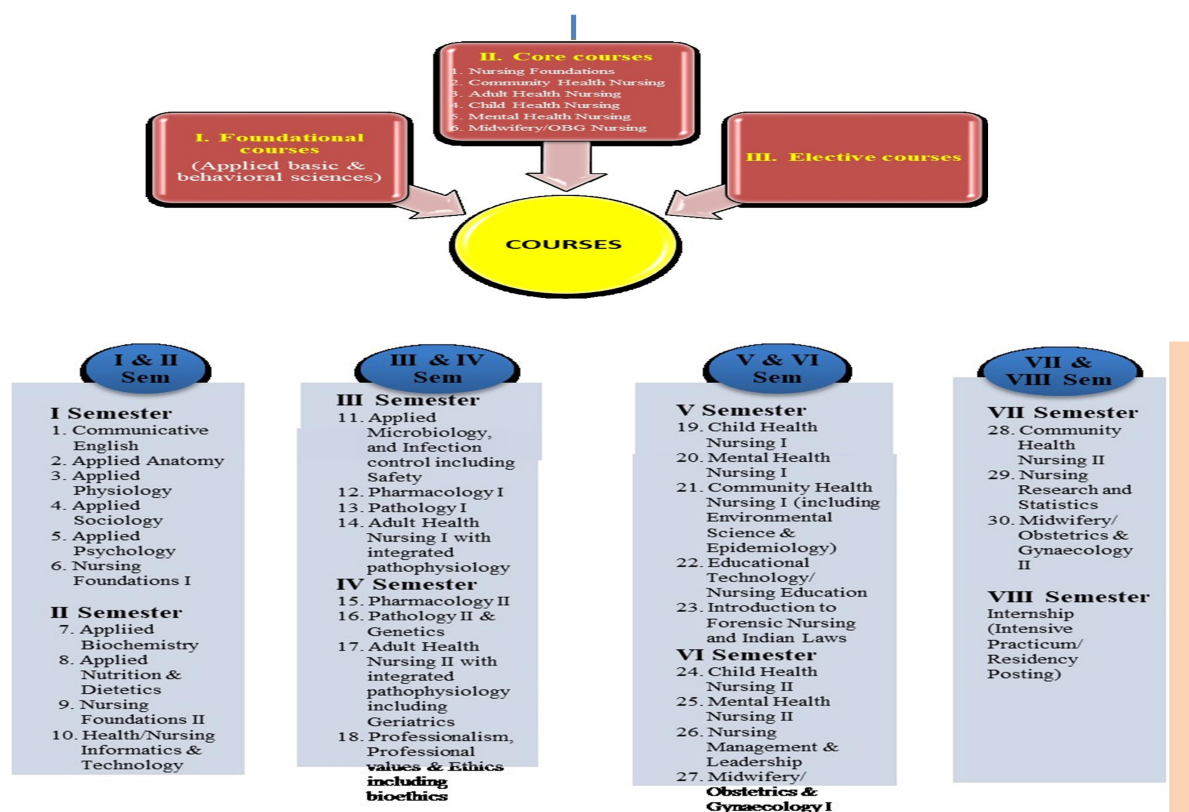
11. Health Services

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

- An annual medical examination.
- Vaccination against Tetanus, Hepatitis B or any other communicable disease as considered necessary.
- Free medical care during illness.

- A complete health record should be kept in respect of each individual student. The criteria for continuing the training of a student with long term chronic illness, will be decided by the College.
8. Eligibility in all year as NEP (entry & exit) as per NEHQF and NSQF (if applicable) – **Not Applicable**
9. **CURRICULUM**
Curricular Framework

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



11. PROGRAM STRUCTURE

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

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

MANDATORY MODULES

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

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

The mandatory modules are offered during the time allotted for respective courses in the course content as theory and practicum – Lab/Clinical.

ELECTIVE MODULES

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

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

- Human values
- Diabetes care
- Soft skills

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

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

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

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

CURRICULUM IMPLEMENTATION: OVERALL PLAN

Duration of the program: 8 semesters

1-7 Semesters

One Semester Plan for the first 7 Semesters

Total Weeks per Semester: 26 weeks per semester

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

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

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

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

8th Semester

One semester: 22 weeks Vacation: 1 week

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

COMMUNICATIVE ENGLISH

PLACEMENT: I SEMESTER

THEORY: 2 Credits (40 hours)

DESCRIPTION:

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

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

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

12. SCHEME OF EXAMINATION

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

I SEMESTER

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

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

Example:

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

II SEMESTER

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

III SEMESTER

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

	Practical				
4	Adult Health Nursing I	50		50	100

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

IV SEMESTER

S. No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
	Theory					
1	Pharmacology & Pathology (I & II) and Genetics	25 III Sem-25 & IV Sem-25 (with average of both)		75	3	100
2	Adult Health Nursing II	25		75	3	100
3	Professionalism, Ethics and Professional Values	25	25		2	50
	Practical					
4	Adult Health Nursing II	50		50		100

V SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
	Theory					
1	Child Health Nursing I	*25				
2	Mental Health Nursing I	*25				
3	Community Health Nursing I including Environmental Science & Epidemiology	25		75	3	100
4	Educational Technology/Nursing Education	25		75	3	100

5	Introduction to Forensic Nursing and Indian Laws	25	25		2	50
	Practical					
6	Child Health Nursing I	*25				
7	Mental Health Nursing I	*25				
8	Community Health Nursing I	50		50		100

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

VI SEMESTER

S. No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
	Theory					
1	Child Health Nursing (I & II)	25 Sem V-25 & Sem VI-25 (with average of both)		75	3	100
2	Mental Health Nursing (I & II)	25 Sem V-25 & Sem VI-25 (with average of both)		75	3	100
3	Nursing Management & Leadership	25		75	3	100
4	Midwifery/Obstetrics & Gynecology I	*25				
	Practical					
5	Child Health Nursing (I & II)	50 (Sem V-25 & Sem VI-25)		50		100
6	Mental Health Nursing (I & II)	50 (Sem V-25 & Sem VI-25)		50		100

7	Midwifery/Obstetrics & Gynecology I	*25				

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

VII SEMESTER

S. No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total marks
	Theory					
1	Community Health Nursing II	25		75	3	100
2	Nursing Research & Statistics	25		75	3	100
2	Midwifery/Obstetrics and Gynecology(OBG) Nursing (I & II)	25 Sem VI- 25 & Sem VII- 25 (with average ofboth)		75	3	100
	Practical					
3	Community Health Nursing II	50		50		100
4	Midwifery/Obstetrics and Gynecology (OBG) Nursing (I & II)	50 (Sem VI- 25 & Sem VII- 25)		50		100

VIII SEMESTER

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

13. EXAMINATION REGULATIONS

Note:

1. Applied Anatomy and Applied Physiology: Question paper will consist of Section-A Applied Anatomy of 37 marks and Section-B Applied Physiology of 38 marks.
2. Applied Sociology and Applied Psychology: Question paper will consist of Section-A Applied Sociology of 37 marks and Section-B Applied Psychology of 38 marks.
3. Applied Microbiology and Infection Control including Safety: Question paper will consist of Section-A Applied Microbiology of 37 marks and Section-B Infection Control including Safety of 38 marks.
4. Applied Nutrition and Dietetics and Applied Biochemistry: Question paper will consist of Section-A Applied Biochemistry of 25 marks and Section-B Applied Nutrition and Dietetics of 50 marks.
5. Pharmacology, Genetics and Pathology: Question paper will consist of Section-A of Pharmacology with 38 marks, Section-B of Pathology with 25 marks and Genetics with 12 marks.
6. Nursing Research and Statistics: Nursing Research should be of 55 marks and Statistics of 20 marks.
7. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each course/subject for appearing for examination.
8. A candidate must have 100% attendance in each of the practical areas before award of degree.
9. Following exams shall be conducted as College exams. The minimum pass is 50% except for Communicative English.

The marks for all the college exams listed below alongside all other university exams must be sent to university for inclusion in the mark sheet and shall be considered for calculating aggregate and ranking for awards by university.

- a) Communicative English
- b) Health/Nursing Informatics and Technology
- c) Professionalism, Professional Values and Ethics including Bioethics
- d) Introduction to Forensic Nursing & Indian Laws

Award of rank will not be considered for those who fail in one or more courses and must have completed the program by 4 years.

The mark sheet with grades and grade point average shall be given by the University for All Courses.

Communicative English and elective modules are not included for calculating semester grade point average (SGPA).

10. Minimum pass mark shall be 40% for Communicative English and in each of the Elective module. All Electives modules must be completed as indicated in specified semester and pass

marks sent to university before appearing for final examination.

11. Minimum pass marks shall be 50% in each of the Theory and practical papers separately except in English.
The student has to pass in all mandatory modules placed within courses and the pass mark for each module is 50%.
12. A candidate has to pass in theory and practical exam separately in each of the paper.
13. If a candidate fails in either theory or practical, he/she has to re-appear for both the papers (Theory and Practical).
14. If the student has failed in only one subject and has passed in all the other subjects of a particular semester and Grace marks of up to 5 marks to theory marks can be added for one course/subject only, provided that by such an addition the student passes the semester examination.
15. The candidate shall appear for exams in each semester:
 - a) The candidate shall have cleared all the previous examinations before appearing for fifth semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
 - b) The candidate shall have cleared all the previous examinations before appearing for seventh semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
 - c) The candidate shall have cleared all the previous examination before appearing for final year examination.
 - d) The maximum period to complete the course successfully should not exceed 8 years.
16. The candidate has to pass separately in internal and external examination (shall be reflected in the marks sheet). No institution shall submit average internal marks of the students not more than 75% (i.e. if 40 students are admitted in a course the average score of the 40 students shall not exceed 75% of total internal marks).
17. At least 50% of the Non-nursing subjects like Applied Anatomy & Physiology, Applied Biochemistry, Applied Psychology & Sociology, Applied Microbiology, Pharmacology, Genetics, Nutrition & Dietetics, Communicative English and Health/Nursing Informatics & Technology should be taught by the Nursing teachers. Teachers who are involved in teaching non-nursing subjects can be the examiners for the program.
18. Maximum number of candidates for practical examination should not exceed 20 per day. Particular year and of same institution batch shall be examined by the same set of examiners.
19. All practical examinations must be held in the respective clinical areas.
20. One internal and one external examiner should jointly conduct practical examination for each student.

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

v. ASSESSMENT GUIDELINES

1. Grading of Performance

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

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

Letter grade	Grade point	Percentage of marks
O (Outstanding)	10	85% & Above
A+ (Excellent)	9	80-84.99%
A (Very Good)	8	75-79.99%
B+ (Good)	7	65-74.99%
B (Above Average)	6	60-64.99%
C (Average)	5	50-59.99%
P (Pass)	4	50% and above
F (Fail)	0	<50%
Ab (Absent)	0	0
*Pass for Communicative English and Electives – 40% and above. Grade point 4 (40-49.99%)		

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

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

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

Ex. SGPA Computation

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

Computation of CGPA

CGPA is calculated with SGPA of all semesters to two decimal points and is indicated in final grade in markcard/transcript showing grades of all 8 semesters and their courses/subjects. CGPA reflects the failed status in case of fail till the courses are passed.

Semester I	Semester 2	Semester 3	Semester 4
Credit – CrCr: 20	Cr: 22	Cr: 25	Cr: 26
SGPA: 6.5	SGPA: 7.0	SGPA: 5.5	SGPA: 6.0
$Cr \times SGPA = 20 \times 6.5$			

Transcript Format

Based on the above recommendation on letter grades, grade points, SGPA and CGPA, the

$$CGPA = \frac{20 \times 6.5 + 22 \times 7 + 25 \times 5.5 + 26 \times 6}{93} = \frac{577.5}{93} = 6.2$$

transcript shall be issued for each semester with a consolidated transcript indicating the performance in all semesters.

Declaration of Pass

First Class with Distinction – CGPA of 7.5 and above

First Class – CGPA of 6.00-7.49

Second Class – CGPA of 5.00-5.99

14. Internal Assessment and Guidelines

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

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

15. University Theory and Practical Examination Pattern

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Identify the significance of communicative English	Communication What is communication? What are communication roles of listeners, speakers, readers and writers as healthcare professionals?	Definitions with examples, illustrations and explanations Identifying competencies/ communicative strategies in LSRW Reading excerpts on the above and interpreting	Checking for understanding through tasks

				them through tasks	
II	5 (T)	Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence	Introduction to LSRGW • L – Listening: Different types of listening • S – Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation • R – Reading: Medical vocabulary, • Gr – Grammar: Understanding tenses, linkers • W – Writing simple sentences and short paragraphs – emphasis on correct grammar	• Exercises on listening to news, announcements, telephone conversations and instructions from others • Information on fundamentals of Speech – Consonant, Vowel, Stress and Intonation with tasks based on these through audio/video and texts • Reading a medical dictionary/ glossary of medical terms with matching exercises • Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions	• Through ‘check your understanding’ exercises
III	5 (T)	Demonstrate attentive listening in different hypothetical situations	Attentive Listening • Focusing on listening in different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations • Reproducing Verbatim • Listening to academic talks/ lectures • Listening to presentation	• Listening to announcements, news, documentaries with tasks based on listening • With multiple choice, Yes/No and fill in the blank activities	• Checking individually against correct answers • Listening for specific information • Listening for overall meaning and instructions • Listening to attitudes and opinions • Listening to audio, video and identify key points

IV	9 (T)	Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means	Speaking – Effective Conversation • Conversation situations – informal, formal and neutral • Factors influencing way of speaking – setting, topic, social relationship, attitude and language • Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations • Asking for information, giving instructions and directions • Agreeing and disagreeing, giving opinions • Describing people, places, events and things, narrating, reporting & reaching conclusions • Evaluating and comparing • Complaints and suggestions • Telephone conversations • Delivering presentations	• Different types of speaking activities related to the content • Guided with prompts and free discussions • Presentation techniques • Talking to peers and other adults. • Talking to patients and Patient attenders • Talking to other healthcare professionals • Classroom conversation • Scenario based learning tasks	• Individual and group/peer assessment through live speaking tests • Presentation of situation in emergency and routine • Handoff • Reporting in doctors/nurses' rounds • Case presentation • Face to face oral communication • Speaking individually (Nurse to nurse/patient/doctor) and to others in the group • Telephonic talking
V	5 (T)	Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes	Reading • Reading strategies, reading notes and messages • Reading relevant articles and news items • Vocabulary for everyday activities, abbreviations and medical vocabulary • Understanding visuals, graphs, figures and notes on instructions	• Detailed tasks and exercises on reading for information, inference and evaluation • Vocabulary games and puzzles for medical lexis	• Reading/ summarizing/ justifying answers orally • Patient document • Doctor's prescription of care • Journal/news
			• Reading reports and interpreting them • Using idioms and phrases, spotting errors, vocabulary for presentations • Remedial Grammar	• Grammar activities	• reading and interpretation • Notes/Reports
VI	5 (T)	Enhance expressions through writing skills	Writing Skills • Writing patient history • Note taking • Summarising • Anecdotal records • Letter writing • Diary/Journal writing • Report writing • Paper writing skills • Abstract writing	• Writing tasks with focus on task fulfilment, coherence and cohesion, appropriate vocabulary and correct grammar • Guided and free tasks • Different kinds of letter writing tasks	• Paper based assessment by the teacher/ trainer against set band descriptors • Presentation of situation • Documentation • Report writing • Paper writing skills • Verbatim reproducing • Letter writing • Resume/CV

VII	8 (T)	Apply LSRW Skill in combination to learn, teach, educate and share information, ideas and results	LSRW Skills • Critical thinking strategies for listening and reading • Oral reports, presentations • Writing instructions, letters and reports • Error analysis regarding LSRW	• Valuating different options/multiple answers and interpreting decisions through situational activities • Demonstration – individually and in groups • Group Discussion • Presentation • Role Play • Writing reports	• Consolidated assessment orally and through written tasks/exercises

APPLIED ANATOMY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	Define the terms relative to the anatomical position Describe the anatomical planes Define and describe the terms used to describe movements	Introduction to anatomical terms and organization of the human body • Introduction to anatomical terms relative to position – anterior, ventral, posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar • Anatomical planes (axial/transverse/ horizontal, sagittal/vertical plane and coronal/frontal/oblique plane) • Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction)	• Lecture cum Discussion • Use of models • Video demonstration • Use of microscopic slides	• Quiz • MCQ • Short answer

		Organization of human body and structure of cell, tissues membranes and glands Describe the types of cartilage Compare and contrast the features of skeletal, smooth and cardiac muscle	- Cell structure, Cell division - Tissue – definition, types, characteristics, classification, location - Membrane, glands – classification and structure - Identify major surface and bony landmarks in each body region, Organization of human body - Hyaline, fibro cartilage, elastic cartilage - Features of skeletal, smooth and cardiac muscle - Application and implication in nursing	- Lecture cum Discussion - Video/Slides - Anatomical Torso	
II	6 (T)	Describe the structure of respiratory system Identify the muscles of respiration and examine their contribution to the mechanism of breathing	The Respiratory system - Structure of the organs of respiration - Muscles of respiration - Application and implication in nursing	- Lecture cum Discussion - Models - Video/Slides	- Short answer - Objective type
III	6 (T)	Describe the structure of digestive system	The Digestive system - Structure of alimentary canal and accessory organs of digestion - Application and implications in nursing	- Lecture cum Discussion - Video/Slides - Anatomical Torso	- Short answer - Objective type
IV	6 (T)	Describe the structure of circulatory and lymphatic system.	The Circulatory and Lymphatic system - Structure of blood components, blood vessels – Arterial and Venous system - Position of heart relative to the associated structures - Chambers of heart, layers of heart - Heart valves, coronary arteries - Nerve and blood supply to heart - Lymphatic tissue - Veins used for IV injections - Application and implication in nursing	- Lecture - Models - Video/Slides	- Short answer - MCQ
V	4 (T)	Identify the major endocrine glands and describe the structure of endocrine Glands	The Endocrine system Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands	- Lecture - Models/charts	- Short answer - Objective type
VI	4 (T)	Describe the structure of various sensory organs	The Sensory organs - Structure of skin, eye, ear, nose and tongue - Application and implications in nursing	- Lecture - Explain with Video/ models/charts	- Short answer - MCQ
VII	10 (T)	Describe anatomical position and structure of bones and joints Identify major bones that make up the axial and appendicular	The Musculoskeletal system: The Skeletal system - Anatomical positions - Bones – types, structure, growth and ossification - Axial and appendicular skeleton	- Review – discussion - Lecture - Discussions - Explain using charts, skeleton and loose bones and torso	- Short answer - Objective type

		skeleton Classify the joints Identify the application and implications in nursing Describe the structure of muscle	• points – classification, major joints and structure • Application and implications in nursing	• Identifying muscles involved in nursing procedures in lab	
		Apply the knowledge in performing nursing procedures/skills	The Muscular system • Types and structure of muscles • Muscle groups – muscles of the head, neck, thorax, abdomen, pelvis, upper limb and lower limbs • Principal muscles – deltoid, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis • Major muscles involved in nursing procedures		
VIII	5 (T)	Describe the structure of renal system	The Renal system • Structure of kidney, ureters, bladder, urethra • Application and implication in nursing	• Lecture • Models/charts	• MCQ • Short answer
IX	5 (T)	Describe the structure of reproductive system	The Reproductive system • Structure of male reproductive organs • Structure of female reproductive organs • Structure of breast	• Lecture • Models/charts	• MCQ • Short answer
X	6 (T)	Describe the structure of nervous system including the distribution of the nerves, nerve plexuses Describe the ventricular system	The Nervous system • Review Structure of neurons • CNS, ANS and PNS (Central, autonomic and peripheral) • Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves, functional areas of cerebral cortex • Ventricular system – formation, circulation, and drainage • Application and implication in nursing	• Lecture • Explain with models • Video slides	• MCQ • Short answer

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

APPLIED PHYSIOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	Describe the physiology of cell, tissues, membranes and glands	General Physiology – Basic concepts • Cell physiology including transportation across cell membrane • Body fluid compartments, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis • Cell cycle • Tissue – formation, repair • Membranes and glands – functions • Application and implication in nursing	• Review – discussion • Lecture cum Discussion • Video demonstrations	• Quiz • MCQ • Short answer
II	6 (T)	Describe the physiology and mechanism of respiration Identify the muscles of respiration and examine their contribution to the mechanism of breathing	Respiratory system • Functions of respiratory organs • Physiology of respiration • Pulmonary circulation – functional features • Pulmonary ventilation, exchange of gases • Carriage of oxygen and carbon-dioxide, Exchange of gases in tissue • Regulation of respiration • Hypoxia, cyanosis, dyspnea, periodic breathing • Respiratory changes during exercise • Application and implication in nursing	• Lecture • Video slides	• Essay • Short answer • MCQ
III	8 (T)	Describe the functions of digestive system	Digestive system • Functions of the organs of digestive tract • Saliva – composition, regulation of secretion and functions of saliva • Composition and function of gastric juice, mechanism and regulation of gastric secretion • Composition of pancreatic juice, function, regulation of pancreatic secretion • Functions of liver, gall bladder and pancreas • Composition of bile and function • Secretion and function of small and large intestine • Movements of alimentary tract • Digestion in mouth, stomach, small intestine, large intestine, absorption of food • Application and implications in nursing	• Lecture cum Discussion • Video slides	• Essay • Short answer • MCQ

IV	6 (T)	Explain the functions of the heart, and physiology of circulation	Circulatory and Lymphatic system • Functions of heart, conduction system, cardiac cycle, Stroke volume and cardiac output • Blood pressure and Pulse • Circulation – principles, factors influencing blood pressure, pulse • Coronary circulation, Pulmonary and systemic circulation • Heart rate – regulation of heart rate • Normal value and variations • Cardiovascular homeostasis in exercise and posture • Application and implication in nursing	• Lecture • Discussion • Video/Slides	• Short answer • MCQ
V	5 (T)	Describe the composition and functions of blood	Blood • Blood – Functions, Physical characteristics • Formation of blood cells • Erythropoiesis – Functions of RBC, RBC life cycle • WBC – types, functions • Platelets – Function and production of platelets • Clotting mechanism of blood, clotting time, bleeding time, PTT • Hemostasis – role of vasoconstriction, platelet plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation • Blood groups and types • Functions of reticuloendothelial system, immunity • Application in nursing	• Lecture • Discussion • Videos	• Essay • Short answer • MCQ
VI	5 (T)	Identify the major endocrine glands and describe their functions	The Endocrine system • Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands. • Other hormones • Alterations in disease • Application and implication in nursing	• Lecture • Explain using charts	• Short answer • MCQ
VII	4 (T)	Describe the structure of various sensory organs	The Sensory Organs • Functions of skin • Vision, hearing, taste and smell • Errors of refraction, aging changes • Application and implications in nursing	• Lecture • Video	• Short answer • MCQ
VIII	6 (T)	Describe the functions of	Musculoskeletal system	• Lecture	• Structured essay
		bones, joints, various types of muscles, its special properties and nerves supplying them	• Bones – Functions, movements of bones of axial and appendicular skeleton, Bone healing • Joints and joint movements • Alteration of joint disease • Properties and Functions of skeletal muscles – mechanism of muscle contraction • Structure and properties of cardiac muscles and smooth muscles • Application and implication in nursing	• Discussion • Video presentation	• Short answer • MCQ

IX	4 (T)	Describe the physiology of renal system	Renal system • Functions of kidney in maintaining homeostasis • GFR • Functions of ureters, bladder and urethra • Micturition • Regulation of renal function • Application and implication in nursing	• Lecture • Charts and models	• Short answer • MCQ
X	4 (T)	Describe the structure of reproductive system	The Reproductive system • Female reproductive system – Menstrual cycle, function and hormones of ovary, oogenesis, fertilization, implantation, Functions of breast • Male reproductive system – Spermatogenesis, hormones and its functions, semen • Application and implication in providing nursing care	• Lecture • Explain using charts, models, specimens	• Short answer • MCQ
XI	8 (T)	Describe the functions of brain, physiology of nerve stimulus, reflexes, cranial and spinal nerves	• Nervous system • Overview of nervous system • Review of types, structure and functions of neurons • Nerve impulse • Review functions of Brain-Medulla, Pons, Cerebrum, Cerebellum • Sensory and Motor Nervous system • Peripheral Nervous system • Autonomic Nervous system • Limbic system and higher mental Functions- Hippocampus, Thalamus, Hypothalamus • Vestibular apparatus • Functions of cranial nerves • Autonomic functions • Physiology of Pain-somatic, visceral and referred • Reflexes • CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier • Application and implication in nursing	• Lecture cum Discussion • Video slides	• Brief structured essays • Short answer • MCQ • Critical reflection

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

APPLIED SOCIOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 hours)

DESCRIPTION:

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1 (T)	Describe the scope and significance of sociology in nursing	Introduction • Definition, nature and scope of sociology • Significance of sociology in nursing	• Lecture • Discussion	• Essay • Short answer
II	15 (T)	Describe the individualization, Groups, processes of Socialization, social change and its importance	Social structure • Basic concept of society, community, association and institution • Individual and society • Personal disorganization • Social group – meaning, characteristics, and classification. • Social processes – definition and forms, Co-operation, competition, conflict, accommodation, assimilation, isolation • Socialization–characteristics, process, agencies of socialization • Social change – nature, process, and role of nurse	• Lecture cum Discussion	• Essay • Short answer • Objective type
			• Structure and characteristics of urban, rural and tribal community. • Major health problems in urban, rural and tribal communities • Importance of social structure in nursing profession		
III	8 (T)	Describe culture and its impact on health and disease	Culture • Nature, characteristic and evolution of culture • Diversity and uniformity of culture • Difference between culture and civilization • Culture and socialization • Transcultural society • Culture, Modernization and its impact on health and disease	• Lecture • Panel discussion	• Essay • Short answer

IV	8 (T)	Explain family, marriage and legislation related to marriage	Family and Marriage - Family – characteristics, basic need, types and functions of family - Marriage – forms of marriage, social custom relating to marriage and importance of marriage - Legislation on Indian marriage and family. - Influence of marriage and family on health and health practices	Lecture	- Essay - Short answer - Case study report
V	8 (T)	Explain different types of caste and classes in society and its influence on health	Social stratification - Introduction – Characteristics & forms of stratification - Function of stratification - Indian caste system – origin and characteristics - Positive and negative impact of caste in society. - Class system and status - Social mobility-meaning and types - Race – concept, criteria of racial classification - Influence of class, caste and race system on health.	- Lecture - Panel discussion	- Essay - Short answer - Objective type
VI	15 (T)	Explain social organization, disorganization, social problems and role of nurse in reducing social problems	Social organization and disorganization - Social organization – meaning, elements and types - Voluntary associations - Social system – definition, types, role and status as structural element of social system. - Interrelationship of institutions - Social control – meaning, aims and process of social control	- Lecture - Group discussion - Observational visit	- Essay - Short answer - Objective type - Visit report
			- Social norms, moral and values - Social disorganization – definition, causes, Control and planning - Major social problems – poverty, housing, food supplies, illiteracy, prostitution, dowry, Child labour, child abuse, delinquency, crime, substance abuse, HIV/AIDS, COVID-19 - Vulnerable group – elderly, handicapped, minority and other marginal group. - Fundamental rights of individual, women and children - Role of nurse in reducing social problem and enhance coping - Social welfare programs in India		
VII	5 (T)	Explain clinical sociology and its application in the hospital and community	Clinical sociology - Introduction to clinical sociology - Sociological strategies for developing services for the abused - Use of clinical sociology in crisis intervention	- Lecture, - Group discussion - Role play	- Essay - Short answer

APPLIED PSYCHOLOGY

PLACEMENT: I SEMESTER

THEORY: 3 Credits (60 Hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Describe scope, branches and significance of psychology in nursing	Introduction • Meaning of Psychology • Development of psychology – Scope, branches and methods of psychology • Relationship with other subjects • Significance of psychology in nursing • Applied psychology to solve everyday issues	• Lecture cum Discussion	• Essay • Short answer
II	4 (T)	Describe biology of human behaviour	Biological basis of behavior –Introduction • Body mind relationship • Genetics and behaviour • Inheritance of behaviour • Brain and behaviour. • Psychology and sensation – sensory process – normal and abnormal	• Lecture • Discussion	• Essay • Short answer
III	5 (T)	Describe mentally healthy person and defense mechanisms	Mental health and mental hygiene • Concept of mental health and mental hygiene • Characteristic of mentally healthy person • Warning signs of poor mental health • Promotive and preventive mental health strategies and services • Defense mechanism and its implication • Frustration and conflict – types of conflicts and measurements to overcome • Role of nurse in reducing frustration and conflict and enhancing coping • Dealing with ego	• Lecture • Case discussion • Role play	• Essay • Short answer • Objective type

IV	7 (T)	Describe psychology of people in different age groups and role of nurse	Developmental psychology - Physical, psychosocial and cognitive development across life span – Prenatal through early childhood, middle to late childhood through adolescence, early and mid-adulthood, late adulthood, death and dying - Role of nurse in supporting normal growth and development across the life span - Psychological needs of various groups in health and sickness – Infancy, childhood, adolescence, adulthood and older adult - Introduction to child psychology and role of nurse in meeting the psychological needs of children - Psychology of vulnerable individuals – challenged, women, sick etc. - Role of nurse with vulnerable groups	- Lecture - Group discussion	- Essay - Short answer
V	4 (T)	Explain personality and role of nurse in identification and improvement in altered personality	Personality - Meaning, definition of personality - Classification of personality - Measurement and evaluation of personality – Introduction - Alteration in personality - Role of nurse in identification of individual personality and improvement in altered personality	- Lecture - Discussion - Demonstration	- Essay and short answer - Objective type
VI	16 (T)	Explain cognitive process and their applications	Cognitive process Attention – definition, types, determinants, duration, degree and alteration in attention Perception – Meaning of Perception, principles, factor affecting perception, Intelligence – Meaning of intelligence – Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence tests – Mental deficiencies Learning – Definition of learning, types of learning, Factors influencing learning – Learning process, Habit formation Memory-meaning and nature of memory, factors influencing memory, methods to improve memory, forgetting Thinking – types, level, reasoning and problem solving. Aptitude – concept, types, individual differences and variability - Psychometric assessment of cognitive processes – Introduction - Alteration in cognitive processes	- Lecture - Discussion	- Essay and short answer - Objective type

VII	6 (T)	Describe motivation, emotion, attitude and role of nurse in emotionally sick client	Motivation and emotional processes • Motivation – meaning, concept, types, theories of motivation, motivation cycle, biological and special motives • Emotions – Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness – handling emotions in self and other • Stress and adaptation – stress, stressor, cycle, effect, adaptation and coping. • Attitudes – Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness • Psychometric assessment of emotions and attitude – Introduction • Role of nurse in caring for emotionally sick client	• Lecture • Group discussion	• Essay and short answer • Objective type
VIII	4 (T)	Explain psychological assessment and tests and role of nurse	Psychological assessment and tests – introduction • Types, development, characteristics, principles, uses, interpretation • Role of nurse in psychological assessment	• Lecture • Discussion • Demonstration	• Short answer • Assessment of practice
IX	10 (T)	Explain concept of soft skill and its application in work place and society	Application of soft skill • Concept of soft skill • Types of soft skill – visual, aural and communication skill • The way of communication • Building relationship with client and society • Interpersonal Relationships (IPR): Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers • Survival strategies – managing time, coping stress, resilience, work – life balance • Applying soft skill to workplace and society – Presentation skills, social etiquette, telephone etiquette, motivational skills, teamwork etc. • Use of soft skill in nursing	• Lecture • Group discussion • Role play • Refer/Complete Soft skills module	• Essay and short answer
X	2 (T)	Explain self-empowerment	Self-empowerment • Dimensions of self-empowerment • Self-empowerment development • Importance of women's empowerment in society • Professional etiquette and personal grooming • Role of nurse in empowering others	• Lecture • Discussion	• Short answer • Objective type

NURSING FOUNDATION - I (Including First Aid module)

PLACEMENT: I SEMESTER

THEORY: 6 Credits (120 hours)

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

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

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

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

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

First Aid: 40 Hours (including Basic CPR)

COURSE OUTLINE

T – Theory, SL – Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Describe the concept of health and illness	Introduction to health and illness • Concept of Health – Definitions (WHO), Dimensions • Maslow's hierarchy of needs • Health – Illness continuum • Factors influencing health • Causes and risk factors for developing illnesses • Illness – Types, illness behavior • Impact of illness on patient and family	• Lecture • Discussion	• Essay • Short answer • Objective type
II	5 (T)	Describe the levels of illness prevention and care, health care services	Health Care Delivery Systems – Introduction of Basic Concepts & Meanings • Levels of Illness Prevention – Primary (Health Promotion), Secondary and Tertiary • Levels of Care – Primary, Secondary and Tertiary	• Lecture • Discussion	• Essay • Short answer • Objective type

			- Types of health care agencies/ services – Hospitals, clinics, Hospice, rehabilitation centres, extended care facilities - Hospitals – Types, Organization and Functions - Health care teams in hospitals – members and their role		
III	12 (T)	Trace the history of Nursing Explain the concept, nature and scope of nursing Describe values, code of ethics and professional conduct for nurses in India	History of Nursing and Nursing as a profession - History of Nursing, History of Nursing in India - Contributions of Florence Nightingale - Nursing – Definition – Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel - Nursing as a profession – definition and characteristics/criteria of profession - Values – Introduction – meaning and importance - Code of ethics and professional conduct for nurses – Introduction	- Lecture - Discussion - Case discussion - Role plays	- Essay - Short answers - Objective type
IV	8 (T) 3 (SL)	Describe the process, principles, and types of communication Explain therapeutic, non-therapeutic and professional communication Communicate effectively with patients, their families and team members	Communication and Nurse Patient Relationship - Communication–Levels, Elements and Process, Types, Modes, Factors influencing communication - Methods of effective communication /therapeutic communication techniques - Barriers to effective communication/non-therapeutic communication techniques - Professional communication - Helping Relationships (Nurse Patient Relationship) – Purposes and Phases - Communicating effectively with patient, families and team members - Maintaining effective human relations and communication with vulnerable groups (children, women, physically and mentally challenged and elderly)	- Lecture - Discussion - Role play and video film on Therapeutic Communication	- Essay - Short answer - Objective type
V	4 (T) 2 (SL)	Describe the purposes, types and techniques of recording and reporting maintain records and reports accurately	Documentation and Reporting - Documentation – Purposes of Reports and Records - Confidentiality - Types of Client records/Common Record-keeping forms - Methods/Systems of documentation /Recording - Guidelines for documentation - Do's and Don'ts of documentation/Legal guidelines for Documentation/Recording - Reporting–Change of shift reports, Transfer reports, Incident reports	- Lecture - Discussion - Demonstration	- Essay - Short answer - Objective type

VI	15 (T) 20 (SL)	Describe principles and techniques of monitoring and maintaining vital signs Assess and record vital signs accurately	Vital signs - Guidelines for taking vital signs <i>Body temperature</i> – - Definition, Physiology, Regulation, Factors affecting body temperature - Assessment of body temperature – sites, equipment and technique - Temperature alterations – Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia - Fever/Pyrexia – Definition, Causes, Stages, Types - Nursing Management - Hot and Cold applications <i>Pulse:</i> - Definition, Physiology and Regulation, Characteristics, Factors affecting pulse - Assessment of pulse – sites, equipment and technique - Alterations in pulse <i>Respiration:</i> - Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration - Assessment of respirations – technique - Arterial Oxygen saturation - Alterations in respiration <i>Blood pressure:</i> - Definition, Physiology and Regulation, Characteristics, Factors affecting BP - Assessment of BP – sites, equipment and technique, Common Errors in BP Assessment - Alterations in Blood Pressure - Documenting Vital Signs	- Lecture - Discussion - Demonstration & Re-demonstration	- Essay - Short answer - Objective type - Document the given values of temperature, pulse, and respiration in the graphic sheet - OSCE
VII	3 (T)	Maintain equipment and linen	Equipment and Linen - Types – Disposables and reusable - Linen, rubber goods, glassware, metal, plastics, furniture - Introduction – Indent, maintenance, Inventory		
VIII	10 (T) 3 (SL)	Describe the basic principles and techniques of infection control and biomedical waste management	Introduction to Infection Control in Clinical setting Infection - Nature of infection - Chain of infection - Types of infection - Stages of infection - Factors increasing susceptibility to infection - Body defenses against infection – Inflammatory response & Immune response - Health care associated infection (Nosocomial infection) Introductory concept of Asepsis – Medical & Surgical asepsis	- Lecture - Discussion - Demonstration - Observation of autoclaving and other sterilization techniques - Video presentation on medical & surgical asepsis	- Essay - Short answer - Objective type

			Precautions • Hand Hygiene • (Hand washing and use of hand Rub) • Use of Personal Protective Equipment (PPE) • Standard precautions Biomedical Waste management • Types of hospital waste, waste segregation and hazards – Introduction		
IX	15 (T) 15 (SL)	Identify and meet the comfort needs of the patients	Comfort, Rest & Sleep and Pain • Comfort ○ Factors Influencing Comfort ○ Types of beds including latest beds, purposes & bed making ○ Therapeutic positions ○ Comfort devices • Sleep and Rest ○ Physiology of sleep ○ Factors affecting sleep ○ Promoting Rest and sleep ○ Sleep Disorders • Pain (Discomfort) ○ Physiology ○ Common cause of pain ○ Types ○ Assessment – pain scales and narcotic scales	• Lecture • Discussion • Demonstration & Re-demonstration	• Essay • Short answer • Objective type • OSCE
			○ Pharmacological and Non-pharmacological pain relieving measures – Use of narcotics, TENS devices, PCA ○ Invasive techniques of pain management ○ Any other newer measures ○ CAM (Complementary & Alternative healing Modalities)		
X	5 (T) 3 (SL)	Describe the concept of patient environment	Promoting Safety in Health Care Environment • Physical environment – Temperature, Humidity, Noise, Ventilation, Light, Odor, Pest control • Reduction of Physical hazards – fire, accidents • Fall Risk Assessment • Role of nurse in providing safe and clean environment • Safety devices – ○ Restraints – Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints-Skill and Practice guidelines ○ Other Safety Devices – Side rails, Grab bars, Ambu alarms, non-skid slippers etc.	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type

XI	6 (T) 2 (SL)	Explain and perform admission, transfer, and discharge of a patient	Hospital Admission and discharge - Admission to the hospital Unit and preparation of unit - Admission bed - Admission procedure - Medico-legal issues - Roles and Responsibilities of the nurse - Discharge from the hospital - Types – Planned discharge, LAMA and Abscond, Referrals and transfers - Discharge Planning - Discharge procedure - Medico-legal issues - Roles and Responsibilities of the nurse - Care of the unit after discharge	- Lecture - Discussion - Demonstration	- Essay - Short answer - Objective type
XII	8 (T) 10 (SL)	Demonstrate skill in caring for patients with restricted mobility	Mobility and Immobility Elements of Normal Movement, Alignment & Posture, Joint Mobility, Balance, Coordinated Movement	- Lecture - Discussion - Demonstration &	- Essay - Short answer - Objective
			- Principles of body mechanics - Factors affecting Body Alignment and activity - Exercise – Types and benefits - Effects of Immobility - Maintenance of normal Body Alignment and Activity - Alteration in Body Alignment and mobility - Nursing interventions for impaired Body Alignment and Mobility – assessment, types, devices used, method - Range of motion exercises - Muscle strengthening exercises - Maintaining body alignment – positions - Moving - Lifting - Transferring - Walking - Assisting clients with ambulation - Care of patients with Immobility using Nursing process approach - Care of patients with casts and splints	Re-demonstration	- type - OSCE
XIII	4 (T) 2 (SL)	Describe the principles and practice of patient education	Patient education - Patient Teaching – Importance, Purposes, Process - Integrating nursing process in patient teaching	- Discussion - Role plays	- Essay - Short answer - Objective type
XIV	20 (T) 20 (SL)	Explain and apply principles of First Aid during emergencies	First Aid* - Definition, Basic Principles, Scope & Rules - First Aid Management - Wounds, Hemorrhage & Shock - Musculoskeletal Injuries – Fractures, Dislocation, Muscle injuries - Transportation of Injured persons - Respiratory Emergencies & Basic CPR	- Lecture - Discussion - Demonstration & Re-demonstration - Module completion - National Disaster Management Authority	- Essay - Short answer - Objective type - OSCE

		○ Unconsciousness ○ Foreign Bodies – Skin, Eye, Ear, Nose, Throat & Stomach ○ Burns & Scalds ○ Poisoning, Bites & Stings ○ Frostbite & Effects of Heat ○ Community Emergencies	(NDMA) • / Indian Red Cross Society (IRCS) First Aid module	

*Mandatory module

CLINICAL PRACTICUM

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

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

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

SKILL LAB

Use of Mannequins and Simulators

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

CLINICAL POSTINGS

General Medical/Surgical Wards 10 weeks × 16 hours/week = 160 Hours

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
General Medical/ Surgical wards	2	Maintain effective human relations (projecting professional image) Communicate effectively with patient, families and team members Demonstrate skills in techniques of recording and reporting	Communication and patient relationship • Maintaining Communication with patient and family and interpersonal relationship • Documentation and Reporting ○ Documenting patient care and procedures ○ Verbal report ○ Written report		• OSCE
	2	Demonstrate skill in monitoring vital signs Care for patients with altered vital signs	<i>Vital signs</i> • Monitor/measure and document vital signs in a graphic sheet ○ Temperature (oral, tympanic, axillary) ○ Pulse (Apical and peripheral pulses) ○ Respiration ○ Blood pressure	• Care of patients with alterations in vital signs- 1	• Assessment of clinical skills using checklist • OSCE
	3	Demonstrate skill in meeting the comfort needs of the patients	Comfort, Rest & Sleep, Pain and Promoting Safety in Health Care Environment <i>Comfort, Rest & Sleep</i> • Bed making- ○ Open ○ Closed ○ Occupied ○ Post-operative ○ Cardiac bed ○ Fracture bed • Comfort devices ○ Pillows ○ Over bed table/cardiac table ○ Back rest ○ Bed Cradle • Therapeutic Positions ○ Supine ○ Fowlers (low, semi, high) ○ Lateral ○ Prone ○ Sim's ○ Trendelenburg ○ Dorsal recumbent ○ Lithotomy ○ Knee chest <i>Pain</i> • Pain assessment and provision for comfort <i>Promoting Safety in Health</i>		• Assessment of clinical skills using checklist • OSCE

		Provide safe and clean environment	<i>Care Environment</i> • Care of Patient's Unit • Use of Safety devices: ◦ Side Rails • Restraints (Physical) • Fall risk assessment and Post Fall Assessment	• Fall risk assessment-1	
		Demonstrate skill in implementing standard precautions and use of PPE	◦ Pulse oximetry • Interpret and report alteration • Cold Applications – Cold Compress, Ice cap, Tepid Sponging • Care of equipment – thermometer, BP apparatus, Stethoscope, Pulse oximeter <i>Infection control in Clinical settings</i> • Hand hygiene • Use of PPE	•	
	2	Demonstrate skill in admission, transfer, and discharge of a patient	Hospital Admission and discharge, Mobility and Immobility and Patient education <i>Hospital Admission and discharge</i> Perform & Document: • Admission • Transfer • Planned Discharge		• Assessment of clinical skills using checklist • OSCE
		Demonstrate skill in caring for patients with restricted mobility	<i>Mobility and Immobility</i> • Range of Motion Exercises • Assist patient in: ◦ Moving	• Individual teaching-1	• Assessment of clinical skills using checklist • OSCE
		Plan and provide appropriate health teaching following the principles	◦ Turning ◦ Logrolling • Changing position of helpless patient • Transferring (Bed to and from chair/wheelchair/ stretcher) <i>Patient education</i>		
	1	Demonstrate skills in assessing and performing First Aid during emergencies	First aid and Emergencies • Bandaging Techniques ◦ Basic Bandages: ▪ Circular ▪ Spiral ▪ Reverse-Spiral ▪ Recurrent ▪ Figure of Eight ◦ Special Bandages: ▪ Caplin ▪ Eye/Ear Bandage ▪ Jaw Bandage ▪ Shoulder Spica ▪ Thumb spica ▪ Triangular Bandage/	• Module completion National Disaster Management Authority (NDMA) First Aid module (To complete it in clinicals if not completed during lab)	• Assessment of clinical skills using checklist • OSCE (first aid competencies)

			Sling (Head & limbs) ▪ Binders		

APPLIED BIOCHEMISTRY

PLACEMENT: II SEMESTER

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

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	Describe the metabolism of carbohydrates and its alterations	Carbohydrates • Digestion, absorption and metabolism of carbohydrates and related disorders • Regulation of blood glucose • Diabetes Mellitus – type 1 and type 2, symptoms, complications & management in brief • Investigations of Diabetes Mellitus ○ OGTT – Indications, Procedure, Interpretation and types of GTT curve ○ Mini GTT, extended GTT, GCT, IV GTT ○ HbA1c (Only definition) • Hypoglycemia – Definition & causes	• Lecture cum Discussion • Explain using charts and slides • Demonstration of laboratory tests	• Essay • Short answer • Very short answer
II	8 (T)	Explain the metabolism of lipids and its alterations	Lipids • Fatty acids – Definition, classification • Definition & Clinical significance of MUFA & PUFA, Essential fatty acids, Trans fatty acids • Digestion, absorption & metabolism of lipids & related disorders • Compounds formed from cholesterol • Ketone bodies (name, types &	• Lecture cum Discussion • Explain using charts and slides • Demonstration of laboratory tests	• Essay • Short answer • Very short answer

			significance only) • Lipoproteins – types & functions (metabolism not required) • Lipid profile • Atherosclerosis (in brief)		
III	9 (T)	Explain the metabolism of amino acids and proteins Identify alterations in disease conditions	Proteins • Classification of amino acids based on nutrition, metabolic rate with examples • Digestion, absorption & metabolism of protein & related disorders • Biologically important compounds synthesized from various amino acids (only names) • In born errors of amino acid metabolism – only aromatic amino acids (in brief) • Plasma protein – types, function & normal values • Causes of proteinuria, hypoproteinemia, hyper-gamma globulinemia • Principle of electrophoresis, normal & abnormal electrophoretic patterns (in brief)	• Lecture cum Discussion • Explain using charts, models and slides	• Essay • Short answer • Very short answer
IV	4 (T)	Explain clinical enzymology in various disease conditions	Clinical Enzymology • Isoenzymes – Definition & properties • Enzymes of diagnostic importance in ○ Liver Diseases – ALT, AST, ALP, GGT ○ Myocardial infarction – CK, cardiac troponins, AST, LDH ○ Muscle diseases – CK, Aldolase ○ Bone diseases – ALP ○ Prostate cancer – PSA, ACP	• Lecture cum Discussion • Explain using charts and slides	• Essay • Short answer • Very short answer
V	3 (T)	Explain acid base balance, imbalance and its clinical significance	Acid base maintenance • pH – definition, normal value • Regulation of blood pH – blood buffer, respiratory & renal • ABG – normal values • Acid base disorders – types, definition & causes	• Lecture cum Discussion • Explain using charts and slides	• Short answer • Very short answer
VI	2 (T)	Describe the metabolism of hemoglobin and its clinical significance	Heme catabolism • Heme degradation pathway • Jaundice – type, causes, urine & blood investigations (van den berg test)	• Lecture cum Discussion • Explain using charts and slides	• Short answer • Very short answer
VII	3 (T)	Explain different function tests and interpret the findings	Organ function tests (biochemical parameters & normal values only) • Renal • Liver • Thyroid	• Lecture cum Discussion • Visit to Lab • Explain using charts and slides	• Short answer • Very short answer
VIII	3 (T)	Illustrate the immunochemistry	Immunochemistry • Structure & functions of immunoglobulin • Investigations & interpretation – ELISA	• Lecture cum Discussion • Explain using charts and slides • Demonstration of laboratory tests	• Short answer • Very short answer

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

APPLIED NUTRITION AND DIETETICS

PLACEMENT: II SEMESTER

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

Lab : 15 hours

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Define nutrition and its relationship to Health	Introduction to Nutrition <i>Concepts</i> • Definition of Nutrition & Health • Malnutrition – Under Nutrition & Over Nutrition • Role of Nutrition in maintaining health • Factors affecting food and nutrition <i>Nutrients</i> • Classification • Macro & Micronutrients • Organic & Inorganic • Energy Yielding & Non-Energy Yielding <i>Food</i> • Classification–Food groups • Origin	• Lecture cum Discussion • Charts/Slides	• Essay • Short answer • Very short answer
II	3 (T)	Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates	Carbohydrates • Composition – Starches, sugar and cellulose • Recommended Daily Allowance (RDA) • Dietary sources • Functions Energy	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Essay • Short answer • Very short answer

		Explain BMR and factors affecting BMR	• Unit of energy – Kcal • Basal Metabolic Rate (BMR) • Factors affecting BMR		
III	3 (T)	Describe the classification, Functions, sources and RDA of proteins.	Proteins Composition • Eight essential amino acids • Functions • Dietary sources • Protein requirements – RDA	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Essay • Short answer • Very short answer
IV	2 (T)	Describe the classification, Functions, sources and RDA of fats	Fats • Classification – Saturated & unsaturated • Calorie value • Functions • Dietary sources of fats and fatty acids • Fat requirements – RDA	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Essay • Short answer • Very short answer
V	3 (T)	Describe the classification, functions, sources and RDA of vitamins	Vitamins • Classification – fat soluble & water soluble • Fat soluble – Vitamins A, D, E, and K • Water soluble – Thiamine (vitamin B1), Riboflavin (vitamin B2), Nicotinic acid, Pyridoxine (vitamin B6), Pantothenic acid, Folic acid, Vitamin B12, Ascorbic acid (vitamin C) • Functions, Dietary Sources & Requirements – RDA of every vitamin	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Essay • Short answer • Very short answer
VI	3 (T)	Describe the classification, functions, sources and RDA of minerals	Minerals • Classification – Major minerals (Calcium, phosphorus, sodium, potassium and magnesium) and Trace elements • Functions • Dietary Sources • Requirements – RDA	• Lecture cum Discussion • Charts/Slides • Models • Display of food items	• Short answer • Very short answer
VII	7 (T) 8 (L)	Describe and plan balanced diet for different age groups, pregnancy, and lactation	Balanced diet • Definition, principles, steps • Food guides – Basic Four Food Groups • RDA – Definition, limitations, uses • Food Exchange System • Calculation of nutritive value of foods • Dietary fibre Nutrition across life cycle • Meal planning/Menu planning – Definition, principles, steps • Infant and Young Child Feeding (IYCF) guidelines – breast feeding, infant foods - Diet plan for different age groups – Children, adolescents and elderly	• Lecture cum Discussion • Meal planning • Lab session on ◦ Preparation of balanced diet for different categories ◦ Low cost nutritious dishes	• Short answer • Very short answer

			• Diet in pregnancy – nutritional requirements and balanced diet plan • Anemia in pregnancy – diagnosis, diet for anemic pregnant women, iron & folic acid supplementation and counseling • Nutrition in lactation – nutritional requirements, diet for lactating mothers, complementary feeding / weaning		
VIII	6 (T)	Classify and describe the common nutritional deficiency disorders and identify nurses' role in assessment, management and prevention	Nutritional deficiency disorders • Protein energy malnutrition – magnitude of the problem, causes, classification, signs & symptoms, Severe acute malnutrition (SAM), management & prevention and nurses' role • Childhood obesity – signs & symptoms, assessment, management & prevention and nurses' role • Vitamin deficiency disorders – vitamin A, B, C & D deficiency disorders – causes, signs & symptoms, management & prevention and nurses' role • Mineral deficiency diseases – iron, iodine and calcium deficiencies – causes, signs & symptoms, management & prevention and nurses' role	• Lecture cum Discussion • Charts/Slides • Models	• Essay • Short answer • Very short answer
IX	4 (T) 7 (L)	Principles of diets in various diseases	Therapeutic diets • Definition, Objectives, Principles • Modifications – Consistency, Nutrients, • Feeding techniques. • Diet in Diseases – Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders Constipation, Diarrhea, Pre and Post-operative period	• Lecture cum Discussion • Meal planning • Lab session on preparation of therapeutic diets	• Essay • Short answer • Very short answer
X	3 (T)	Describe the rules and preservation of nutrients	Cookery rules and preservation of nutrients • Cooking – Methods, Advantages and Disadvantages • Preservation of nutrients • Measures to prevent loss of nutrients during preparation • Safe food handling and Storage of foods • Food preservation • Food additives and food adulteration • Prevention of Food Adulteration Act (PFA) • Food standards	• Lecture cum Discussion • Charts/Slides	• Essay • Short answer • Very short answer

XI	4 (T)	Explain the methods of nutritional assessment and nutrition education	Nutrition assessment and nutrition education - Objectives of nutritional assessment - Methods of assessment – clinical examination, anthropometry, laboratory & biochemical assessment, assessment of dietary intake including Food frequency questionnaire (FFQ) method - Nutrition education – purposes, principles and methods	- Lecture cum Discussion - Demonstration - Writing nutritional assessment report	- Essay - Short answer - Evaluation of Nutritional assessment report
XII	3 (T)	Describe nutritional problems in India and nutritional programs	National Nutritional Programs and role of nurse - Nutritional problems in India - National nutritional policy <i>National nutritional programs</i> – Vitamin A Supplementation, Anemia Mukut Bharat Program, Integrated Child Development Services (ICDS), Mid-day Meal Scheme (MDMS), National Iodine Deficiency Disorders Control Program (NIDDCP), Weekly Iron Folic Acid Supplementation (WIFS) and others as introduced - Role of nurse in every program	Lecture cum Discussion	- Essay - Short answer - Very short answer
XIII	2 (T)	Discuss the importance of food hygiene and food safety Explain the Acts related to food safety	Food safety - Definition, Food safety considerations & measures - Food safety regulatory measures in India – Relevant Acts - Five keys to safer food - Food storage, food handling and cooking - General principles of food storage of food items (ex. milk, meat) - Role of food handlers in food borne diseases - Essential steps in safe cooking practices	Guided reading on related acts	- Quiz - Short answer

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

NURSING FOUNDATION - II (including Health Assessment Module)

PLACEMENT: II SEMESTER

THEORY: 6 Credits (120 hours)

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

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

using nursing process approach.

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

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

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

Health Assessment Module: 40 hours

COURSE OUTLINE

T – Theory, SL – Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	20 (T) 20 (SL)	Describe the purpose and process of health assessment and perform assessment under supervised clinical practice	Health Assessment • Interview techniques • Observation techniques • Purposes of health assessment • Process of Health assessment - o Health history - Physical examination: ▪ Methods: Inspection, Palpation, Percussion, Auscultation, Olfaction ▪ Preparation for examination: patient and unit ▪ General assessment ▪ Assessment of each body system ▪ Documenting health assessment	• Modular Learning *Health Assessment Module • Lecture cum Discussion • Demonstration	• Essay • Short answer • Objective type • OSCE

			findings		
II	13 (T) 8 (SL)	Describe assessment, planning, implementation and evaluation of nursing care using Nursing process approach	The Nursing Process - Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing - Nursing Process Overview	- Lecture - Discussion - Demonstration - Supervised Clinical Practice	- Essay - Short answer - Objective type - Evaluation of care plan
			Assessment - Collection of Data: Types, Sources, Methods - Organizing Data - Validating Data - Documenting Data Nursing Diagnosis - Identification of client problems, risks and strengths - Nursing diagnosis statement – parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis - NANDA approved diagnoses - Difference between medical and nursing diagnosis Planning - Types of planning - Establishing Priorities - Establishing Goals and Expected Outcomes – Purposes, types, guidelines, Components of goals and outcome statements - Types of Nursing Interventions, Selecting interventions: Protocols and Standing Orders - Introduction to Nursing Intervention Classification and Nursing Outcome Classification - Guidelines for writing care plan Implementation - Process of Implementing the plan of care - Types of care – Direct and Indirect Evaluation - Evaluation Process, Documentation and Reporting		
III	5 (T) 5 (SL)	Identify and meet the Nutritional needs of patients	Nutritional needs - Importance - Factors affecting nutritional needs - Assessment of nutritional status <i>Review:</i> special diets – Solid, Liquid, Soft <i>Review</i> on therapeutic diets - Care of patient with Dysphagia,	- Lecture - Discussion - Demonstration - Exercise - Supervised Clinical practice	- Essay - Short answer - Objective type - Evaluation of nutritional assessment & diet planning
			Anorexia, Nausea, Vomiting Meeting Nutritional needs:		

			Principles, equipment, procedure, indications - Oral - Enteral: Nasogastric/ Orogastric - Introduction to other enteral feeds – types, indications, Gastrostomy, Jejunostomy - Parenteral – TPN (Total Parenteral Nutrition)		
IV	5 (T) 15 (SL)	Identify and meet the hygienic needs of patients	Hygiene - Factors Influencing Hygienic Practice - Hygienic care: Indications and purposes, effects of neglected care - Care of the Skin – (Bath, feet and nail, Hair Care) - Care of pressure points - Assessment of Pressure Ulcers using Braden Scale and Norton Scale - Pressure ulcers – causes, stages and manifestations, care and prevention - Perineal care/Meatal care - Oral care, Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, dentures, hearing aid)	- Lecture - Discussion - Demonstration	- Essay - Short answer - Objective type - OSCE
V	10 (T) 10 (SL)	Identify and meet the elimination needs of patient	Elimination needs - Urinary Elimination - Review of Physiology of Urine Elimination, Composition and characteristics of urine - Factors Influencing Urination - Alteration in Urinary Elimination - Facilitating urine elimination: assessment, types, equipment, procedures and special considerations - Providing urinal/bed pan - Care of patients with - Condom drainage - Intermittent Catheterization - Indwelling Urinary catheter and urinary drainage - Urinary diversions - Bladder irrigation	- Lecture - Discussion - Demonstration	- Essay - Short answer - Objective type - OSCE
			- Bowel Elimination - Review of Physiology of Bowel Elimination, Composition and characteristics of feces - Factors affecting Bowel elimination - Alteration in Bowel Elimination - Facilitating bowel elimination: Assessment, equipment, procedures - Enemas		

			- Suppository - Bowel wash - Digital Evacuation of impacted feces - Care of patients with Ostomies (Bowel Diversion Procedures)		
VI	3 (T) 4 (SL)	Explain various types of specimens and identify normal values of tests Develop skill in specimen collection, handling and transport	Diagnostic testing - Phases of diagnostic testing (pre-test, intra-test & post-test) in Common investigations and clinical implications - Complete Blood Count - Serum Electrolytes - LFT - Lipid/Lipoprotein profile - Serum Glucose – AC, PC, HbA1c - Monitoring Capillary Blood Glucose (Glucometer Random Blood Sugar – GRBS) - Stool Routine Examination - Urine Testing – Albumin, Acetone, pH, Specific Gravity - Urine Culture, Routine, Timed Urine Specimen - Sputum culture - Overview of Radiologic & Endoscopic Procedures	- Lecture - Discussion - Demonstration	- Essay - Short answer - Objective type
VII	11 (T) 10 (SL)	Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy	Oxygenation needs - Review of Cardiovascular and Respiratory Physiology - Factors affecting respiratory functioning - Alterations in Respiratory Functioning - Conditions affecting - Airway - Movement of air	- Lecture - Discussion - Demonstration & Re-demonstration	- Essay - Short answer - Objective type
			- Diffusion - Oxygen transport - Alterations in oxygenation - Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure - Maintenance of patent airway - Oxygen administration - Suctioning – oral, tracheal - Chest physiotherapy – Percussion, Vibration & Postural drainage - Care of Chest drainage – principles & purposes - Pulse Oximetry – Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation - Restorative & continuing care		

			○ Hydration ○ Humidification ○ Coughing techniques ○ Breathing exercises ○ Incentive spirometry		
VIII	5 (T) 10 (SL)	Describe the concept of fluid, electrolyte balance	Fluid, Electrolyte, and Acid – Base Balances • Review of Physiological Regulation of Fluid, Electrolyte and Acid-Base Balances • Factors Affecting Fluid, Electrolyte and Acid-Base Balances • Disturbances in fluid volume: ○ Deficit ▪ Hypovolemia ▪ Dehydration ○ Excess ▪ Fluid overload ▪ Edema • Electrolyte imbalances (hypo and hyper) ○ Acid-base imbalances ▪ Metabolic – acidosis & alkalosis ▪ Respiratory – acidosis & alkalosis ○ Intravenous therapy ▪ Peripheral venipuncture sites ▪ Types of IV fluids ▪ Calculation for making IV fluid plan ▪ Complications of IV fluid therapy ▪ Measuring fluid intake and output ▪ Administering Blood and Blood components ▪ Restricting fluid intake ▪ Enhancing Fluid intake	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type • Problem solving – calculations
			▪ Peripheral venipuncture sites ▪ Types of IV fluids ▪ Calculation for making IV fluid plan ▪ Complications of IV fluid therapy ▪ Measuring fluid intake and output ▪ Administering Blood and Blood components ▪ Restricting fluid intake ▪ Enhancing Fluid intake		
IX	20 (T) 22 (SL)	Explain the principles, routes, effects of administration of medications Calculate conversions of drugs and dosages within and between systems of measurements Administer oral and topical medication and document accurately under supervision	Administration of Medications • Introduction – Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics • Factors influencing Medication Action • Medication orders and Prescriptions • Systems of measurement • Medication dose calculation • Principles, 10 rights of Medication Administration • Errors in Medication administration • Routes of administration • Storage and maintenance of drugs and Nurses responsibility	• Lecture • Discussion • Demonstration & Re-demonstration	• Essay • Short answer • Objective type • OSCE

			• Terminologies and abbreviations used in prescriptions and medications orders • Developmental considerations • Oral, Sublingual and Buccal routes: Equipment, procedure • Introduction to Parenteral Administration of Drugs – Intramuscular, Intravenous, Subcutaneous, Intradermal: Location of site, Advantages and disadvantages of the specific sites, Indication and contraindications for the different routes and sites. • Equipment – Syringes & needles, cannulas, Infusion sets – parts, types, sizes • Types of vials and ampoules, Preparing Inject able medicines from vials and ampoules • Care of equipment: decontamination and disposal of syringes, needles, infusion sets		
			- o Prevention of Needle-Stick Injuries • Topical Administration: Types, purposes, site, equipment, procedure - o Application to skin & mucous membrane - o Direct application of liquids, Gargle and swabbing the throat - o Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina - o Instillations: Ear, Eye, Nasal, Bladder, and Rectal - o Irrigations: Eye, Ear, Bladder, Vaginal and Rectal - o Spraying: Nose and throat • Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications) – purposes, types, equipment, procedure, recording and reporting		
			• of medications administered • Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intrapleural, intra- arterial		

X	5 (T) 6 (SL)	Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice	Sensory needs • Introduction • Components of sensory experience–Reception, Perception & Reaction • Arousal Mechanism • Factors affecting sensory function • Assessment of Sensory alterations –sensory deficit, deprivation, overload & sensory poverty • Management - o Promoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment) Care of Unconscious Patients • Unconsciousness: Definition, causes & risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations • Assessment and nursing management of patient with unconsciousness, complications	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type
XI	4 (T) 6 (SL)	Explain loss, death and grief	Care of Terminally ill, death and dying • Loss – Types • Grief, Bereavement & Mourning • Types of Grief responses • Manifestations of Grief • Factors influencing Loss & Grief Responses • Theories of Grief & Loss – Kubler Ross • 5 Stages of Dying • The R Process model (Rando's) • Death – Definition, Meaning, Types (Brain & Circulatory Deaths) • Signs of Impending Death • Dying patient's Bill of Rights • Care of Dying Patient • Physiological changes occurring after Death • Death Declaration, Certification • Autopsy • Embalming • Last office/Death Care • Counseling & supporting grieving relatives • Placing body in the Mortuary • Releasing body from Mortuary • Overview – Medico-legal Cases, Advance directives, DNI/DNR, Organ Donation, Euthanasia	• Lecture • Discussion • Case discussions • Death care/last office	• Essay • Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			PSYCHOSOCIAL NEEDS (A-D)		
XII	3 (T)	Develop basic understanding of self-concept	A. Self-concept • Introduction • Components (Personal Identity, Body Image, Role Performance, Self Esteem) • Factors affecting Self Concept • Nursing Management	• Lecture • Discussion • Demonstration • Case Discussion/ Role play	• Essay • Short answer • Objective type
XIII	2 (T)	Describe sexual development and sexuality	B. Sexuality • Sexual development throughout life • Sexual health • Sexual orientation Factors affecting sexuality • Prevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse • Dealing with inappropriate sexual behavior	• Lecture • Discussion	• Essay • Short answer • Objective type
XIV	2 (T) 4 (SL)	Describe stress and adaptation	C. Stress and Adaptation – Introductory concepts • Introduction • Sources, Effects, Indicators & Types of Stress • Types of stressors • Stress Adaptation – General Adaptation Syndrome (GAS), Local Adaptation Syndrome (LAS) • Manifestation of stress – Physical & psychological • Coping strategies/ Mechanisms • Stress Management ○ Assist with coping and adaptation ○ Creating therapeutic environment • Recreational and diversion therapies	• Lecture • Discussion	• Essay • Short answer • Objective type
XV	6 (T)	Explain culture and cultural norms Integrate cultural differences and spiritual needs in providing care to patients under supervision	D. Concepts of Cultural Diversity and Spirituality • Cultural diversity ○ Cultural Concepts – Culture, Subculture, Multicultural, Diversity, Race, Acculturation, Assimilation ○ Transcultural Nursing ○ Cultural Competence ○ Providing Culturally Responsive Care • Spirituality ○ Concepts – Faith, Hope, Religion, Spirituality, Spiritual Wellbeing ○ Factors affecting Spirituality ○ Spiritual Problems in Acute, Chronic, Terminal illnesses & Near-	• Lecture • Discussion	• Essay • Short answer • Objective type

			Death Experience o Dealing with Spiritual Distress/Problems		
XVI	6 (T)	Explain the significance of nursing theories	Nursing Theories: Introduction • Meaning & Definition, Purposes, Types of theories with examples, Overview of selected nursing theories – Nightingale, Orem, Roy • Use of theories in nursing practice	• Lecture • Discussion	• Essay • Short answer • Objective type

CLINICAL PRACTICUM

Clinical: 4 Credits (320 hours)

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

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

SKILL LAB

Use of Mannequins and Simulators

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

CLINICAL POSTINGS – General Medical/Surgical Wards (16 weeks × 20 hours per week = 320 hours)

Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
General Medical/ Surgical wards	3	Perform health assessment of each body system	Health Assessment - Nursing/Health history taking - Perform physical examination: - General o Body systems - Use various methods of physical examination – Inspection, Palpation, Percussion, Auscultation, Olfaction - Identification of system wise deviations - Documentation of findings	- History Taking – 2 - Physical examination – 2	- Assessment of clinical skills using checklist - OSCE
	1	Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach	The Nursing Process Prepare Nursing care plan for the patient based on the given case scenario	Nursing process – 1	Evaluation of Nursing process with criteria
	2	Identify and meet the Nutritional needs of patients Implement basic nursing techniques in meeting hygienic needs of patients	Nutritional needs, needs& Diagnostic testing <i>Nutritional needs</i> - Nutritional Assessment - Preparation of Nasogastric tube feed - Nasogastric tube feeding <i>Hygiene</i> - Care of Skin & Hair: - Sponge Bath/ Bed bath - Care of pressure points & back massage - Pressure sore risk assessment using Braden/Norton scale - Hair wash - Pediculosis treatment - Oral Hygiene - Perineal Hygiene - Catheter care	- Nutritional Assessment and Clinical Presentation – 1 - Pressure sore assessment – 1	- Assessment of clinical skills using checklist - OSCE

	2	Plan and Implement care to meet the elimination needs of patient Develop skills in instructing and collecting samples for investigation.	Elimination needs • Providing – Urinal – Bedpan • Insertion of Suppository • Enema • Urinary Catheter care • Care of urinary drainage Diagnostic testing	• Clinical Presentation on Care of patient with Constipation – 1 • Lab values – inter-pretation	• Assessment of clinical skills using checklist • OSCE
		Perform simple lab tests and analyze & interpret common diagnostic values	• Specimen Collection - o Urine routine and culture - o Stool routine - o Sputum Culture • Perform simple Lab Tests using reagent strips - o Urine – Glucose, Albumin, Acetone, pH, Specific gravity • Blood – GRBS Monitoring		
	3	Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances	Oxygenation needs, Fluid, Electrolyte, and Acid – Base Balances Oxygenation needs • Oxygen administration methods - o Nasal Prongs - o Face Mask/Venturi Mask • Steam inhalation • Chest Physiotherapy • Deep Breathing & Coughing Exercises • Oral Suctioning Fluid, Electrolyte, and Acid – Base Balances • Maintaining intake output chart • Identify & report complications of IV therapy • Observe Blood & Blood Component therapy • Identify & Report Complications of Blood & Blood Component therapy		• Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist • OSCE
	3	Explain the principles, routes, effects of administration of medications Calculate conversions of drugs and dosages within and between systems of Measurements Administer drugs by the following routes- Oral, Intradermal, Subcutaneous, Intramuscular, Intra Venous Topical, inhalation	Administration of Medications • Calculate Drug Dosages • Preparation of lotions & solutions • Administer Medications - o Oral o Topical o Inhalations - o Parenteral ▪ Intradermal ▪ Subcutaneous ▪ -Intramuscular - o Instillations - o Eye, Ear, Nose –instillation of medicated drops, nasal sprays,		• Assessment of clinical skills using checklist • OSCE

	2	Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness Care for terminally ill and dying patients	irrigations Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying <i>Sensory Needs and Care of Unconscious patients</i> • Assessment of Level of Consciousness using Glasgow Coma Scale <i>Terminally ill, death and dying</i> Death Care	• Nursing rounds on care of patient with altered sensorium	• Assessment of clinical skills using checklist • OSCE • Assessment of clinical skills using checklist

HEALTH/NURSING INFORMATICS AND TECHNOLOGY

PLACEMENT: II SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICAL/LAB: 1 Credit (40 hours)

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

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

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

COURSE OUTLINE

T – Theory, P/L – Lab

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				

I	10	15	Describe the importance of computer and technology in patient care and nursing practice	Introduction to computer applications for patient care delivery system and nursing practice • Use of computers in teaching, learning, research and nursing practice	• Lecture • Discussion • Practice session • Supervised clinical practice on EHR use • Participate in data analysis using statistical package with statistician	(T) • Short answer • Objective type • Visit reports • Assessment of assignments
			Demonstrate the use of computer and technology in patient care, nursing education, practice, administration and research.	• Windows, MS office: Word, Excel, Power Point • Internet • Literature search • Statistical packages • Hospital management information system	• Visit to hospitals with different hospital management systems	(P) • Assessment of skills using checklist
II	4	5	Describe the principles of health informatics Explain the ways data, knowledge and information can be used for effective healthcare	Principles of Health Informatics • Health informatics – needs, objectives and limitations • Use of data, information and knowledge for more effective healthcare and better health	• Lecture • Discussion • Practical session • Work in groups with health informatics team in a hospital to extract nursing data and prepare a report	(T) • Essay • Short answer • Objective type questions • Assessment of report
III	3	5	Describe the concepts of information system in health Demonstrate the use of health information system in hospital setting	Information Systems in Healthcare • Introduction to the role and architecture of information systems in modern healthcare environments • Clinical Information System (CIS)/Hospital information System (HIS)	• Lecture • Discussion • Demonstration • Practical session • Work in groups with nurse leaders to understand the hospital information system	(T) • Essay • Short answer • Objective type
IV	4	4	Explain the use of electronic health records in nursing practice Describe the latest trend in electronic health records standards and interoperability	Shared Care & Electronic Health Records • Challenges of capturing rich patient histories in a computable form • Latest global developments and standards to enable lifelong electronic health records to be integrated from disparate systems.	• Lecture • Discussion • Practice on Simulated EHR system • Practical session • Visit to health informatics department of a hospital to understand the use of EHR in nursing practice • Prepare a report on current EHR standards in Indian setting	(T) • Essay • Short answer • Objective type (P) • Assessment of skills using checklist
V	3		Describe the advantages and limitations of health informatics in maintaining patient safety and	Patient Safety & Clinical Risk • Relationship between patient safety and informatics • Function and application of the risk management process	• Lecture • Discussion	(T) • Essay • Short answer • Objective type

			risk management			
VI	3	6	Explain the importance of knowledge management Describe the standardized languages used in health informatics	<u>Clinical Knowledge & Decision Making</u> • Role of knowledge management in improving decision-making in both the clinical and policy contexts • Systematized Nomenclature of Medicine, Clinical Terms, SNOMED CT to ICD-10-CM Map, standardized nursing terminologies (NANDA, NOC), Omaha system.	• Lecture • Discussion • Demonstration • Practical session • Work in groups to prepare a report on standardized languages used in health informatics. • Visit health informatics department to understand the standardized languages used in hospital setting	(T) • Essay • Short answer • Objective type
VII	3		Explain the use of information and communication technology in patient care Explain the application of public health informatics	<u>eHealth: Patients and the Internet</u> • Use of information and communication technology to improve or enable personal and public healthcare • Introduction to public health informatics and role of nurses	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type • Practical exam
VIII	3	5	Describe the functions of nursing information system Explain the use of healthcare data in management of health care organization	<u>Using Information in Healthcare Management</u> • Components of Nursing Information system(NIS) • Evaluation, analysis and presentation of healthcare data to inform decisions in the management of health-care organizations	• Lecture • Discussion • Demonstration on simulated NIS software • Visit to health informatics department of the hospital to understand use of healthcare data in decision making	(T) • Essay • Short answer • Objective type
IX	4		Describe the ethical and legal issues in healthcare informatics Explains the ethical and legal issues related to nursing informatics	<u>Information Law & Governance in Clinical Practice</u> • Ethical-legal issues pertaining to healthcare information in contemporary clinical practice • Ethical-legal issues related to digital health applied to nursing	• Lecture • Discussion • Case discussion • Role play	(T) • Essay • Short answer • Objective type
X	3		Explain the relevance of evidence-based practices in providing quality healthcare	<u>Healthcare Quality & Evidence Based Practice</u> • Use of scientific evidence in improving the quality of healthcare and technical and professional informatics standards	• Lecture • Discussion • Case study	(T) • Essay • Short answer • Objective type

SKILLS

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

APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY

PLACEMENT: III SEMESTER

THEORY: 2 Credits (40 hours)

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

SECTION A: APPLIED MICROBIOLOGY

THEORY: 20 hours

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

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

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

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

COURSE OUTLINE

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

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	3		Explain concepts and principles of microbiology and its importance in nursing	Introduction: • Importance and relevance to nursing • Historical perspective • Concepts and terminology • Principles of microbiology	• Lecture cum Discussion	• Short answer • Objective type

II	10	10 (L/E)	Describe structure, classification morphology and growth of bacteria Identify Microorganisms	General characteristics of Microbes: • Structure and classification of Microbes • Morphological types • Size and form of bacteria • Motility • Colonization • Growth and nutrition of microbes • Temperature • Moisture • Blood and body fluids • Laboratory methods for Identification of Microorganisms • Types of Staining – simple, differential (Gram's, AFB), special – capsular staining (negative), spore, LPCB, KOH mount. • Culture and media preparation – solid and liquid. Types of media – semi synthetic, synthetic, enriched, enrichment, selective and differential media. Pure culture techniques – tube dilution, pour, spread, streak plate. Anaerobic cultivation of bacteria	• Lecture cum Discussion • Demonstration • Experiential Learning through visual	• Short answer • Objective type
III	4	6 (L/E)	Describe the different disease producing organisms	Pathogenic organisms • Micro-organisms: Cocci – gram positive and gram negative; Bacilli – gram positive and gram negative • Viruses • Fungi: Superficial and Deep mycoses • Parasites • Rodents & Vectors - o Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms	• Lecture cum Discussion • Demonstration • Experiential learning through visual	• Short answer • Objective type
IV	3	4 (L/E)	Explain the concepts of immunity, hyper sensitivity and immunization	Immunity • Immunity: Types, classification • Antigen and antibody reaction • Hypersensitivity reactions • Serological tests • Immunoglobulins: Structure, types & properties • Vaccines: Types & classification, storage and handling, cold chain, Immunization for various diseases • Immunization Schedule	• Lecture • Discussion • Demonstration • Visit to observe vaccine storage • Clinical practice	• Short answer • Objective type • Visit report

SECTION B: INFECTION CONTROL & SAFETY

THEORY: 20 hours

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

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

COMPETENCIES: The students will be able to:

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

COURSE OUTLINE

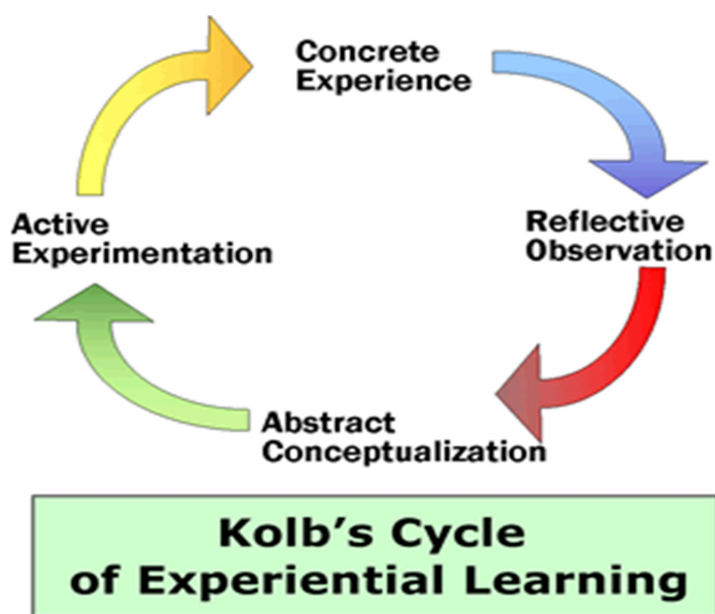
T – Theory, L/E – Lab/Experiential Learning

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	2	2 (E)	Summarize the evidence based and effective patient care practices for the prevention of common healthcare associated infections in the healthcare setting	HAI (Hospital acquired Infection) • Hospital acquired infection • Bundle approach - Prevention of Urinary Tract Infection (UTI) - Prevention of Surgical Site Infection (SSI) - Prevention of Ventilator Associated events (VAE) - Prevention of Central Line Associated Blood Stream Infection (CLABSI) - Surveillance of HAI – Infection control team & Infection control committee	• Lecture & Discussion • Experiential learning	• Knowledge assessment • MCQ • Short answer

II	3	4 (L)	Demonstrate appropriate use of different types of PPEs and the critical use of risk assessment	Isolation Precautions and use of Personal Protective Equipment (PPE) - Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect) - Epidemiology & Infection prevention – CDC guidelines - Effective use of PPE	- Lecture - Demonstration & Re-demonstration	- Performance assessment - OSCE
III	1	2 (L)	Demonstrate the hand hygiene practice and its effectiveness on infection control	Hand Hygiene - Types of Hand hygiene. - Hand washing and use of alcohol hand rub - Moments of Hand Hygiene - WHO hand hygiene promotion	- Lecture - Demonstration & Re-demonstration	Performance assessment
IV	1	2 (E)	Illustrates disinfection and sterilization in the healthcare setting	Disinfection and sterilization - Definitions - Types of disinfection and sterilization - Environment cleaning - Equipment Cleaning - Guides on use of disinfectants - Spaulding's principle	- Lecture - Discussion - Experiential learning through visit	- Short answer - Objective type
V	1		Illustrate on what, when, how, why specimens are collected to optimize the diagnosis for treatment and management.	Specimen Collection (Review) - Principle of specimen collection - Types of specimens - Collection techniques and special considerations - Appropriate containers - Transportation of the sample - Staff precautions in handling specimens	Discussion	- Knowledge evaluation - Quiz - Performance assessment - Checklist
VI	2	2 (E)	Explain on Bio Medical waste management & laundry management	BMW (Bio Medical Waste Management) <i>Laundry management process and infection control and prevention</i> - Waste management process and infection prevention - Staff precautions - Laundry management - Country ordinance and BMW National guidelines 2017: Segregation of wastes, Colour coded waste containers, waste collection & storage, Packaging & labeling, Transportation	- Discussion - Demonstration - Experiential learning through visit	- Knowledge assessment by short answers, objective type - Performance assessment
VII	2		Explain in detail about Antibiotic stewardship, AMR Describe MRSA/ MDRO and its	Antibiotic stewardship - Importance of Antibiotic Stewardship - Anti-Microbial Resistance - Prevention of MRSA, MDRO in healthcare setting	- Lecture - Discussion - Written assignment –Recent AMR (Antimicrobial resistance) guidelines	- Short answer - Objective type - Assessment of assignment

			prevention			
VIII	3	5 (L/E)	Enlist the patient safety indicators followed in a health care organization and the role of nurse in the patient safety audit process Captures and analyzes incidents and events for quality improvement	Patient Safety Indicators - Care of Vulnerable patients - Prevention of Iatrogenic injury - Care of lines, drains and tubing's - Restrain policy and care – Physical and Chemical - Blood & blood transfusion policy - Prevention of IV Complication - Prevention of Fall - Prevention of DVT - Shifting and transporting of patients - Surgical safety - Care coordination event related to medication reconciliation and administration - Prevention of communication errors - Prevention of HAI - Documentation Incidents and adverse Events - Capturing of incidents - RCA (Root Cause Analysis) - CAPA (Corrective and Preventive Action) - Report writing	- Lecture - Demonstration - Experiential learning	- Knowledge assessment - Performance assessment - Checklist/ OSCE
IX	1		Enumerate IPSG and application of the goals in the patient care settings.	IPSG (International Patient safety Goals) - Identify patient correctly - Improve effective communication - Improve safety of High Alert medication - Ensure safe surgery - Reduce the risk of health care associated infection - Reduce the risk of patient harm resulting from falls - Reduce the harm associated with clinical alarm system	- Lecture - Role play	Objective type
X	2	3 (L/E)	Enumerate the various safety protocols and its applications	Safety protocol 5S (Sort, Set in order, Shine, Standardize, Sustain) - Radiation safety - Laser safety - Fire safety - Types and classification of fire - Fire alarms - Firefighting equipment - HAZMAT (Hazardous Materials) safety - Types of spill - Spillage management - MSDS (Material Safety Data Sheets) - Environmental safety	- Lecture - Demonstration/ Experiential learning	- Mock drills - Post tests - Checklist

				- Risk assessment - Aspect impact analysis - Maintenance of Temp and Humidity (Department wise) - Audits • Emergency Codes • Role of Nurse in times of disaster		
XI	2		Explain importance of employee safety	Employee Safety Indicators • Vaccination • Needle stick injuries (NSI)	• Lecture • Discussion	• Knowledge assessment by short answers,
			indicators Identify risk of occupational hazards, prevention and post exposure prophylaxis.	prevention • Fall prevention • Radiation safety • Annual health check Healthcare Worker Immunization Program and management of occupational exposure • Occupational health ordinance • Vaccination program for healthcare staff • Needle stick injuries and prevention and post exposure prophylaxis	• Lecture method • Journal review	• objective type • Short answer



***Experiential Learning:**

Experiential learning is the process by which knowledge is created through the process of experience in the clinical field. Knowledge results from the combination of grasping and transforming experience. (Kolb, 1984). The experiential learning cycle begins with an experience that the student has had, followed by an opportunity to reflect on that experience.

Then students may conceptualize and draw conclusions about what they experienced and observed, leading

to future actions in which the students experiment with different behaviors. This begins the new cycle as the students have new experiences based on their experimentation. These steps may occur in nearly and order as the learning progresses. As per the need of the learner, the concrete components and conceptual components can be in different order as they may require a variety of cognitive and affective behaviors.

PHARMACOLOGY – I

PLACEMENT: III SEMESTER

THEORY: 1 Credit (20 hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	3 (T)	Describe Pharmacodynamics, Pharmacokinetics, Classification, principles of administration of drugs	Introduction to Pharmacology • Definitions & Branches • Nature & Sources of drugs • Dosage Forms and Routes of drug administration • Terminology used • Classification, Abbreviations, Prescription, Drug Calculation, Weights and Measures • <i>Pharmacodynamics</i>: Actions, Drug Antagonism, Synergism, Tolerance, Receptors, Therapeutic, adverse, toxic effects, pharmacovigilance • <i>Pharmacokinetics</i>: Absorption, Bioavailability, Distribution, Metabolism, Interaction, Excretion • Review: Principles of drug administration and treatment individualization - o Factors affecting dose, route etc. • Indian Pharmacopoeia: Legal Issues, Drug Laws, Schedule Drugs	• Lecture cum Discussion • Guided reading and written assignment on schedule K drugs	• Short answer • Objective type • Assessment of assignments

			• Rational Use of Drugs • Principles of Therapeutics		
II	1 (T)	Describe antiseptics, disinfectant and nurse's responsibilities	Pharmacology of commonly used antiseptics and disinfectants • Antiseptics and Disinfectants • Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/presentation	• Short answer • Objective type
III	2 (T)	Describe drugs acting on gastro-intestinal system & nurse's responsibilities	Drugs acting on G.I. system • Pharmacology of commonly used drugs ○ Emetics and Antiemetics ○ Laxatives and Purgatives ○ Antacids and antipeptic ulcer drugs ○ Anti-diarrhoeals – Fluid and electrolyte therapy, Furazolidone, dicyclomine • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/presentation	• Short answer • Objective type
IV	2 (T)	Describe drugs acting on respiratory system & nurse's responsibilities	Drugs acting on respiratory system • Pharmacology of commonly used ○ Antiasthmatics – Bronchodilators (Salbutamol inhalers) ○ Decongestants ○ Expectorants, Antitussives and Mucolytics ○ Broncho-constrictors and Antihistamines • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse	• Lecture cum Discussion • Drug study/presentation	• Short answer • Objective type
V	4 (T)	Describe drugs used on cardio-vascular system & nurse's responsibilities	Drugs used in treatment of Cardiovascular system and blood disorders • Haematinics, & treatment of anemia and antiadrenergics • Cholinergic and anticholinergic • Adrenergic Drugs for CHF & vasodilators • Antianginals • Antiarrhythmics • Antihypertensives • Coagulants & Anticoagulants • Antiplatelets & thrombolytics • Hypolipidemics • Plasma expanders & treatment of shock • Drugs used to treat blood disorders • Composition, action, dosage, route,	• Lecture cum Discussion • Drug study/presentation	• Short answer • Objective type

			indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse		
VI	2 (T)	Describe the drugs used in treatment of endocrine system disorders	Drugs used in treatment of endocrine system disorders • Insulin & oral hypoglycemics • Thyroid and anti-thyroid drugs • Steroids - o Corticosteroids - o Anabolic steroids • Calcitonin, parathormone, vitamin D3, calcium metabolism - o Calcium salts	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
VII	1 (T)	Describe drugs used in skin diseases & nurse's responsibilities	Drugs used in treatment of integumentary system • Antihistaminics and antipruritics • Topical applications for skin- Benzylbenzoate, Gamma BHC, Clotrimazole, Miconazole, Silver Sulphadiazine (burns) • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
VIII	5 (T)	Explain drug therapy/ chemotherapy of specific infections & infestations & nurse's responsibilities	Drugs used in treatment of communicable diseases (common infections, infestations) • General Principles for use of Antimicrobials • Pharmacology of commonly used drugs: - o Penicillin, Cephalosporin's, Aminoglycosides, Macrolide & broad spectrum antibiotics, Sulfonamides, quinolones, Misc. antimicrobials • Anaerobic infections • Antitubercular drugs, • Antileprosy drugs • Antimalarials • Antiretroviral drugs • Antiviral agents • Anthelmintics, Antiscabies agents • Antifungal agents • Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type

PATHOLOGY – I

PLACEMENT: III SEMESTER

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

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	Define the common terms used in pathology Identify the deviations from normal to abnormal structure and functions of body system	Introduction • Importance of the study of pathology • Definition of terms in pathology • Cell injury: Etiology, pathogenesis of reversible and irreversible cell injury, Necrosis, Gangrene • Cellular adaptations: Atrophy, Hypertrophy, Hyperplasia, Metaplasia, Dysplasia, Apoptosis • Inflammation: ○ Acute inflammation (Vascular and Cellular events, systemic effects of acute inflammation) ○ Chronic inflammation (Granulomatous inflammation, systemic effects of chronic inflammation) • Wound healing • Neoplasia: Nomenclature, Normal and Cancer cell, Benign and malignant tumors, Carcinoma in situ, Tumor metastasis: general mechanism, routes of spread and examples of each route • Circulatory disturbances: Thrombosis, embolism, shock • Disturbance of body fluids and electrolytes: Edema, Transudates and Exudates	• Lecture • Discussion • Explain using slides • Explain with clinical scenarios	• Short answer • Objective type

II	5 (T)	Explain pathological changes in disease conditions of various systems	Special Pathology Pathological changes in disease conditions of selected systems: 1. Respiratory system - Pulmonary infections: Pneumonia, Lung abscess, pulmonary tuberculosis - Chronic Obstructive Pulmonary Disease: Chronic bronchitis, Emphysema, Bronchial Asthma, Bronchiectasis - Tumors of Lungs 2. Cardio-vascular system - Atherosclerosis - Ischemia and Infarction. - Rheumatic Heart Disease	- Lecture - Discussion - Explain using slides, X-rays and scans - Visit to pathology lab, endoscopy unit and OT	- Short answer - Objective type
			- Infective endocarditis 3. Gastrointestinal tract - Peptic ulcer disease (Gastric and Duodenal ulcer) - Gastritis-H Pylori infection - Oral mucosa: Oral Leukoplakia, Squamous cell carcinoma - Esophageal cancer - Gastric cancer - Intestinal: Typhoid ulcer, Inflammatory		
			- Bowel Disease (Crohn's disease and Ulcerative colitis), Colorectal cancer 4. Liver, Gall Bladder and Pancreas - Liver: Hepatitis, Amoebic Liver abscess, Cirrhosis of Liver - Gall bladder: Cholecystitis. - Pancreas: Pancreatitis - Tumors of liver, Gall bladder and Pancreas 5. Skeletal system - Bone: Bone healing, Osteoporosis, Osteomyelitis, Tumors - Joints: Arthritis - Rheumatoid arthritis and Osteoarthritis 6. Endocrine system - Diabetes Mellitus - Goitre - Carcinoma thyroid		
III	7 (T)	Describe various laboratory tests in assessment and monitoring of disease conditions	Hematological tests for the diagnosis of blood disorders - Blood tests: Hemoglobin, White cell and platelet counts, PCV, ESR - Coagulation tests: Bleeding time (BT), Prothrombin time (PT), Activated Partial Prothrombin Time (APTT) - Blood chemistry - Blood bank: - Blood grouping and cross matching - Blood components - Plasmapheresis - Transfusion reactions Note: Few lab hours can be planned for observation and visits (Less than 1 credit, lab	- Lecture - Discussion - Visit to clinical lab, biochemistry lab and blood bank	- Short answer - Objective type

		hours are not specified separately)		

**ADULT HEALTH NURSING - I WITH INTEGRATED PATHOPHYSIOLOGY
(Including BCLS module)**

PLACEMENT: III SEMESTER

THEORY: 7 Credits (140 hours)

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

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

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

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

COURSE CONTENT

T – Theory, L/SL – Lab/Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	6 (T) 4 (L/SL)	Narrate the evolution of medical surgical nursing Apply nursing process in caring for patients with medical surgical problems	Introduction • Evolution and trends of medical and surgical nursing • International classification of diseases • Roles and responsibility of a nurse in medical and surgical settings	• Lecture cum discussion • Demonstration & Practice session • Role play • Visit to outpatient department, in patient and	• Short Answer • OSCE

		Execute the role of a nurse in various medical surgical setting Develop skills in	○ Outpatient department ○ In-patient unit ○ Intensive care unit ● Introduction to medical and surgical asepsis	intensive care unit	
		assessment and care of wound Develop competency in providing pre and postoperative care	○ Inflammation, infection ○ Wound healing – stages, influencing factors ○ Wound care and dressing technique ● Care of surgical patient ○ pre-operative ○ post-operative ● Alternative therapies used in caring for patients with Medical Surgical Disorders		
II	15 (T) 4 (L/SL)	Explain organizational set up of the operating theatre Differentiate the role of scrub nurse and circulating nurse Describe the different positioning for various surgeries Apply principles of asepsis in handling the sterile equipment Demonstrate skill in scrubbing procedures Demonstrate skill in assessing the patient and document accurately the surgical safety checklist Develop skill in assisting with selected surgeries Explain the types, functions, and nursing considerations for different types of anaesthesia	Intraoperative Care ● Organization and physical set up of the operation theatre ○ Classification ○ O.T Design ○ Staffing ○ Members of the OT team ○ Duties and responsibilities of the nurse in OT ● Position and draping for common surgical procedures ● Instruments, sutures and suture materials, equipment for common surgical procedures ● Disinfection and sterilization of equipment ● Preparation of sets for common surgical procedures ● Scrubbing procedures – Gowning, masking and gloving ● Monitoring the patient during the procedures ● Maintenance of the therapeutic environment in OT ● Assisting in major and minor operation, handling specimen ● Prevention of accidents and hazards in OT ● Anaesthesia – types, methods of administration, effects and stages, equipment & drugs ● Legal aspects	● Lecture cum Discussion ● Demonstration, Practice session, and Case Discussion ● Visit to receiving bay	● Caring for patient intra operatively ● Submit a list of disinfectants used for instruments with the action and precaution
III	6 (T) 4 (L/SL)	Identify the signs and symptoms of shock and electrolyte imbalances Develop skills in managing fluid and electrolyte imbalances Perform pain	Nursing care of patients with common signs and symptoms and management ● Fluid and electrolyte imbalance ● Shock ● Pain	● Lecture, discussion, demonstration ● Case discussion	● Short answer ● MCQ ● Case report

		assessment and plans for the nursing management			
IV	18 (T) 4 (L)	Demonstrate skill in respiratory assessment Differentiates different breath sounds and lists the indications Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of common respiratory problems Describe the health behaviour to be adopted in preventing respiratory illnesses	Nursing Management of patients with respiratory problems • Review of anatomy and physiology of respiratory system • Nursing Assessment – history taking, physical assessment and diagnostic tests • Common respiratory problems: ○ Upper respiratory tract infections ○ Chronic obstructive pulmonary diseases ○ Asthma ○ Pleural effusion, Empyema ○ Bronchiectasis ○ Pneumonia ○ Lung abscess ○ Cyst and tumors ○ Chest Injuries ○ Acute respiratory distress syndrome ○ Pulmonary embolism • Health behaviours to prevent respiratory illness	• Lecture, discussion, • Demonstration • Practice session • Case presentation • Visit to PFT Lab	• Essay • Short answer • OSCE
V	16 (T) 5 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of gastrointestinal disorders Demonstrate skill in gastrointestinal assessment Prepare patient for upper and lower gastrointestinal investigations Demonstrate skill in gastric decompression, gavage, and stoma care	Nursing Management of patients with disorders of digestive system • Review of anatomy and physiology of GI system • Nursing assessment –History and physical assessment • GI investigations • Common GI disorders: ○ Oral cavity: lips, gums and teeth ○ GI: Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation & Peritonitis ○ Peptic & duodenal ulcer, ○ Mal-absorption, Appendicitis, Hernias ○ Hemorrhoids, fissures, Fistulas ○ Pancreas: inflammation, cysts, and tumors	• Lecture, Discussion • Demonstration, • Role play • Problem Based Learning • Visit to stoma clinic	• Short answer • Quiz • OSCE

		Demonstrate skill in different feeding techniques	- o Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors - o Gall bladder: inflammation, Cholelithiasis, tumors • Gastric decompression, gavage and stoma care, different feeding techniques • Alternative therapies, drugs used in treatment of disorders of digestive system		
VI	20 (T) 5 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of cardiovascular disorders Demonstrate skill in cardiovascular assessment Prepare patient for invasive and non-invasive cardiac procedures Demonstrate skill in monitoring and interpreting clinical signs related to cardiac disorders Complete BLS/BCLS module	Nursing Management of patients with cardiovascular problems • Review of anatomy and physiology of cardio-vascular system • Nursing Assessment: History and Physical assessment • Invasive & non-invasive cardiac procedures • Disorders of vascular system- Hypertension, arteriosclerosis, Raynaud's disease, aneurysm and peripheral vascular disorders • Coronary artery diseases: coronary atherosclerosis, Angina pectoris, myocardial infarction • Valvular disorders: congenital and acquired • Rheumatic heart disease: pericarditis, myocarditis, endocarditis, cardiomyopathies • Cardiac dysrhythmias, heart block • Congestive heart failure, cor pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade • Cardiopulmonary arrest	• Lecture, discussion • Demonstration • Practice session • Case Discussion • Health education • Drug Book/ presentation • Completion of BCLS Module	• Care plan • Drug record • BLS/ BCLS evaluation
VII	7 (T) 3 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of hematological disorders Interpret blood reports Prepare and provides health education on blood donation	Nursing Management of patients with disorders of blood • Review of Anatomy and Physiology of blood • Nursing assessment: history, physical assessment & Diagnostic tests • Anemia, Polycythemia - Bleeding Disorders: clotting factor defects and platelets defects, thalassemia, leukemia, leukopenia, agranulocytosis • Lymphomas, myelomas	• Field visit to blood bank • Counseling	• Interpretation of blood reports • Visit report

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VIII	8 (T) 2 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of endocrine disorders Demonstrate skill in assessment of endocrine organ dysfunction Prepare and provides health education on diabetic diet Demonstrate skill in insulin administration	Nursing management of patients with disorders of endocrine system - Review of anatomy and physiology of endocrine system - Nursing Assessment –History and Physical assessment - Disorders of thyroid and Parathyroid, Adrenal and Pituitary (Hyper, Hypo, tumors) - Diabetes mellitus	- Lecture, discussion, demonstration - Practice session - Case Discussion - Health education	- Prepare health education on self-administration of insulin - Submits a diabetic diet plan
IX	8 (T) 2 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of disorders of integumentary system Demonstrate skill in integumentary assessment Demonstrate skill in medicated bath Prepare and provide health education on skin care	Nursing management of patients with disorders of Integumentary system - Review of anatomy and physiology of skin - Nursing Assessment: History and Physical assessment - Infection and infestations; Dermatitis - Dermatoses; infectious and Non infectious - Acne, Allergies, Eczema & Pemphigus - Psoriasis, Malignant melanoma, Alopecia - Special therapies, alternative therapies - Drugs used in treatment of disorders of integumentary system	- Lecture, discussion - Demonstration - Practice session - Case Discussion	- Drug report - Preparation of Home care plan
X	16 (T) 4 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of musculoskeletal disorders	Nursing management of patients with musculoskeletal problems - Review of Anatomy and physiology of the musculoskeletal system - Nursing Assessment: History and physical assessment, diagnostic tests - Musculoskeletal trauma: Dislocation, fracture, sprain, strain,	- Lecture/ - Discussion - Demonstration - Case Discussion - Health education	- Nursing care plan - Prepare health teaching on care of patient with cast

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Demonstrate skill in musculoskeletal assessment Prepare patient for radiological and non-radiological investigations of musculoskeletal system Demonstrate skill in crutch walking and splinting Demonstrate skill in care of patient with replacement surgeries Prepare and provide health education on bone healing	contusion, amputation • Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumour • Orthopedic modalities: Cast, splint, traction, crutch walking • Musculoskeletal inflammation: Bursitis, synovitis, arthritis • Special therapies, alternative therapies • Metabolic bone disorder: Osteoporosis, osteomalacia and Paget's disease • Spinal column defects and deformities – tumor, prolapsed intervertebral disc, Pott's spine • Rehabilitation, prosthesis • Replacement surgeries		
XI	20 (T) 3 (L)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of patients with communicable diseases Demonstrate skill in barrier and reverse barrier techniques Demonstrate skill in execution of different isolation protocols	Nursing management of patients with Communicable diseases • Overview of infectious diseases, the infectious process • Nursing Assessment: History and Physical assessment, Diagnostic tests • Tuberculosis • Diarrhoeal diseases, hepatitis A-E, Typhoid • Herpes, chickenpox, Smallpox, Measles, Mumps, Influenza • Meningitis • Gas gangrene • Leprosy • Dengue, Plague, Malaria, Chikungunya, swine flu, Filariasis • Diphtheria, Pertussis, Tetanus, Poliomyelitis • COVID-19 • Special infection control measures: Notification, Isolation, Quarantine, Immunization	• Lecture, discussion, demonstration • Practice session • Case Discussion/ seminar • Health education • Drug Book/ presentation • Refer TB & Control Management module	• Prepares and submits protocol on various isolation techniques

CLINICAL PRACTICUM

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

PRACTICE COMPETENCIES: On completion of the clinical practicum, the students will be able to apply nursing process and critical thinking in delivering holistic nursing care including

rehabilitation to the adult patients undergoing surgery, with shock and fluid and electrolyte imbalance and with selected medical & surgical conditions i.e., Gastrointestinal, Respiratory, Endocrine, Orthopedic, Dermatology and Cardiovascular disorders.

The students will be competent to:

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

NURSING MANAGEMENT OF PATIENTS WITH MEDICAL CONDITIONS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
General medical	4	Develop skill in intravenous injection administration and IV therapy	• Intravenous therapy ○ IV cannulation ○ IV maintenance and monitoring ○ Administration of IV medication	• Care Study – 1 • Health education • Clinical presentation/ Care	• Clinical evaluation • OSCE • Care Study

		Assist with diagnostic procedures	- Care of patient with Central line - Preparation and assisting and monitoring of patients undergoing diagnostic procedures such as thoracentesis, Abdominal paracentesis	note) – 1	evaluation
		Develop skill in the management of patients with Respiratory problems	- Administration of oxygen through mask, nasal prongs, venturi mask - Pulse oximetry - Nebulization		• Care Note/ Clinical presentation
		Develop skill in managing patients with metabolic abnormality	- Chest physiotherapy - Postural drainage - Oropharyngeal suctioning - Care of patient with chest drainage - Diet Planning - High Protein diet - Diabetic diet - Insulin administration - Monitoring GRBS		

I. NURSING MANAGEMENT OF PATIENTS WITH SURGICAL CONDITIONS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
General surgical wards	4	Develop skill in caring for patients during pre- and post-operative period Assist with diagnostic procedures Develop skill in managing patient with Gastro-intestinal Problems	- Pre-Operative care - Immediate Post-operative care - Post-operative exercise - Pain assessment - Pain Management - Assisting diagnostic procedure and after care of patients undergoing - Colonoscopy - ERCP - Endoscopy - Liver Biopsy	- Care study – 1 - Health teaching	- Clinical evaluation, OSCE - Care study - Care note/ Clinical presentation

		Develop skill in wound management	• Nasogastric aspiration • Gastrostomy/Jejunostomy feeds • Ileostomy/Colostomy care • Surgical dressing • Suture removal • Surgical soak • Sitz bath • Care of drain		

II. NURSING MANAGEMENT OF PATIENTS WITH CARDIAC CONDITIONS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Cardiology wards	2	Develop skill in management of patients with cardiac problems Develop skill in management of patients with disorders of Blood	• Cardiac monitoring • Recording and interpreting ECG • Arterial blood gas analysis – interpretation • Administer cardiac drugs • Preparation and after care of patients for cardiac catheterization • CPR • Collection of blood sample for: ◦ Blood grouping/cross matching ◦ Blood sugar ◦ Serum electrolytes • Assisting with blood transfusion • Assisting for bone marrow aspiration	• Cardiac assessment – 1 • Drug presentation – 1	• Clinical evaluation • Drug presentation

			• Application of anti-embolism stockings (TED hose) • Application/maintenance of sequential Compression device		

III. NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF INTEGUMENTARY SYSTEM

A. Skill Lab

Use of manikins and simulators Application of topical medication

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Dermatology wards	1	Develop skill in management of patients with disorders of integumentary system	• Intradermal injection-Skin allergy testing • Application of topical medication • Medicated bath		• Clinical evaluation

IV. NURSING MANAGEMENT OF PATIENTS WITH COMMUNICABLE DISEASES

A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing
- Standard precautions

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Isolation ward	1	Develop skill in the management of patients requiring isolation	• Barrier Nursing • Reverse barrier nursing • Standard precautions (Universal precaution), use of PPE, needle stick and sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices)	• Care Note – 1	• Clinical evaluation • Care note

V. NURSING MANAGEMENT OF PATIENTS WITH MUSCULOSKELETAL PROBLEMS

A. Skill Lab

Use of manikins and simulators

- Range of motion exercises
- Muscle strengthening exercises

- Crutch walking

B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Orthopedic wards	2	Develop skill in management of patients with musculoskeletal problems	• Preparation of patient with Myelogram/CT/MRI • Assisting with application & removal of POP/Cast Preparation, assisting and after care of patient with Skin traction/skeletal traction • Care of orthotics • Muscle strengthening exercises • Crutch walking • Rehabilitation	• Care Note – 1	• Clinical evaluation, • Care note

VI. NURSING MANAGEMENT OF PATIENTS IN THE OPERATING ROOMS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings including Fundamentals of Prescribing Module

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Operation theatre	4	Develop skill in caring for intraoperative patients	• Position and draping • Preparation of operation table • Set up of trolley with instrument • Assisting in major and minor operation • Disinfection and sterilization of equipment • Scrubbing procedures – Gowning, masking and gloving • Intra operative monitoring	• Assist as circulatory nurse – 4 • Positioning & draping – 5 • Assist as scrub nurse in major surgeries – 4 • Assist as scrub nurse in minor surgeries – 4	• Clinical evaluation • OSCE

PHARMACOLOGY – II

PLACEMENT : IV SEMESTER

THEORY : 3 Credits (60 hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	Describe drugs used in disorders of ear, nose, throat and eye and nurses' responsibilities	Drugs used in disorders of ear, nose, throat & Eye • Antihistamines • Topical applications for eye (Chloramphenicol, Gentamycin eye drops), ear (Soda glycerin, boric spirit ear drops), nose and buccal cavity-chlorhexidine mouthwash • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
II	4 (T)	Describe drugs acting on urinary system & nurse's responsibilities	Drugs used on urinary system • Pharmacology of commonly used drugs ○ Renin angiotensin system ○ Diuretics and antidiuretics ○ Drugs toxic to kidney ○ Urinary antiseptics ○ Treatment of UTI – acidifiers and alkalinizers • Composition, action, dosage, route,	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type

			indications, contraindications, Drug interactions, side effects, adverse effects toxicity and role of nurse		
III	10 (T)	Describe drugs used on nervous system & nurse's responsibilities	Drugs acting on nervous system • Basis & applied pharmacology of commonly used drugs • Analgesics and anaesthetics ◦ Analgesics: Non-steroidal anti-inflammatory (NSAID) drugs ◦ Antipyretics ◦ Opioids & other central analgesics ✓ General (techniques of GA, pre anesthetic medication) & local anesthetics ✓ Gases: oxygen, nitrous, oxide, carbon-dioxide & others • Hypnotics and sedatives • Skeletal muscle relaxants • Antipsychotics ◦ Mood stabilizers	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
			• Antidepressants • Antianxiety Drugs • Anticonvulsants • Drugs for neurodegenerative disorders & miscellaneous drugs • Stimulants, ethyl alcohol and treatment of methyl alcohol poisoning • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse		
IV	5 (T)	Describe drugs used for hormonal disorder & supplementation, contraception & medical termination of pregnancy & nurse's responsibilities	Drugs used for hormonal, disorders and supplementation, contraception and medical termination of pregnancy • Estrogens and progesterones ◦ Oral contraceptives and hormone replacement therapy • Vaginal contraceptives • Drugs for infertility and medical termination of pregnancy ◦ Uterine stimulants and relaxants • Composition, actions dosage route indications contraindications, drugs interactions, side effects, adverse effects, toxicity and role of nurse	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
V	3 (T)	Develop understanding about important drugs used for women before, during and after labour	Drugs used for pregnant women during antenatal, labour and postnatal period • Tetanus prophylaxis • Iron and Vit K1 supplementation • Oxytocin, Misoprostol • Ergometrine • Methyl prostaglandin F2-alpha	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type

			• Magnesium sulphate • Calcium gluconate		
VI	10 (T)	Describe drugs used in dead diction, emergency, poisoning, vitamins & minerals supplementation, drugs used for immunization & immune-suppression & nurse's responsibilities	Miscellaneous • Drugs used for dead diction • Drugs used in CPR and emergency- adrenaline, Chlorpheniramine, hydrocortisone, Dexamethasone • IV fluids & electrolytes replacement • Common poisons, drugs used for treatment of poisoning - o Activated charcoal	• Lecture cum Discussion • Drug study/ presentation	• Short answer • Objective type
			- o Ipecac - o Antidotes, - o Anti-snake venom (ASV) • Vitamins and minerals supplementation • Vaccines & sera (Universal immunization program schedules) • Anticancer drugs: Chemotherapeutic drugs commonly used • Immuno-suppressants and Immunostimulants		
VII	4 (T)	Demonstrate awareness of common drugs used in alternative system of medicine	Introduction to drugs used in alternative systems of medicine • Ayurveda, Homeopathy, Unani and Siddha etc. • Drugs used for common ailments	• Lecture cum Discussion • Observational visit	• Short answer • Objective type
VIII	20 (T)	Demonstrate understanding about fundamental principles of prescribing	Fundamental principles of prescribing • Prescriptive role of nurse practitioners: Introduction • Legal and ethical issues related to prescribing • Principles of prescribing • Steps of prescribing • Prescribing competencies	• Completion of module on Fundamental principles of prescribing	• Short answer • Assignments evaluation

PATHOLOGY - II AND GENETICS

PLACEMENT: IV SEMESTER

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

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

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

1. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology
2. Rationalize the various laboratory investigations in diagnosing pathological disorders

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Explain pathological changes in disease conditions of various systems	Special Pathology: Pathological changes in disease conditions of selected systems 1. Kidneys and Urinary tract - Glomerulonephritis - Pyelonephritis - Renal calculi - Cystitis - Renal Cell Carcinoma - Renal Failure (Acute and Chronic) 2. Male genital systems - Cryptorchidism - Testicular atrophy - Prostatic hyperplasia - Carcinoma penis and Prostate. 3. Female genital system - Carcinoma cervix - Carcinoma of endometrium - Uterine fibroids - Vesicular mole and Choriocarcinoma - Ovarian cyst and tumors 4. Breast - Fibrocystic changes - Fibroadenoma - Carcinoma of the Breast 5. Central nervous system - Meningitis. - Encephalitis - Stroke - Tumors of CNS	- Lecture - Discussion - Explain using slides, X-rays and scans - Visit to pathology lab, endoscopy unit and OT	- Short answer - Objective type
II	5 (T)	Describe the laboratory tests for examination of body cavity fluids, urine and faeces	Clinical Pathology - Examination of body cavity fluids: - Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests	- Lecture - Discussion - Visit to clinical lab and biochemistry lab	- Short answer - Objective type

			• Analysis of semen: ◦ Sperm count, motility and morphology and their importance in infertility • Urine: ◦ Physical characteristics, Analysis, Culture and Sensitivity • Faeces: ◦ Characteristics ◦ Stool examination: Occult blood, Ova, Parasite and Cyst, Reducing substance etc. ◦ Methods and collection of urine and faeces for various tests		

GENETICS COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Explain nature, principles and perspectives of heredity	Introduction: • Practical application of genetics in nursing • Impact of genetic condition on families • Review of cellular division: mitosis and meiosis • Characteristics and structure of genes • Chromosomes: sex determination • Chromosomal aberrations • Patterns of inheritance • Mendelian theory of inheritance • Multiple allots and blood groups • Sex linked inheritance • Mechanism of inheritance • Errors in transmission (mutation)	• Lecture • Discussion • Explain using slides	• Short answer • Objective type
II	2 (T)	Explain maternal, prenatal and genetic influences on development of defects and diseases	Maternal, prenatal and genetic influences on development of defects and diseases • Conditions affecting the mother: genetic and infections • Consanguinity atopy • Prenatal nutrition and food allergies • Maternal age • Maternal drug therapy • Prenatal testing and diagnosis • Effect of Radiation, drugs and chemicals • Infertility • Spontaneous abortion • Neural Tube Defects and the role of folic acid in lowering the risks • Down syndrome (Trisomy 21)	• Lecture • Discussion • Explain using slides	• Short answer • Objective type

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	2 (T)	Explain the screening methods for genetic defects and diseases in neonates and children	Genetic testing in the neonates and children - Screening for - Congenital abnormalities - Developmental delay - Dysmorphism	- Lecture - Discussion - Explain using slides	- Short answer - Objective type
IV	2 (T)	Identify genetic disorders in adolescents and adults	Genetic conditions of adolescents and adults - Cancer genetics: Familial cancer - Inborn errors of metabolism - Blood group alleles and hematological disorder - Genetic haemochromatosis - Huntington's disease - Mental illness	- Lecture - Discussion - Explain using slides	- Short answer - Objective type
V	2 (T)	Describe the role of nurse in genetic services and counselling	Services related to genetics - Genetic testing - Gene therapy - Genetic counseling - Legal and Ethical issues - Role of nurse	- Lecture - Discussion	- Short answer - Objective type

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

PLACEMENT: IV SEMESTER

THEORY: 7 Credits (140 hours)

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

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

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

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

1. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of selected common medical and surgical disorders.
2. Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of diagnostic tests in the process of data collection.
3. Identify diagnoses, list them according to priority and formulate nursing care plan.
4. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.
5. Integrate knowledge of anatomy, physiology, pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders.
6. Identify common diagnostic measures related to the health problems with emphasis on nursing

- assessment and responsibilities.
7. Demonstrate skill in assisting/performing diagnostic and therapeutic procedures.
8. Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders.
9. Identify the drugs used in treating patients with selected medical surgical conditions.
10. Plan and provide relevant individual and group education on significant medical surgical topics.
11. Maintain safe environment for patients and the health care personnel in the hospital.

COURSE OUTLINE

T – Theory, L/SL – Lab/Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	12 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management of patients with ENT disorders	Nursing management of patient with disorders of Ear, Nose and Throat (Includes etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management) - Review of anatomy and physiology of the ear, nose and throat - History, physical assessment, and diagnostic tests Ear - External ear: deformities otalgia, foreign bodies and tumors - Middle ear: impacted wax, tympanic membrane perforation, otitis media, and tumors - Inner ear: Meniere's disease, labyrinthitis, ototoxicity tumors - Upper respiratory airway infections: Rhinitis, sinusitis, tonsillitis, laryngitis - Epistaxis, Nasal obstruction, laryngeal obstruction - Deafness and its management	- Lecture and discussion - Demonstration of hearing aids, nasal packing, medication administration - Visit to audiology and speech clinic	- MCQ - Short answer - Essay - OSCE - Assessment of skill (using checklist) - Quiz - Drug book
II	12 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye Describe eye donation, banking and transplantation	Nursing management of patient with disorder of eye - Review of anatomy and physiology of the eye - History, physical assessment, diagnostic assessment Eye Disorders - Refractive errors - Eyelids: infection, deformities - Conjunctiva: inflammation and infection bleeding - Cornea: inflammation and infection - Lens: cataract - Glaucoma - Retinal detachment	- Lecture and discussion - Demonstration of visual aids, lens, medication administration - Visit to eye bank	- MCQ - Short Essay - OSCE - Drug book

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			• Blindness • Eye donation, banking and transplantation		
III	15 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of Kidney and urinary system disorders Demonstrate skill in genitourinary assessment Prepare patient for genitourinary investigations Prepare and provide health education on prevention of renal calculi	Nursing management of patient with Kidney and Urinary problems • Review of Anatomy and physiology of the genitourinary system • History, physical assessment, diagnostic tests • Urinary tract infections: acute, chronic, lower, upper • Nephritis, nephrotic syndrome • Renal calculi • Acute and chronic renal failure • Disorders of ureter, urinary bladder and Urethra • Disorders of prostate: inflammation, infection, stricture, obstruction, and Benign Prostate Hypertrophy	• Lecture cum Discussion • Demonstration • Case Discussion • Health education • Drug book • Field visit – Visits hemodialysis unit	• MCQ • Short Note • Long essay • Case report • Submits health teaching on prevention of urinary calculi
IV	6 (T)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of male reproductive disorders	Nursing management of disorders of male reproductive system • Review of Anatomy and physiology of the male reproductive system • History, Physical Assessment, Diagnostic tests • Infections of testis, penis and adjacent structures: Phimosis, Epididymitis, and Orchitis • Sexual dysfunction, infertility, contraception • Male Breast Disorders: gynecomastia, tumor, climacteric changes	• Lecture, Discussion • Case Discussion • Health education	• Short essay
V	10 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, types, diagnostic measures and management of patients with disorders of burns/cosmetic surgeries and its significance	Nursing management of patient with burns, reconstructive and cosmetic surgery • Review of anatomy and physiology of the skin and connective tissues • History, physical assessment, assessment of burns and fluid & electrolyte loss • Burns • Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment • Legal and ethical aspects • Special therapies: LAD, vacuumed dressing. Laser,	• Lecture and discussion • Demonstration of burn wound assessment, vacuum dressing and fluid calculations • Visit to burn rehabilitation centers	• OSCE • Short notes

			liposuction, skin health rejuvenation, use of derma filters		
VI	16 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders	Nursing management of patient with neurological disorders • Review of anatomy and physiology of the neurological system • History, physical and neurological assessment, diagnostic tests • Headache, Head injuries • Spinal injuries: Paraplegia, Hemiplegia, Quadriplegia • Spinal cord compression: herniation of in vertebral disc • Intra cranial and cerebral aneurysms • Meningitis, encephalitis, brain, abscess, neuro-cysticercosis • Movement disorders: Chorea, Seizures & Epilepsies • Cerebrovascular disorders: CVA • Cranial, spinal neuropathies: Bell's palsy, trigeminal neuralgia • Peripheral Neuropathies • Degenerative diseases: Alzheimer's disease, Parkinson's disease • <i>Guillain-Barré syndrome</i>, Myasthenia gravis & Multiple sclerosis • Rehabilitation of patient with neurological deficit	• Lecture and discussion • Demonstration of physiotherapy, neuro assessment, tracheostomy care • Visit to rehabilitation center, long term care clinics, EEG, NCV study unit,	• OSCE • Short notes • Essay • Drug book
VII	12 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of immunological disorders Prepare and provides health education on prevention of HIV infection and rehabilitation Describe the national infection control programs	Nursing management of patients with Immunological problems • Review of Immune system • Nursing Assessment: History and Physical assessment • HIV & AIDS: Epidemiology, Transmission, Prevention of Transmission and management of HIV/AIDS • Role of Nurse; Counseling, Health education and home care consideration and rehabilitation • National AIDS Control Program – NACO, various national and international agencies for infection control	• Lecture, discussion • Case Discussion/ seminar • Refer Module on HIV/AIDS	

VIII	12 (T) 4 (L/SL)	Explain the etiology, pathophysiology, types, clinical manifestations, staging, diagnostic measures and management of patients with different cancer, treatment modalities including newer treatments	Nursing management of patient with Oncological conditions • Structure and characteristics of normal and cancer cells • History, physically assessment, diagnostic tests • Prevention screening early detections warning sign of cancer • Epidemiology, etiology classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of Oncological condition • Common malignancies of various body system eye, ear, nose, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostate Brain, Spinal cord. • Oncological emergencies • Modalities of treatment: Chemotherapy, Radiotherapy: Radiation safety, AERB regulations, Surgical intervention, Stem cell and bone marrow transplant, Immunotherapy, Gene therapy • Psychological aspects of cancer: anxiety, depression, insomnia, anger • Supportive care • Hospice care	• Lecture and discussion • Demonstration of chemotherapy preparation and administration • Visit to BMT, radiotherapy units (linear accelerator, brachytherapy, etc.), nuclear medicine unit • Completion of palliative care module during clinical hours (20 hours)	• OSCE • Essay • Quiz • Drug book • Counseling, health teaching
IX	15 (T) 4 (L/SL)	Explain the types, policies, guidelines, prevention and management of disaster and the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with acute emergencies	Nursing management of patient in Emergency and Disaster situations Disaster Nursing • Concept and principles of disaster nursing, Related Policies • Types of disaster: Natural and manmade • Disaster preparedness: Team, guidelines, protocols, equipment, resources • Etiology, classification, Pathophysiology, staging, clinical manifestation, diagnosis, treatment modalities and medical and surgical nursing management of patient with medical and surgical emergencies – Poly trauma, Bites, Poisoning and Thermal emergencies • Principles of emergency management	• Lecture and discussion • Demonstration of disaster preparedness (Mock drill) and triaging • Filed visit to local disaster management centers or demo by fire extinguishers • Group presentation (role play, skit, concept mapping) on different emergency care • Refer Trauma care management/ ATCN module • Guided reading on National Disaster Management	• OSCE • Case presentations and case study

			• Medico legal aspects	Authority (NDMA) guidelines	
X	10 (T)	Explain the Concept, physiological changes, and psychosocial problems of ageing Describe the nursing management of the elderly	Nursing care of the elderly • History and physical assessment • Aging process and age-related body changes and psychosocial aspects • Stress and coping in elder patient • Psychosocial and sexual abuse of elderly • Role of family and formal and non-formal caregivers • Use of aids and prosthesis (hearing aids, dentures) • Legal and ethical issues • National programs for elderly, privileges, community programs and health services • Home and institutional care	• Lecture and discussion • Demonstration of communication with visual and hearing impaired • Field visit to old age homes	• OSCE • Case presentations • Assignment on family systems of India focusing on geriatric population
XI	15 (T) 8 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients in critical care units	Nursing management of patients in critical Care units • Principles of critical care nursing • Organization: physical set-up, policies, staffing norms • Protocols, equipment and supplies • Use and application of critical care biomedical equipment: ventilators, cardiac monitors, defibrillators, infusion pump, Resuscitation equipment and any other • Advanced Cardiac Life support • Nursing management of critically ill patient • Transitional care • Ethical and Legal Aspects • Breaking Bad News to Patients and/or their families: Communication with patient and family • End of life care	• Lecture and discussion • Demonstration on the use of mechanical ventilators, cardiac monitors etc. • Clinical practice in different ICUs	• Objective type • Short notes • Case presentations • Assessment of skill on monitoring of patients in ICU. • Written assignment on ethical and legal issues in critical care
XII	5 (T)	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with occupational/ industrial health disorders	Nursing management of patients occupational and industrial disorders • History, physical examination, Diagnostic tests • Occupational diseases and management	• Lecture and discussion • Industrial visit	• Assignment on industrial health hazards

CLINICAL PRACTICUM

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

PRACTICE COMPETENCIES: On completion of the clinical practicum, the students will develop proficiency in applying nursing process and critical thinking in rendering holistic nursing care including

rehabilitation to the adult/geriatric patients admitted in Critical Care Units, undergoing cosmetic and reconstructive surgery and with selected medical & surgical disorders of ear, nose, throat, eye, Genitourinary, reproductive, immunologic, nervous systems and in emergency/disaster conditions.

The students will be competent to

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

I. Nursing Management of Patients with ENT Disorders

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
ENT Ward and OPD	2	Provide care to patients with ENT disorders Educate the patients and their families	• Examination of ear, nose, throat and History taking • Applying bandages to Ear, Nose • Tracheostomy care • Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures ◦ Auditory screening tests ◦ Audiometric tests • Preparing the patient and assisting in	• ENT assessment –1 • Case study/ Clinical presentation – 1	• Clinical evaluation • OSCE • Case report study/ Clinical presentation

		special procedures like Anterior/posterior nasal packing, Ear Packing and Syringing		
		- Preparation and after care of patients undergoing ENT surgical procedures - Instillation of drops/medication		

II. Nursing Management of Patients with Eye Conditions

A. Skill Lab

Use of manikins and simulators

- Instilling Eye medications
- Eye irrigation
- Eye bandage

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Ophthalmology unit	2	Develop skill in providing care to patients with Eye disorders Educate the patients and their families	- History taking, Examination of eyes and interpretation - Assisting procedures - Visual acuity - Fundoscopy, retinoscopy, ophthalmoscopy, tonometry, - Refraction tests - Pre and post-operative care - Instillation of drops/ medication - Eye irrigation - Application of eye bandage - Assisting with foreign body removal	- Eye assessment – 1 - Health teaching - Case study/ Clinical Presentation– 1	- Clinical evaluation - OSCE - Clinical presentation

III. Nursing Management of Patients with Kidney and Urinary System Disorders

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Renal ward/ nephrology ward including	2	Develop skill in Management of patients	- Assessment of kidney and urinary system - History taking - Physical examination	- Assessment – 1 - Drug presentation – 1 - Care study/	- Clinical evaluation - Care plan - OSCE

Dialysis unit		with urinary, male reproductive problems	- o Testicular self-examination - o digital rectal exam • Preparation and assisting with diagnostic and therapeutic procedures - o Cystoscopy, Cystometrogram, - o Contrast studies: IVP etc. - o Peritoneal dialysis - o Hemodialysis, - o Lithotripsy - o Specific tests: Semen analysis, gonorrhea test, Renal/Prostate Biopsy etc. • Catheterization: care • Bladder irrigation • I/O recording and monitoring • Ambulation and exercise	• Clinical presentation– 1 • Preparing and assisting in hemodialysis	• Quiz • Drug presentation

IV. Nursing Management of Patients with Burns and Reconstructive Surgery

A. Skill Lab

Use of manikins and simulators

- Assessment of burns wound
- Wound dressing

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Burns unit/reconstructive surgical unit	2	Develop skill in burns assessment and providing care to patients with different types of burns Develop skill in providing care to patients with different types of cosmetic and reconstructive surgeries	• Assessment of burns • First aid of burns • Fluid & electrolyte replacement therapy • Skin care • Care of Burn wounds – Bathing – Dressing • Pre-operative and post-operative care of patients • Caring of skin graft and post cosmetic surgery • Rehabilitation	• burn wound assessment – 1 • care study/case presentation – 1	• Clinical evaluation, • Care study/case report

V. Nursing Management of Patients with neurological disorders

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods

Neurology-medical/ Surgery wards	3	Develop skill in Management of patients with Neurological problems	- History taking; Neurological Examination - Patient monitoring - Prepare and assist for various invasive and non-invasive diagnostic procedures - Range of motion exercises, muscle strengthening - Care of medical, surgical and rehabilitative patients	- Case study/ case presentation – 1 - Drug presentation – 1	- Clinical evaluation - Neuro assessment - OSCE - Case report/ presentations

VI. Nursing Management of Patients with Immunological Disorders

A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Isolation ward/ Medical ward	1	Develop skill in the Management of patients with immunological disorders	- History taking - Immunological status assessment (e.g. HIV) and Interpretation of specific tests - Caring of patients with low immunity - Practicing of standard safety measures, precautions/barrier nursing/reverse barrier/isolation skills	- Assessment of immune status - Teaching of isolation to patient and family care givers - Nutritional management - Care Note – 1	- Care note - Quiz - Health Teaching

VII. Nursing Management of Patients with disorders of Oncological conditions

A. Skill Lab

Use of manikins and simulators

- Application of topical medication
- Administration of chemotherapy

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Oncology wards (including day care radiotherapy unit)	3	Develop skill in providing care to patients with oncological disorders	- History taking & physical examination of cancer patients - Screening for common cancers: TNM classification - Preparation, assisting and after care patients undergoing diagnostic procedures - Biopsies/FNAC - Pap smear - Bone-marrow aspiration - Various modalities of treatment - Chemotherapy	- Assessment – 1 - Care study/ clinical presentation – 1 - Pre and post-operative care of patient with various modes of cancer treatment - Teaching on BSE to family members - Visit to palliative	

			– Radiotherapy – Pain management – Stoma therapy	care unit	
			– Hormonal therapy – Immuno therapy – Gene therapy – Alternative therapy • Stoma care and feeding • Caring of patients treated with nuclear medicine • Rehabilitation		• Clinical evaluation • Care study • Quiz • Drug book

VIII. Nursing Management of Patients in emergency conditions

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Emergency room/ Emergency unit	2	Develop skill in providing care to patients with emergency health problems	• Practicing 'triage' • Primary and secondary survey in emergency • Examination, investigations & their interpretations, in emergency & disaster situations • Emergency care of medical and traumatic injury patients • Documentations, assisting in legal procedures in emergency unit • Managing crowd • Counseling the patient and family in dealing with grieving & bereavement	• Triage • Immediate care • Use of emergency trolley	• Clinical evaluation • Quiz

IX. Nursing Management of geriatric patients

A. Skill Lab

Use of manikins and simulators

- Use of assistive safety devices

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Geriatric ward	1	Develops skill in geriatric assessment and providing care to patients with geriatric	• History taking and assessment of Geriatric patient	• Geriatric assessment – 1 • Care of normal and geriatric patient with illness • Fall risk assessment – 1	• Clinical evaluation • Care plan

		illness		• Functional status assessment – 1	

X. Nursing Management of Patients in critical care units

A. Skill Lab

Use of manikins and simulators

- Assessment critically ill
- ET tube set up –suction
- TT suction
- Ventilator set up
- Chest drainage
- Bag mask ventilation
- Central & Peripheral line
- Pacemaker

B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Critical Care Unit	2	Develop skill in assessment of critically ill and providing care to	• Assessment of critically ill patients • Assisting in arterial puncture, ET tube intubation & extubation • ABG analysis & interpretation - respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis	• Hemodynamic monitoring • Different scales used in ICU • Communicating with critically ill patients	• Clinical evaluation • OSCE • RASS scale assessment • Use of VAE
		patients with critical health conditions	• Setting up of Ventilator modes and settings and care of patient on a ventilator • Set up of trolley with instruments • Monitoring and maintenance of Chest drainage system • Bag and mask ventilation • Assisting and maintenance of Central and peripheral lines invasive • Setting up of infusion pump, defibrillator, • Drug administration-infusion, intracardiac, intrathecal, epidural, • Monitoring pacemaker • ICU care bundle • Management of the dying patient in the ICU		• bundle VAP, CAUTI, BSI • Case Presentation

PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING

BIOETHICS PLACEMENT: IV SEMESTER

THEORY: 1 Credit (20 hours)

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

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

1. Describe profession and professionalism.

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Discuss nursing as a profession Describe the concepts and attributes of professionalism Identify the challenges of professionalism Maintain respectful communication and relationship with other health team members, patients and society	PROFESSIONALISM Profession • Definition of profession • Criteria of a profession • Nursing as a profession Professionalism • Definition and characteristics of professionalism • Concepts, attributes and indicators of professionalism • <i>Challenges of professionalism</i> ○ Personal identity vs professional identity ○ Preservation of self-integrity: threat to integrity, Deceiving patient: withholding information and falsifying records ○ Communication & Relationship with team members: Respectful and open communication and relationship pertaining to relevant interests for ethical decision making ○ Relationship with patients and society Professional Conduct • Following ethical principles • Adhering to policies, rules and regulation of the institutions • Professional etiquettes and behaviours • Professional grooming: Uniform,	• Lecture cum Discussion • Debate • Role play	• Short answer • Essay • Objective type

		Demonstrate professional conduct Respect and maintain professional boundaries between patients, colleagues and society Describe the roles and responsibilities of regulatory bodies and professional organizations	Dress code - Professional boundaries: Professional relationship with the patients, caregivers and team members Regulatory Bodies & Professional Organizations: Roles & Responsibilities <i>Regulatory bodies:</i> Indian Nursing Council, State Nursing Council <i>Professional Organizations:</i> Trained Nurses Association of India (TNAI), Student Nurses Association (SNA), Nurses League of Christian Medical Association of India, International Council of Nurses (ICN) and International Confederation of Midwives	- Case based discussion - Lecture cum Discussion - Visit to INC, SNC, TNAI	Visit reports
II	5 (T)	Discuss the importance of professional values Distinguish between personal values and professional values Demonstrate appropriate professional values in nursing practice	PROFESSIONAL VALUES - Values: Definition and characteristics of values - Value clarification - Personal and professional values - Professional socialization: Integration of professional values with personal values Professional values in nursing - Importance of professional values in nursing and health care - Caring: definition, and process - Compassion: Sympathy Vs empathy, Altruism - Conscientiousness - Dedication/devotion to work - Respect for the person- Human dignity - Privacy and confidentiality: Incidental disclosure - Honesty and integrity: Truth telling - Trust and credibility: Fidelity, Loyalty - Advocacy: Advocacy for patients, work environment, nursing education and practice, and for advancing the profession	- Lecture cum Discussion - Value clarification exercise - Interactive learning - Story telling - Sharing experiences - Scenario based discussion	- Short answer - Essay - Assessment of student's behavior with patients and families
III	10 (T)	Define ethics & bioethics Explain ethical principles Identify ethical concerns	ETHICS & BIOETHICS Definitions: Ethics, Bioethics and Ethical Principles - Beneficence - Non-maleficence: Patient safety, protecting patient from harm, Reporting errors - Justice: Treating each person as equal - Care without discrimination, equitable access to care and safety of the public - Autonomy: Respects patients' autonomy, Self-determination,	- Lecture cum discussion - Group discussion with examples - Flipping/ self-directed learning - Role play - Story telling - Sharing experiences - Case based Clinical discussion	- Short answer - Essay - Quiz - Reflective diary - Case report - Attitude test - Assessment of assignment

		Ethical issues and dilemmas in health care	Freedom of choice Ethical issues and dilemma: Common ethical problems • Conflict of interest • Paternalism • Deception • Privacy and confidentiality	• Role modeling • Group exercise on ethical decision- making following steps on a given scenario • Assignment	
			• Valid consent and refusal • Allocation of scarce nursing resources • Conflicts concerning new technologies • Whistle-blowing • <i>Beginning of life issues</i> ○ Abortion ○ Substance abuse ○ Fetal therapy ○ Selective deduction		
		Explain process of ethical decision making and apply knowledge of ethics and bioethics in making ethical decisions Explain code of ethics stipulated by ICN and INC	○ Intrauterine treatment of fetal conditions ○ Mandated contraception ○ Fetal injury ○ Infertility treatment • <i>End of life issues</i> ○ End of life ○ Euthanasia ○ Do Not Resuscitate (DNR) • <i>Issues related to psychiatric care</i> ○ Non compliance ○ Restrain and seclusion ○ Refuse to take food		
		Discuss the rights of the patients and families to make decisions about health care Protect and respect patients' rights	Process of ethical decision making • Assess the situation (collect information) • Identify the ethical problem • Identify the alternative decisions • Choose the solution to the ethical decision • Implement the decision • Evaluate the decision Ethics committee: Roles and responsibilities • Clinical decision making • Research Code of Ethics • International Council of Nurses (ICN) • Indian Nursing Council Patients' Bill of Rights-17 patients' rights (MoH & FW, GoI) 1. Right to emergency medical care 2. Right to safety and quality care according to standards 3. Right to preserve dignity 4. Right to nondiscrimination 5. Right to privacy and confidentiality 6. Right to information 7. Right to records and reports 8. Right to informed consent		

			9. Right to second opinion 10. Right to patient education 11. Right to choose alternative treatment options if available 12. Right to choose source for obtaining medicines or tests 13. Right to proper referral and transfer, which is free from perverse commercial influences 14. Right to take discharge of patient or receive body of deceased from hospital 15. Right to information on the rates to be charged by the hospital for each type of service provided and facilities available on a prominent display board and a brochure 16. Right to protection for patients involved in clinical trials, biomedical and health research 17. Right to be heard and seek redressal		

CHILD HEALTH NURSING – I

PLACEMENT: V SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

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

COURSE OUTLINE

T – Theory, L/SL – Lab/Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	10 (T) 10 (L)	Explain the modern concept of child-care	Introduction: Modern concepts of child-care • Historical development of child health • Philosophy and modern concept of child-care • Cultural and religious considerations in child-care • National policy and legislations in relation to child health and welfare • National programs and agencies related to welfare services to the children • Internationally accepted rights of the child • Changing trends in hospital care, preventive, promotive and curative aspect of child health • <i>Preventive pediatrics:</i> ○ Concept ○ Immunization ○ Immunization programs and cold chain. ○ Care of under-five and Under-five Clinics/Well-baby clinics ○ Preventive measures towards accidents • Child morbidity and mortality rates • Difference between an adult and child which affect response to illness ○ Physiological ○ Psychological ○ Social ○ Immunological • Hospital environment for sick child • Impact of hospitalization on the child and family • Communication techniques for children • Grief and bereavement • The role of a child health nurse in caring for a hospitalized child • Principles of pre and postoperative care of infants and children.	• Lecture Discussion • Demonstration of common pediatric procedures	• Short answer • Objective type • Assessment of skills with checklist
		Describe National policy, programs and legislation in relation to child health & welfare			
		Describe role of preventive pediatrics			
		List major causes of death during infancy, early & late childhood	• Child morbidity and mortality rates • Difference between an adult and child which affect response to illness ○ Physiological ○ Psychological ○ Social ○ Immunological • Hospital environment for sick child • Impact of hospitalization on the child and family • Communication techniques for children • Grief and bereavement • The role of a child health nurse in caring for a hospitalized child • Principles of pre and postoperative care of infants and children. • <i>Child Health Nursing procedures:</i> • Administration of medication: oral, I/M, & I/V • Calculation of fluid requirement • Application of restraints • Assessment of pain in children. ○ FACES pain rating scale ○ FLACC scale		
		Differentiate between an adult and child in terms of illness and response			
		Describe the major functions & role of the pediatric nurse in caring for a hospitalized child.			
		Describe the principles of child health nursing and			

		perform child health nursing procedures	○ Numerical scale		
II	12 (T)	Describe the normal growth and development of children at different ages Identify the needs of children at different ages & provide parental guidance Identify the nutritional needs of children at different ages & ways of meeting needs Identify the role of play for normal & sick children	The Healthy Child • Definition and principles of growth and development • Factors affecting growth and development • Growth and development from birth to adolescence • Growth and developmental theories (Freud, Erickson, Jean Piaget, Kohlberg) • The needs of normal children through the stages of developmental and parental guidance • Nutritional needs of children and infants - breast feeding - exclusive breast feeding - Supplementary/artificial feeding and weaning • Baby friendly hospital concept • Types and value of play and selection of play material	• Lecture Discussion • Demonstration • Developmental study of infant and children • Observation study of normal & sick child • Field visit to Anganwadi, child guidance clinic • Videos on breast feeding • Clinical practice/field • refers/consult • MAA Mothers Absolute affection program for breast feeding module (national guidelines)	• Short answer • Objective type • Assessment of field visits and developmental study reports
III	15 (T) 20 (L)	Provide care to normal and high- risk neonates Perform neonatal resuscitation	Nursing care of neonate: • Appraisal of Newborn • Nursing care of a normal newborn/essential newborn care • Neonatal resuscitation • Nursing management of low birth weight baby	• Modular based teaching: ENBC and FBNC module (oral drills, videos, self-evaluation exercises)	• OSCE • Short answer • Objective type
		Recognize and manage common neonatal problems	• Kangaroo mother care • Nursing management of common neonatal disorder - Hyperbilirubinemia - Hypothermia - Hyperthermia - Metabolic disorder - Neonatal infections - Neonatal seizures - Respiratory distress syndrome - Retinopathy of Prematurity • Organization of neonatal care unit • Neonatal equipment	• Workshop on neonatal resuscitation: NRP module • Demonstration • Practice Session • Clinical practice • Lecture Discussion	
IV	10 (T) 5 (L)	Apply principles and strategies of IMNCI	Integrated management of neonatal and childhood illnesses	<i>Modular based teaching:</i> IMNCI module • Clinical practice/field	• OSCE

V	8 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of respiratory, and endocrine system	Nursing management in common childhood diseases Respiratory system: • Identification and Nursing management of congenital malformations • Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hernia • Others: Acute naso-pharyngitis, Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma Endocrine system: • Juvenile Diabetes mellitus, Hypothyroidism	• Lecture Discussion • Demonstration • Practice session • Clinical practice	• Short answer • Objective type • Assessment of skills with checklist
VI	5 (T) 5 (L)	Develop ability to meet child- hood emergencies and perform child CPR	Childhood emergencies • Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning • PLS (AHA Guidelines)	• Lecture • Discussion • Demonstration • PLS Module/ Workshop	• OSCE

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

PLACEMENT: V & VI SEMESTER

PRACTICUM: Skill Lab: 1 Credit (40 hours)

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

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

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

Skill Lab

Use of Manikins and Simulators PLS, CPAP, Endotracheal Suction **Pediatric Nursing Procedures:**

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

CLINICAL POSTINGS

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

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Pediatric Medical Ward	V Sem – 2 weeks VI Sem – 1 week	Provide nursing care to children with various medical disorders	- Taking pediatric history - Physical examination & assessment of children - Administration of oral, I/M, & I/V medicine/fluids - Calculation of fluid replacement - Preparation of different strengths of I/V fluids - Application of restraints - Administration of O₂ inhalation by different methods - Baby bath/sponge bath - Feeding children by Katori spoon, Paladai cup - Collection of specimens for common investigations - Assisting with common diagnostic procedures - Teaching mothers/ parents - Malnutrition - Oral rehydration therapy - Feeding & Weaning - Immunization schedule - Play therapy	- Nursing care plan – 1 - Case study presentation – 1 - Health talk – 1	- Assess performance with rating scale - Assess each skill with checklist OSCE/OSPE - Evaluation of case study/ presentation & health education session - Completion of activity record
Pediatric Surgical Ward	V Sem – 2 weeks VISem – 1 week	- Recognize different pediatric surgical conditions/ malformations - Provide pre & post-operative care to children with common paediatric surgical conditions/ malformation - Counsel & educate parents	- Calculation, preparation & administration of I/V fluids - Bowel wash, insertion of suppositories - Care for ostomies: - Colostomy Irrigation - Ureterostomy - Gastrostomy - Enterostomy - Urinary catheterization & drainage - Feeding - Naso-gastric - Gastrostomy - Jejunostomy - Care of surgical wounds - Dressing - Suture removal	- Nursing care plan – 1 - Case study/ presentation – 1	- Assess performance with rating scale - Assess each skill with checklist OSCE/OSPE - Evaluation of case study/ presentation - Completion of activity record

Pediatric OPD/ Immunization room	V Sem – 1 week	• Perform assessment of children: health, developmental & anthropometric • Perform immunization • Give health education/nutritional education	• Assessment of children ○ Health assessment ○ Developmental assessment ○ Anthropometric assessment ○ Nutritional assessment • Immunization • Health/Nutritional education	• Growth and development study: - Infant – 1 - Toddler – 1 - Preschooler – 1 - Schooler – 1 - Adolescent – 1	• Assess performance with rating scale • Completion of activity record.
NICU & PICU	VI Sem – 1 week	• Provide nursing care to critically ill children	• Care of a baby in incubator/warmer • Care of a child on ventilator, CPAP • Endotracheal Suction • Chest Physiotherapy • Administration of fluids with infusion pumps • Total Parenteral Nutrition • Phototherapy • Monitoring of babies • Recording & reporting • Cardiopulmonary Resuscitation (PLS)	• Newborn assessment – 1 • Nursing Care Plan – 1	• Assess performance with rating scale • Evaluation of observation report • Completion of activity record

MENTAL HEALTH NURSING – I

PLACEMENT: V SEMESTER

THEORY: 3 Credits (60 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

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

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

1. Trace the historical development of mental health nursing and discuss its scope.
2. Identify the classification of the mental disorders.
3. Develop basic understanding of the principles and concepts of mental health nursing.
4. Apply the Indian Nursing Council practice standards for psychiatric mental health nursing in supervised clinical settings.
5. Conduct mental health assessment.
6. Identify and maintain therapeutic communication and nurse patient relationship.
7. Demonstrate knowledge of the various treatment modalities and therapies used in mental disorders.
8. Apply nursing process in delivering care to patients with mental disorders.
9. Provide nursing care to patients with schizophrenia and other psychotic disorders based on assessment findings and treatment/therapies used.

10. Provide nursing care to patients with mood disorders based on assessment findings and treatment/therapies used.
11. Provide nursing care to patients with neurotic disorders based on assessment findings and treatment/ therapies used.

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6 (T)	Describe the historical development & current trends in mental health nursing Discuss the scope of mental health nursing Describe the concept of normal & abnormal behaviour	Introduction - Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices - Mental health team - Nature & scope of mental health nursing - Role & functions of mental health nurse in various settings and factors affecting the level of nursing practice - Concepts of normal and abnormal behaviour	Lecture cum Discussion	- Essay - Short answer
II	10 (T)	Define the various terms used in mental health Nursing Explain the classification of mental disorders Explain the psychodynamics of maladaptive behaviour Discuss the etiological factors & psychopathology of mental disorders Explain the principles and standards of Mental health Nursing Describe the conceptual models of mental health nursing	Principles and Concepts of Mental Health Nursing - Definition: mental health nursing and terminology used - Classification of mental disorders: ICD11, DSM5, Geropsychiatry manual classification - Review of personality development, defense mechanisms - Etiology bio-psycho-social factors - Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neurotransmission - Principles of Mental health Nursing - Ethics and responsibilities - Practice Standards for Psychiatric Mental Health Nursing (INC practice standards) - Conceptual models and the role of nurse: - Existential model - Psychoanalytical models - Behavioural model - Interpersonal model - Preventive psychiatry and rehabilitation	- Lecture cum Discussion - Explain using Charts - Review of personality development	- Essay - Short answer
III	6 (T)	Describe nature, purpose and process of assessment of mental health status	Mental Health Assessment - History taking - Mental status examination - Mini mental status examination - Neurological examination - Investigations: Related Blood chemistry, EEG, CT & MRI - Psychological tests	- Lecture cum Discussion - Demonstration - Practice session - Clinical practice	- Essay - Short answer - Assessment of mental health status

IV	6 (T)	Identify therapeutic communication & techniques Describe therapeutic relationship Describe therapeutic impasses and its interventions	Therapeutic Communication and Nurse-Patient Relationship • Therapeutic communication: Types, techniques, characteristics and barriers • Therapeutic nurse-patient relationship • Interpersonal relationship- • Elements of nurse patient contract, • Review of technique of IPR- Johari window • Therapeutic impasse and its management	• Lecture cum Discussion • Demonstration • Role Play • Process recording • Simulation (video)	• Essay • Short answer • OSCE
V	10 (T)	Explain treatment modalities and therapies used in mental disorders and role of the nurse	Treatment modalities and therapies used in mental disorders • Physical therapies: Psychopharmacology, Electro Convulsive therapy • Psychological Therapies: Psychotherapy, Behaviour therapy, CBT • Psychosocial: Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy • Alternative & Complementary: Yoga, Meditation, Relaxation • Consideration for special populations	• Lecture cum Discussion • Demonstration • Group work • Practice session • Clinical practice	• Essay • Short answer • Objective type
VI	8 (T)	Describe the etiology, psychodynamics/ pathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders	Nursing management of patient with Schizophrenia, and other psychotic disorders • Prevalence and incidence • Classification • Etiology, psychodynamics, clinical manifestation, diagnostic criteria / formulations Nursing process • Nursing Assessment: History, Physical and mental assessment • Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders • Geriatric considerations and considerations for special populations • Follow up and home care and rehabilitation	• Lecture and Discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems
VII	6 (T)	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with mood disorders	Nursing management of patient with mood disorders • Prevalence and incidence • Mood disorders: Bipolar affective disorder, mania depression and dysthymia etc. • Etiology, psycho dynamics, clinical manifestation, diagnosis • Nursing Assessment History, Physical and mental assessment • Treatment modalities and nursing management of patients with mood	• Lecture and Discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems

			disorders • Geriatric considerations/ considerations for special populations • Follow-up and home care and rehabilitation		
VIII	8 (T)	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders	Nuss related and somatisation disorders • Prevalence and incidence • classifications Anxiety disorders – OCD, PTSD, Somatoform rsing management of patient with neurotic, stre • disorders, Phobias, Disassociative and Conversion disorders • Etiology, psychodynamics, clinical manifestation, diagnostic criteria/ formulations • Nursing Assessment: History, Physical and mental assessment • Treatment modalities and nursing management of patients with neurotic and stress related disorders • Geriatric considerations/ considerations for special populations • Follow-up and home care and rehabilitation	• Lecture and Discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems

CLINICAL PRACTICUM MENTAL HEALTH NURSING - I & II

PLACEMENT: SEMESTER V & VI

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

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

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

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

CLINICAL POSTINGS

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

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Skills/Procedural Competencies	Clinical Requirements	Assessments Methods
Psychiatric OPD	2	• Assess patients with mental health problems • Observe and assist in therapies • Counsel and educate patients,	• History taking • Perform mental status examination (MSE) • Observe/practice Psychometric assessment • Perform Neurological examination	• History taking and Mental status examination – 2 • Health education – 1 • Observation report of OPD	• Assess performance with rating scale • Assess each skill with checklist • Evaluation of health education

		and families	• Observing and assisting in therapies • Individual and group psycho-education ▪ Mental hygiene practice education ▪ Family psycho-education		• Assessment of observation report • Completion of activity record
Child Guidance clinic	1	• Assess children with various mental health problems • Counsel and educate children, families and significant others	• History & mental status examination • Observe/practice psychometric assessment • Observe and assist in various therapies • Parental teaching for child with mental deficiency	• Case work – 1 • Observation report of different therapies – 1	• Assess performance with rating scale • Assess each skill with checklist • Evaluation of the observation report
Inpatient ward	4	• Assess patients with mental health problems • Provide nursing care for patients with various	• History taking • Mental status examination (MSE) • Neurological examination • Assisting in psychometric	• Give care to 2-3 patients with various mental disorders • Case study – 1	• Assess performance with rating scale • Assess each skill with checklist
		• mental health problems • Assist in various therapies • Counsel and educate patients, families and significant others	• assessment • Recording therapeutic communication • Administration of medications • Assist Electro-Convulsive Therapy (ECT) • Participating in all therapies • Preparing patients for Activities of Daily Living (ADL) • Conducting admission and discharge counselling • Counseling and teaching patients and families	• Care plan • Clinical presentation – 1 • Process recording – 2 • Maintain drug book	• Evaluation of the case study, care plan, clinical presentation, process recording • Completion of activity record
Community psychiatry & Deaddiction centre	1	• Identify patients with various mental disorders • Motivate patients for early treatment and follow up • Assist in follow up clinic • Counsel and educate patient, family and community • Observe the assessment and care of patients at deaddiction centre	• Conduct home visit and case work • Identifying individuals with mental health problems • Assisting in organizations of Mental Health camp • Conducting awareness meetings for mental health & mental illness • Counseling and Teaching family members, patients and community • Observing deaddiction care	• Case work – 1 • Observation report on field visits • Visit to deaddiction centre	• Assess performance with rating scale • Evaluation of case work and observation report • Completion of activity record

COMMUNITY HEALTH NURSING – I

Including Environmental Science & Epidemiology

PLACEMENT: V SEMESTER

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

PRACTICUM: Clinical: 2 Credits (160 hours)

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

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

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

health programs in the community for the prevention, control and management of communicable and non-communicable diseases particularly in screening, identification, primary management and referral to a health facility/First Referral Unit (FRU)

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	4 (T)	Define public health, community health and community health nursing Explain the evolution of public health in India and scope of community health nursing Explain various concepts of health and disease, dimensions and determinants of health Explain the natural history of disease and levels of prevention Discuss the health problems of India	Concepts of Community Health and Community Health Nursing - Definition of public health, community health and community health nursing - Public health in India and its evolution and Scope of community health nursing <i>Review:</i> Concepts of Health & Illness/ disease: Definition, dimensions and determinants of health and disease - Natural history of disease - Levels of prevention: Primary, Secondary & tertiary prevention – Review - Health problems (Profile) of India	- Lecture - Discussion - Explain using chart, graphs - Community needs assessment (Field survey on identification of demographic characteristics, health determinants and resources of a rural and an urban community) - Explain using examples	- Short answer - Essay - Objective type - Survey report
II	8 (T)	Describe health planning and its steps, and various health plans, and committees Discuss health care delivery system in India at various levels	Health Care Planning and Organization of Health Care at various levels - Health planning steps - Health planning in India: various committees and commissions on health and family welfare and Five Year plans - Participation of community and stake holders in health planning - Health care delivery system in India: Infrastructure and Health sectors, Delivery of health services at sub-centre (SC), PHC, CHC, District level, state level and national level - Sustainable development	- Lecture - Discussion - Field visits to CHC, PHC, SC/ Health Wellness Centers (HWC) - Directed reading	- Short answer - Essay - Evaluation of Field visit reports & presentation

		Describe SDGs, primary health care and comprehensive primary health care (CPHC)	goals (SDGs), Primary Health Care and Comprehensive Primary Health Care (CPHC): elements, principles • CPHC through SC/Health Wellness Center (HWC) • Role of MLHP/CHP		
		Explain health care policies and regulations in India	• National Health Care Policies and Regulations ○ National Health Policy (1983, 2002, 2017) ○ National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM ○ National Health Protection Mission (NHPM) ○ Ayushman Bharat ○ Universal Health Coverage		
III	15 (T)	Identify the role of an individual in the conservation of natural resources	Environmental Science, Environmental Health, and Sanitation • concepts of water conservation: rain water harvesting and water shed management . • <i>Natural resources</i>: Renewable and non-renewable resources, natural resources and associated problems: Forest resources, water resources, mineral resources, food resources, energy resources and land resources • Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles • <i>Ecosystem</i>: Concept, structure and functions of ecosystems, Types & Characteristics – Forest ecosystem, Grassland	• Lecture • Discussion • Debates on environmental protection and preservation • Explain using Charts, graphs, Models, films, slides	• Short answer • Essay • Field visit reports
		Describe ecosystem, its structure, types and functions			

		Explain the classification, value and threats to biodiversity Enumerate the causes, effects and control measures of environmental pollution Discuss about climate change, global warming, acid rain, and ozone layer depletion Enumerate the role of an individual in creating awareness about the social issues related to environment	ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem • <i>Biodiversity</i>: Classification, value of bio-diversity, threats to biodiversity, conservation of biodiversity • <i>Environmental pollution</i>: Introduction, causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards & their impact on health • <i>Climate change, global warming</i>: ex. heat wave, acid rain, ozone layer depletion, waste land reclamation & its impact on health • <i>Social issues and environment</i>: sustainable development, urban problems related to energy, water and environmental ethics • Acts related to environmental protection and preservation Environmental Health &	• Directed reading • Visits to water supply & purification sites	
		List the Acts related to environmental protection and preservation Describe the concept of environmental health and sanitation	Sanitation Concept of environment health and sanitation Concept of safe water, sources of water, waterborne diseases, water purification processes, household purification of water Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water Concepts of water conservation: rain water harvesting and water shed management	• Observe rain water harvesting plants • Visit to sewage disposal and treatment sites, and waste disposal	

		Describe water conservation, rain water harvesting and water shed management	Concept of Pollution prevention Air & noise pollution Role of nurse in prevention of pollution Solid waste management, human excreta disposal & management and sewage disposal and management Commonly used insecticides and pesticides	sites	
IV	7 (T)	Describe the various nutrition assessment methods at the community level Plan and provide diet plans for all age groups including therapeutic diet Provide nutrition counseling and education to all age groups and describe	Nutrition Assessment and Nutrition Education • <i>Review of Nutrition</i> o Concepts, types o Meal planning: aims, steps & diet plan for different age groups o Nutrition assessment of individuals, families and community by using appropriate methods • Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status • General nutritional advice • Nutrition education: purpose, principles & methods and Rehabilitation	• Lecture • Discussion • Demonstration • Role play • Market visit • Nutritional assessment for different age groups • Lecture • Discussion	• Performance assessment of nutrition assessment for different age groups • Evaluation on nutritional assessment reports • Short answer • Essay
		the national nutrition programs and Identify early the food borne diseases, and perform initial management and referral appropriately	• <i>Review:</i> Nutritional deficiency disorders • National nutritional policy & programs in India Food Borne Diseases and Food Safety Food borne diseases • Definition, & burden, Causes and classification • Signs & Symptoms • Transmission of food borne pathogens & toxins • Early identification, initial management and referral Food poisoning & food intoxication		• Field

			- Epidemiological features/clinical characteristics, Types of food poisoning - Food intoxication-features, preventive & control measures - Public health response to food borne diseases	- Field visits to milk purification plants, slaughterhouse - Refer Nutrition module-BPCCHN Block 2-unit I & UNIT 5	visit reports
V	6 (T)	Describe behaviour change communication skills Counsel and provide health education to individuals, families and community for promotion of healthy life style practices	Communication management and Health Education - Behaviour change communication skills - Human behaviour - Health belief model: concepts & definition, ways to influence behaviour - Steps of behaviour change - Techniques of behaviour change: Guiding principles in planning BCC activity - Steps of BCC - Social and Behaviour Change Communication strategies (SBCC): techniques to collect social history from clients - Barriers to effective	- Lecture - Discussion - Role play - Demonstration: BCC skills - Supervised field practice - Refer: BCC/SBCC module (MoHFW & USAID)	- Short answer - Essay - Performance evaluation of health
		using appropriate methods and media	communication, and methods to overcome them Health promotion and Health education: methods/techniques, and audio-visual aids		education sessions to individuals and families
VI	7 (T)	Describe community health nursing approaches and concepts	Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel - Approaches: - Nursing process - Epidemiological approach - Problem solving approach - Evidence based	- Lecture - Discussion - Demonstration - Role plays	- Short answer - Essays

		Describe and identify the activities of community health nurse to promote and maintain family health through home visits	- approach - Empowering people to care for themselves - Review: Primary health care and Comprehensive Primary Health Care (CPHC) Home Visits: - Concept, Principles, Process, & Techniques: Bag technique - Qualities of Community Health Nurse - Roles and responsibilities of community health nursing personnel in family health services - Review: Principles & techniques of counseling	Supervised field practice	Assessment of supervised field practice
VII	10 (T)	Explain the specific activities of community health nurse in assisting individuals and groups to promote and maintain their health	Assisting individuals and families to promote and maintain their health <i>A. Assessment of individuals and families</i> (Review from Child health nursing, Medical surgical nursing and OBG Nursing) Assessment of children, women, adolescents, elderly etc.	- Lecture - Discussion - Demonstration - Role plays	- Short answer - Essay - Assessment of clinical performance in the field practice area
			- Children: Monitoring growth and development, milestones - Anthropometric measurements, BMI - Social development - Temperature and Blood pressure monitoring - Menstrual cycle - Breast self-examination (BSE) and testicles self-examination (TSE) - Warning Signs of various diseases - Tests: Urine for sugar and albumin, blood sugar, Hemoglobin <i>B. Provision of health services/primary</i>		Assessment of procedural skills in lab procedures

		Provide primary care at home/ health centers (HWC) using standing orders/ protocols as per public health standards/approved by MoH&FW and INC	<i>health care:</i> • Routine check-up, Immunization, counseling, and diagnosis • Management of common diseases at home and health centre level ○ Care based on standing orders/protocols approved by MoH&FW ○ Drugs dispensing and injections at health centre	• Document and maintain: • Individual records	• Evaluation of records and reports
		regulation Develop skill in maintenance of records and reports	<i>C. Continue medical care and follow up in community for various diseases/disabilities</i> <i>D. Carry out therapeutic procedures as prescribed/required for client and family</i> <i>E. Maintenance of health records and reports</i> • Maintenance of client records • Maintenance of health records at the facility level • Report writing and documentation of activities carried out during home visits, in the clinics/centers and field visits		
		Develop beginning skills in handling social issues affecting the health and development of the family	<i>F. Sensitize and handle social issues affecting health and development of the family</i> • Women empowerment • Women and child abuse • Abuse of elders • Female foeticide • Commercial sex workers • Substance abuse <i>G. Utilize community resources for client and family</i> • Trauma services • Old age homes • Orphanages	• Family records • Health center records	

		Identify and assist the families to utilize the community resources appropriately	- Homes for physically challenged individuals - Homes for destitute - Palliative care centres - Hospice care centres - Assisted living facility	Field visits	Evaluation of field visit reports
VIII	10 (T)	Describe the concepts, approaches and methods of epidemiology	Introduction to Epidemiology – Epidemiological Approaches and Processes - Epidemiology: Concept and Definition - Distribution and frequency of disease	- Lecture - Discussion - Demonstration - Role play - Field visits: communicable disease hospital & Entomology office - Investigation of an epidemic of	- Short answer - Essay - Report on visit to communicable disease hospital - Report on visit to entomology office
			- Aims & uses of epidemiology - Epidemiological models of causation of disease - Concepts of disease transmission - Modes of transmission: Direct, Indirect and chain of infection - Time trends or fluctuations in disease occurrence - Epidemiological approaches: Descriptive, analytical and experimental - Principles of control measures/levels of		
		Investigate an epidemic of communicable disease	prevention of disease - Investigation of an epidemic of communicable disease - Use of basic epidemiological tools to make community diagnosis for effective planning and intervention	communicable disease	Report and presentation on investigating an epidemic of communicable disease

IX	15 (T)	Explain the epidemiology of specific communicable diseases	Communicable Diseases and National Health Programs 1. Communicable Diseases – Vector borne diseases (Every disease will be dealt under the following headlines) • Epidemiology of the	• Lecture • Discussion, • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with communicable diseases	• Field visit reports • Assessment of family case study • OSCE assessment
		Describe the various methods of prevention, control and management of communicable diseases and the role of nurses in screening, diagnosing, primary management and referral to a health facility	• following vector born diseases • Prevention & control measures • Screening, and diagnosing the following conditions, primary management, referral and follow up ○ Malaria ○ Filaria ○ Kala-azar ○ Japanese encephalitis ○ Dengue ○ Chickungunya 2. Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines)		• Short answer • Essay
			• Epidemiology of the following infectious diseases • Prevention & Control measures • Screening, diagnosing the following conditions, primary management, referral and follow up ○ Leprosy ○ Tuberculosis ○ Vaccine preventable diseases – Diphtheria, whooping cough, tetanus, poliomyelitis		
			- and measles ○ Enteric fever ○ Viral hepatitis ○ HIV/AIDS/RTI infections ○ HIV/AIDS, and Sexually Transmitted Diseases/ Reproductive tract infections (STIs/RTIs) ○ Diarrhoea ○ Respiratory tract		

		Identify the national health programs relevant to communicable diseases and explain the role of nurses in implementation of these programs	infections ○ COVID-19 ○ Helminthic – soil & food transmitted and parasitic infections – Scabies and pediculosis 3. Communicable diseases: <i>Zoonotic diseases</i> • Epidemiology of Zoonotic diseases • Prevention & control measures • Screening and diagnosing the following conditions, primary management, referral and follow up ○ Rabies: Identify, suspect, primary management and referral to a health facility • Role of a nurses in control of communicable diseases National Health Programs 1. UIP: Universal Immunization Program (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B)		
			2. National Leprosy Eradication Program (NLEP) 3. Revised National Tuberculosis Control Program (RNTCP) 4. Integrated Disease Surveillance Program (IDSP): Enteric fever, Diarrhea, Respiratory		
			infections and Scabies 5. National Aids Control Organization (NACO) 6. National Vector Borne Disease Control Program 7. National Air Quality Monitoring Program 8. Any other newly added program		

X	15 (T)	Describe the national health program for the control of non-communicable diseases and the role of nurses in screening, identification, primary management and referral to a health facility	Non-Communicable Diseases and National Health Program (NCD) • National response to NCDs (Every disease will be dealt under the following headlines) • Epidemiology of specific diseases • Prevention and control measures • Screening, diagnosing/identification and primary management, referral and follow up care		• Field visit reports • Assessment of family case study • OSCE assessment • Short answer • Essay
			NCD-1 ○ Diabetes Mellitus ○ Hypertension ○ Cardiovascular diseases ○ Stroke & Obesity ○ Blindness: Categories of visual impairment and national program for control of blindness ○ Deafness: national program for prevention and control of deafness ○ Thyroid diseases ○ Injury and accidents: Risk factors for Road traffic injuries and operational guidelines for trauma care facility	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with non-communicable diseases	
			○ on highways NCD-2 Cancers ○ Cervical Cancer ○ Breast Cancer ○ Oral cancer ○ Epidemiology of specific cancers, Risk factors/ Causes, Prevention, Screening, diagnosis – signs, Signs & symptoms, and early management & referral ○ Palliative care ○ Role of a nurse in non-communicable disease control program National Health Programs National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases		

			- and Stroke (NPCDCS) • National program for control of blindness • National program for prevention and control of deafness • National tobacco control program • Standard treatment protocols used in National Health Programs	• Participation in national health programs	
XI	3 (T)	Enumerate the school health activities and the role functions of a school health nurse	School Health Services • Objectives • Health problems of school children • Components of school health services • Maintenance of school health records • Initiation and planning of school health services • Role of a school health nurse	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice	• Short answer • Essay • Evaluation of health counseling to school children • Screen, diagnose, manage and refer school children • OSCE assessment

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

CLINICAL PRACTICUM

CLINICAL: 2 Credits (160 hours)

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

Clinical Area/Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Urban	2 weeks	Build and maintain rapport	• Interviewing skills using communication and interpersonal relationship	• Community needs assessment/ Survey	• Evaluation of survey report
Rural	2 Weeks	Identify the socio-demographic characteristics, health determinants and resources of a rural and an urban community	• Conducting community needs assessment/survey to identify health determinants of a community	– Rural/urban – 1 Field visits: • SC/HWC, PHC, CHC • Water resources & purification site – water quality standards • Rain water harvesting • Sewage disposal - Observation of • milk diary	• Evaluation of field visit and observation reports

		Observe the functioning and document significant observations Perform nutritional assessment and plan diet plan for adult Educate individuals/family/community on - Nutrition - Hygiene - Food hygiene - Healthy lifestyle - Health promotion Perform health assessment for clients of various age groups Maintain records and reports	• Observation skills • Nutritional assessment skills • Skill in teaching individual/family on: - o Nutrition, including food hygiene and safety - o Healthy lifestyle - o Health promotion • Health assessment including nutritional assessment for clients of different age groups • Documentation skills	• slaughterhouse – meat hygiene • Observation of nutrition programs • Visit to market • Nutritional assessment of an individual (adult) – 1 • Health teaching (Adult) – 1 • Use of audio-visual aids - o Flash cards - o Posters - o Flannel graph - o Flip charts • Health assessment of woman – 1, infant/under five – 1, adolescent – 1, adult – 1 • Growth monitoring of under-five children – 1 Document and maintain: • Individual record • Family record • Health center record • Community health survey to investigate an epidemic – 1	• Health talk evaluation • Assessment of clinical performance • Evaluations of reports &
		Investigate epidemic of communicable disease Identify prevalent communicable and non-communicable diseases Screen, diagnose, manage and refer clients with common health problems in the community and refer high risk clients using standing orders/protocols	• Investigating an epidemic – Community health survey • Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to FRUs • Conduct home visit	Screening, diagnosing and primary management and referral: • Communicable disease – 1 • Non-communicable diseases – 1 • Home visits – 2 • Participation in any two national health programs • Participation in school health	records • Clinical performance assessment • OSCE • Final clinical examination • Evaluation of home visit

	Participate in implementation of national health programs	• Participation in implementation of national health programs	program – 1	
	Participate in school health program	• Participation in school health program		

EDUCATIONAL TECHNOLOGY/NURSING EDUCATION

PLACEMENT: V SEMESTER

THEORY: 2 Credits (40 hours)

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

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

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

1. Develop basic understanding of theoretical foundations and principles of teaching and learning
2. Identify the latest approaches to education and learning
3. Initiate self- assessment to identify one's own learning styles
4. Demonstrate understanding of various teaching styles that can be used, based on the learners' readiness and generational needs
5. Develop understanding of basics of curriculum planning, and organizing
6. Analyze and use different teaching methods effectively that are relevant to student population and settings
7. Make appropriate decisions in selection of teaching learning activities integrating basic principles
8. Utilize active learning strategies that enhance critical thinking, team learning and collaboration
9. Engage in team learning and collaboration through inter professional education
10. Integrate the principles of teaching and learning in selection and use of educational media/technology
11. Apply the principles of assessment in selection and use of assessment and evaluation strategies
12. Construct simple assessment tools/tests integrating cognitive, psychomotor and affective domains of learning that can measure knowledge and competence of students
13. Develop basic understanding of student guidance through mentoring and academic advising
14. Identify difficult situations, crisis and disciplinary/grievance issues experienced by students and provide appropriate counseling
15. Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards
16. Develop basic understanding of evidence-based teaching practices

COURSE OUTLINE

T – Theory, P – Practical (Laboratory)

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	6	3	Explain the definition, aims, types, approaches and scope of educational technology Compare and contrast the various educational philosophies Explain the teaching learning process, nature, characteristics and principles	Introduction and Theoretical Foundations: <i>Education and educational technology</i> • Definition, aims • Approaches and scope of educational technology • Latest approaches to education: ○ Transformational education ○ Relationship based education ○ Competency based education <i>Educational philosophy:</i> • Definition of philosophy, education and philosophy • Comparison of educational philosophies • Philosophy of nursing education <i>Teaching learning process:</i> • Definitions • Teaching learning as a process • Nature and characteristics of teaching and learning • Principles of teaching and learning • Barriers to teaching and learning • Learning theories • Latest approaches to learning ○ Experiential learning	• Lecture cum discussion	• Quiz
				○ Reflective learning ○ Scenario based learning ○ Simulation based learning ○ Blended learning	Group exercise: • Create/discuss scenario-based exercise	Assessment of Assignment: • Learning theories–analysis of any one
II	6	6	Identify essential qualities/attributes of a teacher Describe the teaching styles of faculty Explain the determinants of learning and initiates self-assessment to identify own learning style	Assessment and Planning <i>Assessment of teacher</i> • Essential qualities of a teacher • Teaching styles – Formal authority, demonstrator, facilitator, delegator <i>Assessment of learner</i> • Types of learners • Determinants of learning – learning needs, readiness to learn, learning styles • Today's generation of learners and their skills and attributes • Emotional intelligence of	• Lecture cum discussion Self-assessment exercise: • Identify your learning style using any learning style inventory (ex. Kolb's learning style inventory) • Lecture cum	• Short answer • Objective type

			Identify the factors that motivate the learner Define curriculum and classify types Identify the factors influencing curriculum development Develop skill in writing learning outcomes, and lesson plan	the learner • Motivational factors – personal factors, environmental factors and support system Curriculum Planning • Curriculum – definition, types • Curriculum design – components, approaches • Curriculum development – factors influencing curriculum development, facilitators and barriers • Writing learning outcomes/ behavioral objectives • Basic principles of writing course plan, unit plan and lesson plan	discussion Individual/group exercise: • Writing learning outcomes • Preparation of a lesson plan	Assessment of Assignment: • Individual/ Group
III	8	15	Explain the principles and strategies of classroom management	Implementation <i>Teaching in Classroom and Skill lab – Teaching Methods</i> • Classroom management-principles and strategies • Classroom communication - o Facilitators and Barriers to classroom communication	• Lecture cum Discussion	• Short answer • Objective type
			Describe different methods/strategies of teaching and develop beginning skill in using various teaching methods Explain active learning strategies and participate actively in team and collaborative learning	- o Information communication technology (ICT) – ICT used in education <i>Teaching methods – Features, advantages and disadvantages</i> • Lecture, Group discussion, microteaching • Skill lab – simulations, Demonstration & re-demonstration • Symposium, panel discussion, seminar, scientific workshop, exhibitions • Role play, project • Field trips • Self-directed learning (SDL) • Computer assisted learning • One-to-one instruction <i>Active learning strategies</i> • Team based learning • Problem based learning • Peer sharing • Case study analysis • Journaling • Debate • Gaming • Inter-professional education	• Practice teaching/Micro teaching • Exercise (Peer teaching) • Patient teaching session • Construction of game – puzzle • Teaching in groups – interdisciplinary	• Assessment of microteaching

IV	3	3	Enumerate the factors influencing selection of clinical learning experiences Develop skill in using different clinical teaching strategies	Teaching in the Clinical Setting – Teaching Methods • Clinical learning environment • Factors influencing selection of clinical learning experiences • Practice model • Characteristics of effective clinical teacher • Writing clinical learning outcomes/practice competencies • Clinical teaching strategies – patient assignment – clinical conference, clinical presentation/bedside clinic, Case study/care study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording	• Lecture cum discussion • Writing clinical outcomes – assignments in pairs	• Short answer • Assessment of written assignment
V	5	5	Explain the purpose, principles and steps in the use of media Categorize the different types of media and describe its advantages and disadvantages Develop skill in preparing and using media	Educational/Teaching Media • Media use – Purpose, components, principles and steps • Types of media ◦ <i>Still visuals</i> ◦ Non projected – drawings & diagrams, charts, graphs, posters, cartoons, board devices (chalk/white board, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer ◦ Projected – film stripes, microscope, power point slides, overhead projector ◦ <i>Moving visuals</i> ◦ Video learning resources – videotapes & DVD, blu-ray, USB flash drive ◦ Motion pictures/films ◦ <i>Realia and models</i> ◦ Real objects & Models ◦ <i>Audio aids/audio media</i> ◦ Audiotapes/Compact discs ◦ Radio & Tape recorder ◦ Public address system ◦ Digital audio ◦ <i>Electronic media/computer learning resources</i> ◦ Computers ◦ Web-based videoconferencing ◦ E-learning, Smart classroom ◦ <i>Telecommunication (Distance education)</i> ◦ Cable TV, satellite	• Lecture cum discussion • Preparation of different teaching aids – (Integrate with practice teaching sessions)	• Short answer • Objective type • Assessment of the teaching media prepared

				broadcasting, videoconferencing Telephones – Telehealth/telenursing <i>Mobile technology</i>		
VI	5	3	Describe the purpose, scope, principles in selection of evaluation methods and barriers to evaluation Explain the guidelines to develop assessment	Assessment/Evaluation Methods/Strategies - Purposes, scope and principles in selection of assessment methods and types - Barriers to evaluation - Guidelines to develop assessment	Lecture cum discussion	- Short answer - Objective type
			tests Develop skill in construction of different tests Identify various clinical evaluation tools and demonstrate skill in selected tests	tests <i>Assessment of knowledge:</i> - Essay type questions, - Short answer questions (SAQ) - Multiple choice questions (MCQ – single response & multiple response) <i>Assessment of skills:</i> - Clinical evaluation - Observation (checklist, rating scales, videotapes) - Written communication – progress notes, nursing care plans, process recording, written assignments - Verbal communication (oral examination) - Simulation - Objective Structured Clinical Examination (OSCE) - Self-evaluation - Clinical portfolio, clinical logs <i>Assessment of Attitude:</i> - Attitude scales <i>Assessment tests for higher learning:</i> - Interpretive questions, hot spot questions, drag and drop and ordered response questions	Exercise on constructing assessment tool/s	Assessment of tool/s prepared
VII	3	3	Explain the scope, purpose and principles of guidance Differentiate between guidance and counseling	Guidance/academic advising, counseling and discipline <i>Guidance</i> - Definition, objectives, scope, purpose and principles - Roles of academic advisor/faculty in guidance <i>Counseling</i> - Difference between guidance and counseling - Definition, objectives, scope, principles, types, process and steps of counseling	- Lecture cum discussion - Role play on student counseling in different situations	Assessment of performance in role play scenario

			Describe the principles, types, and counseling process Develop basic skill of counseling and guidance	- Counseling skills/techniques – basics - Roles of counselor - Organization of counseling services	Assignment on identifying situations requiring counseling	Evaluation of assignment
			Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and grievance among students	- Issues for counseling innursing students <i>Discipline and grievance in students</i> - Managing disciplinary/grievance problems – preventive guidance & counseling - Role of students' grievance redressal cell/committee		
VIII	4	2	Recognize the importance of value-based education Develop skill in ethical decision making and maintain ethical standards for students Introduce knowledge of EBT and its application in nursing education	Ethics and Evidence Based Teaching (EBT) in Nursing Education <i>Ethics – Review</i> - Definition of terms - Value based education in nursing - Value development strategies - Ethical decision making - Ethical standards for students - Student-faculty relationship <i>Evidence based teaching – Introduction</i> - Evidence based education process and its application to nursing education	- Value clarification exercise - Case study analysis (student encountered scenarios) and suggest ethical decision-making steps - Lecture cum discussion	- Short answer - Evaluation of case study analysis - Quiz – MCQ

INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS

PLACEMENT: V SEMESTER

THEORY: 1 Credit (20 hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	3 (T)	Describe the nature of forensic science and discuss issues concerning violence	Forensic Science • Definition • History • Importance in medical science • Forensic Science Laboratory Violence • Definition • Epidemiology • Source of data Sexual abuse – child and women	• Lecture cum discussion • Visit to Regional Forensic Science Laboratory	• Quiz – MCQ • Write visit report
II	2 (T)	Explain concepts of forensic nursing and scope of practice for forensic nurse	Forensic Nursing • Definition • History and development • Scope – setting of practice, areas of practice and subspecialties • Ethical issues • Roles and responsibilities of nurse • INC & SNC Acts	• Lecture cum discussion	• Short answer • Objective type
III	7 (T)	Identify members of forensic team and describe role of forensic nurse	Forensic Team • Members and their roles Comprehensive forensic nursing care of victim and family • Physical aspects • Psychosocial aspects • Cultural and spiritual aspects • Legal aspects • Assist forensic team in care beyond scope of her practice • Admission and discharge/referral/death of victim of violence • Responsibilities of nurse as a witness Evidence preservation – role of nurses • Observation • Recognition	• Lecture cum Discussion • Hypothetical/real case presentation • Observation of post-mortem • Visit to department of forensic medicine	• Objective type • Short answer • Write report
			• Collection • Preservation • Documentation of Biological and other evidence related to criminal/traumatic event • Forwarding biological samples for forensic examination		
IV	3 (T)	Describe fundamental rights and human rights commission	Introduction of Indian Constitution Fundamental Rights • Rights of victim • Rights of accused Human Rights Commission	• Lecture cum discussion • Written Assignment • Visit to prison	• Short answer • Assessment of written assignment • Write visit report
V	5 (T)	Explain Indian judicial system	Sources of laws and law-making powers Overview of Indian Judicial System	• Lecture cum discussion	• Quiz

	and laws	• JMFC (Judicial Magistrate First Class) • District • State • Apex Civil and Criminal Case Procedures • IPC (Indian Penal Code) • ICPC • IE Act (Indian Evidence Act) Overview of POSCO Act	• Guided reading • Lecture cum discussion	• Short answer
	Discuss the importance of POSCO Act			

CHILD HEALTH NURSING – II

PLACEMENT: VI SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICUM: Clinical: 1 Credit (80 hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
1	20 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of cardiovascular, gastrointestinal, genitourinary, and nervous system	Cardiovascular system: • Identification and Nursing management of congenital malformations • Congenital heart diseases: Cyanotic and Acyanotic (ASD, VSD, PDA, TOF) • Others: Rheumatic fever and Rheumatic heart disease, Congestive cardiac failure • Hematological conditions: a) Congenital: Hemophilia, Thalassemia b) Others: Anemia, Leukemia, Idiopathic thrombocytopenic purpura, Hodgkins and non-hodgkins lymphoma • Gastro-intestinal system: • Identification and Nursing management of congenital malformations. • Congenital: Cleft lip, Cleft palate, Congenital hypertrophic pyloric stenosis, Hirschsprungs disease (Megacolon), Anorectal malformation, Malabsorption	• Lecture cum discussion • Demonstration and practice session • refer /consult SAM Operational guidelines on facility-based management of children with severe acute malnutrition.	• Short answer • Objective type • Assessment of skills with checklist

			syndrome, Abdominal wall defects, Hernia • Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites Genitourinary urinary system: • Identification and Nursing management of congenital malformations. • Congenital: Wilms tumor, Extropy of bladder, Hypospadias, Epispadias, Obstructive uropathy • Others: Nephrotic syndrome, Acute glomerulonephritis, renal failure Nervous system: • Identification and Nursing management of congenital malformations a) Congenital: Spina bifida, Hydrocephalous. b) Others: Meningitis, Encephalitis, Convulsive disorders (convulsions and seizures), Cerebral palsy head injury		
II	10 (T)	Describe the etiology, pathophysiology, clinical manifestation and nursing	Orthopedic disorders: • Club foot	• Lecture cum discussion • Demonstration	• Short answer • Objective type • Assessment of
		management of children with Orthopedic disorders, eye, ear and skin disorders Explain the preventive measures and strategies for children with communicable diseases	• Hip dislocation and • Fracture Disorder of eye, ear and skin: • Refractory errors • Otitis media and • Atopic dermatitis Communicable diseases in children, their identification/ diagnosis, nursing management in hospital, in home, control & prevention: • Tuberculosis • Diphtheria • Tetanus • Pertussis • Poliomyelitis • Measles • Mumps, and • Chickenpox • HIV/AIDS • Dengue fever • COVID-19	• Practice session • Clinical practice	skills with checklist
III	10 (T)	Describe the management of children with behavioral & social problems Identify the social & welfare services for challenged children	Management of behavior and social problems in children • Child Guidance clinic • Common behavior disorders in children and management ○ Enuresis and Encopresis ○ Nervousness ○ Nail biting ○ Thumb sucking ○ Temper tantrum ○ Stealing ○ Aggressiveness ○ Juvenile delinquency	• Lecture cum discussion • Field visits to child guidance clinics, school for mentally & physically, socially challenged	• Short answer • Objective type • Assessment of field reports

			○ School phobia ○ Learning disability ● Psychiatric disorders in children and management ○ Childhood schizophrenia ○ Childhood depression ○ Conversion reaction ○ Posttraumatic stress disorder ○ Autistic spectrum disorders		
			● Eating disorder in children and management ○ Obesity ○ Anorexia nervosa ○ Bulimia ● Management of challenged children. ○ Mentally ○ Physically ○ Socially ○ Child abuse, ○ Substance abuse ● Welfare services for challenged children in India		

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

Given under Child Health Nursing - I as I & II

MENTAL HEALTH NURSING - II

PLACEMENT: VI SEMESTER

THEORY: 1 Credit (40 Hours)

PRACTICUM: Clinical: 2 Credits (160 Hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	6 (T)	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with substance use disorders	Nursing Management of Patients with Substance Use Disorders • Prevalence and incidence • Commonly used psychotropic substance: classifications, forms, routes, action, intoxication and withdrawal • Psychodynamics/etiology of substance use disorder (Terminologies: Substance Use, Abuse, Tolerance, Dependence, Withdrawal) • Diagnostic criteria/formulations • Nursing Assessment: History (substance history), Physical, mental assessment and drug and drug assay • Treatment (detoxification, ant abuse and narcotic antagonist therapy and harm reduction, Brief interventions, MET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems
			• Special considerations for vulnerable population • Follow-up and home care and rehabilitation		
II	6 (T)	Describe the etiology, psychodynamics, clinical manifestations, diagnostic criteria and management of patients with personality, and sexual disorders	Nursing Management of Patient with Personality and Sexual Disorders • Prevalence and incidence • Classification of disorders • Etiology, psychopathology, characteristics, diagnosis • Nursing Assessment: History, Physical and mental health assessment • Treatment modalities and nursing management of patients with personality, and sexual disorders • Geriatric considerations • Follow-up and home care and rehabilitation	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems
III	8 (T)	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency	Nursing Management of Behavioural & Emotional Disorders occurring during Childhood and Adolescence (Intellectual disability, autism, attention deficit, hyperactive disorder, eating disorders, learning disorder) • Prevalence and incidence • Classifications • Etiology, psychodynamics, Characteristics, diagnostic	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems

			criteria/formulations		
			• Nursing Assessment: History, Physical, mental status examination and IQ assessment • Treatment modalities and nursing management of childhood disorders including intellectual disability • Follow-up and home care and rehabilitation		
IV	5 (T)	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of organic brain disorders.	Nursing Management of Organic Brain Disorders (Delirium, Dementia, amnesic disorders) • Prevalence and incidence • Classification • Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis • Nursing Assessment: History, Physical, mental and neurological assessment • Treatment modalities and nursing management of organic brain disorders • Follow-up and home care and rehabilitation	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Essay • Short answer • Assessment of patient management problems
V	6 (T)	Identify psychiatric emergencies and carry out crisis intervention	Psychiatric Emergencies and Crisis Intervention • Types of psychiatric emergencies (attempted suicide, violence/aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements • Maladaptive behaviour of individual and groups, stress, crisis and disaster(s) • Types of crisis • Crisis intervention: Principles, Techniques and Process - Stress reduction interventions as per stress adaptation model - Coping enhancement - Techniques of counseling	• Lecture cum discussion • Case discussion • Case presentation • Clinical practice	• Short answer • Objective type
VI	4 (T)	Explain legal aspects applied in mental health settings and role of the nurse	Legal Issues in Mental Health Nursing • Overview of Indian Lunacy Act and The Mental Health Act 1987 • (Protection of Children from Sexual Offence) POSCO Act • Mental Health Care Act (MHCA) 2017 • Rights of mentally ill clients • Forensic psychiatry and nursing • Acts related to narcotic and psychotropic substances and illegal drug trafficking • Admission and discharge procedures as per MHCA 2017 • Role and responsibilities of nurses in implementing MHCA 2017	• Lecture cum discussion • Case discussion	• Short answer • Objective type
VII	5 (T)	Describe the model of	Community Mental Health Nursing • Development of Community Mental	• Lecture cum discussion	• Short answer • Objective type

	preventive psychiatry	Health Services: • National mental health policy viz. National Health Policy • National Mental Health Program • Institutionalization versus Deinstitutionalization • Model of Preventive psychiatry • Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and nurses' responsibilities • Mental Health Agencies: Government and voluntary, National and International • Mental health nursing issues for special populations: Children, Adolescence, Women Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc.	• Clinical/ field practice • Field visits to mental health service agencies	• Assessment of the field visit reports
	Describe Community Mental health services and role of the nurse			

CLINICAL PRACTICUM – 2 Credits (80 hours)

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

PLACEMENT: VI Semester

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

PRACTICUM: Clinical: 1 Credits (80 hours)

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

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1 (T)	Explore the health care, development of nursing services and education in India and trends	Health Care and Development of Nursing Services in India • Current health care delivery system of India – review • Planning and development of nursing services and education at global and national scenario • Recent trends and issues of nursing service and management	• Lecture cum discussion • Directed reading and written assignment	• Short answer • Assessment of assignment
II	2 (T)	Explain the principles and functions of management applied to nursing Describe the introductory concepts of management as a process	Management Basics Applied to Nursing • Definitions, concepts and theories of management • Importance, features and levels of management • Management and administration • Functions of management • Principles of management • Role of a nurse as a manager Introduction to Management Process • Planning • Organizing • Staffing • Directing/Leading • Controlling	• Lecture and discussion	• MCQ • Short answer
			MANAGEMENT OF NURSING SERVICES		
III	4 (T)	Describe the essential elements of planning	Planning Nursing Services • Vision, Mission, philosophy, objectives • Nursing service policies, procedures and manuals • Functional and operational planning • Strategic planning • Program planning – Gantt chart & milestone chart • Budgeting – concepts, principles, types,	• Lecture and Discussion • Visit to specific hospital/ patient care units • Demonstration of disaster drill in the respective setting	• Formulate Mission & Vision Statement for the nursing department/ unit • Assessment of problem-solving exercises • Visit Report

			- Budget proposal, cost benefit analysis - Planning hospital and patient care unit (Ward) - Planning for emergency and disaster		
IV	4 (T)	Discuss the concepts of organizing including hospital organization	Organizing - Organizing as a process – assignment, delegation and coordination - Hospital – types, functions & organization - Organizational development - Organizational structure - Organizational charts - Organizational effectiveness - Hospital administration, Control & line of authority - Hospital statistics including hospital utilization indices - Nursing care delivery systems and trends - Role of nurse in maintenance of effective organizational climate	- Lecture cum discussion - Comparison of organizational structure of various organizations - Nursing care delivery systems – assignment - Preparation of Organizational chart of hospital/ Nursing services	- Short answer - Assessment of assignment
V	6 (T)	Identify the significance of human resource management (HRM) and material management and discuss its elements	Staffing (Human resource management) - Definition, objectives, components and functions Staffing & Scheduling - Staffing – Philosophy, staffing activities - Recruiting, selecting, deployment - Training, development, credentialing, retaining, promoting, transfer, terminating, superannuation - Staffing units – Projecting staffing requirements/calculation of requirements of staff resources Nurse patient ratio, Nurse Population ratio as per SIU norms/IPH Norms, and Patient classification system - Categories of nursing personnel including job description of all levels - Assignment and nursing care responsibilities	- Lecture and discussion - Role play - Games self-assessment, case discussion and practice session - Calculation of staffing requirements for a specified ward	- Formulate Job description at different levels of care & compare with existing system - Preparation of duty roster
		Explain the procedural steps of material management Develop managerial	- Turnover and absenteeism - Staff welfare - Discipline and grievances In-Service Education - Nature and scope of in-service education program - Principles of adult learning – review - Planning and organizing in-service	Visit to inventory store of the institution	- Preparation of MMF/records - Preparation of log book & condemnation documents - Visit Report

		skill in inventory control and actively participate in procurement process	educational program • Methods, techniques and evaluation • Preparation of report Material Resource Management • Procurement, purchasing process, inventory control & role of nurse • Auditing and maintenance in hospital and patient care unit		
VI	5 (T)	Describe the important methods of supervision and guidance	Directing and Leading • Definition, principles, elements of directing • Supervision and guidance • Participatory management • Inter-professional collaboration • Management by objectives • Team management • Assignments, rotations • Maintenance of discipline • Leadership in management	• Lecture and discussion • Demonstration of record & report maintenance in specific wards/departments	• Assignment on Reports & Records maintained in nursing department/ • Preparation of protocols and manuals
VII	4 (T)	Discuss the significance and changing trends of nursing leadership Analyze the different leadership styles and develop leadership competencies	Leadership • Definition, concepts, and theories • Leadership principles and competencies • Leadership styles: Situational leadership, Transformational leadership • Methods of leadership development • Mentorship/preceptor ship in nursing • Delegation, power & politics, empowerment, mentoring and coaching • Decision making and problem solving • Conflict management and negotiation • Implementing planned change	• Lecture cum discussion • Self-assessment • Report on types of leadership adopted at different levels of health care in the given setting • Problem solving/ Conflict management exercise • Observation of managerial roles at different levels (middle level managers-ward incharge, ANS)	• Short answer • Essay • Assessment of exercise/ report
VIII	4 (T)	Explain the process of controlling and its activities	Controlling • Implementing standards, policies, procedures, protocols and practices • Nursing performance audit, patient satisfaction • Nursing rounds, Documentation – records and reports • Total quality management – Quality assurance, Quality and safety • Performance appraisal • Program evaluation review technique (PERT) • Bench marking, Activity plan (Gantt chart) • Critical path analysis	• Lecture cum discussion • Preparation of policies/ protocols for nursing units/ department	• Assessment of prepared protocols
IX	4 (T)	Explain the concepts of organizational behavior and	Organizational Behavior and Human Relations • Concepts and theories of organizational behavior	• Lecture and discussion • Role play/ exercise – Group dynamics & human relations	• Short answer • OSCE

		group dynamics	• Group dynamics • Review – Interpersonal relationship • Human relations • Public relations in the context of nursing • Relations with professional associations and employee unions • Collective bargaining • Review – Motivation and morale building • Communication in the workplace – assertive communication • Committees – importance in the organization, functioning		
X	2 (T)	Describe the financial management related to nursing services	Financial Management • Definition, objectives, elements, functions, principles & scope of financial management • Financial planning (budgeting for nursing department) • Proposal, projecting requirement for staff, equipment and supplies for – Hospital & patient care units & emergency and disaster units • Budget and Budgetary process • Financial audit	• Lecture cum discussion • Budget proposal review • Preparation of budget proposal for a specific department	• Short answer • Essay • Assessment of assignment
XI	1 (T)	Review the concepts, principles and methods and use of nursing informatics	Nursing Informatics/ Information Management – Review • Patient records • Nursing records • Use of computers in hospital, college and community • Telemedicine & Tele nursing • Electronic Medical Records (EMR), EHR	• Review • Practice session • Visit to departments	• Short answer
XII	1 (T)	Review personal management in terms of management of emotions, stress and resilience	Personal Management – Review • Emotional intelligence • Resilience building • Stress and time management – de-stressing • Career planning	• Review • Discussion	
			MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS		
XIII	4 (T)	Describe the process of establishing educational institutions and its accreditation guidelines	Establishment of Nursing Educational Institutions • Indian Nursing Council norms and guidelines – Faculty norms, physical facilities, clinical facilities, curriculum implementation, and evaluation/examination guidelines • Coordination with regulatory bodies – INC and State Nursing Council • Accreditation – Inspections • Affiliation with university/State	• Lecture and discussion • Visit to one of the regulatory bodies	• Visit report

			council/board of examinations		
XIV	4 (T)	Explain the planning and organizing functions of a nursing college	Planning and Organizing • Philosophy, objectives and mission of the college • Organization structure of school/college • Review – Curriculum planning • Planning teaching and learning experiences, clinical facilities – master plan, time table and clinical rotation • Budget planning – faculty, staff, equipment & supplies, AV aids, Lab equipment, library books, journals, computers and maintenance • Infrastructure facilities – college, classrooms, hostel, library, labs, computer lab, transport facilities • Records & reports for students, staff, faculty and administrative • Committees and functioning • Clinical experiences	• Directed reading – INC Curriculum • Preparation of organizational structure of the college • Written assignment – writing philosophy of a teaching department • Preparation of master plan, time table and clinical rotation	• Short answer • Essay • Assessment of assignment
XV	4 (T)	Develop understanding of staffing the college and selecting the students	Staffing and Student Selection • Faculty/staff selection, recruitment and placement, job description • Performance appraisal • Faculty development • Faculty/staff welfare • Student recruitment, admission, clinical placement	• Guided reading on faculty norms • Faculty welfare activities report • Writing job description of tutors	• Short answer • Activity report • Assessment of job description
XVI	4 (T)	Analyze the leadership and management activities in an educational organization	Directing and Controlling • Review – Curriculum implementation and evaluation • Leadership and motivation, supervision – review • Guidance and counseling • Quality management – educational audit • Program evaluation, evaluation of performance • Maintaining discipline • Institutional records and reports – administrative, faculty, staff and students	• Review principles of evaluation • Assignment – Identify disciplinary problems among students • Writing student record	• Short answer • Assessment of assignment and record
XVII	4 (T)	Identify various legal issues and laws relevant to nursing practice	PROFESSIONAL CONSIDERATIONS Review – Legal and Ethical Issues • Nursing as a profession – Characteristics of a professional nurse • Nursing practice – philosophy, aim and objectives • Regulatory bodies – INC and SNC constitution and functions Review – Professional ethics • Code of ethics and professional		

			conduct – INC & ICN • Practice standards for nursing – INC • International Council for Nurses (ICN) Legal aspects in nursing: • Consumer protection act, patient rights • Legal terms related to practice, legal		
			system – types of law, tort law & liabilities • Laws related to nursing practice – negligence, malpractice, breach, penalties • Invasion of privacy, defamation of character • Nursing regulatory mechanisms – registration, licensure, renewal, accreditation, nurse practice act, regulation for nurse practitioner/specialist nursing practice		
XVIII	2 (T)	Explain various opportunities for professional advancement	Professional Advancement • Continuing Nursing Education • Career opportunities • Membership with professional organizations – national and international • Participation in research activities • Publications – journals, newspaper	• Prepare journal list available in India • Write an article – research/ clinical	• Assessment of assignments

Note: Less than 1 credit lab hours are not specified

CLINICAL PRACTICUM

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

Practice Competencies:

Hospital

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

College & Hostel

1. Prepare organizational chart of college
2. Formulate job description for tutors
3. Prepare Master plan, time table and clinical rotation
4. Prepare student anecdotes
5. Participate in planning, conducting and evaluation of clinical teaching
6. Participate in evaluation of students' clinical experience
7. Participate in planning and conducting practical examination OSCE – end of posting

CLINICAL POSTING: Management experience in hospital & college. MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING – I

Including SBA module

PLACEMENT: VI SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

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

COURSE OUTLINE

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	8 (T)	Explain the history and current scenario of midwifery in India Review vital health indicators Describe the various	Introduction to midwifery - History of midwifery in India <i>Current scenario:</i> - Trends of maternity care in India - Midwifery in India – Transformative education for relationship based and transformative midwifery practice in India - Vital health indicators – Maternal mortality ratio, Infant Mortality Rate, Neonatal Mortality Rate, perinatal mortality rate, fertility rates - Maternal death audit - National health programs related to RMNCH+A (Reproductive Maternal Newborn and Child Health +	•	•
		national health programs related to RMNCH+A Identify the trends and issues in midwifery Discuss the legal and ethical issues relevant to midwifery practice	- Adolescent Health) <i>Current trends in midwifery and OBG nursing:</i> - Respectful maternity and newborn care (RMNC) - Midwifery-led care units (MLCU) - Women centered care, physiologic birthing and demedicalization of birth - Birthing centers, water birth, lotus birth - Essential competencies for midwifery practice (ICM) - Universal rights of child-bearing women - Sexual and reproductive health and rights - Women's expectations & choices about care <i>Legal provisions in midwifery practice in India:</i> - INC/MOH&FW regulations - ICM code of ethics - Ethical issues in maternal and neonatal care - Adoption laws, MTP act, Pre-Natal Diagnostic Test (PNDT) Act, Surrogate mothers - Roles and responsibilities of a	- Discussion - Demonstration - Role play - Directed reading and assignment: ICM competencies - Scenario based learning	- Short answer - Objective type - Essay - Quiz

			midwife/Nurse practitioner midwife in different settings (hospital/ community) • Scope of practice for midwives		
II	6 (T) 3 (L)	Review the anatomy and physiology of human reproductive system	Anatomy and physiology of human reproductive system and conception (Maternal, Fetal & Newborn physiology) <i>Review:</i> • Female organs of reproduction • Female pelvis – bones, joints, ligaments, planes, diameters, landmarks, inclination, pelvic variations • Foetal skull – bones, sutures, fontanelles, diameters, moulding • Fetopelvic relationship • Physiology of menstrual cycle, menstrual hygiene • Fertilization, conception and implantation • Embryological development • Placental development and function, placental barrier • Fetal growth and development • Fetal circulation & nutrition	• Lecture • Discussion • Self-directed learning • Models • Videos & films	• Quiz • Short answer • Essay
III	12 (T) 10 (L) 40 (C)	Provide preconception care to eligible couples Describe the physiology, assessment and management of normal pregnancy Demonstrate knowledge, attitude and skills of	Assessment and management of normal pregnancy (ante-natal): Pre-pregnancy Care • Review of sexual development (<i>Self Learning</i>) • Socio-cultural aspects of human sexuality (<i>Self Learning</i>) • Preconception care • Pre-conception counseling (including awareness regarding normal birth) Genetic counseling (<i>Self Learning</i>) • Planned parenthood Pregnancy assessment and antenatal care (I, II & III Trimesters) Normal pregnancy • Physiological changes during pregnancy • Assess and confirm pregnancy: Diagnosis of pregnancy – Signs, differential diagnosis and confirmatory tests • Review of maternal nutrition & malnutrition • Building partnership with women following RMC protocol • Fathers' engagement in maternity care Ante-natal care:	• Lecture • Discussion • Demonstration • Self-Learning • Health talk • Role play • Counseling session • Case discussion/ presentation • Simulation • Supervised clinical practice • Refer SBA module &	• Short answer • Objective type • Assessment of skills with check list • Case study evaluation • OSCE

		midwifery practice throughout 1 st , 2 nd and 3 rd trimesters	1st Trimesters • Antenatal assessment: History taking, physical examination, breast examination, laboratory investigation • Identification and management of minor discomforts of pregnancy	Safe motherhood	
			• Antenatal care : as per GoI guidelines • Antenatal counseling (lifestyle changes, nutrition, shared decision making, risky behavior, sexual life during pregnancy, immunization etc.) • Danger signs during pregnancy • Respectful care and compassionate communication • Recording and reporting: as per the GoI guidelines • Role of Doula/ASHAs II Trimester • Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate–Doppler and pinnard's stethoscope • Assessment of fetal well-being: DFMC, biophysical profile, Non stress test, cardio-tocography, USG, Vibro acoustic stimulation, biochemical tests. • Antenatal care • Women centered care • Respectful care and compassionate communication	booklet • Lab tests – performance and interpretation • Demonstration • Roleplay	
			• Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, etc. • Education and management of physiological changes and discomforts of 2nd trimester • Rh negative and prophylactic anti D • Referral and collaboration, empowerment • Ongoing risk assessment • Maternal Mental Health III Trimester • Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope • Education and management of physiological changes and discomforts of 3rd trimester • Third trimester tests and screening	• Demonstration of antenatal assessment • Scenario based learning • Lecture • Simulation • Role play • Refer GoI Guidelines • Health talk • Counseling session • Demonstration of birthing positions • Workshop on alternative birthing positions	

			• Fetal engagement in late pregnancy • Childbirth preparation classes • Birth preparedness and complication readiness including micro birth planning • Danger signs of pregnancy – recognition of ruptured membranes • Education on alternative birthing positions – women's preferred choices, birth companion • Ongoing risk assessment • Cultural needs • Women centered care • Respectful and compassionate communication • Health education on exclusive breastfeeding • Role of Doula/ASHA's		
IV	12 (T) 12 (L) 80 (C)	Apply the physiology of labour in promoting normal childbirth Describe the management and care during labour Discuss how to maintain a safe environment for labour	Physiology, management and care during labour • Normal labour and birth • Onset of birth/labour • Per vaginal examination (if necessary) • Stages of labour • Organization of labour room – Triage, preparation for birth • Positive birth environment • Respectful care and communication • Drugs used in labour as per GoI guidelines Fist Stage • Physiology of normal labour • Monitoring progress of labour using Partograph/labour care guide • Assessing and monitoring fetal well being	• Lecture • Discussion • Demonstration • Bedside clinics • Case discussion/presentation • Simulated practice • Supervised Clinical practice – Per vaginal examination, Conduction of normal childbirth • Refer SBA module • LaQshya guidelines • Dakshata guidelines	• Essay type • Short answer • Objective type • Case study evaluation • Assessment of skills with check list • OSCE
		Work effectively for pain management during labour	• Evidence based care during 1st stage of labour • Pain management in labour (non-pharmacological) • Psychological support–Managing fear • Activity and ambulation during first stage of labour		
		Discuss how the midwife provides care	• Nutrition during labour • Promote positive childbirth experience for women • Birth companion • Role of Doula/ASHA's Second stage • Physiology (Mechanism of labour) • Signs of imminent labour	Refer ENBC, NSSK module	

	and support for the women during birth to enhance physiological birthing and promote normal birth	• Intrapartum monitoring • Birth position of choice • Vaginal examination • Psychological support • Non-directive coaching • Evidence based management of physiological birth/Conduction of normal childbirth • Essential newborn care (ENBC) • Immediate assessment and care of the newborn • Role of Doula/ASHA's	• Demonstration • Group work • Scenario based learning	
	Assess and provide care of the newborn immediately following birth	• Third Stage • Physiology – placental separation and expulsion, hemostasis • Physiological management of third stage of labour • Active management of third stage of labour (recommended) • Examination of placenta, membranes and vessels • Assess perineal, vaginal tear/injuries and suture if required • Insertion of postpartum IUCD • Immediate perineal care • Initiation of breast feeding • Skin to skin contact • Newborn resuscitation	• Simulation • Role play • Demonstration • Videos	
	Discuss the impact of labour and birth as a transitional event in the woman's life	• Fourth Stage • Observation, Critical Analysis and Management of mother and newborn • Maternal assessment, observation fundal height, uterine consistency, urine output, blood loss • Documentation and Record of birth		
	Ensure initiation of breast feeding and adequate latching	• Breastfeeding and latching • Managing uterine cramp • Alternative/complementary therapies • Role of Doula/ASHA's • Various childbirth practices • Safe environment for mother and newborn to promote bonding • Maintaining records and reports		

V	7 (T) 6 (L) 40 (C)	Describe the physiology, management and care of normal puerperium	Postpartum care/Ongoing care of women • Normal puerperium – Physiology, duration • Post-natal assessment and care – facility and home-based care • Perineal hygiene and care • Bladder and bowel function • Minor disorders of puerperium and its management • Physiology of lactation and lactation management • Postnatal counseling and psychological support • Normal postnatal baby blues and recognition of post-natal depression • Transition to parenthood • Care for the woman up to 6 weeks after childbirth • Cultural competence (Taboos related to postnatal diet and practices) • Diet during lactation-review • Post-partum family planning • Follow-up of postnatal mothers • Drugs used in the postnatal period • Records and reports	• Lecture • Discussion • Demonstration • Health talk • Simulated practice • Supervised clinical practice • Refer SBA module	• Essay type • Short answer • Objective type • Assessment of skills with checklist • OSCE
VI	7 (T) 7 (L) 40 (C)	Discuss the need for and provision of compassionate, family centered midwifery care of the newborn Describe the assessment and care of normal neonate	Assessment and ongoing care of normal neonates • Family centered care • Respectful newborn care and communication • Normal Neonate – Physiological adaptation • Newborn assessment – Screening for congenital anomalies. Care of newborn up to 6 weeks after the childbirth (Routine care of newborn) • Skin to skin contact and thermoregulation • Infection prevention • Immunization • Minor disorders of newborn and its management	• Lecture • Discussion • Demonstration • Simulated practice session • Supervised clinical practice • Refer safe deliver app module – newborn management • Partial completion of SBA module	• Essay type • Short answer • Objective type • Assessment of skills with checklist • OSCE

VII	8 (T) 2 (L) 40 (C)	Explain various methods of family planning and role of nurse/midwife in providing family planning services Describe youth friendly services and role of nurses/ midwives Recognize the role of nurses/midwives in gender based violence	Family welfare services • Impact of early/frequent childbearing • Comprehensive range of family planning methods ○ Temporary methods – Hormonal, non-hormonal and barrier methods ○ Permanent methods – Male sterilization and female sterilization • Action, effectiveness, advantages, disadvantages, myths, misconception and medical eligibility criteria (MEC) for use of various family planning methods • Emergency contraceptives • Recent trends and research in contraception • Family planning counseling using Balanced Counseling Strategy (BCS) • Legal and rights aspects of FP • Human rights aspects of FP adolescents • Youth friendly services – SRHR services, policies affecting SRHR and attitude of nurses and midwives in provision of services (Review) • Importance of follow up and recommended timing Gender related issues in SRH • Gender based violence – Physical, sexual and abuse, Laws affecting GBV and role of nurse/midwife • Special courts for abused people • Gender sensitive health services including family planning	• Lecture • Supervised practice • Field visits • Scenario based learning • Discussion • GoI guidelines – injectable contraceptives, oral contraceptives, IUCD, male and female sterilization	• Essay type • Short answers • Objective type • Field visit reports • Vignettes

PRACTICUM

PLACEMENT: VI & VII SEMESTER

VI SEMESTER: MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I

SKILL LAB & CLINICAL: Skill Lab – 1 Credit (40 hours); Clinical – 3 Credits (240 hours)

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

1. Counsel women and their families on pre-conception care
2. Demonstrate lab tests ex. urine pregnancy test
3. Perform antenatal assessment of pregnant women
4. Assess and care for normal antenatal mothers
5. Assist and perform specific investigations for antenatal mothers

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

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

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

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

Clinical Area	Duration (weeks)	Clinical Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Antenatal OPD and Antenatal ward	1 week	Perform antenatal assessment Perform laboratory tests	• History collection • Physical examination • Obstetric examination • Pregnancy confirmation test • Urine testing	• Antenatal palpation • Health talk • Case study	• OSCE • Case presentation

		for antenatal women and assist in selected antenatal diagnostic procedures Counsel antenatal women	• Blood testing for Hemoglobin, grouping & typing • Blood test for malaria • KICK chart • USG/NST • Antenatal counseling • Preparation for childbirth • Birth preparedness and complication readiness		
Labour room	3 weeks	Monitor labour using partograph Provide care to women during labour Conduct normal childbirth, provide care to mother and immediate care of newborn	• Assessment of woman in labour • Partograph • Per vaginal examination when indicated • Care during first stage of labour • Pain management techniques • Upright and alternative positions in labour • Preparation for labour – articles, physical, psychological • Conduction of normal childbirth • Essential newborn care • Newborn resuscitation • Active management of third stage of labour • Monitoring and care during fourth stage of labour	• Partograph recording • PV examination • Assisting/Conduction of normal childbirth • Case study • Case presentation • Episiotomy and suturing if indicated • Newborn resuscitation	• Assignment • case study • Case presentation • OSCE
Post-partum clinic and Postnatal Ward including FP unit	2 weeks	Perform postnatal assessment Provide care to normal postnatal mothers and newborn	• Postnatal assessment • Care of postnatal mothers – normal • Care of normal newborn • Lactation management	• Postnatal assessment • Newborn assessment • Case study	• Assignment • Case study • Case presentation
		Provide postnatal counseling Provide family welfare services	• Postnatal counseling • Health teaching on postnatal and newborn care • Family welfare counseling	• Case Presentation • PPIUCD insertion & removal	

Note: Partial Completion of SBA module during VI semester

VI SEMESTER

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

SKILL LAB & CLINICAL: Skill Lab – 1 Credit (40 hours);

Clinical – 4 Credits (320 hours)

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

1. Identify, stabilize and refer antenatal women with complications

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

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

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

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

Clinical Areas	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Antenatal OPD/ infertility clinics/ Reproductive medicine and antenatal ward	2 weeks	Perform/assist in selected advanced antenatal diagnostic procedures Provide antenatal care for women with complications of pregnancy Counsel antenatal mothers Provide post abortion	• Kick chart, DFMC • Assist in NST/CTG/USG • Assisting in advanced diagnostic procedures • Care of antenatal women with complications in pregnancy • Antenatal counselling • Preparation for childbirth, Birth preparedness and complication readiness	• Antenatal palpation • Health talk • Case study	• Simulation • Case presentation • OSCE

		care and postnatal counselling Provide counselling and support to infertile couples	• Post abortion care and counseling. • Counselling infertile couples		
Labour room	2 weeks	Conduction of normal childbirth Conduct/assist in abnormal deliveries Monitor labour using	• Assessment of woman in labour • Partograph • Pervaginal examination if indicated • Obstetric examination • Care during first stage of labour	• Partograph recording • Pain management during labour • Conduction of normal childbirth	• Assignment • Case study • Case presentation • Simulation • OSCE
		partograph Identify and manage complications during labour	• Pain management techniques • Upright and alternative positions in labour • Preparation for labour – articles, physical, psychological • Conduction of normal childbirth • Essential newborn care • Newborn resuscitation • Active management of third stage of labour • Monitoring and care during fourth stage of labour • Identification, stabilization, referral and assisting in management of prolonged labour, cervical dystocia, CPD, contracted pelvis • Assist in the management of	• Assisting in abnormal deliveries • Managing complication during labour • Case study • Case presentation	
			• abnormal deliveries – posterior position, breech deliveries, twin deliveries, vacuum extraction, forceps delivery, shoulder dystocia • Assist in cervical encercage procedures, D&C, D&E • Identify, assist and manage trauma to the birth canal, retained placenta, post partum hemorrhage, uterine atony • Management of obstetric shock		

Postnatal Ward	1 week	Perform postnatal assessment and identify postnatal complications Provide postnatal care Provide family welfare services	• Postnatal history collection and physical examination • Identify postnatal complications • Care of postnatal mothers – abnormal deliveries, caesarean section • Care of normal newborn • Lactation management • Postnatal counselling • Health teaching on postnatal and newborn care • Family welfare counselling	• Health talk • Postnatal assessment • Newborn assessment • Case studies • Case presentation • PPIUCD insertion and removal	• Role play • Assignment • Case study • Case presentation • Simulation • Vignettes • OSCE
Neonatal Intensive Care Unit	1 week	Perform assessment of newborn and identify complications/congenital anomalies Perform neonatal resuscitation Care of high risk newborn Provide care for newborns in ventilator, incubator etc Assist/perform special neonatal procedures	• Neonatal assessment – identification of complication, congenital anomalies. • Observation of newborn • Neonatal resuscitation • Phototherapy and management of jaundice in newborn • Assist in Exchange transfusion • Neonatal feeding – spoon and katori, paladai, NG tube • Care of baby in incubator, ventilator, warmer • Infection control in the nursery • Neonatal medications • Starting IV line for newborn, drug calculation	• Case study • Case presentation • Assignments • Simulated practice	• Case presentation • Care study • Care plan • Simulation, Vignettes • OSCE
Obstetric/ Gynae operation theatre & Gynecology ward	2 weeks	Assist in gynecological and obstetric surgeries	• Observe/Assist in caesarean section • Management of retained placenta	• Assisting in obstetric and gynecological surgery • Tray set-up for caesarean section	• Assignment • Tray set-up for obstetric and gynecological surgeries
		Care for women with gynecological disorders	• Gynecological surgeries • Hysterectomy • Uterine rupture • Care of women with gynecological conditions • Health education	• Care plan	• Case presentation • Simulation • Vignettes

Note: Completion of safe delivery App module during VII Semester

COMMUNITY HEALTH NURSING – II

PLACEMENT: VII SEMESTER

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

PRACTICUM: Clinical: 2 Credit (160 hours)

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

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

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

COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
I	10 (T)	Explain nurses' role in identification, primary management and referral of clients with common disorders/ conditions and emergencies including first aid	Management of common conditions and emergencies including first aid • Standing orders: Definition, uses Screening, diagnosing/ identification, primary care and referral of Gastrointestinal System ○ Abdominal pain ○ Nausea and vomiting ○ Diarrhea ○ Constipation ○ Jaundice ○ GI bleeding ○ Abdominal distension ○ Dysphagia and dyspepsia ○ Aphthous ulcers Respiratory System ○ Acute upper respiratory infections – Rhinitis, Sinusitis, Pharyngitis, Laryngitis, Tonsillitis ○ Acute lower respiratory infections – Bronchitis, pneumonia and bronchial asthma ○ Hemoptysis, Acute chest pain Heart & Blood ○ Common heart diseases – Heart attack/coronary artery disease, heart failure, arrhythmia ○ Blood anemia, blood cancers, bleeding disorders Eye & ENT conditions • Eye – local infections, redness of eye, conjunctivitis, sty, trachoma and refractive errors • ENT – Epistaxis, ASOM, sore throat, deafness Urinary System • Urinary tract infections – cystitis, pyelonephritis, prostatitis, UTIs in children First aid in common emergency conditions – Review • High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice • Assessment of clients with common conditions and provide referral	• Short answer • Essay • Field visit reports • OSCE assessment
II	20 (T)	Provide reproductive, maternal, newborn and child care, including adolescent care in the urban and rural health care settings	Reproductive, maternal, newborn, child and adolescent Health (Review from OBG Nursing and application in community setting) • Present situation of reproductive, maternal and child health in India Antenatal care • Objectives, antenatal visits and examination, nutrition during pregnancy, counseling • Calcium and iron supplementation in pregnancy • Antenatal care at health centre level	• Lecture • Discussion • Demonstration • Role play • Suggested field visits and field practice • Assessment of antenatal, postnatal, newborn, infant, preschool child,	• Short answer • Essay • OSCE assessment

		• Birth preparedness • High risk approach – Screening/early identification and primary management of complications – Antepartum hemorrhage, pre-eclampsia, eclampsia, Anemia, Gestational diabetes mellitus, Hypothyroidism, Syphilis • Referral, follow up and maintenance of records and reports Intra natal care • Normal labour – process, onset, stages of labour • Monitoring and active management of different stages of labour • Care of women after labour • Early identification, primary management, referral and follow up – preterm labour, fetal distress, prolonged and obstructed labour, vaginal & perennial tears, ruptured uterus • Care of newborn immediately after birth • Maintenance of records and reports • Use of Safe child birth check list • SBA module – Review • Organization of labour room Postpartum care • Objectives, Postnatal visits, care of mother and baby, breast feeding, diet during lactation, and health counseling • Early identification, primary management, referral and follow up of complications, Danger signs-postpartum hemorrhage, shock, puerperal sepsis, breast conditions, post-partum depression • Postpartum visit by health care provider	school child, and adolescent health	
		Newborn and child care • <i>Review:</i> Essential newborn care • Management of common neonatal problems • Management of common child health problems: Pneumonia, Diarrhoea, Sepsis, screening for congenital anomalies and referral • <i>Review:</i> IMNCI Module • Under five clinics Adolescent Health • Common health problems and risk factors in adolescent girls and boys • Common Gynecological conditions – dysmenoorhea, Premenstrual Syndrome (PMS), Vaginal discharge, Mastitis, Breast lump, pelvic pain, pelvic organ prolapse • Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents • National Menstrual Hygiene scheme • Youth friendly services:		

		Promote adolescent health and youth friendly services	○ SRH Service needs ○ Role and attitude of nurses: Privacy, confidentiality, non judgemental attitude, client autonomy, respectful care and communication ● Counseling for parents and teenagers (BCS – balanced counseling strategy) National Programs ● RMNCH+A Approach – Aims, Health systems strengthening, RMNCH+A strategies, Interventions across life stages, program management, monitoring and evaluation systems ● Universal Immunization Program (UIP) as per Government of India guidelines – Review ● Rashtriya Bal Swasthya Karyakaram (RSBK) - children ● Rashtriya Kishor Swasthya Karyakram (RKSK) – adolescents Any other new programs	● Screen, manage and refer adolescents ● Counsel adolescents	
III	4 (T)	Discuss the concepts and scope of demography	Demography, Surveillance and Interpretation of Data ● <i>Demography and vital statistics</i> – demographic cycle, world population trends, vital statistics ● Sex ratio and child sex ratio, trends of sex ratio in India, the causes and social implications ● <i>Sources of vital statistics</i> – Census, registration of vital events, sample registration system ● <i>Morbidity and mortality indicators</i> – Definition, calculation and interpretation ● Surveillance, Integrated disease surveillance project (IDSP), Organization of IDSP, flow of information and mother and child tracking system (MCTS) in India ● Collection, analysis, interpretation, use of data ● <i>Review:</i> Common sampling techniques – random and nonrandom techniques ● Disaggregation of data	● Lecture ● Discussion ● Demonstration ● Role play ● Suggested field visits ● Field practice	● Short answer ● Essay
IV	6 (T)	Discuss population explosion and its impact on social and economic development of India Describe the various methods of population control	Population and its Control ● Population Explosion and its impact on Social, Economic development of individual, society and country. ● Population Control – Women Empowerment; Social, Economic and Educational Development ● Limiting Family Size – Promotion of small family norm, Temporary Spacing Methods (natural, biological, chemical, mechanical methods etc.), Terminal Methods (Tubectomy, Vasectomy) ● Emergency Contraception ● Counseling in reproductive, sexual health including problems of adolescents ● Medical Termination of pregnancy and MTP Act ● National Population Stabilization Fund/JSK (Jansankhya Sthirata Kosh) ● Family planning 2020 ● National Family Welfare Program ● Role of a nurse in Family Welfare Program	● Lecture ● Discussion ● Demonstration ● Role play ● Suggested field visits ● Field practice	● Short answer ● Essay ● OSCE assessment ● Counseling on family planning
V	5 (T)	Describe occupational health hazards, occupational diseases and the role	Occupational Health ● Occupational health hazards ● Occupational diseases ● ESI Act	● Lecture ● Discussion ● Demonstration ● Role play	● Essay ● Short answer ● Clinical performance

		of nurses in occupational health programs	- National/ State Occupational Health Programs - Role of a nurse in occupational health services – Screening, diagnosing, management and referral of clients with occupational health problems	- Suggested field visits - Field practice	evaluation
VI	6 (T)	Identify health problems of older adults and provide primary care, counseling and supportive health services	Geriatric Health Care - Health problems of older adults - Management of common geriatric ailments: counseling, supportive treatment of older adults - Organization of geriatric health services - National program for health care of elderly (NPHCE) - State level programs/Schemes for older adults - Role of a community health nurse in geriatric health services – Screening, diagnosing, management and referral of older adults with health problems	- Lecture - Discussion - Demonstration	- Visit report on elderly home - Essay - Short answer
VII	6 (T)	Describe screening for mental health problems in the community, take preventive measures and provide appropriate referral services	Mental Health Disorders - Screening, management, prevention and referral for mental health disorders - Review: - Depression, anxiety, acute psychosis, Schizophrenia - Dementia - Suicide - Alcohol and substance abuse - Drug deaddiction program - National Mental Health Program - National Mental Health Policy - National Mental Health Act - Role of a community health nurse in screening, initiation of treatment and follow up of mentally ill clients	- Lecture - Discussion - Demonstration - Role play - Health counseling on promotion of mental health - Suggested field visits - Field practice	- Essay - Short answer - Counseling report
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching / Learning Activities	Assessment Methods
VIII	4 (T)	Discuss about effective management of health information in community diagnosis and intervention	Health Management Information System (HMIS) - Introduction to health management system: data elements, recording and reporting formats, data quality issues - Review: - Basic Demography and vital statistics - Sources of vital statistics - Common sampling techniques, frequency distribution - Collection, analysis, interpretation of data - Analysis of data for community needs assessment and preparation of health action plan	- Lecture - Discussion - Demonstration - Role play - Suggested field visits - Field practice - Group project on community diagnosis – data management	- Group project report - Essay - Short answer
IX	12 (T)	Describe the system management of delivery of community health services in rural and urban areas	Management of delivery of community health services: - Planning, budgeting and material management of CHC, PHC, SC/HWC Manpower planning as per IPHS standards Rural: Organization, staffing and material management of rural health services provided by Government at village, SC/HWC, PHC, CHC, hospitals – district, state and central Urban: Organization, staffing, and functions of urban health services provided by Government at slums, dispensaries, special clinics, municipal and corporate hospitals	- Lecture - Discussion - Visits to various health care delivery systems - Supervised field practice	- Essay - Short answer - Filed visit reports

			• Defense services • Institutional services • Other systems of medicine and health: Indian system of medicine, AYUSH clinics, Alternative health care system referral systems, Indigenous health services		
X	15 (T)	Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)	Leadership, Supervision and Monitoring • Understanding work responsibilities/job description of DPHN, Health Visitor, PHN, MPHW (Female), Multipurpose health Worker (Male), AWWs and ASHA • Roles and responsibilities of Mid-Level Health Care Providers (MLHPs) • Village Health Sanitation and Nutrition Committees (VHSNC): objectives, composition and roles & responsibilities • Health team management • <i>Review:</i> Leadership & supervision – concepts, principles & methods • Leadership in health: leadership approaches in healthcare setting, taking control of health of community and organizing health camps, village clinics • Training, Supportive supervision and monitoring – concepts, principles and process e.g. performance of frontline health workers Financial Management and Accounting & Computing at Health Centers (SC) - o Activities for which funds are received	• Lecture • Discussion • Demonstration • Role play • Suggested field visits • Field practice	• Report on interaction with MPHws, HVs, ASHA, AWWs • Participation in training programs • Essay • Short answer
			- o Accounting and book keeping requirements – accounting principles & policies, book of accounts to be maintained, basic accounting entries, accounting process, payments & expenditure, fixed asset, SOE reporting format, utilization certificate (UC) reporting - o Preparing a budget - o Audit Records & Reports: • <i>Concepts of records and reports</i> – importance, legal implications, purposes, use of records, principles of record writing, filing of records • <i>Types of records</i> – community related records, registers, guidelines for maintaining • <i>Report writing</i> – purposes, documentation of activities, types of reports • <i>Medical Records Department</i> – functions, filing and retention of medical records • <i>Electronic Medical Records (EMR)</i> – capabilities and components of EMR, electronic health record (EHR), levels of automation, attributes, benefits and disadvantages of HER • Nurses' responsibility in record keeping and reporting		
XI	6 (T)	Demonstrate initiative in preparing themselves and the community for disaster preparedness and management	Disaster Management • Disaster types and magnitude • Disaster preparedness • Emergency preparedness • Common problems during disasters and methods to overcome • Basic disaster supplies kit	• Lecture • Discussion • Demonstration • Role play • Suggested field visits, and field practice	

			- Disaster response including emergency relief measures and Life saving techniques - Use disaster management module	- Mock drills - Refer Disaster module (NDMA) National Disaster/INC – Reaching out in emergencies	
XII	3 (T)	Describe the importance of bio-medical waste management, its process and management	Bio-Medical Waste Management - Waste collection, segregation, transportation and management in the community - Waste management in health center/clinics - Bio-medical waste management guidelines – 2016, 2018 (Review)	- Lecture cum Discussion - Field visit to waste management site	Field visit report
XIII	3 (T)	Explain the roles and functions of various national and international health agencies	Health Agencies International: WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red Cross, USAID, UNESCO, ILO, CAR, CIDA, JHPIEGO, any other National: Indian Red Cross, Indian Council for Child Welfare, Family Planning Association of India, Tuberculosis Association of India, Central Social Welfare Board, All India Women's Conference, Blind Association of India, any other Voluntary Health Association of India (VHA)	- Lecture - Discussion - Field visits	- Essay - Short answer

COMMUNITY HEALTH NURSING II

Clinical practicum – 2 credits (160 hours)

CLINICAL POSTINGS (4 weeks × 40 hours per week)

Clinical Area	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Urban Rural	2 weeks 2 Weeks	Screen, diagnose, manage and refer clients with common conditions/ emergencies Assess and provide antenatal, intrapartum, postnatal and newborn care Promote adolescent health	- Screening, diagnosing, management and referral of clients with common conditions/ emergencies - Assessment (physical & nutritional) of antenatal, intrapartum, postnatal and newborn - Conduction of normal delivery at health center - Newborn care - Counsel adolescents - Family planning counselling - Distribution of	- Screening, diagnosing, Primary management and care based on standing orders/protocols approved by MOH&FW - Minor ailments – 2 - Emergencies – 1 - Dental problems – 1 - Eye problems – 1 - Ear, nose, and throat problems – 1 - High risk pregnant woman – 1 - High risk neonate – 1 - Assessment of antenatal – 1, intrapartum – 1, postnatal – 1 and newborn – 1 - Conduction of normal delivery at health center and documentation – 2 - Immediate newborn care and documentation – 1	- Clinical performance assessment - OSCE during posting - Final clinical examination (University) - Clinical performance assessment - OSCE

			temporary contraceptives – condoms, OCP's, emergency contraceptives	• Adolescent counseling – 1 - Family planning counselling – 1	
		Provide family welfare services Screen, diagnose, manage and refer clients with occupational health problem	• Screening, diagnosing, management and referral of clients with occupational health problems • Health assessment of elderly	• Family case study – 1 (Rural/Urban) • Screening, diagnosing, management and referral of clients with occupational health problems – 1 • Health assessment (Physical & nutritional) of elderly – 1 • Mental health screening survey – 1 • Group project: Community diagnosis – data management • Write report on health center activities – 1	• Family Case study evaluation • Clinical performance evaluation
		Screen, assess and manage elderly with health problems and refer appropriately	• Mental health screening		
		Screen, diagnose, manage and refer clients who are mentally unhealthy	• Participation in Community diagnosis – data management		• OSCE
		Participate in community diagnosis – data management	• Writing health center activity report	• Organizing and conducting Antenatal/under-five clinic/Health camp – 1	
		Participate in health centre activities	• Organizing and conducting clinics/camp	• Participation in disaster mock drills	
			• Participation in disaster mock drills		
		Organize and conduct clinics/health camps in the community		• Field visit to bio-medical waste management site	• Project evaluation
		Prepare for disaster preparedness and management		• Visit to AYUSH clinic	
		Recognize the importance and observe the biomedical waste management process			

NURSING RESEARCH AND STATISTICS

PLACEMENT: VII SEMESTER

THEORY: 2 Credits (40 hours)

PRACTICUM: Lab/Skill Lab: 1 Credit (40 hours) Clinical Project: 40 hours

DESCRIPTION: The Course is designed to enable students to develop an understanding of basic
Academic Hand Book (IIMT College of Medical Sciences (Nursing))

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

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

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

COURSE OUTLINE

T – Theory, P – Practicum

Unit	Time (Hrs.)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	6		Describe the concept of research, terms, need and areas of research in nursing Explain the steps of research process State the purposes and steps of Evidence Based Practice	Research and Research Process • Introduction and need for nursing research • Definition of Research & nursing research • Steps of scientific method • Characteristics of good research • Steps of Research process – overview • Evidence Based Practice – Concept, Meaning, Purposes, Steps of EBP Process and Barriers	• Lecture cum Discussion • Narrate steps of research process followed from examples of published studies • Identify research priorities on a given area/ specialty • List examples of Evidence Based Practice	• Short answer • Objective type
II	2	8	Identify and state the research problem and objectives	Research Problem/Question • Identification of problem area • Problem statement • Criteria of a good research problem • Writing objectives and hypotheses	• Lecture cum Discussion • Exercise on writing statement of problem and objectives	• Short answer • Objective type • Formulation of research questions/ objectives/ hypothesis
III	2	6	Review the related literature	Review of Literature • Location • Sources • On line search; CINHAL, COCHRANE etc. • Purposes • Method of review	• Lecture cum Discussion • Exercise on reviewing one research report/ article for a selected research problem • Prepare annotated Bibliography	• Short answer • Objective type • Assessment of review of literature on given topic presented
IV	4	1	Describe the Research approaches and designs	Research Approaches and Designs • Historical, survey and experimental • Qualitative and Quantitative designs	• Lecture cum Discussion • Identify types of	• Short answer • Objective type

					research approaches used from examples of published and unpublished research	
					• Studies with rationale	
V	6	6	Explain the Sampling process Describe the methods of data collection	Sampling and data Collection • Definition of Population, Sample • Sampling criteria, factors influencing sampling process, types of sampling techniques • Data – why, what, from whom, when and where to collect • Data collection methods and instruments ○ Methods of data collection ○ Questioning, interviewing ○ Observations, record analysis and measurement ○ Types of instruments, Validity & Reliability of the Instrument • Research ethics • Pilot study • Data collection procedure	• Lecture cum Discussion • Reading assignment on examples of data collection tools • Preparation of sample data collection tool • Conduct group research project	• Short answer • Objective type • Developing questionnaire/ Interview Schedule/ Checklist
VI	4	6	Analyze, Interpret and summarize the research data	Analysis of data • Compilation, Tabulation, classification, summarization, presentation, interpretation of data	• Lecture cum Discussion • Preparation of sample tables	• Short answer • Objective type • Analyze and interpret given data
VII	12	8	Explain the use of statistics, scales of measurement	Introduction to Statistics • Definition, use of statistics, scales of measurement.	• Lecture cum Discussion • Practice on	• Short answer • Objective type • Computation of
			and graphical presentation of data Describe the measures of central tendency and variability and methods of Correlation	• Frequency distribution and graphical presentation of data • Mean, Median, Mode, Standard deviation • Normal Probability and tests of significance • Co-efficient of correlation • Statistical packages and its application	• graphical presentations • Practice on computation of measures of central tendency, variability & correlation	descriptive statistics
VIII	4	5 40 Hrs (Clinical Project)	Communicate and utilize the research findings	Communication and utilization of Research • Communication of research findings • Verbal report • Writing research report • Writing scientific article/paper • Critical review of published research including publication ethics • Utilization of research findings • Conducting group research project	• Lecture cum Discussion • Read/ Presentations of a sample published/ unpublished research report • Plan, conduct and Write individual/group research project	• Short answer • Objective type • Oral Presentation • Development of research proposal • Assessment of research Project

MIDWIFERY/OBSTETRIC AND GYNECOLOGY NURSING – II

Including Safe Delivery App Module

PLACEMENT: VII SEMESTER

THEORY: 3 Credits (60 hours)

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

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

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

1. Describe the assessment, initial management, referral and respectful maternity care of women with high risk pregnancy.
2. Demonstrate competency in identifying deviation from normal pregnancy.
3. Describe the assessment, initial management, referral and nursing care of women with high risk labour.
4. Assist in the conduction of abnormal vaginal deliveries and caesarean section.
5. Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.
6. Demonstrate competency in the initial management of complications during the postnatal period.
7. Demonstrate competency in providing care for high risk newborn.
8. Apply nursing process in caring for high risk women and their families.
9. Describe the assessment and management of women with gynecological disorders.
10. Demonstrate skills in performing and assisting in specific gynecological procedures.
11. Describe the drugs used in obstetrics and gynecology.
12. Counsel and care for couples with infertility.
13. Describe artificial reproductive technology.

COURSE OUTLINE

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

Unit	Time (Hrs.)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	12 (T) 10 (L) 80 (C)	Describe the assessment, initial management, and referral of women with problems during pregnancy Support women with complicated	Recognition and Management of problems during Pregnancy • Assessment of high-risk pregnancy Problems/Complications of Pregnancy • Hyper-emesis gravidarum, • Bleeding in early pregnancy – abortion, ectopic pregnancy, vesicular mole • Unintended or mistimed pregnancy • Post abortion care & counseling • Bleeding in late pregnancy placenta	• Lecture • Discussion • Demonstration • Video & films • Scan reports • Case discussion • Case presentation • Drug presentation • Health talk	• Essay • Short answer • Objective type • Assessment of skills with check list • OSCE

		pregnancy and facilitate safe and positive birthing outcome	• previa, abruption placenta, trauma • Medical conditions complicating pregnancy – Anemia, PIH/Pre-eclampsia, Eclampsia, GDM, cardiac disease, pulmonary disease, thyrotoxicosis, STDs, HIV, Rh incompatibility • Infections in pregnancy – urinary tract infection, bacterial, viral, protozoal, fungal, malaria in pregnancy • Surgical conditions complicating pregnancy – appendicitis, acute abdomen • COVID-19 & pregnancy and children • Hydramnios • Multiple pregnancy • Abnormalities of placenta and cord • Intra uterine growth restriction • Intra uterine fetal death • Gynaecological conditions complicating pregnancy • Mental health issues during pregnancy • Adolescent pregnancy • Elderly primi, grand multiparity • Management and care of conditions as per the GoI protocol • Policy for the referral services	• Simulation • Role play • Supervised Clinical practice • WHO midwifery toolkit • GoI guideline – screening for hypothyroidism, screening for syphilis, deworming during pregnancy, diagnosis and management of GDM	
			• Drugs used in management of high-risk pregnancies • Maintenance of records and reports		
II	20 (T) 15 (L) 80 (C)	Identify, provide initial management and refer women with problems during labour within the scope of midwifery practice.	Recognition and management of abnormal labour • Preterm labour – Prevention and management of preterm labour; (Use of antenatal corticosteroids in preterm labour) • Premature rupture of membranes • Malposition's and abnormal presentations (posterior position, breech, brow, face, shoulder) • Contracted Pelvis, Cephalo Pelvic Disproportion (CPD) • Disorders of uterine action – Prolonged labour, Precipitate labour, Dysfunctional labour • Complications of third stage – Retained placenta, Injuries to birth canal, Postpartum hemorrhage (bimanual compression of the uterus, aortic compression, uterine balloon tamponade) • Obstetric emergencies – Foetal distress, Ruptured uterus, Cord prolapse, Shoulder dystocia, Uterine inversion, Vasa previa, Obstetrical shock, Amniotic fluid embolism • Episiotomy and suturing • Obstetric procedures – Forceps delivery, Vacuum delivery, Version • Induction of labour – Medical & surgical • Caesarean section – indications and preparation	• Lecture • Discussion • Demonstration • Case discussion/ presentation • Simulation • Role play • Drug presentation • Supervised clinical practice • WHO midwifery toolkit • GoI guidelines – use of uterotonics during labour, antenatal corticosteroids • GoI guidance note on prevention and management of PPH	• Essay • Short answer • Objective type • Assessment of skills with check list • OSCE

			• Nursing management of women undergoing • Obstetric operations and procedures • Drugs used in management of abnormal labour • Anesthesia and analgesia in obstetrics		
III	9 (T) 5 (L) 40 (C)	Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions.	Recognition and Management of postnatal problems • Physical examination, identification of deviation from normal • Puerperal complications and its management ○ Puerperal pyrexia ○ Puerperal sepsis	• Lecture • Demonstration • Case discussion/ presentation • Drug presentation • Supervised clinical practice	• Quiz • Simulation • Short answer • OSCE
			○ Urinary complications ○ Secondary Postpartum hemorrhage ○ Vulval hematoma ○ Breast engorgement including mastitis/breast abscess, feeding problem ○ Thrombophlebitis ○ DVT ○ Uterine sub involution ○ Vesico vaginal fistula (VVF), Recto vaginal fistula (RVF) ○ Postpartum depression/psychosis • Drugs used in abnormal puerperium • Policy about referral		
IV	7 (T) 5 (L) 40 (C)	Describe high risk neonates and their nursing management	Assessment and management of High- risk newborn (Review) • Models of newborn care in India – NBCC; SNCUs • Screening of high-risk newborn • Protocols, levels of neonatal care, infection control • Prematurity, Post-maturity • Low birth weight • Kangaroo Mother Care • Birth asphyxia/Hypoxic encephalopathy • Neonatal sepsis • Hypothermia • Respiratory distress • Jaundice • Neonatal infections • High fever • Convulsions • Neonatal tetanus • Congenital anomalies • Baby of HIV positive mothers • Baby of Rh negative mothers • Birth injuries • SIDS (Sudden Infant Death Syndrome) prevention, Compassionate care • Calculation of fluid requirements, EBM/formula feeds/tube feeding Home based newborn care program community facility integration in newborn care	• Lecture • Discussion • Demonstration • Simulation • Case discussion/ presentation • Drug presentation • Supervised Clinical practice • Integrated Management of Neonatal Childhood Illnesses (IMNCI)	• Short answer • Objective type • Assessment of skills with check list • OSCE
			• Decision making about management and referral • Bereavement counseling		

			• Drugs used for high risk newborns • Maintenance of records and reports		
V	12 (T) 5 (L) 80 (C)	Describe the assessment and management of women with gynecological disorders.	Assessment and management of women with gynecological disorders • Gynecological assessment – History and Physical assessment • Breast Self-Examination • Congenital abnormalities of female reproductive system • Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and management of women with ○ Menstrual abnormalities ○ Abnormal uterine bleed ○ Pelvic inflammatory disease ○ Infections of the reproductive tract ○ Uterine displacement ○ Endometriosis ○ Uterine and cervical fibroids and polyps ○ Tumors – uterine, cervical, ovarian, vaginal, vulval ○ Cysts – ovarian, vulval ○ Cystocele, urethrocele, rectocele ○ Genitor-urinary fistulas ○ Breast disorders – infections, deformities, cysts, tumors ○ HPV vaccination ○ Disorders of Puberty and menopause ○ Hormonal replacement therapy • Assessment and management of couples with infertility ○ Infertility – definition, causes ○ Counseling the infertile couple ○ Investigations – male and female ○ Artificial reproductive technology • Surrogacy, sperm and ovum donation, cryopreservation • Adoption – counseling, procedures • Injuries and Trauma; Sexual violence ○ Drugs used in treatment of gynaecological disorders	• Lecture • Discussion • Demonstration • Case discussion/ presentation • Drug presentation • Videos, films • Simulated practice • Supervised Clinical practice • Visit to infertility clinic and ART centers	• Essay • Short answer • Objective type • Assessment of skills with check list • OSCE

Note: Complete safe delivery app during VII Semester.

10. Medium of Instruction: English only.

11. Choice Based Credit System – Only credit system (no choice based).

12. Registration for course in a semester – Registration for the course is only allowed for 1 semester once in a year (flexibility as per instructions of Indian Nursing Council, New Delhi and Uttar Pradesh State Medical Faculty, Lukhnow).

13. Attendance –

13.1 Condonation of medical cases –

13.1.1 A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each course/subject for appearing for examination.

13.1.2 A candidate must have 100% attendance in each of the practical areas before award of degree.

13.2 Additional Condonation – Additional condonation can only be given with the approval of competent authority in unusual circumstances.

14. Assessment procedure

14.1 Internal Assessment/External assessment – As per the prescribed examination scheme internal assessment is conducted through 2 sessional examination, class/unit tests and assignments. While university conducts examinations to award external assessment marks.

14.2 Practical Assessment – Practical assessment is conducted in clinical areas, labs based on different procedures and patient care activities.

Internal Assessment and Guidelines

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

External (Theory and Practical) Examination Pattern

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

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

I SEMESTER

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

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

Example:

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

II SEMESTER

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

III. SEMESTER

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

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

IV. SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
	Theory					
1	Pharmacology & Pathology (I & II) and Genetics	25 V Sem-25 & VI Sem-25 (with average of both)		75	3	100
2	Adult Health Nursing II	25		75	3	100
3	Professionalism, Ethics and Professional Values	25	25		2	50
	Practical					
4	Adult Health Nursing II	50		50		100

V. SEMESTER

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

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

VI. SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College exam	End Semester University Exam	Hours	Total marks
	Theory					
1	Child Health Nursing (I & II)	25 Sem V-25 & Sem VI-25 (with average of both)		75	3	100
2	Mental Health Nursing (I & II)	25 Sem V-25 & Sem VI-25 (with average of both)		75	3	100
3	Nursing Management & Leadership	25		75	3	100
4	Midwifery/Obstetrics & Gynecology I	*25				
	Practical					
5	Child Health Nursing (I & II)	50 (Sem V-25 & Sem VI-25)		50		100
6	Mental Health Nursing (I & II)	50 (Sem V-25 & Sem VI-25)		50		100
7	Midwifery/Obstetrics & Gynecology I	*25				

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

VII. SEMESTER

S.No.	Course	Assessment (Marks)				
		Internal	End Semester College Exam	End Semester University Exam	Hours	Total marks
Theory						
1	Community Health Nursing II	25		75	3	100
2	Nursing Research & Statistics	25		75	3	100
2	Midwifery/Obstetrics and Gynecology (OBG) Nursing (I & II)	25 Sem VI-25 & Sem VII-25 (with average of both)		75	3	100
Practical						
3	Community Health Nursing II	50		50		100
4	Midwifery/Obstetrics and Gynecology (OBG) Nursing (I & II)	50 (Sem VI-25 & Sem VII-25)		50		100

VIII. SEMESTER

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

Note:

1. Applied Anatomy and Applied Physiology: Question paper will consist of Section-A Applied Anatomy of 37 marks and Section-B Applied Physiology of 38 marks.
2. Applied Sociology and Applied Psychology: Question paper will consist of Section-A Applied Sociology of 37 marks and Section-B Applied Psychology of 38 marks.
3. Applied Microbiology and Infection Control including Safety: Question paper will consist of Section-A Applied Microbiology of 37 marks and Section-B Infection Control including Safety of 38 marks.
4. Applied Nutrition and Dietetics and Applied Biochemistry: Question paper will consist of Section-A Applied Biochemistry of 25 marks. and Section-B Applied Nutrition and Dietetics of 50 marks.
5. Pharmacology, Genetics and Pathology: Question paper will consist of Section-A of Pharmacology with 38 marks, Section-B of Pathology with 25 marks and Genetics with 12 marks.
6. Nursing Research and Statistics: Nursing Research should be of 55 marks and Statistics of 20 marks.
7. Following exams shall be conducted as College exams. The minimum pass is 50% except for Communicative English.

The marks for all the college exams listed below alongside all other university exams must be sent to university for inclusion in the mark sheet and shall be considered for calculating aggregate and ranking for awards by university.

- i. Communicative English
- ii. Health/Nursing Informatics and Technology
- iii. Professionalism, Professional Values and Ethics including Bioethics
- iv. Introduction to Forensic Nursing & Indian Laws

Award of rank will not be considered for those who fail in one or more courses and must have completed the program by 4 years.

The mark sheet with grades and grade point average shall be given by the University for All Courses.

Communicative English and elective modules are not included for calculating semester grade point average (SGPA).

8. Minimum pass mark shall be 40% for Communicative English and in each of the Elective module. All Electives modules must be completed as indicated in specified semester and pass marks sent to university before appearing for final examination.
9. Minimum pass marks shall be 50% in each of the Theory and practical papers separately except in English.
The student has to pass in all mandatory modules placed within courses and the pass mark for each module is 50%.
10. A candidate has to pass in theory and practical exam separately in each of the paper.
11. If a candidate fails in either theory or practical, he/she has to re-appear for both the papers (Theory and Practical).
12. If the student has failed in only one subject and has passed in all the other subjects of a particular semester and Grace marks of up to 5 marks to theory marks can be added for one course/subject only, provided that by such an addition the student passes the semester examination.
13. The candidate has to pass separately in internal and external examination (shall be reflected in the marks sheet). No institution shall submit average internal marks of the students not more than 75% (i.e. if 40 students are admitted in a course the average score of the 40 students shall not exceed 75% of total internal marks).
14. At least 50% of the Non-nursing subjects like Applied Anatomy & Physiology, Applied Biochemistry, Applied Psychology & Sociology, Applied Microbiology, Pharmacology, Genetics, Nutrition & Dietetics, Communicative English and Health/Nursing Informatics & Technology should be taught by the Nursing teachers. Teachers who are involved in teaching non-nursing subjects can be the examiners for the program.
15. All practical examinations must be held in the respective clinical areas.
16. An examiner for theory and practical/OSCE examination should be an Assistant Professor or above in a College of Nursing with M.Sc. (Nursing) in concerned subject and minimum 3 years of teaching experience. To be an examiner for Nursing Foundation course, the faculty having M.Sc. (Nursing) with any specialty shall be considered.
17. One internal and one external examiner should jointly conduct practical examination for each student.
18. **Research Project/Semester Project Assessment Criteria** – Not applicable.
19. **Internship – Research/Industrial Internship** – Internship will be conducted in 8th semester of the course in different clinical setups including Community Health Nursing 4 weeks , Adult health Nursing 6 weeks, Child Health Nursing 4 weeks, Mental Health Nursing 4 weeks and Midwifery 4 weeks.
20. **For Non-credit Courses/audit Courses** - Not Applicable

21. Credit weightage –

COURSES OF INSTRUCTION WITH CREDIT STRUCTURE

S. No.	Semester	Course Code	Course/Subject Title	Theory credits	Theory Contact hours	Lab/Skill Lab credits	Lab/Skill Lab Contact hours	Clinical credits	Clinical Contact hours	Total credits	Total (hours)
1	First	ENGL 101	Communicative English	2	40				40		
		ANAT 105	Applied Anatomy	3	60				60		
		PHYS 110	Applied Physiology	3	60				60		
		SOCI 115	Applied Sociology	3	60				60		
		PSYC 120	Applied Psychology	3	60				60		
		N-NF (I) 125	Nursing Foundation I including First Aid module	6	120	2	80	2	160	10	360
		SSCC (I) 130	Self-study/Co-curricular								40+40
			TOTAL	20	400	2	80	2	160	20+2+2= 24	640+80 = 720
2	Second	BIOC 135	Applied Biochemistry	2	40				40		
		NUTR 140	Applied Nutrition and Dietetics	3	60				60		
		N-NF (II) 125	Nursing Foundation II including Health Assessment module	6	120	3	120	4	320		560
		HNIT 145	Health/Nursing Informatics & Technology	2	40	1	40		80		
		SSCC (II) 130	Self-study/Co-curricular						40+20		
			TOTAL	13	260	4	160	4	320	13+4+4=21	740+60 = 800
3	Third	MICR 201	Applied Microbiology and Infection Control including Safety	2	40	1	40		80		
		PHAR (I) 205	Pharmacology I	1	20				20		
		PATH (I) 210	Pathology I	1	20				20		
		N-AHN (I) 215	Adult Health Nursing I with integrated pathophysiology including BCLS module	7	140	1	40	6	480		660
		SSCC (I) 220	Self-study/Co-curricular						20		
			TOTAL	11	220	2	80	6	480	11+2+6=19	780+20 =800

4	Fourth	PHAR (II) 205	Pharmacology II including Fundamentals of prescribing module	3	60					60
		PATH (II) 210	Pathology II and Genetics	1	20					20
		N-AHN (II) 225	Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing + Palliative care module	7	140	1	40	6	480	660
		PROF 230	Professionalism, Professional Values and Ethics including bioethics	1	20					20
		SSCC (II) 220	Self-study/Co-curricular							40
			TOTAL	12	240	1	406	480	12+1+6=19	760+40=800
5	Fifth	N-CHN(I) 301	Child Health Nursing I including Essential Newborn Care (ENBC), FBNC, IMNCI and PLS, modules	3	60	1	40	2	160	260
		N-MHN(I) 305	Mental Health Nursing I	3	60	1			80	140
		N-COMH (I) 310	Community Health Nursing I including Environmental Science & Epidemiology	5	100	2			160	260
		EDUC 315	Educational Technology/Nursing Education	2	40	1	40		80	
		N-FORN 320	Introduction to Forensic Nursing and Indian laws	1	20				20	
		SSCC (I) 325	Self-study/Co-curricular						20+20	
			TOTAL	14	280	2	80	5	400	14+2+5=21 760+40=800
6	Sixth	N-CHN(II) 301	Child Health Nursing II	2	40		1		80	120
		N-MHN(II) 305	Mental Health Nursing II	2	40		2		160	200
		NMLE 330	Nursing Management & Leadership	3	60		1		80	140
		N-MIDW (I) / OBGN 335	Midwifery/Obstetrics and Gynaecology (OBG) Nursing I including SBA module	3	60	1	40	3	240	340
		SSCC (II) 325	Self-study/Co-curricular						-	
			TOTAL	10	200	1	40	7	560	10+1+7=18 800

7	Seventh	N-COMH (II) 401	Community Health Nursing II	5	100	2	160	260
		NRST 405	Nursing Research & Statistics	2	40	2	80 (Project-40)	120
		N-MIDW (II)/OBGN 410	Midwifery/Obstetrics and Gynaecology (OBG) Nursing II including Safe delivery app module Self-study/Co-curricular	3	60	1	40	420
			TOTAL	10	200	3	120	480
						6		10+3+800=19
8	Eight (Internship)	INTE 415	Community Health Nursing – 4 weeks					
		INTE 420	Adult Health Nursing – 6 weeks					
		INTE 425	Child Health Nursing – 4 weeks					
		INTE 430	Mental Health Nursing – 4 weeks					
		INTE 435	Midwifery – 4 weeks					
			TOTAL = 22 weeks	12 (1 credit = 4 hours per week per semester)				1056 {4 hours × 22 weeks = 88 hours × 12 credits = 1056 hours} (48 hours per week × 22 weeks)

1 credit theory – 1 hour per week per semester

1 credit practical/lab/skill lab/simulation lab – 2

hours per week per semester 1 credit

clinical – 4 hours per week per semester

1 credit elective course – 1 hour per week per semester

(Electives can be offered during self-study hours as shown in the following tables).

Total Semesters = 8

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

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

Total number of course credits including internship and electives – 156 (141+12+3)

Distribution of credits and hours by courses, internship and electives

S.No.	Credits	Theory (Cr/Hrs)	Lab (Cr/Hrs)	Clinical (Cr/Hrs)	Total credits	Hours
1	Course credits	90 credit per 1800 hours	15/600	36/2880	141	5280
2	Internship				12	1056
3	Electives				3	60
	TOTAL				156	6396

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

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

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

Practicum (7 semesters) excluding internship

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

Clinical – 2880 (83%)

Total – 3480

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

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

19. Maximum duration of programme/promotion policy - The candidate shall appear for exams in each semester:

- The candidate shall have cleared all the previous examinations before appearing for fifth semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
- The candidate shall have cleared all the previous examinations before appearing for seventh semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
- The candidate shall have cleared all the previous examination before appearing for final year examination.
- The maximum period to complete the course successfully should not exceed 8 years.

20. Maximum gaps between semester/year- No such guidelines are given by Indian Nursing Council, New Delhi. Only the duration of the course should not exceed more than 8 years.

21. Credit system & grading CGPA/SGPA

1. Grading of Performance

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

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

Letter grade	Grade point	Percentage of marks
O (Outstanding)	10	85% & Above
A+ (Excellent)	9	80-84.99%
A (Very Good)	8	75-79.99%
B+ (Good)	7	65-74.99%
B (Above Average)	6	60-64.99%
C (Average)	5	50-59.99%
P (Pass)	4	50% and above
F (Fail)	0	<50%
Ab (Absent)	0	0
*Pass for Communicative English and Electives – 40% and above. Grade point 4 (40-49.99%)		

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

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

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

Ex. SGPA Computation

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

Computation of CGPA

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

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

$$= \frac{70}{10} = 7 \text{ (rounded off to two decimal points)} \quad \text{SGPA} = \frac{C1G1 + C2G2 + C3G3}{C1 + C2 + C3}$$

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

$$\text{CGPA} = \frac{20 \times 6.5 + 22 \times 7 + 25 \times 5.5 + 26 \times 6}{93} = \frac{577.5}{93} = 6.2$$

22. **Class / division –**
First Class with Distinction – CGPA of 7.5 and above First Class – CGPA of 6.00-7.49
Second Class – CGPA of 5.00-5.99
23. **Transfer of credit /Academic Credit Bank –** Not Applicable
24. **Change of discipline –** Not such rules stated by INC
25. **Use of technological intervention**
26. **Student Discipline**
27. **Student Welfare -** Strictly follow university policies.
28. **Ragging -** Strictly follow university policies.
29. **Power of modify -**
30. **Exit point –** Not applicable.
31. **NC/Credit Course -** Not applicable.
32. **Other prescribed formats –** Attached appendices

LIST OF APPENDICES

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

APPENDIX 1

INTERNAL ASSESSMENT: Distribution of marks

I SEMESTER

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

I SEMESTER

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

II SEMESTER

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

II SEMESTER

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

III SEMESTER

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

IV SEMESTER

S.No.	Course	Continuous Assessment	Sessional Exams/ Practical	Total Marks
Theory				
1	Child Health Nursing II I & II	10	15	25 I & II = 25+25 = 50/2
2	Mental Health Nursing II I	10	15	25

	& II			I & II = 25+25 = 50/2
3	Nursing Management and Leadership	10	15	25
4	Midwifery/Obstetrics and Gynecology I	10	15	25
	Practical			
5	Child Health Nursing II I & II	10	15	25 I & II = 25+25 = 50
6	Mental Health Nursing II I & II	10	15	25 I & II = 25+25 = 50
7	Midwifery/Obstetrics and Gynecology (OBG) Nursing I	10	15	25

V SEMESTER

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

VI SEMESTER (Internship)

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

APPENDIX 2

INTERNAL ASSESSMENT GUIDELINES THEORY

I. CONTINUOUS ASSESSMENT: 10 marks

- Attendance – **2 marks** (95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)
- Written assignments (Two) – **10 marks**
- Seminar/microteaching/individual presentation (Two) – **12 marks**
- Group project/work/report – **6 marks** **Total = 30/3 = 10**

If there is mandatory module in that semester, marks obtained by student out of 10 can be added to 30 totaling 40 marks

Total = 40/4 = 10 marks

II. SESSIONAL EXAMINATIONS: 15 marks

Two sessional exams per course

Exam pattern:

MCQ – 4×1 = 4

Essay – $1 \times 10 = 10$
 Short – $2 \times 5 = 10$
 Very Short – $3 \times 2 = 6$
30 marks $\times 2 = 60/4 = 15$

PRACTICAL

I. CONTINUOUS ASSESSMENT: 10 marks

- Attendance – **2 marks** (95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)
- Clinical assignments – **10 marks**
(Clinical presentation – 3, drug presentation & report – 2, case study report – 5)
- Continuous evaluation of clinical performance – **10 marks**
- End of posting OSCE – **5 marks**
- Completion of procedures and clinical requirements – **3 marks** **Total = 30/3 = 10**

II. SESSIONAL EXAMINATIONS: 15 marks Exam pattern:

OSCE – 10 marks (2-3 hours)

DOP – 20 marks (4-5 hours)

{DOP – Directly observed practical in the clinical setting}

Total = 30/2 = 15

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

COMPETENCY ASSESSMENT: (VIII SEMESTER)

Internal assessment

Clinical performance evaluation – 10×5 specialty = 50 marks OSCE = 10×5 specialty = 50 marks

Total = 5 specialty $\times$ 20 marks = 100

APPENDIX 3

I. UNIVERSITY THEORY QUESTION PAPER PATTERN (For 75 marks)

1. Section A – 37 marks and Section B – 38 marks

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

Section A (37 marks)

MCQ – $6 \times 1 = 6$

Essay – $1 \times 10 = 10$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 = 6$ **Section B (38 marks)** MCQ – $7 \times 1 = 7$

Essay – $1 \times 10 = 10$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 = 6$

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

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

Section A (25 marks)

MCQ – $4 \times 1 = 4$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 = 6$ **Section B (50 marks)** MCQ – $8 \times 1 = 8$

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

Short – $4 \times 5 = 20$

Very Short – $6 \times 2 = 12$

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

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

Section A (38 marks)

MCQ – $7 \times 1 = 7$

Essay – $1 \times 10 = 10$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 = 6$ **Section B (25 marks)** MCQ – $4 \times 1 = 4$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 = 6$ **Section C (12 marks)** MCQ – $3 \times 1 = 3$

Short – $1 \times 5 = 5$

Very Short – $2 \times 2 = 4$

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

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

Section A (55 marks)

MCQ – $9 \times 1 = 9$

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

Short – $2 \times 5 = 10$

Very Short – $3 \times 2 = 6$ **Section B (20 marks)** MCQ – $4 \times 1 = 4$

Short – $2 \times 5 = 10$

Very Short – $3 \times 2 = 6$

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

MCQ – $12 \times 1 = 12$

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

Short – $5 \times 5 = 25$

Very Short – $4 \times 2 = 8$

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

MCQ – $8 \times 1 = 8$

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

Short – $4 \times 5 = 20$

Very Short – $6 \times 2 = 12$

II. UNIVERSITY PRACTICAL EXAMINATION – 50 marks OSCE – 15 marks DOP – 35 marks

III. COMPETENCY ASSESSMENT – University Exam (VIII SEMESTER)

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

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

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

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

I & II SEMESTER

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

	General & system wise					
18	Documentation of findings					
V	Infection Control in Clinical Settings					
19	Hand hygiene (Hand washing & Hand rub)					
20	Use of personal and protective equipment					
VI	Comfort					
21	Open Bed					
22	Occupied Bed					
23	Post-operative Bed					
24	Supine Position					
25	Fowler's Position					
26	Lateral Position					
27	Prone Position					
28	Semi Prone Position					
29	Trendelenburg Position					
30	Lithotomy Position					
31	Changing Position of helpless patient (Moving/Turning/ Logrolling)					
32	Cardiac table/Over-bed table					
33	Back Rest					
34	Bed Cradle					
35	Pain Assessment (Initial & Reassessment)					
VII	Safety					
36	Side rail					
37	Restraint (Physical)					
38	Fall risk assessment & post fall assessment					
VIII	Admission & Discharge					
39	Admission					
40	Discharge					
41	Transfer (within hospital)					
IX	Mobility					
42	Ambulation					
43	Transferring patient from & to bed & wheelchair					
44	Transferring patient from & to bed & stretcher					
45	Range of Motion Exercises (ROM)					
X	Patient Education					
46	Individual Patient Teaching					
II SEMESTER						
XI	Hygiene					
47	Sponge bath/Bed bath					
48	Pressure Injury Assessment					
49	Skin care and care of					

	pressure points					
50	Oral hygiene					
51	Hair wash					
52	Pediculosis treatment					
53	Perineal Care/Meatal care					
54	Urinary Catheter care					
XII	Nursing Process-Basic level					
55	Assessment and formulating nursing diagnosis					
56	Planning the nursing Care					
57	Implementation of Care					
58	Evaluation of Care (Reassessment & Modification)					
XIII	Nutrition & Fluid Balance					
59	24 Hours Dietary Recall					
60	Planning Well balanced diet					
61	Making fluid plan					
62	Preparation of nasogastric tube feed					
63	Nasogastric tube feeding					
64	Maintaining intake & output chart					
65	Intra Venous Infusion Plan					
XIV	Elimination					
66	Providing Bedpan					
67	Providing Urinal					
68	Enema					
69	Bowel Wash					
XV	Diagnostic Tests-Specimen collection					
70	Urine Specimen for Routine Analysis					
71	Urine Specimen for Culture					
72	Timed urine specimen collection					
73	Feces specimen for routine					
74	Sputum Culture					
	Urine Testing					
75	Ketone					
76	Albumin					
77	Reaction					
78	Specific Gravity					
XVI	Oxygenation Needs/Promoting Respiration					
79	Deep Breathing & Coughing Exercises					
80	Steam inhalation					
81	Oxygen administration using face mask					
82	Oxygen administration using nasal prongs					
XVII	Medication Administration					
83	Oral Medications					
84	Intramuscular					
85	Subcutaneous					

86	Rectal Suppositories					
XVII	Death and Dying					
I						
87	Death care/Last Office					
XIX	First Aid and Emergencies					
	Bandages & Binders					
88	Circular					
89	Spiral					
90	Reverse Spiral					
91	Recurrent					
92	Spica					
93	Figure of eight					
94	Eye					
95	Ear					
96	Caplin					
97	Jaw					
98	Arm Sling					
99	Abdominal Binder*****					
100	Basic CPR (first aid module)					
III & IV SEMESTER						
III SEMESTER						
I	MEDICAL					
	<i>Intravenous therapy</i>					
1	IV cannulation					
2	IV maintenance & monitoring					
3	Administration of IV medication					
4	Care of patient with Central Line					
	<i>Preparation, assisting, and after care of patients undergoing diagnostic procedures</i>					
5	Thoracentesis					
6	Abdominal paracentesis					
	<i>Respiratory therapies and monitoring</i>					
7	Administration of oxygen using venturi mask					
8	Nebulization					
9	Chest physiotherapy					
10	Postural drainage					
11	Oropharyngeal suctioning					
12	Care of patient with chest drainage					
	<i>Planning therapeutic diet</i>					
13	High protein diet					
14	Diabetic diet					

15	Performing and monitoring GRBS					
16	Insulin administration					
II	SURGICAL					
17	Pre-Operative care					
18	Immediate Post-operative care					
19	Post-operative exercise					

20	Pain assessment and management					
<i>Assisting diagnostic procedures and after care of patients undergoing</i>						
21	Colonoscopy					
22	ERCP					
23	Endoscopy					
24	Liver Biopsy					
25	Nasogastric aspiration					
26	Gastrostomy/Jejunostomy feeds					
27	Ileostomy/Colostomy care					
28	Surgical dressing					
29	Suture removal					
30	Surgical soak					
31	Sitz bath					
32	Care of drain					
III	CARDIOLOGY					
33	Cardiac monitoring					
34	Recording and interpreting ECG					
35	Arterial blood gas analysis – interpretation					
36	Administration of cardiac drugs					
37	Preparation and after care of patients undergoing cardiac Catheterization					
38	Performing BCLS					
<i>Collection of blood sample for</i>						
39	Blood grouping/cross matching					
40	Blood sugar					
41	Serum electrolytes					
42	Assisting with blood transfusion					
43	Assisting for bone marrow aspiration					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
44	Application of antiembolism stockings (TED hose)					
45	Application/maintenance of sequential Compression Device					
IV	DERMATOLOGY					
46	Application of topical medication					
47	Intradermal injection-Skin allergy testing					
48	Medicated bath					

V COMMUNICABLE						
49	Intradermal injection-BCG and Tuberculin skin Test or Mantoux test					
50	Barrier nursing & Reverse barrier nursing					
51	Standard precautions-Hand hygiene, use of PPE, needle stick and sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices					
VI MUSCULOSKELETAL						
52	Preparation of patient with Myelogram/CT/MRI					
53	Assisting with application & removal of POP/Cast					
54	Preparation, assisting and after care of patient with Skin traction/skeletal traction					
55	Care of orthotics					
56	Muscle strengthening exercises					
57	Crutch walking					
58	Rehabilitation					
VII OR						
59	Position and draping					
60	Preparation of operation table					
61	Set up of trolley with instrument					
62	Assisting in major and minor operation					
63	Disinfection and sterilization of equipment					
64	Scrubbing procedures – Gowning, masking and gloving					
65	Intra operative monitoring					

IV SEMESTER						
I	ENT					
1	History taking and examination of ear, nose & throat					
2	Application of bandages to Ear & Nose					
3	Tracheostomy care					

	<i>Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures</i>					
4	Auditory screening tests					
5	Audiometric tests					
6	Preparing and assisting in special procedures like Anterior/posterior nasal packing, Ear Packing and Syringing					
7	Preparation and after care of patients undergoing ENT surgical procedures					
8	Instillation of ear/nasal medication					
II	EYE					
9	History taking and examination of eyes and interpretation					
	<i>Assisting procedures</i>					
10	Visual acuity					
11	Fundoscopy, retinoscopy, ophthalmoscopy, tonometry					
12	Refraction tests					
13	Pre and postoperative care of patient undergoing eye surgery					
14	Instillation of eye drops/medication					
15	Eye irrigation					
16	Application of eye bandage					
17	Assisting with foreign body removal					
III	NEPHROLOGY & UROLOGY					
18	Assessment of kidney and urinary system • History taking and physical examination • Assisting with testicular self-examination • Digital rectal exam					
	<i>Preparation and assisting with diagnostic and therapeutic procedures</i>					
19	Cystoscopy, Cystometrogram					
20	Contrast studies – IVP					
21	Peritoneal dialysis					
22	Hemodialysis					
23	Lithotripsy					
24	Renal/Prostate Biopsy					
25	Specific tests – • Semen analysis • Gonorrhea test					
26	Urinary Catheterization & Care					
27	Bladder irrigation					
28	Intake and output recording and monitoring					
29	Ambulation and exercise					
IV	BURNS & RECONSTRUCTIVE SURGERY					

30	Assessment of burns wound					
31	First aid of burns					
32	Fluid & electrolyte replacement therapy					
33	Skin care					
34	Care of Burn wounds ○ Bathing ○ Dressing					
35	Pre-operative and post-operative care of patient with burns					
36	Caring of skin graft and post cosmetic surgery					
37	Rehabilitation					
V	NEUROLOGY					
38	Neurological Examination – ex. Use of Glasgow coma scale					
39	Continuous monitoring					
40	Preparation and assisting for various invasive and non-invasive diagnostic procedures					
41	Care of patient undergoing neurosurgery including rehabilitation					
VI	IMMUNOLOGY					
42	History taking and Physical examination					
43	Immunological status assessment and interpretation of specific test (e.g. HIV)					
44	Care of patient with low immunity					
VII	ONCOLOGY					
45	History taking & physical examination of cancer patients					
46	Screening for common cancers – TNM classification					
	<i>Preparation, assisting and after care patients undergoing diagnostic procedures</i>					
47	Biopsies/FNAC					
48	Bone-marrow aspiration					
	<i>Preparation of patients and assisting with various modalities of treatment</i>					
49	Chemotherapy					
50	Radiotherapy					
51	Hormonal therapy/ Immunotherapy					
52	Gene therapy/any other					
53	PET scan/Bone scan					
54	Rehabilitation					
VIII	EMERGENCY					
55	Practicing ‘triage’					
56	Primary and secondary survey in emergency					

57	Examination, investigations & their interpretations, in emergency & disaster situations					
58	Emergency care of medical and traumatic injury patients					
59	Documentation, and assisting in legal procedures in emergency unit					
60	Managing crowd					
61	Counseling the patient and family in dealing with grieving & bereavement					
IX	CRITICAL CARE					
62	Assessment of critically ill patients					
63	Assisting with arterial puncture					
64	Assisting with ET tube intubation & extubation					
65	ABG analysis and interpretation – respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis					
66	Setting up of ventilator modes and settings and care of patient on ventilator					
67	Setting up of trolley with instruments/critical care equipment					
68	Monitoring and maintenance of Chest drainage system					
69	Bag and mask ventilation					
70	Assisting with starting and maintenance of Central and peripheral lines invasive					
71	Setting up of infusion pump, and defibrillator					
72	Administration of drugs via infusion, intracardiac, intrathecal, epidural					
73	Monitoring and maintenance of pacemaker					
74	ICU care bundle					
75	Management of the dying patient in the ICU					
X	Geriatric					
76	History taking and Assessment of Geriatric patient					
77	Geriatric counseling					
78	Comprehensive Health assessment (adult) after					

	module completion					

V & VI SEMESTER – CHILD HEALTH NURSING I & II

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

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

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

S.No.	Specific Competencies/Skills	Procedural	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
					Skill Lab/Simulation Lab	Clinical Area	
28	Immunization schedule						
29	Play therapy						
30	Conduct individual and group play therapy sessions						
31	Prevention of accidents						
32	Bowel wash						
33	Administration of suppositories						
<i>Care for ostomies:</i>							
34	Colostomy Irrigation						
35	Ureterostomy						
36	Gastrostomy						
37	Enterostomy						
38	Urinary catheterization & drainage						
<i>Feeding</i>							
39	Naso-gastric						
40	Gastrostomy						
41	Jejunostomy						
<i>Care of surgical wounds</i>							
42	Dressing						
43	Suture removal						
II PEDIATRIC OPD/IMMUNIZATION ROOM							
<i>Growth and Developmental assessment of children</i>							
44	Infant						
45	Toddler						
46	Preschooler						
47	Schooler						
48	Adolescent						
49	Administration of vaccination						
50	Health/Nutritional education						
III NICCU/PICU							
51	Assessment of newborn						
52	Care of preterm/LBW newborn						
53	Kangaroo care						
54	Neonatal resuscitation						
55	Assisting in neonatal diagnostic procedures						
56	Feeding of high risk newborn – EBM (spoon/paladai)						
57	Insertion/removal/feeding – Naso/oro-gastric tube						
58	Administration of medication – oral/parenteral						
59	Neonatal drug calculation						

60	Assisting in exchange transfusion					
61	Organizing different levels of neonatal care					
62	Care of a child on ventilator/ CPAP					
63	Endotracheal Suction					
64	Chest Physiotherapy					
65	Administration of fluids with infusion pumps					
66	Total Parenteral Nutrition					
67	Recording & reporting					
68	Cardiopulmonary Resuscitation – PLS					
V & VI SEMESTER – MENTAL HEALTH NURSING I & II						
PSYCHIATRY OPD						
1	History taking					
2	Mental status examination (MSE)					
3	Psychometric assessment (Observe/practice)					
4	Neurological examination					
5	Observing & assisting in therapies					
<i>Individual and group psycho education</i>						
6	Mental hygiene practice education					
7	Family psycho-education					
CHILD GUIDANCE CLINIC						
8	History Taking & mental status examination					
9	Psychometric assessment (Observe/practice)					
10	Observing and assisting in various therapies					
11	Parental teaching for child with mental deficiency					
IN-PATIENT WARD						
12	History taking					
13	Mental status examination (MSE)					
14	Neurological examination					
15	Assisting in psychometric assessment					
16	Recording therapeutic communication					
17	Administration of medications					
18	Assisting in Electro-convulsive Therapy (ECT)					
19	Participation in all therapies					
20	Preparation of patients for Activities of Daily living (ADL)					

21	Conducting admission and discharge counseling					
22	Counseling and teaching patients and families					
COMMUNITY PSYCHIATRY & DEADDICTION CENTRE						
23	Conducting home visit and case work					
24	Identification of individuals with mental health problems					
25	Assisting in organizations of Mental Health camp					
26	Conducting awareness meetings for mental health & mental illness					
27	Counseling and Teaching family members, patients and community					
28	Observation of deaddiction care					

S. No.	Specific Competencies/Skills	Procedural	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
					Skill Lab/Simulation Lab	Clinical Area	
V SEMESTER – COMMUNITY HEALTH NURSING I INCLUDING ENVIRONMENTAL SCIENCE & EPIDEMIOLOGY							
1	Interviewing skills (using communication and interpersonal skills)						
2	Conducting community needs assessment/survey						
3	Observation skills						
4	Nutritional assessment skills						
5	Teaching individuals and families on nutrition-food hygiene and safety, healthy lifestyle and health promotion						
6	BCC (Behaviour change communication) skills						
7	Health assessment including nutritional assessment-different age groups • Children under five • Adolescent • Woman						
8	Investigating an epidemic – Community health survey						
9	Performing lab tests – Hemoglobin, blood sugar, blood smear for malaria, etc.						
10	Screening, diagnosis and primary management of common health problems in the						

	community and referral of high-risk clients (Communicable & NCD)					
11	Documentation skills					
12	Home visit					
13	Participation in national health programs					
14	Participation in school health programs					
V SEMESTER – EDUCATIONAL TECHNOLOGY/NURSING EDUCATION						
1	Writing learning outcomes					
2	Preparation of lesson plan					
3	Practice Teaching/ Microteaching					
4	Preparation of teaching aids/ media					
	<i>Preparation of assessment tools</i>					
5	Construction of MCQ tests					
6	Preparation of observation checklist					
VI SEMESTER – NURSING MANAGEMENT & LEADERSHIP						
	Hospital and Nursing Service Department					
1	Preparation of organogram (hospital/nursing department)					
2	Calculation of staffing requirements for a nursing unit/ward					
3	Formulation of Job description of nursing officer (staff nurse)					
4	Preparation of Patient assignment plan					
5	Preparation of duty roster for staff/students at different levels					
6	Preparation of logbook/MMF for specific equipment/materials					
7	Participation in Inventory control and daily record keeping					
8	Preparation and maintenance of records & reports such as incident reports/adverse reports/audit reports					
9	Participation in performance appraisal/evaluation of nursing staff					
10	Participate in conducting in- service education for the staff					
	College & Hostel					
11	Preparation of organogram of college					
12	Formulation of job					

	description for tutor					
13	Participation in performance appraisal of tutor					
14	Preparation of Master plan, time- table and clinical rotation					

S. No.	Specific Competencies/Skills	Procedural	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
					Skill Lab/Simulation Lab	Clinical Area	
15	Preparation of student anecdotes						
16	Participation in clinical evaluation of students						
17	Participation in planning and conducting practical examination OSCE – end of posting						

VI & VII SEMESTER – MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I & II

I	ANTENATAL CARE						
	Health assessment of antenatal woman						
1	History Taking including obstetrical score, Calculation of EDD, gestational age						
2	Physical examination: head to foot						
3	Obstetrical examination including Leopards maneuvers & auscultation of Fetal heart sound (fetoscope/stethoscope/Doppler)						
	Diagnostic tests						
4	Urine pregnancy test/card test						
5	Estimation of hemoglobin using Sahle's hemoglobinometer						
S.No.	Specific Competencies/Skills	Procedural	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
					Skill Lab/Simulation Lab	Clinical Area	
6	Advice/assist in HIV/HBsAg/ VDRL testing						
7	Preparation of peripheral smear for malaria						
8	Urine testing for albumin and sugar						
9	Preparation of mother for USG						
10	Kick chart/DFMC (Daily Fetal and Maternal Chart)						
11	Preparation and recording of CTG/NST						
12	Antenatal counseling for						

	each trimester including birth preparedness and complication readiness					
13	Childbirth preparation classes for couples/family					
14	Administration of Td/TT					
15	Prescription of iron & folic acid and calcium tablets					
II	INTRANATAL CARE					
16	Identification and assessment of woman in labour					
17	Admission of woman in labour					
18	Performing/assisting CTG					
19	Vaginal examination during labour including Clinical pelvimetry					
20	Plotting and interpretation of partograph					
21	Preparation for birthing/delivery – physical and psychological					
22	Setting up of the birthing room/delivery unit and newborn corner/care area					
23	Pain management during labour- non-pharmacological					
24	Supporting normal births/conduct normal childbirth in upright positions/evidence based					
25	Essential newborn care					
26	Basic newborn resuscitation					
27	Management of third stage of labour – Physiologic management/active management (AMTSL)					
28	Examination of placenta					
29	Care during fourth stage of labour					
30	Initiation of breast feeding and lactation management					
31	Infection prevention during labour and newborn care					
III	POSTNATAL CARE					

S.No.	Specific Competencies/Skills	Procedural	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
					Skill Lab/ Simulation Lab	Clinical Area	
32	Postnatal assessment and care						
33	Perineal/episiotomy care						
34	Breast care						
35	Postnatal counseling-diet,						

	exercise & breast feeding					
36	Preparation for discharge					
IV	NEWBORN CARE					
37	Assessment of newborn					
38	Weighing of newborn					
39	Administration of Vitamin K					
40	Neonatal immunization – Administration of BCG, Hepatitis B vaccine					
41	Identification of minor disorders of newborn and their management					
V	CARE OF WOMEN WITH ANTENATAL, INTRANATAL & POSTNATAL COMPLICATIONS					
42	High risk assessment – identification of antenatal complications such as pre- eclampsia, anemia, GDM, Antepartum hemorrhage etc.					
43	Post abortion care & counseling					
44	Glucose challenge test/Glucose Tolerance test					
45	Identification of fetal distress and its management					
46	Administration of MgSo4					
47	Administration of antenatal corticosteroids for preterm labour					
48	Assisting with Medical induction of labour					
49	Assist in Surgical induction – stripping and artificial rupture of membranes					
50	Episiotomy (only if required) and repair					
51	Preparation for emergency/ elective caesarean section					
52	Assisting in caesarean section					
53	Preparation of mother and assist in vacuum delivery					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab/Simulation Lab	Clinical Area	
54	Identification and assisting in management of malpresentation and malposition during labour					
55	Preparation and assisting in low forceps operation					
56	Preparation and assisting in emergency obstetric surgeries					

57	Prescription/administration of fluids and electrolytes through intravenous route					
Assisting in procedures						
58	Assisting in Manual removal of the placenta					
59	Assisting in Bimanual compression of uterus/Balloon tamponade for atonic uterus					
60	Assisting in Aortic compression for PPH					
61	Identification and first aid management of PPH & obstetric shock					
62	Assisting in management of obstetric shock					
63	Identification and assisting in management of puerperal sepsis and administration of antibiotics					
64	Management of breast engorgement and infections					
65	Management of thrombophlebitis					
HIGH RISK NEWBORN (Some aspects of high risk newborn care are included in Child Health Nursing)						
66	Identification of high-risk newborn					
67	Care of neonate under radiant warmer					
68	Care of neonate on phototherapy					
69	Referral and transportation of high risk newborn					
70	Parental counselling – sick neonate and neonatal loss					
FAMILY WELFARE						
71	Postpartum Family planning counseling					
72	Postpartum family planning – Insertion and removal of PPIUCD/PAIUCD					
73	Counselling of the woman for Postpartum sterilization					
74	Preparation and assisting in tubectomy					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE		Signature of the Tutor/ Faculty
				Skill Lab /Simulation Lab	Clinical Area	
	OTHER PROCEDURES					
75	Preparation and assisting for D&C/D&E operations					
76	Observation/Assisting in Manual Vacuum Aspiration					
77	Assessment of women with					

	gynaecological disorders					
78	Assisting/performing Pap smear					
79	Performing Visual inspection of cervix with acetic acid					
80	Assisting/observation of cervical punchbiopsy/Cystoscopy/ Cryosurgery					
81	Assisting in gynecological surgeries					
82	Postoperative care of woman with gynecological surgeries					
83	Counsel on Breast self-examination					
84	Counseling couples with infertility					
85	Completion of safe delivery app with certification					

Note: preceptors/ faculty;

- level 3 competency denotes that the student is able to perform that competency without supervision

VII SEMESTER – COMMUNITY HEALTH NURSING II

1	Screening, diagnosing, management and referral of clients with common conditions/emergencies					
2	Antenatal and postnatal care at home and health centre					
3	Conduction of normal childbirth & newborn care at health centre					
4	Tracking every pregnancy and filling up MCP card					
5	Maintenance of records/ registers/reports					
6	Adolescent counseling & participation in youth friendly services					
7	Counseling for safe abortion services					
8	Family planning counseling					
9	Distribution of temporary contraceptives – condoms, OCP's, emergency contraceptives, Injectable MPA					

S.No.	Specific Procedural Competencies/Skills	Performs independently	Assists/ Observes Procedures A/O	DATE			Signature of the Tutor/ Faculty
				Skill /Simulation	Lab	Clinical Area	
10	Insertion of interval IUCD						
11	Removal of IUCD						
12	Participation in conducting vasectomy/tubectomy camp						
13	Screening, diagnosis, primary management and referral of						

	clients with occupational health problems					
14	Health assessment of elderly					
15	Mental Health screening					
16	Participation in community diagnosis – data management					
17	Writing health centre activity report					
18	Participation in organizing and conducting clinic/health camp					
19	Participation in disaster mock drills					
20	Co-ordinating with ASHAs and other community health workers					
VII SEMESTER – NURSING RESEARCH & STATISTICS						
	<i>Research Process Exercise</i>					
1	Statement of the problem					
2	Formulation of Objectives & Hypotheses					
3	Literature review of research report/article					
4	Annotated bibliography					
5	Preparation of sample research tool					
	<i>Analysis & Interpretation of data – Descriptive statistics</i>					
6	Organization of data					
7	Tabulation of data					
8	Graphic representation of data					
9	Tabular presentation of data					
10	Research Project (Group/Individual) Title:					
VIII SEMESTER (INTERNSHIP)						

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

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

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

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

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

Signature of the Faculty Coordinator

Academic Hand Book (IIMT College of Medical Sciences (Nursing))

Signature of the HOD/Principal

Page | 208

CLINICAL REQUIREMENTS

S.No.	Clinical Requirement	Date	Signature of the Faculty
I & II SEMESTER			
NURSING FOUNDATION I & II			
1	History Taking – 2 1. 2.		
2	Physical Examination – 2 1. 2.		
3	Fall risk assessment – 2 1. 2.		
4	Pressure Sore Assessment – 2 1. 2.		
5	Nursing Process – 2 1. 2.		
6	Completion of first aid module		
7	Completion of Health assessment module		
III SEMESTER – ADULT HEALTH NURSING I			
	Medical		
1	Care Study – 1		
2	Health education – 1		
3	Clinical presentation/care note – 1		
	Surgical		
4	Care study – 1		
5	Health education – 1		
6	Clinical Presentation/Care note – 1		
	Cardiac		
7	Cardiac assessment – 1		
8	Drug presentation – 1		
	Communicable		
9	Clinical presentation/Care note – 1		
	Musculoskeletal		
10	Clinical presentation/Care note – 1		
	OR		
11	Assist as circulatory nurse – 5 i. ii. iii. iv. v.		
12	Assist as scrub nurse in minor surgeries – 5 i. ii. iii. iv. v.		
13	Positioning & draping – 5 i. ii.		

iii.		
iv.		
v.		

S. No.	Clinical Requirement	Date	Signature of the Faculty
14	Assist as scrub nurse in major surgeries – 5 i. ii. iii. iv. v.		
15	Completion of BCLS module		
IV SEMESTER – ADULT HEALTH NURSING II			
	ENT		
1	ENT assessment of an adult – 2 i. ii.		
2	Observation and activity report of OPD		
3	Clinical presentation – 1		
4	Drug Book		
	EYE		
5	Eye assessment i. Adult – 1 ii. Geriatric – 1		
6	Patient-teaching – 1		
7	Clinical Presentation– 1		
	NEPHROLOGY & UROLOGY		
8	Assessment of adult – 1 Assessment of Geriatric – 1		
9	Drug presentation – 1		
10	Care study/Clinical presentation – 1		
	BURNS AND RECONSTRUCTIVE SURGERY		
S.No.	Clinical Requirement	Date	Signature of the Faculty
11	Burn wound assessment – 1		
12	Clinical presentation – 1		
13	Observation report of Burns unit		
14	Observe cosmetic/reconstructive procedures		
	NEUROLOGY		
15	Neuro-assessment –2 i ii.		
16	Unconscious patient – 1		
17	Care study/case presentation – 1		
18	Drug presentation – 1		
	IMMUNOLOGY		
19	Assessment of immune status		
20	Teaching of isolation to patient and family care givers		
21	Nutritional management		
22	Care Note – 1		
	ONCOLOGY		
23	Observation report of cancer unit		
24	Assessment of each system cancer patients – 2		
25	Care study/clinical presentation – 1		

26	Pre and post-operative care of patient with various modes of cancer treatment such as chemotherapy, radiation therapy, surgery, BMT, etc. –3(at least) i. ii. ii.		
27	Teaching on BSE to family members		
	EMERGENCY		
28	Primary assessment of adult– 1		
29	Immediate care (IV access establishment, assisting in intubation, suction, etc.)		
30	Use of emergency trolley		
	CRITICAL CARE		
31	Assessment of critically ill i. Adult ii. Geriatric		
S.No.	Clinical Requirement	Date	Signature of the Faculty
32	Care note/Clinical presentation – 1		
	GERIATRIC		
33	Geriatric assessment – 1		
34	Care note/clinical presentation – 1		
35	Fall risk assessment 1		
36	Functional status assessment – 1		
37	Completion of Fundamentals of Prescribing module		
38	Completion of Palliative care module		
V & VI SEMESTER – CHILD HEALTH NURSING I & II			
	Pediatric medical		
1	Nursing care plan – 1		
2	Case presentation – 1		
3	Health talk – 1		
	Surgical		
4	Nursing care plan – 1		
5	Case study/presentation – 1		
	OPD/Immunization Room		
6	Growth and Developmental study: i. Infant – 1 ii. Toddler – 1 iii. Preschooler – 1		
	NICCU/PICU		
7	Newborn assessment – 1		
8	Nursing Care Plan – 1		
9	Kangaroo mother care – 2		
10	Nursing care plan of high risk newborn – 1		
11	Completion of ENBC module		
12	Completion of FNBC module		
13	Completion of IMNCI module		
14	Completion of PLS module		
V & VI SEMESTER – MENTAL HEALTH NURSING I & II			
	Psychiatry OPD		
1	History taking and Mental status examination – 2 i. ii.		
2	Health education – 1		
3	Observation report of OPD		
	Child guidance clinic		

4	Case work – 1		
	Inpatient Ward		
5	Case study – 1		
6	Care plan – 2		
7	Clinical presentation 1		
8	Process recording 2		
9	Maintain drug book		
	Community psychiatry & Deaddiction centre		
10	Case work – 1		
11	Observation report on field visits		
12	Visit to deaddiction centre		
V SEMESTER – COMMUNITY HEALTH NURSING – I INCLUDING ENVIRONMENTAL SCIENCE & EPIDEMIOLOGY			
S.No.	Clinical Requirement	Date	Signature of the Faculty
1	Community needs assessment/survey (Rural/Urban) – 1		
2	Visits to – SC/HWC – PHC – CHC		
3	Observation of nutritional programs Anganwadi		
4	Observation visits		
	i. Water purification site and Water quality tests		
	ii. Milk diary		
	iii. Slaughter-house		
	iv. Market		
	v. Sewage disposal site		
	vi. Rain water harvesting		
	vii. Slaughter-house		
5	Nutritional assessment – Adult 1		
6	Individual health teaching – Adult 1		
S.No.	Clinical Requirement	Date	Signature of the Faculty
7	Use of AV aids – flash cards/posters/flannel graphs/flip charts (Any Two) i. ii.		
8	Health assessment of i. Woman – 1 ii. Infant/under five child – 1 iii. Adolescent – 1 iv. Adult – 1		
9	Growth monitoring of children under five – 1		
10	Documentation i. Individual records – 1 ii. Family records – 1		
11	Investigation of an epidemic – 1		
12	Screening and primary management of i. Communicable diseases – 1 ii. NCD – 1		
13	Home visits – 2		
14	Participation in national health programs – 2		
15	Participation in school health program – 1		
V SEMESTER – EDUCATIONAL TECHNOLOGY/NURSING EDUCATION			

1	Microteaching – 2 i. Theory – 1 ii. Practical/lab – 1		
2	Field Visit to nursing educational institution – regional/national organization		
VI SEMESTER – NURSING MANAGEMENT & LEADERSHIP			
1	Field visit to Hospital – regional/national organization		
VI & VII SEMESTER – MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I & II			
1	Antenatal assessment and care – 20		
2	Postnatal assessment and care – 15		
3	Assessment of labour using partograph – 10		
4	Per vaginal examination – 10		
5	Observing normal childbirths/deliveries– 10		
6	Assisting in conduction of normal childbirth – 10		
7	Conduction of normal deliveries – 10		
S.No.	Clinical Requirement	Date	Signature of the Faculty
8	Assisting in abnormal/instrumental deliveries – 5		
9	Performing placental examination – 5		
10	Episiotomy and suturing (only if indicated)– 3		
11	Assist/observe Insertion of PPIUCD–2		
12	Newborn assessment – 10		
13	Newborn resuscitation – 5		
14	Kangaroo mother care – 2		
Nursing Care Plan/Clinical presentation with Drug Study			
15	<i>Antenatal care</i> Normal (care plan) – 1 High risk (case study/Clinical presentation) – 1		
16	<i>Intrapartum care</i> High risk (Clinical presentation) – 1		
17	<i>Postnatal care</i> Normal (care plan) – 1 High risk (Clinical presentation) – 1		
18	<i>Newborn care</i> Normal (care plan) – 1		
19	Gynecological condition Care plan – 1		
20	Health talk – individual/group – 2		
21	Counseling mothers and family members		
22	Visit to • Peripheral health facility/Laqshya certified labour room • Infertility centre (Virtual/videos)		
23	Completion of SBA module		
24	Completion of safe delivery app		
1	Screening and primary management of of i. Minor ailments – 2 ii. Emergencies – 1 iii. Dental problems – 1 iv. Eye – 1 v. ENT – 1		
2	Primary management and care based on protocols approved by MOH&FW (Home/health centre)		
3	Screening and primary management of i. High risk pregnancy ii. High risk neonate		
4	Assessment of		

	i. Antenatal – 1 ii. Intrapartum – 1 iii. Postnatal – 1 iv. Newborn – 1		
5	Conduction of normal childbirth and documentation – 2		
6	Immediate newborn care and documentation – 1		
7	Family planning counseling – 1		
8	Group health education (Rural/urban) – 1		
9	Adolescent counseling – 1		
10	Family case study (Rural/urban) – 1		
11	Screening, diagnosis, primary management and referral of clients with occupational health problems – 2 i. ii.		
12	Health assessment (physical & nutritional) of elderly – 1		
13	Mental health screening survey – 1		
14	Group project – Community diagnosis (data management)		
15	Writing report on health centre activity – 1		
16	Participation in organizing and conducting under five/antenatal clinic/health camp – 2 i. ii.		
17	Participation in disaster mock drills		
18	Field visits - Biomedical waste management site - AYUSH centre - Industry - Geriatric home		
19	Report on interaction with MPH/HV/ASHA/AWWs (Any 2) 1. 2.		
	VII SEMESTER – NURSING RESEARCH		
1	Research Project – Group/Individual Title:		

SAMPLE MARK SHEET/MARK CARD (Marks are shown as example) Template

Name of the University:

Name of the College/Institution:

Name of the Nursing Program/Course:

Name of the Student:

SEMESTER No: I SEMESTER

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			
1	ENGL 101	*Communicative English	2	20	10/25 (40%)	20	10/25 (40%)	80	A+	9
2	ANAT 105 & PHYS 110	Applied Anatomy & Applied Physiology	6 (3+3)	18	12.5/25	57	37.5/75	75	A	8

3	SOCI 115 & PSYC 120	Applied Sociology & Applied Psychology	6 (3+3)	16	12.5/25	54	37.5/75	70	B+	7

*ENGL 101-College Exam, Marks are not added for calculating SGPA, Pass marks-40%

SEMESTER No: II SEMESTER

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			
1	BIOC 135 & NUTR 140	Applied Biochemistry and Applied Nutrition & Dietetics	5 (2+3)	16	12.5/25	44	37.5/75	60	B	6
2	N-NF(I&II) 125	Nursing Foundation I & II Incl Health Assessment module	T-12 (6+6)	20	12.5/25	55	37.5/75	75	A	8
			P-11 (4+7)	30	25/50	30	25/50	60	B	6
3	*HNIT 145	Health/Nursing Informatics & Technology	3	20	12.5/25	19	12.5/25	78	A	8

T-Theory, P-Practicum (Skill lab & Clinical)

*HNIT 145-College Exam

SEMESTER No: III SEMESTER

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			
1	MICR 201	Applied Microbiology and Infection Control including Safety	3	18	12.5/25	57	37.5/75	75	A	8
2	N-AHN (I) 215	Adult Health Nursing I with Integrated Pathophysiology including BCLS module	T-7	20	12.5/25	58	37.5/75	78	A	8
			P-7	35	25/50	35	25/50	70	B+	7

T-Theory, P-Practical

SEMESTER No: IV SEMESTER

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks	Letter	Grade
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			

S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of	(%)	Grade	Point
1	PHAR (I&II) 205 PATH (I&II) 210	Pharmacology (I&II) & Pathology (I&II) (including Genetics)	6 (4+2)	18	12.5/25	57	37.5/75	75	A	8
2	N-AHN (II) 225	Adult Health Nursing II with Integrated Pathophysiology including Geriatric Nursing & Palliative Care	T-7 P-7	20 35	12.5/25 25/50	58 35	37.5/75 25/50	78 70	A B+	8 7
3	*PROF 230	Professionalism, Professional Values and Ethics including Bioethics	1	18	12.5/25	20	12.5/25	76	A	8
4	*Elective 1	Ex. Human Values	1			70	40/100	70		

T-Theory, P-Practical

*PROF 230-College Exam; *Elective 1-College Exam, Marks are not added for calculating SGPA, Pass marks-40%

SEMESTER No: V SEMESTER

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			
1	N-COMH (I) 310	Community Health Nursing I including Environmental Science & Epidemiology	T-5 P- 2	18 35	12.5/25 25/50	57 35	37.5/75 25/50	75 70	A B+	8 7
2	EDUC 315	Educational Technology/Nursing Education	3	20	12.5/25	58	37.5/75	78	A	8
3	*N-FORN 320	Introduction to Forensic Nursing	1	18	12.5/25	20	12.5/25	76	A	8

T-Theory, P-Practical

*N-FORN 320-College Exam

SEMESTER No: VI SEMESTER

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			

1	N-CHN (I&II) 301	Child Health Nursing (I&II)	T-5 (3+2)	20	12.5/25	60	37.5/75	80	A+	9
			P-4 (3+1)	38	25/50	38	25/50	76	A	8
2	N-MHN (I&II) 305	Mental Health Nursing (I&II)	T-5 (3+2)	20	12.5/25	58	37.5/75	78	A	8
			P-3 (1+2)	35	25/50	35	25/50	70	B+	7
3	NMLE 330	Nursing Management & Leadership	4 (T-3, P-1)	19	12.5/25	54	37.5/75	73	B+	7
4	*Elective-2	Ex. Menopausal Health	1			76	40/100	76		

T-Theory, P-Practical;

*Elective-2-College Exam, Marks are not added for calculating SGPA, Pass marks-40%

SEMESTER No: VII SEMESTER

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			
1	N-COM H (II) 401	Community Health Nursing II	T-5	19	12.5/25	60	37.5/75	79	A	8
			P-2	40	25/50	42	25/50	82	A+	9

2	NRST 405	Nursing Research & Statistics	4 (T-2, P-2)	20	12.5/25	58	37.5/75	78	A	8
3	N-MIDW /335 & 410	Midwifery/Obstetrics	T-6	19	12.5/25	58	37.5/75	77	A	8

T-Theory, P-Practical

SEMESTER No: VIII SEMESTER

COURSES			Credits	Internal Assessment		End Semester College/University Exam		Final Marks (%)	Letter Grade	Grade Point
S. No.	Course Code	Title of the Course		Marks obtained	Pass Marks out of	Marks obtained	Pass Marks out of			

1	INTE 415, 420, 425, 430 & 435	Competency Assessment • Community Health Nursing • Adult Health Nursing • Child Health Nursing • Mental Health Nursing • Midwifery/OBG Nursing	P-12	70	50/100	76	50/100	146/200=73	B+	7
2	*Elective-3	Ex. Scientific Writing Skills	1			79	40/100	79		

SIMPLE TRANSCRIPT (Template)

Name of the University:

Name of the College/Institution:

Name of the Nursing Program/Course:.....

Name of the Student:

Date month and Year of completion of the B.Sc (Nursing) Program:.....

SEMESTER No: I SEMESTER

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S.NO	Course Code	Title of the course					
1	ENGL 101	*Communicative English	2	80	A	9	---
2	ANAT105& PHYS110	Applied Anatomy & applied Physiology	6(3+3) C ₁	75	A+	8 G ₁	6*8=48
3	SOCI115& PSYC120	Applied sociology & applied psychology	6(3+3) C ₂	70	B+	7G ₂	6*7=42

*ENGL101-Marks are not added for calculating SGPA, Pass marks-40%

Computation of SGPA (Semester Grade Point Average)

$$\begin{aligned}
 \text{SGPA} &= \frac{C_1G_1 + C_2G_2}{C_1 + C_2} \\
 &= \frac{48 + 42}{6 + 6} \\
 &= \frac{90}{12} \\
 &= 7.50
 \end{aligned}$$

I SEMESTER SGPA=7.50

SEMESTER NO: II SEMESTER

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S.NO.	Course Code	Title of the course					
1	BOIC135&NUTR140	Applied Biochemistry and Applied Nutrition & Dietetics	5(2+3) C ₁	60	B	6 G ₁	6X5=30
2	N-NF(I&II)125	Nursing Foundation I & II	T-12(6+6) C ₂	75	A	8 G ₂	12X8=96
			P-11(4+7) C ₃	60	B	6 G ₃	11X6=66
3	HNIT145	Health/Nursing Informatics & Technology	3 C ₄	78	A	8 G ₄	3X8=24

Computation of SGPA

$$SGPA = \frac{C_1G_1 + C_2G_2 + C_3G_3 + C_4G_4}{C_1 + C_2 + C_3 + C_4}$$

$$= \frac{30 + 96 + 66 + 24}{5 + 12 + 11 + 2}$$

$$= \frac{216}{31}$$

$$= 6.97$$

II SEMESTER SGPA=6.97

SEMESTER NO: III SEMESTER

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S.NO	Course Code	Title of the course					
1	MICR201	Applied microbiology and infection control including safety	3 C ₁	75	A	8 G ₁	3X8=24
2	N-AHN(I)215	Adult health Nursing I with integrated path physiology including BCLS module	T-7 C ₂	78	A	8 G ₂	7X8=56
			P-7 C ₃	70	B ⁺	7 G ₃	7X7=49

Computation of SGPA

$$SGPA = \frac{C_1G_1 + C_2G_2 + C_3G_3}{C_1 + C_2 + C_3}$$

$$= \frac{24 + 56 + 49}{3 + 7 + 7}$$

$$= \frac{129}{17}$$

$$= 7.59$$

III SEMESTER SPGA=7.59

SEMESTER NO: IV SEMESTER

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S.NO	Course Code	Title of the course					
1	PHAR(I&II)205 PATH(I&II) 210	Pharmacology(I&II) & Pathology(I&II) (including Genetics)	6(4+2) C ₁	75	A	8 G ₁	6X8=48
2	N-ANH(II)225	Adult Health Nursing II with Integrated Path physiology including Geriatric Nursing & Palliative Care	T-7 C ₂	78	A	8 G ₂	7X8=56
			P-7 C ₃	70	B ⁺	7 G ₃	7X7=49
	*PROF230	Professionalism, Professional Values and Ethics including Bioethics	1 C ₄	76	A	8 G ₄	1X8=8
	*Elective 1	Ex. Human Values	1	70	---	----	-----

*Elective 1-marks are not added for calculating SGPA, Pass marks -40%

Computation of SGPA

$$\begin{aligned}
 \text{SGPA} &= \frac{C_1G_1 + C_2G_2 + C_3G_3 + C_4G_4}{C_1 + C_2 + C_3 + C_4} \\
 &= \frac{48 + 56 + 49 + 8}{6 + 7 + 7 + 1} \\
 &= \frac{161}{21} \\
 &= 7.67
 \end{aligned}$$

IV SEMESTER SGPA=7.67

SEMESTER NO: V SEMESTER

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S.NO	Course Code	Title of the course					
1	N-COMH(I)310	Community Health Nursing I including Environmental Science & Epidemiology	T-5 C ₁	75	A	8 G ₁	5x8=40
			P-2 C-2	70	B ⁺	7 G ₂	2x7=14
2	EDUC315	Educational Technology/ Nursing Education	3 C ₃	78	A	8 G ₃	3x8=24
3	*N-FORN320	Introduction to Forensic Nursing	1 C ₄	76	A	8 G ₄	1x8=8

Computation of SGPA

$$\begin{aligned}
 \text{SGPA} &= \frac{C_1G_1 + C_2G_2 + C_3G_3 + C_4G_4}{C_1 + C_2 + C_3 + C_4} \\
 &= \frac{40 + 14 + 24 + 8}{5 + 2 + 3 + 1} \\
 &= \frac{86}{11} \\
 &= 7.82
 \end{aligned}$$

V SEMESTER SGPA=7.82

SEMESTER NO: VI SEMESTER

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S.NO	Course Code	Title of the course					
1	N-CHN (I&II)301	Child Health Nursing (I&II)	T-5(3+2) C ₁	80	A+	9 G ₁	5x9=45
			P-4(3+1) C ₂	76	A	8 G ₂	4x8=32
2	N -MHN (I&II) 305	Mental Health Nursing (I&II)	T-5(3+2) C ₃	78	A	8 G ₃	5x8=40
			P-3(1+2) C ₄	70	B+	7 G ₄	3x7=21
	NMLE330	Nursing Management & Leadership	4 C ₅	73	B+	7 G ₅	4x7=28
	*Elective-2	Ex. Menopausal Health	1	76	----	----	----

*Elective 1-marks are not added for calculating SGPA, Pass marks -40%

Computation of SGPA

$$\begin{aligned}
 \text{SGPA} &= \frac{C_1G_1+C_2G_2+C_3G_3+C_4G_4+C_5G_5}{C_1+C_2+C_3+C_4+C_5} \\
 &= \frac{45+32+40+21+28}{5+4+5+3+4} \\
 &= \frac{166}{21} \\
 &= 7.67
 \end{aligned}$$

VI SEMESTER SGPA=7.90

SEMESTER NO: VII SEMESTER

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S.NO	Course Code	Title of the course					
1	N-COMH(II) 401	Community Health Nursing II	T-5 C ₁	79	A	8 G ₁	5x8=40
			P-2 C ₂	82	A+	9 G ₂	2x9=18
2	NRST405	Nursing Research & Statistics	4 C ₃	78	A	8 G ₃	4x8=32
	N-MIDW/OBGN I&II 335&410	Midwifery/Obstetrics and Gynecology (OBG) Nursing I&II	T-6(3+3) C ₄	77	A	8 G ₄	6x8=48
			P-9(4+5) C ₅	74	B+	7 G ₅	9x7=63

Computation of SGPA

$$\begin{aligned}
 \text{SGPA} &= \frac{C_1G_1+C_2G_2+C_3G_3+C_4G_4+C_5G_5}{C_1+C_2+C_3+C_4+C_5} \\
 &= \frac{45+18+32+48+63}{5+2+4+6+9} \\
 &= \frac{201}{26}
 \end{aligned}$$

$$= 7.73$$

VII SEMESTER SGPA=7.73

SEMESTER NO: VIII SEMESTER

COURSES			Credits	Marks obtained (%)	Letter Grade	Grade Point	Credit Point
S.NO	Course Code	Title of the course					
1	INTE 415,420,425,430, & 435	Competency Assessment Community Health Nursing Adult Health Nursing Child Health Nursing Mantel Health Nursing Midwifery/OBG Nursing	P-12 C ₁	73	B+	7 G ₁	12X7=84
2	Elective-3	Ex. Scientific Writing Skills	1	79	---	---	---

*Elective 1-marks are not added for calculating SGPA, Pass marks -40%

Computation of SGPA

$$SGPA = \frac{C_1 G_1}{C_1}$$

$$= \frac{12 \times 7}{12}$$

$$= \frac{84}{12}$$

SEMESTER VIII SGPA = 7.00

Computation of CCPA

CCPA-Cumulative Grade Point Average

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

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

SEMESTER I	SEM 2	SEM3	SEM4	SEM5	SEM6	SEM7	SEM8
Credit-Cr Cr:12 SGPA:7.5 Cr X CGPA= 12X7.50=90.00	Cr:31 SGPA:6.97 31X6.97 =216.07	Cr:17 SGPA:7.59 17X7.59= 129.03	Cr:21 SGPA:7.67 21X7.67= 161.07	Cr:11 SGPA:7.82 11X7.82= 86.02	Cr:21 SGPA:7.90 21X7.90= 165.90	Cr:26 SGPA:7.73 26X7.73= 200.98	Cr:12 SGPA:7.00 12X7.00= 84.00

$$CGPA = \frac{12 \times 7.50 + 31 \times 6.97 + 17 \times 7.59 + 21 \times 7.67 + 11 \times 7.82 + 21 \times 7.90 + 26 \times 7.73 + 12 \times 7.00}{151}$$

$$= \frac{90.00 + 216.07 + 129.3 + 161.07 + 86.02 + 165.90 + 200.98 + 84.00}{151}$$

$$= \frac{1133.07}{151} = 7.50$$

Cumulative Grade Point Average (CGPA) = 7.50

IIMT COLLEGE OF MEDICAL SCIENCES (NURSING)

ACADEMIC HAND BOOK



+91-9897474598



www.iimtu.edu.in



O-Pocket, Ganga Nagar, Mawana Road, Meerut-250001

**M.Sc. Nursing Curriculum
REGULATION AND SYLLABUS for
M.Sc. DEGREE IN NURSING
Adapted from
INDIAN NURSING COUNCIL, NEW DELHI**

PREAMBLE

The master's degree program is specifically designed for graduates of any Bachelor of Nursing degree to enable them to extend their nursing knowledge and skills in a specialist setting. The Master of Nursing program offers a flexible, external method of study. Some core courses and those in the Advanced Practice Nursing Field of Study are also delivered internally. Students are able to select from five fields of specialization or use the generic Advanced Practice Nursing field tailored to suit the specialist practice setting of the student. The Advanced Practice Nursing field of study is offered internally only to domestic students.

Indian Nursing Council believes that:

Post Graduate programme is essential to prepare nurses to improve the quality of nursing theories into nursing practice, education, administration and development education and practice in India. Post graduate programme in nursing builds upon and extends competence acquired at the graduate levels, emphasizes application relevant of research skills.

The programme prepares nurses for leadership position in nursing and health fields who can function as nurse specialists, consultants, educators, administrators and researchers in a wide variety of professional settings in meeting the National priorities and the changing needs of the society.

This programme provides the basis for the post masteral programme in nursing. Further the programme encourages accountability and commitment to lifelong learning which fosters improvement of quality care.

Nurses have four fundamental responsibilities: to promote health, to prevent illness, to restore health and to alleviate suffering. The need for nursing is universal.

Inherent in nursing is respect for human rights, including the right to life, to dignity and to be treated with respect. Nursing care is unrestricted by considerations of age, colour, creed, culture, disability or illness, gender, nationality, politics, race or social status.

Students, who do not currently hold Bachelor of Nursing, or equivalent, may only apply for the Graduate Certificate. When this is successfully completed students may then apply for entrance into the Graduate Diploma or Master of Nursing or Master of Nurse Practitioner Studies programs. This course is designed to assist students to develop a broad understanding of Fundamental Principles, concepts, trends and issues related to education and nursing education. Further, it would provide opportunity to students to understand, appreciate and acquire skills in teaching and evaluation, curriculum development, implementation, maintenance of standards and accreditation of various nursing educational program.

DEFINITIONS AND NOMENCLATURES

In these Regulations, unless the context otherwise requires, **the Act'** means the Indian Nursing Council Act, 1947 (XLVIII of 1947) as amended from time. **The Council'** means the Indian Nursing Council constituted under the Act of 1947; **SNRC'** means the State Nurses and Midwives Registration Council by whichever name constituted and called by the respective State Governments; **B.Sc. (Nursing)'** means the four year B.Sc. (Nursing) Degree qualification in Nursing recognized by the Council under Section 10 of the Act and included in Part-II of the Schedule to the Act; **Authority'** means a University or Body created by an Act for awarding the B.Sc. (Nursing) qualification recognized by the Council and included in Part-II of the Schedule to the Act; **School of Nursing'** means a recognized training institution for the purpose of teaching of the course; **College'** means a recognized training institution for the purpose of training and teaching of the B.Sc. (Nursing) course; **CNE'** means Continuing Nursing Education to be compulsorily undergone by the RN&RM/RANM/RLHV for renewal of registration after every 5 (five) years.

Medical surgical nursing speciality means - nurses surgical provide care to adults with a variety of medical issues or who are preparing for/recovering from surgery. They have a broad knowledge base and are experts in their practice.

Mental health nursing means -as psychiatric nursing, is a specialized field of nursing practice that involves the care of individuals with a mental health disorder to help them recover and improve their quality of life.

Obstetric & Gynaecological Nursing means—a branch of medicine that specializes in the care of women during pregnancy and childbirth and in the diagnosis and treatment of diseases of the female reproductive organs. It also specializes in other women's health issues, such as menopause, hormone problems, contraception (birth control), and infertility.

Child Health (Paediatric) Nursing means-a part of the nursing profession, specifically revolving around the care of neonates and children up to adolescence.

Community Health Nursing means - the nurse provides healthcare through community diagnosis and investigation of significant health and environmental problems, health surveillance, monitoring, and evaluation of community and health status to prevent disease and disability and promote, protect, a maintain health.

Vision and Mission of the School

Vision- To maintain a centre of excellence for the study in nursing and act as a pace-setting institution to strive to give direction to nursing, to serve better to the contemporary and future needs of nursing development and to create nursing leaders at international level.

MISSION- To provide a broad-based education for preparation of nursing personnel at both basic and advanced levels who can function in a wide variety of Health Care setting and make their distinctive contribution in all branches of nursing for promotion of health, prevention of diseases, care during illness and maintenance of positive health by providing good infrastructure and high class training facilities.

Program Educational objectives:

Aim:The aim of the postgraduate program in nursing is to prepare graduates to assume responsibilities as nurse specialists, consultants, educators, administrators in a wide variety of professional settings.

Objectives:

On Completion of the two year M.Sc Nursing programme, the graduate will be able to:-

- Utilize/apply the concepts, theories and principles of nursing science
- Demonstrate advance competence in practice of nursing
- Practice as a nurse specialist.
- Demonstrate leadership qualities and function effectively as nurse educator and manager.
- Skill in conducting nursing research, interpreting and utilizing the findings from health related research
- Demonstrate the ability to plan and effect change in nursing practice and in the health care delivery system.

- Establish collaborative relationship with members of other disciplines
- Demonstrate interest in continued learning for personal and professional advancement.

Program outcome:

- A student upon successfully qualifying in the master's degree in nursing should be able to Explore research as evidence for enhancing and changing practice
- Discuss the health strategies in promoting, maintaining and restoring health and well-being
- Demonstrate proficiency in written, verbal and digital skills at individual and collaborative levels
- Apply critical thinking skills and ethical decision making required for advancing practice
- Demonstrate the ability to undertake independent learning activities
- Value the contribution of research in advancing practice in the provision of quality care
- Evaluate leadership and management skills for working in collaborative teams in the provision of quality outcome
- Recognize the need for the advancement of professional practice through contributions to education administration, health care policy and knowledge development.

PROGRAMME SPECIFIC OUTCOMES

- Uses advanced assessment, diagnostic reasoning, evidenced based interventions and evaluation skills for improving client health outcomes
- Applies research outcomes to improve practice outcomes within the practice settings Supports quality, evidence based safe and cost-effective health care
- Demonstrate skill in conducting nursing research, interpreting and utilizing the findings from health related research
- Demonstrate leadership qualities and function effectively as nurse educators, nurse specialist and manager
- Critically evaluate various educational programme in nursing
- Develop new roles to the changing needs of the societies (eg) in practice, education and research
- Demonstrate expertise, advanced knowledge and mastery in an area of specialized nursing practice

Admission

The candidate should be a Registered Nurse and Registered midwife or equivalent with any State Nursing Registration Council.

- The minimum education requirements shall be the passing of :
 - B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing with minimum of 55% aggregate marks.
- The candidate should have undergone in B.Sc. Nursing / B.Sc. Hons. Nursing / Post Basic B.Sc. Nursing in an institution which is recognized by Indian Nursing Council.
- Minimum one year of work experience after Basic B.Sc. Nursing.
- Minimum one year of work experience prior or after Post Basic B.Sc. Nursing.
- Candidate shall be medically fit.
- 5% relaxation of marks for SC/ST candidates may be given.

Entrance/Selection Test: Selection of the candidates should be based on the merit of the entrance examination held by University or competent authority.

ADMISSION STRENGTH: Annual admission strength for M.Sc (N) Programme should have prior sanction/permission from the Indian Nursing Council on the basis of clinical, physical facilities and teaching faculty.

Eligibility in all year as NEP (entry & exit) as per NEHQF and NSQF (if applicable):

M.Sc. Nursing
Scheme Of Examination

I Year	Theory			Practical	
	Hours	Internal	External	Internal	External
Nursing education	3	25	75	50	50
Advance nursing practice	3	25	75	-	-
Nursing Research & Biostatistics	3	25**	75*	-	-
Clinical Specialty I	3	25	75	100	100
Total	-	100	300	150	150

II Year	Theory			Practical	
	Hours	Internal	External	Internal	External
Nursing Management	3	25	75	-	-
Dissertation	-	-	-	100	100
Clinical Specialty – II	3	25	75	100	100
Total	-	50	150	200	200

* Nursing research = 50 and statistics = 25

**Nursing research = 15 and statistics = 10

Dissertation

Evaluation of the dissertation should be done by the examiner prior to viva Duration: Viva-voce-minimum 30 minutes per student.

Guidelines for Dissertation

Tentative Schedule for dissertation

S. No.	Activities	Scheduled Time
1.	Submission of the research proposal	End of 9th month of 1st year
2.	Submission of dissertation – Final	End of 9th month of IIInd Year

General Instructions:

1. Minimum pass marks shall be 50 % in each of the Theory and practical papers separately.
2. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing for examination.
3. A candidate must have 100% attendance in each of the practical areas before award of degree
4. A candidate has to pass in theory and practical exam separately in each of the paper.
5. If a candidate fails in either theory or practical paper he/she has to re-appear for both the papers (Theory and practical).
6. Maximum no. of attempts permitted for each paper is 3 including first attempt.
7. The maximum period to complete the course successfully should not exceed 4 (four) years

8. A candidate failing in more then two subjects will not be promoted to the IInd year.
9. No candidate shall be admitted to the subsequent IInd year examination unless the candidate has passed the Ist year examination.
10. Maximum number of candidates for all practical examination should not exceed 10 per day.
11. Provision of Supplementary examination should be made.
12. All practical examinations must be held in the respective clinical areas.
13. One internal and One external examiners(outside the University) should jointly conduct practical examination for each student
14. An examiner should be M.Sc (N) in concerned subject and have minimum of 3 (three) years post graduate teaching experience.
15. One internal and One external examiners(outside the University) should evaluate dissertation and jointly conduct viva-voce for each student
16. For Dissertation Internal examiner should be the guide and external examiner should be Nursing faculty / nursing expert in the same clinical specialty holding Ph.D./ M.Phil/ M.Sc. Nursing with a minimum of 3 years' experience in guiding the research projects for Post Graduate students of Nursing.

CURRICULUM

NURSING EDUCATION

Placement : Ist Year

Hours of Instruction Theory 15 Hours

Practical 150 Hours Total : 300 Hours

Course Description

This course is designed to assist students to develop a broad understanding of Fundamental Principles, concepts, trends and issues related to education and nursing education. Further, it would provide opportunity to students to understand, appreciate and acquire skills in teaching and evaluation, curriculum development, implementation, maintenance of standards and accreditation of various nursing educational programs.

Objectives

- At the end of the course, students will be able to :
1. Explain the aims of education, philosophies, trends in education and health: its impact on nursing education.
 2. Describe the teaching learning process.
 3. Prepare and utilize various instructional media and methods in teaching learning process.
 4. Demonstrate competency in teaching, using various instructional strategies.
 5. Critically analyze the existing nursing educational programs, their problems, issues and future trends.
 6. Describe the process of curriculum development, and the need and methodology of curriculum change, innovation and integration.
 7. Plan and conduct continuing nursing education programs.
 8. Critically analyze the existing teacher preparation programs in nursing.
 9. Demonstrate skill in guidance and counseling.
 10. Describe the problems and issues related to administration of nursing curriculum including selection and organization of clinical experience.
 11. Explain the development of standards and accreditation process in nursing education programs.
 12. Identify research priorities in nursing education.
 13. Discuss various models of collaboration in nursing education and services.
 14. Explain the concept, principles, steps, tools and techniques of evaluation
 15. Construct, administer and evaluate various tools for assessment of knowledge, skill, and attitude.

Course Content

Units	Hours		Course Content
	Theory	Practical	
I	10		Introduction : □ Education : Definition, aims, concepts, philosophies & their education implications, □ Impact of Social, economical, political & technological changes on education: • Professional education • Current trends and issues in education • Educational reforms and National Educational policy,

			various educational commissions-reports • Trends in development of nursing education in India
II	20	30	Teaching – Learning Process □ Concepts of teaching and learning: Definition, theories of teaching and learning, relationship between teaching and learning. □ Educational aims and objectives; types, domains, levels, elements and writing of educational objectives □ Competency based education(CBE) and outcome based education(OBE) □ Instructional design: Planning and designing the lesson, writing lesson plan: meaning, its need and importance, formats. □ Instruction strategies – Lecture, discussion, demonstration, simulation, laboratory, seminar, panel, symposium, problem solving, problem based learning (PBL), workshop, project, role- play(socio- drama), clinical teaching methods, programmed instruction, self directed learning(SDL), micro teaching, computer assisted instruction(CAI), computer assisted learning (CAL)
III	10	10	Instructional media and methods □ Key concepts in the selection and use of media in education □ Developing learning resource material using different media □ Instructional aids–types, uses, selection, preparation, utilization. □ Teacher’srole in procuring and managing instructional Aids– Project and non-projected aids, multimedia, video-tele conferencing etc
IV	10		Measurement and evaluation: □ Concept and nature of measurement and evaluation, meaning, process, purposes, problems in evaluation and measurement. □ Principles of assessment, formative and summative assessment-internal assessment external examination, advantages and disadvantages. □ Criterion and norm referenced evaluation,

Units	Hours		Course Content
	Theory	Practical	
V	12	10	Standardized and non-standardized tests : □ Meaning, characteristics, objectivity, validity, reliability, usability, norms, construction of tests- • Essay, short answer questions and multiple choice questions. • Rating scales, checklist, OSCE/OSPE(Objective structured clinical/practical examination) • Differential scales, and summated scales, sociometry, anecdotal record, attitude scale, critical incident technique □ Question bank-preparation, validation, moderation by panel, utilization □ Developing a system for maintaining confidentiality
VI	8	5	Administration, Scoring and Reporting □ Administering a test; scoring, grading versus marks □ Objective tests, scoring essay test, methods of scoring, Item analysis.
VII	12	6	Standardized Tools □ Tests of intelligence aptitude, interest, personality, achievement, socio-economic status scale, tests for special mental and physical abilities and disabilities.
VIII	5	6	Nursing Educational programs □ Perspectives of nursing education: Global and national. □ Patterns of nursing education and training programmes in India. Non-university and University programs: ANM, GNM, Basic B.Sc. Nursing, Post Certificate B.Sc. Nursing, M.Sc(N) programs, M.Phil and Ph.D) in Nursing, post basic diploma programs, nurse practitioner programs.
IX	12	25	Continuing Education in Nursing □ Concepts – Definition, importance, need scope, principles of adult learning, assessments of learning needs, priorities, resources. □ Program planning, implementation and evaluation of continuing education programs. □ Research in continuing education. □ Distance education in nursing.
X	10	10	Curriculum Development □ Definition, curriculum determinants, process and steps of curriculum development, Curriculum models, Types and framework. □ Formulation of philosophy, objectives, selection and organization of learning experiences; master plan, course

Units	Hours		Course Content
	Theory	Practical	
			□ plan, unit plan. □ Evaluation strategies, process of curriculum change, role of students, faculty, administrators, statutory bodies and other stakeholders. □ Equivalency of courses: Transcripts, credit system.
XI	8	4	Teacher preparation □ Teacher–roles & responsibilities, functions, characteristics, competencies, qualities, □ Preparation of professional teacher □ Organizing professional aspects of teacher preparation programs □ Evaluation: self and peer □ Critical analysis of various programs of teacher education in India.
XII	10	5	Guidance and counseling □ Concept, principles, need, difference between guidance and counseling, trends and issues. □ Guidance and counseling services: diagnostic and remedial. □ Coordination and organization of services. □ Techniques of counseling: Interview, case work, characteristics of counselor, problems in counseling. □ Professional preparation and training for counseling.
XIII	15	10	Administration of Nursing Curriculum □ Role of curriculum coordinator – planning, implementation and evaluation. □ Evaluation of educational programs in nursing-course and program. □ Factors influencing faculty staff relationship and techniques of working together. □ Concept of faculty supervisor (dual) position. □ Curriculum research in nursing. □ Different models of collaboration between education and service
XIV	10		Management of nursing educational institutions □ Planning, organizing, staffing, budgeting, recruitment, discipline, public relation, performance appraisal, welfare services, library services, hostel,
XV	5	5	□ Development and maintenance of standards and accreditation in nursing education programs. □ Role of Indian Nursing Council, State Registration Nursing Councils, Boards and University. □ Role of Professional associations and unions.

Activities:

- Framing philosophy, aims and objectives.
- Lesson Planning.
- Micro teaching-2.
- Conduct practice teachings using different teaching strategies -10 (like lecture cum discussion, demonstration- lab method, field trips, seminars, project, role play, panel discussion, clinical methods etc)
- Preparation and utilization of instructional Aids using different media.
- Develop course plans, unit plans, rotation plans.
- Conduct a continuing education workshop.
- Annotated bibliography.
- Critical evaluation of any nursing education program offered by a selected institution.
- Planning and Organizing field visits.
- Educational visits.
- Field visits (INC/SNRC) to get familiar with recognition/registration process.
- Construct, administer and evaluate tools (objective & essay type test, observation checklist, rating scale etc)
- Observe and practice application of various non-standardized tests (intelligence, Aptitude, Personality, Sociometry, physical & mental disabilities tests.)

Methods of Teaching

- Lecture cum discussion
- Demonstration/ Return demonstration
- Seminar / Presentations
- Project work
- Field visits
- Workshop

Methods of evaluation

- Tests
- Presentation
- Project work
- Written assignments

Internal Assessment

Techniques	Weightage
Test- (2 tests)	50
Assignment	25
Seminar/presentation	25

	100

Practical – Internal assessment	
Learning resource material	25
Practice Teaching	50
Conduct Workshop/Short Term Course	25
Practical – external assessment	

Practice teaching- 1-	50
Preparation/use of learning resource material-1	25
Construction of tests/rotation plan.	25

ADVANCE NURSING PRACTICE

Placement: 1ST Year

Hours of Instruction Theory 150 Hours
Practical 200 Hours Total : 350 Hours

Course Description

The course is designed to develop an understanding of concepts and constructs of theoretical basis of advance nursing practice and critically analyze different theories of nursing and other disciplines.

Objectives:

At the end of the course the students will be able to:

1. Appreciate and analyze the development of nursing as a profession.
2. Describe ethical, legal, political and economic aspects of health care delivery and nursing practice.
3. Explain bio- psycho- social dynamics of health, life style and health care delivery system.
4. Discuss concepts, principles, theories, models, approaches relevant to nursing and their application.
5. Describe scope of nursing practice.
6. Provide holistic and competent nursing care following nursing process approach.
7. Identify latest trends in nursing and the basis of advance nursing practice.
8. Perform extended and expanded role of nurse.
9. Describe alternative modalities of nursing care.
10. Describe the concept of quality control in nursing.
11. Identify the scope of nursing research.
12. Use computer in patient care delivery system and nursing practice.
13. Appreciate importance of self development and professional advancement.

Course Content

Unit	Hours	Content
I	10	Nursing as a Profession □ History of development of nursing profession, characteristics, criteria of the profession, perspective of nursing profession-national, global □ Code of ethics(INC), code of professional conduct (INC), autonomy and accountability, assertiveness, visibility of nurses, legal considerations, □ Role of regulatory bodies □ Professional organizations and unions-self defense, individual and collective bargaining □ Educational preparations, continuing education, career opportunities, professional advancement & role and scope of nursing education. □ Role of research, leadership and management. □ Quality assurance in nursing (INC). □ Futuristic nursing.

II	5	Health care delivery □ Health care environment, economics, constraints, planning process, policies, political process vis a vis nursing profession. □ Health care delivery system- national, state, district and local level. □ Major stakeholders in the health care system-Government, non-govt, Industry and other professionals. □ Patterns of nursing care delivery in India. □ Health care delivery concerns, national health and family welfare programs, inter-sectoral coordination, role of non- governmental agencies. □ Information, education and communication (IEC). □ Tele-medicine.
III	10	Genetics □ Review of cellular division, mutation and law of inheritance, human genome project, The Genomic era. □ Basic concepts of Genes, Chromosomes & DNA. □ Approaches to common genetic disorders. □ Genetic testing – basis of genetic diagnosis, Pre symptomatic and predisposition testing, Prenatal diagnosis & screening, Ethical, legal & psychosocial issues in genetic testing. □ Genetic counseling. □ Practical application of genetics in nursing.
IV	10	Epidemiology □ Scope, epidemiological approach and methods, □ Morbidity, mortality, □ Concepts of causation of diseases and their screening, □ Application of epidemiology in health care delivery, Health surveillance and health informatics □ Role of nurse
V	20	Bio-Psycho social pathology □ Pathophysiology and Psychodynamics of disease causation □ Life processes, homeostatic mechanism, biological and psycho-social dynamics in causation of disease, life style □ Common problems: Oxygen insufficiency, fluid and electrolyte imbalance, nutritional problems, hemorrhage and shock, altered body temperature, unconsciousness, sleep pattern and its disturbances, pain, sensory deprivation. □ Treatment aspects: pharmacological and pre- post operative care aspects, □ Cardio pulmonary resuscitation. □ End of life Care □ Infection prevention (including HIV) and standard safety measures, bio-medical waste management. □ Role of nurse-Evidence based nursing practice; Best practices □ Innovations in nursing

VI	20	Philosophy and Theories of Nursing □ Values, Conceptual models, approaches. □ Nursing theories: Nightingale's, Henderson's, Roger's, Peplau's, Abdella's, Lewine's, Orem's, Johnson's, King's, Neuman's, Roy's, Watson's, etc and their applications, □ Health belief models, communication and management, etc □ Concept of Self health. □ Evidence based practice model.
VIII	10	Nursing process approach □ Health Assessment- illness status of patients/clients (Individuals, family, community), Identification of health- illness problems, health behaviors, signs and symptoms of clients. □ Methods of collection, analysis and utilization of data relevant to nursing process. □ Formulation of nursing care plans, health goals, implementation, modification and evaluation of care.
IX	30	Psychological aspects and Human relations □ Human behavior, Life processes & growth and development, personality development, defense mechanisms, □ Communication, interpersonal relationships, individual and group, group dynamics, and organizational behavior,
		□ Basic human needs, Growth and development, (Conception through preschool, School age through adolescence, Young & middle adult, and Older adult) □ Sexuality and sexual health. □ Stress and adaptation, crisis and its intervention, □ Coping with loss, death and grieving, □ Principles and techniques of Counseling.
		□ Independent practice issues,- Independent nurse-midwifery practitioner. □ Collaboration issues and models-within and outside nursing. □ Models of Prevention, □ Family nursing, Home nursing, □ Gender sensitive issues and women empowerment. □ Disaster nursing. □ Geriatric considerations in nursing. □ Evidence based nursing practice- Best practices □ Trans-cultural nursing.
XI	25	Computer applications for patient care delivery system and nursing practice □ Use of computers in teaching, learning, research and nursing practice. □ Windows, MS office: Word, Excel, Power Point, □ Internet, literature search, □ Statistical packages, □ Hospital management information system: softwares.

Practical

Clinical posting in the following areas:

- Specialty area- in-patient unit - 2 weeks
- Community health center/PHC - 2 weeks

- Emergency/ICU

- 2 weeks

Activities

- Prepare Case studies with nursing process approach and theoretical basis
- Presentation of comparative picture of theories
- Family case- work using model of prevention
- Annotated bibliography
- Report of field visits (5)

Methods of Teaching

- Lecture cum discussion
- Seminar
- Panel discussion
- Debate
- Case Presentations
- Exposure to scientific conferences
- Field visits

Methods of evaluation :

- Tests
- Presentation
- Seminar
- Written assignments

Advance nursing Procedures

Definition, Indication and nursing implications;

- CPR, TPN, Hemodynamic monitoring, Endotracheal intubation, Tracheostoma, mechanical ventilation, Pacemaker, Hemodialysis, Peritoneal dialysis, LP, BT Pleural and abdominal paracentesis OT techniques, Health assessment, Triage, Pulse oxymetry

Internal Assessment

Techniques

Test- (2 tests)

Assignment

Seminar/presentation

Weightage

50

25

25

100

CLINICAL SPECIALITY – I MEDICAL SURGICAL NURSING

Placement: 1st Year

Hours of instruction Theory: 150 Hours

Practical: 650 Hours Total : 800 Hours

Course Description

This course is common for the students undergoing clinical speciality-II in neuro science nursing/cardiovascular & thoracic nursing/critical care nursing/oncology nursing/orthopaedic and rehabilitation nursing/nephro & urology nursing, gastroenterology nursing/ geriatric nursing.

It is designed to assist students in developing expertise and in depth knowledge in the field of medical Surgical Nursing. It will help students to appreciate the patient as a holistic individual and develop skill to function as a specialized Medical-Surgical Nurse. It will further enable the student to function as educator, manager and researcher in the field of Medical – Surgical Nursing.

Objectives

At the end of the course the students will be able to:

1. Appreciate the trends & issues in the field of Medical – Surgical Nursing as a speciality.
2. Apply concepts & theories related to health promotion.
3. Appreciate the client as a holistic individual.
4. Perform physical, psychosocial assessment of Medical – Surgical patients.
5. Apply Nursing process in providing care to patients.
6. Integrate the concept of family centered nursing care with associated disorder such as genetic, congenital and long-term illness.
7. Recognize and manage emergencies with Medical- Surgical patients.
8. Describe various recent technologies & treatment modalities in the management of critically ill patients.
9. Appreciate the legal & ethical issues relevant to Medical – Surgical Nursing.
10. Prepare a design for layout and management of Medical – Surgical Units.
11. Appreciate the role of alternative systems of Medicine in care of patients.
12. Incorporate evidence based Nursing practice and identify the areas of research in the field of Medical – Surgical Nursing.
13. Recognize the role of Nurse practitioner as a member of the Medical – Surgical health team.
14. Teach Medical – Surgical Nursing to undergraduate nursing students & in-service nurses.

COURSE CONTENT:

Unit	Hours	Content
I	5	Introduction: □ Historical development of Medical- Surgical Nursing in India. □ Current status of health and disease burden in India. □ Current concept of health. □ Trends & issues in Medical – Surgical Nursing. □ Ethical & cultural issues in Medical – Surgical Nursing. □ Rights of patients. □ National health policy, special laws & ordinances relating to older people. □ National goals. □ Five year plans. □ National health programs related to adult health.
II	20	Health Assessment of patients □ History taking. □ Physical examination of various systems. □ Nutritional assessment. □ Related investigations and diagnostic assessment.
III	5	Care in hospital settings: □ Ambulatory care. □ Acute and Critical care. □ Long term care.

		☐ Home Health Care. ☐ Characteristics, care models, practice settings, interdisciplinary team. ☐ Hospitalization- effects of hospitalization on the patient & family. ☐ Stressors & reactions related to disease process. ☐ Nursing care using Nursing process approach.
IV	10	Management of patients with disorders of Gastro intestinal tract ☐ Review of anatomy and physiology. ☐ Common Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis. ☐ Health assessment-History taking, physical examination, investigation and diagnostic assessment. ☐ Treatment modalities and trends. ☐ Nursing management. ☐ Related research studies. ☐ Evidence based nursing practice. ☐ Rehabilitation and follow-up.
V	10	Management of patients with disorders of nervous system ☐ Review of anatomy and physiology. ☐ Common Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis. ☐ Health assessment-History taking, physical examination, investigation and diagnostic assessment. ☐ Treatment modalities and trends. ☐ Nursing management. ☐ Related research studies. ☐ Evidence based nursing practice. ☐ Rehabilitation and follow-up.
VI	10	Management of patients with disorders of respiratory system ☐ Review of anatomy and physiology. ☐ Common Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis. ☐ Health assessment-History taking, physical examination, investigation and diagnostic assessment. ☐ Treatment modalities and trends. ☐ Nursing management. ☐ Related research studies. ☐ Evidence based nursing practice. ☐ Rehabilitation and follow-up.
VII	10	Management of patients with disorders of cardio vascular system ☐ Review of anatomy and physiology. ☐ Common Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis. ☐ Health assessment-History taking, physical examination, investigation and diagnostic assessment. ☐ Treatment modalities and trends. ☐ Nursing management. ☐ Related research studies. ☐ Evidence based nursing practice. ☐ Rehabilitation and follow-up.

VIII	5	Management of patients with disorders of blood ❑ Review of anatomy and physiology. ❑ Common Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis. ❑ Health assessment-History taking, physical examination, investigation and diagnostic assessment. ❑ Treatment modalities and trends. ❑ Nursing management. ❑ Related research studies ❑ Evidence based nursing practice ❑ Rehabilitation and follow-up
IX	10	Management of patients with disorders of genito urinary system ❑ Review of anatomy and physiology. ❑ Common Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis.
		❑ Health assessment-History taking, physical examination, investigation and diagnostic assessment. ❑ Treatment modalities and trends. ❑ Nursing management. ❑ Related research studies. ❑ Evidence based nursing practice. ❑ Rehabilitation and follow-up.
X	10	Management of patients with disorders of endocrine system ❑ Review of anatomy and physiology. ❑ Common Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis. ❑ Health assessment-History taking, physical examination, investigation and diagnostic assessment. ❑ Treatment modalities and trends. ❑ Nursing management. ❑ Related research studies. ❑ Evidence based nursing practice. ❑ Rehabilitation and follow-up.
XI	10	Management of patients with disorders of musculo-skeletal system ❑ Review of anatomy and physiology. ❑ Common Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis. ❑ Health assessment-History taking, physical examination, investigation and diagnostic assessment. ❑ Treatment modalities and trends. ❑ Nursing management. ❑ Related research studies. ❑ Evidence based nursing practice. ❑ Rehabilitation and follow-up.

XII	8	Management of patients with disorders of integumentary system □ Review of anatomy and physiology. □ Common Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up.
XIII	5	Management of patients with disorders of Eye and ENT □ Review of anatomy and physiology. □ Common Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up.
XIV	8	Management of patients with disorders of reproductive system □ Review of anatomy and physiology. □ Common Disorders-etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends. □ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up.
XV	8	Geriatric nursing □ Nursing Assessment-History and Physical assessment. □ Ageing; □ Demography; Myths and realities. □ Concepts and theories of ageing. □ Cognitive Aspects of Ageing. □ Normal biological ageing. □ Age related body systems changes. □ Psychosocial Aspects of Aging. □ Medications and elderly. □ Stress & coping in older adults. □ Common Health Problems & Nursing Management; □ Psychosocial and Sexual. □ Abuse of elderly.

Unit	Hours	Content

		□ Role of nurse for care of elderly ambulation, nutritional, communicational, psychosocial and spiritual. □ Role of nurse for caregivers of elderly. □ Role of family and formal and non formal caregivers. □ Use of aids and prosthesis (hearing aids, dentures, □ Legal & Ethical Issues. □ Provisions and Programmes for elderly; privileges, Community Programs and health services; □ Home and institutional care. □ Issues, problems and trends.
XVI	8	Management of patients with communicable and sexually transmitted diseases: □ Review of immune system. □ Common Disorders of immune system – HIV/AIDS. □ Review of infectious disease process. □ Communicable Diseases-etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. □ Treatment modalities and trends.
		□ Nursing management. □ Related research studies. □ Evidence based nursing practice. □ Rehabilitation and follow-up.
XVII	8	Emergency, trauma and multi-system organ failure □ DIC (disseminated intravascular coagulation) □ Trauma, burns, poisoning □ Etiology, Patho physiology, Clinical manifestations, complications, prognosis. □ Health assessment-History taking, physical examination, investigation and diagnostic assessment. • Treatment modalities and trends. • Nursing management. • Related research studies. • Evidence based nursing practice. • Rehabilitation and follow-up.
Practical		Total = 660 Hours 1 Week = 30 Hours

S.No.	Dept/Unit	No. of Week	Total Hours
1.	General Medical Ward	4	120 Hours
2.	General Surgical Ward	4	120 Hours
3.	ICUs	4	120 Hours
4.	Oncology	2	60 Hours
5.	Ortho	2	60 Hours
6.	Cardio	2	60 Hours
7.	Emergency Department	2	60 Hours
8.	Neuro	2	60 Hours
	Total	22 Weeks	660 Hours

Student Activities:

- Clinical presentations
- History taking
- Health Assessment
- Nutritional Assessment
- Health Education related to disease conditions
- Case studies
- Project work
- Field visits

CLINICAL SPECIALITY-I OBSTETRIC AND GYNAECOLOGICAL NURSING

Placement : 1st year

Hours of Instruction Theory : 150 Hours.

Practical : 650 Hours. Total : 800 Hours.\

Course Description

This course is designed to assist students in developing expertise and in- depth understanding in the field of Obstetric and Gynaecological Nursing. It will help students to appreciate the client as a holistic individual and develop skill to function as an independent midwifery practitioner. It will further enable the student to function as educator, manager, and researcher in the field of Obstetric and Gynaecological nursing

Objectives

At the end of the course the students will be able to:

1. Appreciate the trends in the field of midwifery, obstetrics and gynaecology as a speciality.
2. Describe the population dynamics and indicators of maternal and child health
3. Describe the concepts of biophysical, psychological and spiritual aspects of normal pregnancy, labor and puerperium.
4. Provide comprehensive nursing care to women during reproductive period and newborns.
5. Integrate the concepts of family centered nursing care and nursing process approach in obstetric and gynaecological nursing.
6. Identify and analyze the deviations from normal birth process and refer appropriately.
7. Describe the pharmacological agents, their effects during pregnancy, child birth, puerperium, lactation and the role of nurse
8. Counsel adolescents, women and families on issues pertaining to pregnancy, child birth and lactation
9. Describe the role of various types of complementary and alternative therapies in obstetric and gynaecological nursing.
10. Incorporate evidence based nursing practice and identify the areas of research in the field of obstetric and gynaecological nursing.
11. Describe the recent advancement in contraceptive technology and birth control measures
12. Appreciate the legal and ethical issues pertaining to obstetric and gynaecological nursing

Course Content

Units	Hours	Content

I	10	Introduction □ Historical and contemporary perspectives □ Epidemiological aspects of maternal and child health □ Magnitude of maternal and child health problems □ Issues of maternal and child health : Age, Gender, Sexuality, psycho Socio cultural factors □ Preventive obstetrics □ National health and family welfare programmes related to maternal and
		□ child health: health care delivery system- National Rural health mission, Role of NGO's □ Theories, models and approaches applied to midwifery practice □ Role and scope of midwifery practice: Independent Nurse midwifery practitioner □ Legal and Ethical issues: Code of ethics and standards of midwifery practice, standing orders □ Evidence based midwifery practice □ Research priorities in obstetric and gynaecological nursing.
II	15	Human reproduction □ Review of anatomy and physiology of human reproductive system: male and female □ Hormonal cycles □ Embryology □ Genetics, teratology and counseling □ Clinical implications
III	25	Pregnancy □ Maternal adaptation : Physiological, psychosocial • Assessment–Maternal and foetal measures Maternal measures: History taking, examination-General, physical and obstetrical measure, identification of high risk, • Foetal measure- clinical parameters, biochemical- human estriol, Maternal Serum Alfa Feto Protein, Acetyl Choline esterase (AchE), Triple Test Aminocentesis, Cordocentesis, chorionic villus sampling (CVS)), • Biophysical-(US IMAGING, Foetal movement count, Ultra Sonography, Cardiotocography, cardiotomography, Non Stress Test (NST), Contraction stress test (CST), amnioscopy, foetoscopy, • Radiological examination, □ Interpretation of diagnostic tests and nursing implications
		□ Nursing management of the pregnant women, minor disorders of pregnancy and management, preparation for child birth and parenthood, importance of institutional delivery, choice of birth setting, importance and mobilizing of transportation, prenatal counseling, role of nurse and crisis intervention, identification of high risk pregnancy and refer □ Alternative/complementary therapies
IV	25	Normal Labour and nursing management: □ Essential factors of labour □ Stages and onset First stage: Physiology of normal labour • Use of partograph: Principles, use and critical analysis, evidence based studies • Analgesia and anaesthesia in labour

		• Nursing management Second stage • Physiology, intrapartum monitoring • Nursing management. • Resuscitation, immediate newborn care and initiate breast feeding (Guidelines of National neonatology forum of India) Third stage • Physiology and nursing management Fourth stage – Observation, critical analysis and Nursing management. • Various child birth practice: water birth, position change etc • Evidence based practice in relation to labour intervention Role of nurse midwifery practitioner • Alternative/complementary therapies
V	20	Normal puerperium and nursing management □ Physiology of puerperium □ Physiology of lactation, lactation management, exclusive breast feeding, Baby friendly hospital initiative (BFHI) □ Assessment of postnatal women. □ Minor discomforts and complications of puerperium □ Management of mothers during puerperium: Postnatal exercises Rooming in, bonding, warm chain □ Evidence based studies Role of nurse midwifery practitioner • Alternative/complementary therapies
VI	20	Normal Newborn □ Physiology and characteristics of normal new born □ Physical and Behavioural assessment of new born □ Needs of new born □ Essential new born care: Exclusive breast feeding, Immunization, Hygiene measures, Newborn nutrition □ Organization of neonatal care, services (Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU □ Observation and care of newborn □ Parenting process
VII	10	Pharmacodynamics in obstetrics □ Drugs used in pregnancy, labour, post partum and newborn □ Calculation of drug dose and administration □ Effects of drugs used □ Anaesthesia and analgesia in obstetrics □ Roles and responsibilities of midwifery nurse practitioner □ Standing orders and protocols and use of selected life saving drugs and interventions of obstetric emergencies approved by the MOHFW

Units	Hours	Content
VIII	10	Family welfare services □ Population dynamics □ Demography trends: vital statistics, calculation of indicators especially maternal and neonatal mortality rates and problems and other health problems □ Recent advancement in contraceptive technology □ Role of nurses in family welfare programmes in all settings □ Role of independent nurse midwifery practitioner □ Family life education □ Evidence based studies □ Information, Education and Communication(IEC) □ Management information and evaluation system(MIES) □ Teaching and supervision of health team members
IX	5	Infertility □ Primary and secondary causes □ Diagnostic procedures □ Counseling: ethical and legal aspects of assisted reproductive technology(ART) □ Recent advancement in infertility management. □ Adoption procedures Role of nurses in infertility management.
X	5	Menopause □ Physiological, psychological and social aspects □ Hormone Replacement Therapy □ Surgical menopause □ Counseling and guidance Role of midwifery nurse practitioner
XI	5	Abortion □ Types, causes □ Legislations, Clinical rights and professional responsibility □ Abortion procedures □ Complications □ Nursing management Role of midwifery nurse practitioner
Practical		Total = 660 Hours 1 week = 30 Hours Tot

S.No.	Deptt./Unit	No. of Week	Total Hours
1	Anetenatal Wards & OPDs	4	120
2	Labour Room	5	150
3	Postnatal Ward	2	60
4	Family Planning Clinics	2	60
5	PHC/Rural maternity settings	4	120
6	Gynae	2	60
7	Maternity OT	2	60
8	NICU	1	30
	Total	22 Weeks	660 Hours

Procedures observed

- Diagnostic investigations : amniocentesis, chorionic villi sampling
- Infertility management: artificial reproduction : artificial insemination, in vitro fertilization, and related procedures

Procedures assisted

- Medical termination of pregnancy,

Procedures performed

- Antenatal assessment-20
- Postnatal assessment-20
- Assessment during labour: use of partograph - 20
- Per vaginal examination-20
- Conduct of normal delivery-20
- Episiotomy and suturing-10
- Setting up of delivery areas
- Insertion of intra uterine devices(copper T)

Others

- Identification of high risk women and referral
- Health education: to women and their families
- Motivation of couples for planned parenthood

CLINICAL SPECIALTY –I CHILD HEALTH (PAEDIATRIC) NURSING

Placement : Ist Year

Hours of Instruction Theory 150 Hours
Practical 650 Hours Total : 800 Hours

Course Description

This course is designed to assist students in developing expertise and in- depth understanding in the field of Pediatric Nursing. It will help students to appreciate the child as a holistic individual and develop skill to function as neonatal and pediatric nurse specialist. It will further enable the student to function as educator, manager, and researcher in the field of Paediatric nursing

Objectives

At the end of the course the students will be able to:

1. Appreciate the history and developments in the field of pediatrics and pediatric nursing as a specialty
2. Apply the concepts of growth and development in providing care to the pediatric clients and their families.
3. Appreciate the child as a holistic individual
4. Perform physical, developmental, and nutritional assessment of pediatric clients
5. Apply nursing process in providing nursing care to neonates & children
6. Integrate the concept of family centered pediatric nursing care with related areas such as genetic disorders, congenital malformations and long term illness.
7. Recognize and manage emergencies in neonates
8. Describe various recent technologies and treatment modalities in the management of high risk neonates
9. Appreciate the legal and ethical issues pertaining to pediatric and neonatal nursing
10. Prepare a design for layout and management of neonatal units

11. Incorporate evidence based nursing practice and identify the areas of research in the field of pediatric/neonatal nursing
12. Recognize the role of pediatric nurse practitioner and as a member of the pediatric and neonatal health team
13. Teach pediatric nursing to undergraduate students & in-service nurses

Course Content

Unit	Hours	Content
I	10	Introduction □ Historical development of Pediatrics and Pediatric Nursing in India; □ Current status of child health in India; □ Trends in Pediatrics and Pediatric Nursing, □ Ethical and cultural issues in pediatric care □ Rights of children □ National health policy for children, special laws and ordinances relating to children. □ National goals, □ Five year plans, □ National health programs related to child health.
II	10 Hrs	Assessment of pediatric clients □ History taking □ Developmental assessment □ Physical assessment □ Nutritional assessment □ Family assessment
III	10	Hospitalized child □ Meaning of hospitalization of the child, preparation for hospitalization, effects of hospitalization on the child and family □ Stressors and reactions related to developmental stages, play activities for ill hospitalized child. □ Nursing care of hospitalized child and family-principles and practices

Unit	Hours	Content
IV	15	Pre-natal Pediatrics □ Embryological and fetal development, Prenatal factors influencing growth and development of fetus, □ Genetic patterns of common pediatric disorders, chromosomal aberrations, genetic assessment and counseling legal and ethical aspects of genetic, screening and counseling role of nurse in genetic counseling, □ Importance of prenatal care and role of pediatric nurse.
V	15	Growth and Development of children □ Principles of growth and development, □ Concepts and theories of growth and development, □ Developmental tasks and special needs from infancy to adolescence, developmental milestones, □ Assessment of growth and development of pediatric clients, □ Factors affecting growth and development.
VI	15	Behavioral Pediatrics and Pediatric Nursing □ Parent child relationship, □ Basic behavioral pediatric principles and specific behavioral pediatric concepts/disorders- maternal deprivation, failure to thrive, child abuse, the battered child, □ Common behavioral problems and their management, Child guidance clinic.
VII	15	Preventive Pediatrics and Pediatric Nursing □ Concept, aims and scope of preventive pediatrics, □ Maternal health and its influence on child health antenatal aspects of preventive pediatrics, □ Immunization, expanded program on immunization/universal immunization program and cold chain, □ Nutrition and nutritional requirements of children, changing patterns of feeding, baby- friendly hospital initiative and exclusive breast feeding, □ Health education, nutritional education for children □ Nutritional programs □ National and international organizations related to child health, Role of pediatric nurse in the hospital and community.
VIII	30	Neonatal Nursing □ New born baby- profile and characteristics of the new born, □ Assessment of the new born, □ Nursing care of the new born at birth, care of the new born and family, □ High risk newborn- pre term and term neonate and growth retarded babies, □ Identification and classification of neonates with infections, HIV & AIDS, Ophthalmia neonatorum, congenital syphilis. □ High risk new born-Identification, classification and nursing management □ Organization of neonatal care, services (Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU.
IX	30	IMNCI (Integrated management of neonatal and childhood illnesses)
Practical		Total = 660Hours 1 Week = 30Hours

S.No.	Deptt./Unit	No. of Week	Total Hours
1	Pediatric Medicine Ward	4	120 Hours
2	Pediatric Surgery Ward	4	120 Hours
3	Labor Room/Maternity Ward	2	60 Hours
4	Pediatric OPD	2	60 Hours
5	NICU	4	120 Hours
6	Creche	1	30 Hours
7	Child Guidance Clinic	1	30 Hours
8	Community	4	120 Hours
	Total	22 Weeks	660 Hours

Student Activities

- Clinical presentations
- Growth & developmental assessment
- Assessment & prescription of nursing interventions for sick children
- Health education related to disease conditions
- Nutritional assessment
- Project work
- Field visits

CLINICAL SPECIALITY – I MENTAL HEALTH (PSYCHIATRIC) NURSING

Placement : 1st Year

Hours of Instruction Theory 150 hours

Practical 650 hours Total : 800 hours

Course Description: This course is designed to assist students in developing expertise and in- depth understanding in the field of Psychiatric Nursing. It will help students to appreciate the client as a holistic individual and develop skill to function psychiatric nurse specialist. It will further enable the student to function as educator, manager, and researcher in the field of Psychiatric nursing

Objectives

At the end of the course the students will be able to:

1. Appreciate the trends and issues in the field of psychiatry and psychiatric nursing.
2. Explain the dynamics of personality development and human behaviour.
3. Describe the concepts of psychobiology in mental disorders and its implications for psychiatric nursing
4. Demonstrate therapeutic communications skills in all interactions
5. Demonstrate the role of psychiatric nurse practitioner in various therapeutic modalities
6. Establish and maintain therapeutic relationship with individual and groups
7. Uses assertive techniques in personal and professional actions
8. Promotes self-esteem of clients, others and self
9. Apply the nursing process approach in caring for patients with mental disorders
10. Describe the psychopharmacological agents, their effects and nurses role
11. Recognize the role of psychiatric nurse practitioner and as a member of the psychiatric and mental health team
12. Describe various types of alternative system of medicines used in psychiatric settings
13. Incorporate evidence based nursing practice and identify the areas of research in the field of psychiatric nursing

Course Content

Units	Hours	Content
I	15	Introduction □ Mental Health and Mental Illness □ Historical perspectives □ Trends, issues and magnitude □ Contemporary practices □ Mental health laws/Acts □ National mental health program -National mental health authority, state mental health authority □ Human rights of mentally ill □ Mental Health/ Mental Illness Continuum □ Classification of mental illnesses-ICD, DSM □ Standards of Psychiatric nursing □ Challenges and Scope of psychiatric nursing □ Multi-disciplinary team and role of nurse - Role of psychiatric nurse- extended and expanded
II	10	Concepts of Psychobiology □ The Nervous System: • An Anatomical Review • The Brain and limbic system • Nerve Tissue • Autonomic Nervous system • Neurotransmitters □ Neuroendocrinology • Pituitary, Thyroid Gland • Circadian Rhythms □ Genetics □ Neuro psychiatric disorders □ Psychoimmunology • Normal Immune response • Implications for psychiatric Illness □ Implications for Nursing
III	10	Theories of Personality Development and relevance to nursing practice □ Psychoanalytic Theory- Freud's □ Interpersonal Theory-Sullivan's □ Theory of Psychosocial Development-Erikson's □ Theory of object relations □ Cognitive Development Theory □ Theory of Moral Development □ A Nursing Model-Hildegard E.Peplau

Units	Hours	Content

IV	5	Stress and its management □ An introduction to the concepts of stress □ Psychological Adaptation to stress □ Stress as a Biological Response. □ Stress as an Environmental Event. □ Stress as Transaction between the Individual and the Environment. □ Stress management.
V	10	Therapeutic communication and interpersonal relationship □ Review communication process, factors affecting communication □ Communication with individuals and in groups □ Techniques of therapeutic communication-touch therapy □ Barrier of communication with specific reference to psychopathology □ Therapeutic attitudes □ Dynamics of a therapeutic Nurse-client relationship; Therapeutic use of self □ Gaining self-awareness □ Therapeutic nurse-patient relationship its phases; Conditions essential to development of a therapeutic relationship □ Therapeutic impasse and its management
VI	10	Assertive Training □ Assertive Communication □ Basic Human Rights □ Response Patterns • (Nonassertive Behavior • Assertive Behavior • Aggressive Behavior • Passive-Aggressive Behavior) □ Behavioral Components of Assertive Behavior □ Techniques that Promote Assertive Behavior □ Thought-Stopping Techniques Method Role of The Nurse
VII	10	Promoting Self-Esteem □ Components of Self-Concept □ The Development of Self-Esteem □ The Manifestations of Low-Self-Esteem □ Boundaries Role of The Nurse
	5	Women and Mental Health Normal reaction to conception, pregnancy and puerperium Problems related to conception, pregnancy and puerperium and its management. • Counselling – Premarital, marital and genetic
VIII	10	The nursing process in psychiatric/mental health nursing □ Mental health assessment- History taking, mental status examination □ Physical and neurological examination □ Psychometric assessment □ Investigations, Diagnosis and Differential diagnosis □ Interpretation of investigations □ Nurse's role

Units	Hours	Content
		□ Nursing case management Critical pathways of care

		☐ Documentation ☐ Problem-oriented recording ☐ Focus charting ☐ The PIE method
IX	35	Psycho social and physical therapies ☐ Individual therapy ☐ Behavioural Therapy- Relaxation therapy, cognitive therapy, positive- negative reinforcement, bio-feedback, guided imagery, ab-reactive therapy ☐ Group Therapy ☐ Family Therapy ☐ Milieu Therapy ☐ The Therapeutic Community ☐ Occupational therapy ☐ Recreational therapy ☐ Play therapy ☐ Music therapy ☐ Light therapy ☐ Color therapy ☐ Aroma therapy
XI	5	Electroconvulsive Therapy ☐ Historical Perspectives ☐ Indications ☐ Contraindications ☐ Mechanisms of Action ☐ Side Effects ☐ Risks Associated with Electroconvulsive Therapy ☐ The Role of The Nurse in Electroconvulsive Therapy
X	10	Psychopharmacology ☐ Historical Perspectives ☐ Role of a Nurse in Psychopharmacological Therapy • Antianxiety Agents • Antidepressants Agents • Mood stabilizers • Antipsychotics • Sedative-Hypnotics • Central Nervous System Stimulants ☐ Future developments
XII	15	Alternative systems of medicine in mental health ☐ Types of Therapies • Herbal Medicine • Unani • Siddha • Homeopathic

	• Acupressure and Acupuncture • Diet and Nutrition • Chiropractic Medicine • Therapeutic Touch and Massage • Yoga • Pet Therapy
Practical	Total = 660 Hours 1 Week = 30 Hours

S.No.	Area of Posting	No. of Week	Total Hours
1	Acute Psychiatric Ward	4	120 Hours
2	Chronic Psychiatric ward	4	120 Hours
3	Psychiatric Emergency Unit	2	60 Hours
4	O.P.D	2	60 Hours
5	Family Psychiatric Unit	2	60 Hours
6	Community Mental Health Unit	4	120 Hours
7	Rehabilitation / Occupational Therapy Unit/Half way home/ Day care centre	4	120 Hours
	Total	22 Weeks	660 Hours

Student Activities

- History taking
- Mental health assessment
- Psychometric assessment
- Personality assessment
- Process recording
- Therapies- Group Therapy
- Family Therapy
- Psychotherapy
- Milieu Therapy
- The Therapeutic Community
- Occupational therapy
- Recreational therapy
- Play therapy
- music therapy
- Pet therapy
- Counselling
- Assisted ECT
- Assisted EEG
- Case studies
- Case presentation
- Project work
- Socio and psycho drama
- Field visits

CLINICAL SPECIALITY- I COMMUNITY HEALTH NURSING

Placement : 1st Year

Hours of Instructions Theory 150 hours

Practical 650 hours Total 800 hours

Course Description The course is designed to assist students in developing expertise and in- depth understanding in the field of Community Health Nursing. It would help students to appreciate holistic life style of individuals, families & groups and develop skills to function as Community Health Nurse specialist/practitioner. It would further enable student to function as an educator, manager and researcher in the field of Community Health nursing.

Objectives

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

1. Appreciate the history and development in the field of Community Health and Community Health Nursing.
2. Appreciate role of individuals and families in promoting health of the Community.
3. Performance physical, developmental and nutritional assessment of individuals, families and groups.
4. Apply the concepts of promotive, preventive, curative and rehabilitative aspects of health while providing care to the people.
5. Apply nursing process approach while providing care to individuals, families, groups and community.
6. Integrate the concepts of family centered nursing approach while providing care to the community.
7. Recognize and participate in the management of emergencies, epidemics and disasters.
8. Apply recent technologies and care modalities while delivering community health nursing care.
9. Appreciate legal and ethical issues pertaining to community health nursing care.
10. Conduct community health nursing care projects.
11. Participate in planning, implementation and evaluation of various national health and family welfare programmes at local, state and the national level.
12. Incorporate evidence based nursing practice and identify the areas of research in the community settings.
13. Participate effectively as a member of Community Health team.
14. Coordinate and collaborate with various agencies operating in the community by using inter-sectoral approach.
15. Teach community health nursing to undergraduates, in-service nurses and the community health workers.
16. Demonstrate leadership and managerial abilities in community health nursing practice

Course Content

Unit	Hours	Content
I	10	Introduction □ Historical development of Community Health and Community health Nursing- World and India, various health and family welfare committees □ Current status, trends and challenges of Community Health Nursing □ Health status of the Community-community diagnosis □ Scope of Community health Nursing practice □ Ethical and legal issues □ Socio-cultural issues in Community health Nursing □ National Policies, plans and programmes • National health policy • National Population policy • National Health and welfare Programmes • National Health goals/ indicators/ Millennium developmental goals(MDG)/ Strategies • Planning process: Five year plans • National Rural Health Mission • Panchayat raj institutions
II	10	Health □ Concepts, issues □ Determinants □ Measurements □ Alternate systems for health promotion and management of health problems □ Health economics □ Health technology □ Genetics and health □ Waste disposal □ Eco system
III	15	Population dynamics and control □ Demography □ Transition and theories of population □ National population policy □ National population programmes □ Population control and related programmes □ Methods of family limiting and spacing □ Research, Census, National Family Health Survey
IV	30	Community health Nursing □ Philosophy, Aims, Objectives, Concepts, Scope, Principles, Functions □ Community health Nursing theories and models □ Quality assurance: Community health Nursing standards, competencies, Monitoring community health nursing, nursing audits □ Family nursing and Family centered nursing approach □ Family health nursing process ○ Family health assessment

Unit	Hours	Content

		○ Diagnosis ○ Planning ○ Intervention ○ Evaluation □ Nursing care for special groups: children, adolescents, adults, women, elderly, physically and mentally challenged- Urban and rural population at large □ Community nutrition □ Concept, role and responsibilities of community health Nurse practitioners/nurse midwifery practitioners-decision making skills, professionalism, legal issues
V	45	Maternal and neonatal care □ IMNCI(Integrated Management of Neonatal And Childhood Illnesses) module □ Skilled Birth Attendant (SBA) module
VI	15	□ Disaster nursing (INC module on Reaching out: Nursing Care in emergencies)
VII	10	Information, education and communication □ IEC/BCC: Principles and strategies □ Communication Skills □ Management information and evaluation system: Records and reports □ Information technology □ Tele-medicine and tele-nursing □ Journalism □ Mass media □ Folk media
VIII	15	Health care delivery system: Urban, rural, tribal and difficult areas □ Health organization: National, State, District, CHC, PHC, Sub Centre, Village - Functions, Staffing, pattern of assistance, layout, drugs, equipments and supplies, Roles and Responsibilities of DPHNO □ Critical review of functioning of various levels, evaluation studies, recommendations and nursing perspectives □ Alternative systems of medicine □ Training and supervision of health workers
		□ Health agencies: NGO's, Roles and functions □ Inter-sectoral coordination □ Public private partnership □ Challenges of health care delivery system
Practical Hours		Total = 660 1 Week = 30 Hours

S.No.	Deptt./Unit	No. of Week	Total Hours
1	Sub-centre, PHC, CHC	12	360 Hours
2	District family welfare bureau	1	30 Hours
3	Urban centers	6	180 Hours
4	Field visits	3	90 Hours
Total		22 Weeks	660 Hours

Student Activities

- Identification of community leaders and resource persons (community mapping)
- Community health survey
- Community health nursing process- individual, family and special groups and community
- Counseling
- Health education – campaign, exhibition, folk media, preparation of IEC materials
- Organising and participating in special clinics/camps and national health and welfare programmes-Organise at least one health and family welfare mela/fair (all stalls of national health and family welfare activities should be included)
- Estimation of Vital health statistics -Exercise
- Drill for disaster preparedness
- Organise at least one in-service education to ANM's/LHV/PHN/HW
- Nutrition – Exercise on nutritional assessment on dietary planning, demonstration and education for various age groups
- Filling up of Records, reports and registers maintained at SC/PHC/CHC
- Assist women in self breast examination
- Conduct antenatal examination
- Conduct vaginal examination
- Conduct deliveries
- Post natal visits
- Perform Episiotomy and suturing
- Prepare Pap smear
- Conduct Insertion/Removal of IUD
- Blood Slide preparation
- Field visits
- Maintenance of log book for various activities

NURSING RESEARCH AND STATISTICS

Placement: 1st Year	Hours of Instruction Theory 150 Hours Practical 100 Hours Total : 250 Hours
Course Description:	Practical 50 Hours Theory 100 Hours Total : 150 Hours

Part-A : Nursing Research

The course is designed to assist the students to acquire an understanding of the research methodology and statistical methods as a basis for identifying research problem, planning and implementing a research plan. It will further enable the students to evaluate research studies and utilize research findings to improve quality of nursing practice, education and management.

General Objectives:

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

1. Define basic research terms and concepts.
2. Review literature utilizing various sources
3. Describe research methodology
4. Develop a research proposal.
5. Conduct a research study.

6. Communicate research findings
7. Utilize research findings
8. Critically evaluate nursing research studies.
9. Write scientific paper for publication.

Content Outline

Unit	Hours		Course Content
	Theory	Practical	
I	10		Introduction: □ Methods of acquiring knowledge – problem solving and scientific method. □ Research – Definition, characteristics, purposes, kinds of research □ Historical Evolution of research in nursing □ Basic research terms □ Scope of nursing research: areas, problems in nursing, health and social research □ Concept of evidence based practice □ Ethics in research □ Overview of Research process
II	5	5	Review of Literature □ Importance, purposes, sources, criteria for selection of resources and steps in reviewing literature.
III	12		Research Approaches and designs □ Type: Quantitative and Qualitative □ Historical, survey and experimental–Characteristics, types advantages and disadvantages □ Qualitative: Phenomenology, grounded theory, ethnography
IV	10	5	Research problem: □ Identification of research problem □ Formulation of problem statement and research objectives □ Definition of terms □ Assumptions and delimitations □ Identification of variables □ Hypothesis – definition, formulation and types.
V	5	5	Developing theoretical/conceptual framework. □ Theories: Nature, characteristics, Purpose and uses □ Using, testing and developing conceptual framework, models and theories.
VI	6		Sampling □ Population and sample □ Factors influencing sampling □ Sampling techniques □ Sample size □ Probability and sampling error □ Problems of sampling
VII	20	10	Tools and methods of Data collection: □ Concepts of data collection

			☐ Data sources, methods/techniques quantitative and qualitative. ☐ Tools for data collection – types, characteristics and their development ☐ Validity and reliability of tools ☐ Procedure for data collection
VIII	5		Implementing research plan ☐ Pilot Study, review research plan (design)., planning for data collection, administration of tool/interventions, collection of data
IX	10	10	Analysis and interpretation of data ☐ Plan for data analysis: quantitative and qualitative ☐ Preparing data for computer analysis and presentation. ☐ Statistical analysis ☐ Interpretation of data ☐ Conclusion and generalizations ☐ Summary and discussion
X	10		Reporting and utilizing research findings: ☐ Communication of research results; oral and written ☐ Writing research report purposes, methods and style- vancouver, American Psychological Association (APA), Campbell etc. ☐ Writing scientific articles for publication: purposes & style

Unit	Hours		Course Content
	Theory	Practical	
XI	3	8	Critical analysis of research reports and articles
XII	4	7	Developing and presenting a research proposal

Activities:

- Annotated Bibliography of research reports and articles.
- Review of literature of selected topic and reporting
- Formulation of problem statement, objective and hypothesis
- Developing theoretical/conceptual framework.
- Preparation of a sample research tool
- Analysis and interpretation of given data
- Developing and presenting research proposal
- Journal club presentation
- Critical evaluation of selected research studies
- Writing a scientific paper.

Method of Teaching

- Lecture-cum-discussion
- Seminar/Presentations
- Project
- Class room exercises
- Journal club

Methods of Evaluation

- Quiz, Tests (Term)

- Assignments/Term paper
- Presentations
- Project work

Internal Assessment

Techniques	Weightage (15marks)
Term Test(2 tests)	40%
Assignment	20%
Presentation	20%
Project work	20%
Total	100%

Part –B : Statistics

Hours of Instruction Theory 50 Hours
Practical 50 Hours Total : 100 Hours

Course Description

At the end of the course, the students will be able to develop an understanding of the statistical methods and apply them in conducting research studies in nursing.

General Objectives

At the end of the course the students will be able to:

1. Explain the basic concepts related to statistics
2. Describe the scope of statistics in health and nursing
3. Organize, tabulate and present data meaningfully.
4. Use descriptive and inferential statistics to predict results.
5. Draw conclusions of the study and predict statistical significance of the results.
6. Describe vital health statistics and their use in health related research.
7. Use statistical packages for data analysis

Unit	Hours		Course Content
	Theory	Practical	
I	7	4	Introduction: □ Concepts, types, significance and scope of statistics, meaning of data, □ sample, parameter □ type and levels of data and their measurement □ Organization and presentation of data – Tabulation of data; □ Frequency distribution □ Graphical and tabular presentations.
II	4	4	Measures of central tendency: □ Mean, Median, Mode
III	4	5	Measures of variability; □ Range, Percentiles, average deviation, quartile deviation, standard deviation
IV	3	2	Normal Distribution: □ Probability, characteristics and application of normal probability curve; sampling error.

V	6	8	Measures of relationship: □ Correlation – need and meaning □ Rank order correlation; □ Scatter diagram method □ Product moment correlation □ Simple linear regression analysis and prediction.
VI	5	2	Designs and meaning: □ Experimental designs □ Comparison in pairs, randomized block design, Latin squares.
VII	8	10	Significance of Statistic and Significance of difference between two Statistics (Testing hypothesis) □ Non parametric test – Chi-square test, Sign, median test, Mann Whitney test. □ Parametric test – ‘t’ test, ANOVA, MANOVA, ANCOVA
VIII	5	5	Use of statistical methods in psychology and education: □ Scaling – Z Score, Z Scaling □ Standard Score and T Score □ Reliability of test Scores: test-retest method, parallel forms, split half method.
IX	4	2	Application of statistics in health: □ Ratios, Rates, Trends □ Vital health statistics – Birth and death rates. □ Measures related to fertility, morbidity and mortality
X	4	8	Use of Computers for data analysis □ Use of statistical package.

Activities

- Exercises on organization and tabulation of data,
- Graphical and tabular presentation of data
- Calculation of descriptive and inferential statistics (chisquare, t-test, correlation)
- Practice in using statistical package
- Computing vital health statistics

Methods of Teaching:

- Lecture-cum-discussion
- Demonstration – on data organization, tabulation, calculation of statistics, use of statistical package, Classroom exercises, organization and tabulation of data,
- Computing Descriptive and inferential statistics; vital and health statistics and use of computer for data entry and analysis using statistical package.

Methods of Evaluation

- Test, Classroom statistical exercises.

Internal Assessment

Techniques Weightage 10 marks

Test – (2 tests) 100%

NURSING MANAGEMENT

Placement : II Year

Hours of Instruction Theory 150 Hours

Practical 150 Hours Total : 300 Hours

Course Description This course is designed to assist students to develop a broad understanding of Principles, concepts, trends and issues related to nursing management. Further, it would provide opportunity to students to understand, appreciate and acquire skills in planning, supervision and management of nursing services at different levels to provide quality nursing services.

Objectives

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

1. Describe the philosophy and objectives of the health care institutions at various levels.
2. Identify trends and issues in nursing
3. Discuss the public administration, health care administration vis a vis nursing administration
4. Describe the principles of administration applied to nursing
5. Explain the organization of health and nursing services at the various levels/institutions.
6. Collaborate and co-ordinate with various agencies by using multi-sectoral approach
7. Discuss the planning, supervision and management of nursing workforce for various health care settings.
8. Discuss various collaborative models between nursing education and nursing service to improve the quality of nursing care
9. Identify and analyse legal and ethical issues in nursing administration
10. Describe the process of quality assurance in nursing services.
11. Demonstrate leadership in nursing at various levels

Course Content

Unit	Hours	Content
I	10	Introduction □ Philosophy, purpose, elements, principles and scope of administration □ Indian Constitution, Indian Administrative system vis a vis health care delivery system: National, State and Local □ Organisation and functions of nursing services and education at National, State, District and institutions: Hospital and Community □ Planning process: Five year plans, Various Committee Reports on health, State and National Health policies, national population policy, national policy on AYUSH and plans,
II	10	Management □ Functions of administration □ Planning and control □ Co-ordination and delegation □ Decision making – decentralization basic goals of decentralization. □ Concept of management Nursing management □ Concept, types, principles and techniques □ Vision and Mission Statements □ Philosophy, aims and objective □ Current trends and issues in Nursing Administration □ Theories and models, Application to nursing service and education
III	15	Planning □ Planning process: Concept, Principles, Institutional policies □ Mission, philosophy, objectives, □ Strategic planning □ Operational plans □ Management plans □ Programme evaluation and review technique(PERT), Gantt chart, Management by objectives(MBO) □ Planning new venture □ Planning for change □ Innovations in nursing, Application to nursing service and education
IV	15	Organisation □ Concept, principles, objectives, Types and theories, Minimum requirements for organisation, Developing an organizational Structure, levels, organizational Effectiveness and organizational Climate, □ Organising nursing services and patient care: Methods of patient assignment-Advantages and disadvantages, primary nursing care, □ Planning and Organising: hospital, unit and ancillary services(specifically central sterile supply department, laundry, kitchen, laboratory services, emergency etc)
		□ Disaster management: plan, resources, drill, etc Application to nursing service and education

Unit	Hours	Content

V	15	Human Resource for health □ Staffing • Philosophy • Norms: Staff inspection unit (SIU), Bajaj Committee, High power committee, Indian nursing council (INC) • Estimation of nursing staff requirement- activity analysis • Various research studies □ Recruitment: credentialing, selection, placement, promotion □ Retention □ Personnel policies □ Termination □ Staff development programme □ Duties and responsibilities of various category of nursing personnel Applications to nursing service and education
VI	15	Directing □ Roles and functions □ Motivation: Intrinsic, extrinsic, Creating motivating climate, Motivational theories □ Communication: process, types, strategies, Interpersonal communication, channels, barriers, problems, Confidentiality, Public relations □ Delegation; common delegation errors □ Managing conflict: process, management, negotiation, consensus □ Collective bargaining: health care labour laws, unions, professional associations, role of nurse manager □ Occupational health and safety Application to nursing service and education
VII	10	Material management □ Concepts, principles and procedures □ Planning and procurement procedures : Specifications □ ABC analysis, □ VED (very important and essential daily use) analysis □ Planning equipments and supplies for nursing care: unit and hospital □ Inventory control □ Condemnation Application to nursing service and education
VIII	15	Controlling □ Quality assurance – Continuous Quality Improvement • Standards • Models • Nursing audit

Unit	Hours	Content
		□ Performance appraisal: Tools, confidential reports, formats, Management, interviews □ Supervision and management: concepts and principles □ Discipline: service rules, self discipline, constructive versus destructive discipline, problem employees, disciplinary proceedings- enquiry etc □ Self evaluation or peer evaluation, patient satisfaction, utilization review Application to nursing service and education
IX	15	Fiscal planning □ Steps
		□ Plan and non-plan, zero budgeting, mid-term appraisal, capital and revenue □ Budget estimate, revised estimate, performance budget □ Audit □ Cost effectiveness □ Cost accounting □ Critical pathways □ Health care reforms □ Health economics □ Health insurance □ Budgeting for various units and levels Application to nursing service and education
X	10	Nursing informatics □ Trends □ General purpose □ Use of computers in hospital and community □ Patient record system □ Nursing records and reports □ Management information and evaluation system (MIES) □ E- nursing, Telemedicine, telenursing □ Electronic medical records
XI	10	Leadership □ Concepts, Types, Theories □ Styles □ Manager behaviour □ Leader behaviour □ Effective leader: Characteristics, skills □ Group dynamics □ Power and politics □ lobbying □ Critical thinking and decision making □ Stress management Applications to nursing service and education
XII	10	Legal and ethical issues Laws and ethics □ Ethical committee □ Code of ethics and professional conduct □ Legal system: Types of law, tort law, and liabilities

	☐ Legal issues in nursing: negligence, malpractice, invasion of privacy, defamation of character ☐ Patient care issues, management issues, employment issues ☐ Medico legal issues ☐ Nursing regulatory mechanisms: licensure, renewal, accreditation ☐ Patients rights, Consumer protection act(CPA) ☐ Rights of special groups: children, women, HIV, handicap, ageing ☐ Professional responsibility and accountability ☐ Infection control ☐ Standard safety measures

PRACTICALS

1. Prepare prototype personal files for staff nurses, faculty and cumulative records
2. Preparation of budget estimate, Revised estimate and performance budget
3. Plan and conduct staff development programme
4. Preparation of Organisation Chart
5. Developing nursing standards/protocols for various units
6. Design a layout plan for speciality units /hospital, community and educational institutions
7. Preparation of job description of various categories of nursing personnel
8. Prepare a list of equipments and supplies for speciality units
9. Assess and prepare staffing requirement for hospitals, community and educational institutions
10. Plan of action for recruitment process
11. Prepare a vision and mission statement for hospital, community and educational institutions
12. Prepare a plan of action for performance appraisal
13. Identify the problems of the speciality units and develop plan of action by using problem solving approach
14. Plan a duty roster for speciality units/hospital, community and educational institutions
15. Prepare: anecdotes, incident reports, day and night reports, handing and taking over reports, enquiry reports, nurses notes, Official letters, curriculum vitae, presentations etc.
16. Prepare a plan for disaster management
17. Group work
18. Field appraisal report.

CLINICAL SPECIALITY – II MEDICAL SURGICAL NURSING SUB SPECIALITY – CARDIO VASCULAR AND THORACIC NURSING

Placement : II year Hours of Instruction Theory : 150 hours.

Practical : 950 hours.

Total : 1100 hours.

Course Description

This course is designed to assist students in developing expertise and in- depth understanding in the field of cardiovascular and thoracic nursing. It will help students to develop advanced skills for nursing intervention in various cardio medical and surgical conditions. It will enable the student to function as Cardio vascular and Thoracic Nurse practitioner/specialist. It will further enable the student to function as educator, manager and researcher in the field of cardio vascular and thoracic nursing.

Objectives

At the end of the course the students will be able to:

1. Appreciate trends and issues related to cardio vascular and thoracic Nursing.
2. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of cardio vascular and thoracic conditions
3. Participate in national health programs for health promotion, prevention and rehabilitation of patients with cardio vascular and thoracic conditions
4. Perform physical, psychosocial & spiritual assessment
5. Assist in various diagnostic, therapeutic and surgical procedures
6. Apply nursing process in providing comprehensive care to patients with cardio vascular and thoracic conditions
7. Demonstrate advance skills/competence in managing patients with cardio vascular and thoracic conditions including Advance Cardiac Life Support.
8. Describe the various drugs used in cardio vascular and thoracic conditions and nurses responsibility
9. Demonstrate skill in handling various equipments/gadgets used for critical care of cardio vascular and thoracic patients
10. Appreciate team work & coordinate activities related to patient care.
11. Practice infection control measures.
12. Identify emergencies and complications & take appropriate measures
13. Discuss the legal and ethical issues in cardio vascular and thoracic nursing
14. Assist patients and their family to cope with emotional distress, grief, anxiety and spiritual needs.
15. Appreciate the role of alternative system of medicine in care of patient
16. Incorporate evidence based nursing practice and identify the areas of research in the field of cardio vascular and thoracic nursing
17. Identify the sources of stress and manage burnout syndrome among health care providers.
18. Teach and supervise nurses and allied health workers.
19. Design a layout of ICCU and ICTU and develop standards for cardio vascular and thoracic nursing practice.

Content Outline

Unit	Hours	Content
I	5	Introduction □ Historical development, trends and issues in the field of cardiology. □ Cardio vascular and thoracic conditions – major health problem. □ Concepts, principles and nursing perspectives □ Ethical and legal issues □ Evidence based nursing and its application in cardio vascular and thoracic nursing (to be incorporated in all the units)
II	5	Epidemiology □ Risk factors: hereditary, psycho social factors, hypertension, smoking, obesity, diabetes mellitus etc □ Health promotion, disease prevention, Life style modification □ National health programs related to cardio vascular and thoracic conditions □ Alternate system of medicine □ Complementary therapies
III	5	Review of anatomy and physiology of cardio vascular and respiratory system □ Review of anatomy and physiology of heart, lung, thoracic cavity and blood vessels. Embryology of heart and lung. □ Coronary circulation □ Hemodynamics and electro physiology of heart. □ Bio-chemistry of blood in relation to cardio pulmonary function.
IV	20	Assessment and Diagnostic Measures: □ History taking □ Physical assessment • Heart rate variability : Mechanisms, measurements, pattern, factors, impact of interventions on HRV □ Diagnostic tests • Hemodynamic monitoring: Technical aspects, monitoring, functional hemodynamic indices, ventricular function indices,
		output measurements (Arterial and swan Ganz monitoring). Blood gases and its significance, oxygen supply and demand • Radiologic examination of the chest: interpretation, chest film findings • Electro cardiography (ECG) : electrical conduction through the heart, basic electrocardiography, 12 lead electrocardiogram, axis determination – ECG changes in: intraventricular conduction abnormalities- Arrhythmias, ischemia, injury and infarction, atrial and ventricular enlargement, electrolyte imbalance, • Echocardiography: technical aspects, special techniques, echocardiography of cardiac structures in health and disease, newer techniques • Nuclear and other imaging studies of the heart: Magnetic Resonance Imaging. • Cardio electrophysiology procedures: diagnostic studies, interventional and catheter ablation, nursing care • Exercise testing: indications and objectives, safety and personnel, pretest considerations, selection, interpretation, test termination, recovery period • Cardiac catheterization: indications, contraindications, patient preparation,

		procedure, interpretation of data • Pulmonary function test: Bronchoscopy and graphies • Interpretation of diagnostic measures • Nurse's role in diagnostic tests □ Laboratory tests using blood: Blood specimen collection, Cardiac markers, Blood lipids, Hematologic studies, Blood cultures, Coagulation studies, Arterial blood gases, Blood Chemistries, cardiac enzyme studies, Serum Concentration of Selected drugs. □ Interpretation and role of nurse
V	25	Cardiac disorders and nursing management: □ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of: • Hypertension • Coronary Artery Disease. • Angina of various types. • Cardiomegaly • Myocardial Infarction, Congestive cardiac failure • Heart Failure, Pulmonary Edema, Shock. • Rheumatic heart disease and other Valvular Diseases • Inflammatory Heart Diseases, Infective Endocarditis, Myocarditis, Pericarditis. • Cardiomyopathy, dilated, restrictive, hypertrophic. • Arrhythmias, heart block Associated illnesses
VI	10	Altered pulmonary conditions □ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of: • Bronchitis • Bronchial asthma • Bronchiectasis • Pneumonias • Lung abscess, lung tumour • Pulmonary tuberculosis, fibrosis, pneumoconiosis etc • Pleuritis, effusion • Pneumo, haemo and pyothorax • Interstitial Lung Disease • Cystic fibrosis • Acute and Chronic obstructive pulmonary disease (conditions leading to) • Cor pulmonale • Acute respiratory failure • Adult respiratory distress syndrome • Pulmonary embolism • Pulmonary Hypertension

VII	10	Vascular disorders and nursing management □ Etiology, clinical manifestations, diagnosis, prognosis, related path physiology, treatment modalities and nursing management of: • Disorders of arteries • Disorders of the aorta • Aortic Aneurysms, • Aortic dissection • Raynaud's phenomenon • Peripheral arterial disease of the lower extremities • Venous thrombosis • Varicose veins • Chronic venous insufficiency and venous leg ulcers • Pulmonary embolism
VIII	10	Cardio thoracic emergency interventions □ CPR- BLS and ALS □ Use of ventilator, defibrillator , pacemaker □ Post resuscitation care. □ Care of the critically ill patients □ Psychosocial and spiritual aspects of care □ Stress management; ICU psychosis □ Role of nurse
IX	10	Nursing care of a patient with obstructive airway □ Assessment □ Use of artificial airway □ Endotracheal intubation, tracheostomy and its care □ Complication, minimum cuff leak, securing tubes Oxygen delivery systems. □ Nasal Cannula
		□ Oxygen mask, Venturi mask □ Partial rebreathing bag □ Bi-PAP and C-PAP masks □ Uses, advantages, disadvantages, nursing implications of each. Mechanical Ventilation □ Principles of mechanical ventilation □ Types of mechanical ventilation and ventilators. □ Modes of ventilation, advantage, disadvantage, complications. □ PEEP therapy, indications, physiology, and complications. Weaning off the ventilator. □ Nursing assessment and interventions of ventilated patient.

X	10	Congenital Heart Diseases, □ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, treatment modalities and nursing management of: • Embryological development of heart. • Classification – cyanotic and acyanotic heart disease. • Tetralogy of Fallots. • Atrial Septal Defect, Ventricular Septal Defect., Eisenmenger’s complex. • Patent ductus arteriosus, AP window • Truncus Arteriosus. • Transposition of great arteries. • Total Anomaly of Pulmonary Venous Connection. • Pulmonary stenosis, atresia. • Coarctation of aorta. • Ebstein’s anomaly • Double outlet right ventricle, Single ventricle, Hypoplastic left heart syndrome.
XI	10	Pharmacology □ Review □ Pharmacokinetics □ Analgesics/Anti inflammatory agents □ Antibiotics, antiseptics □ Drug reaction & toxicity □ Drugs used in cardiac emergencies □ Blood and blood components • Antithrombolytic agents • Inotropic agents • Beta-blocking agents • Calcium channel blockers. • Vaso constrictors • Vaso dilators • ACE inhibitors. • Anticoagulents • Antiarrhythmic drugs. • Anti hypertensives • Diuretics • Sedatives and tranquilizers. • Digitalis.
		• Antilipemics □ Principles of drug administration, role and responsibilities of nurses and care of drugs
XII	20	Nursing Care of patient undergoing cardio thoracic surgery □ Indications, selection of patient □ Preoperative assessment and preparation; counselling. □ Intraoperative care: Principles of open heart surgery, equipment, anaesthesia, cardiopulmonary by pass. □ Surgical procedures for Coronary Artery Bypass Grafting, recent advances and types of grafts, Valve replacement or reconstruction, cardiac transplant, Palliative surgery and different Stents, vascular surgery, other recent

		advances. □ Thoracic surgery: lobectomy, pneumonectomy, tumour excision etc □ Immediate postoperative care : assessment, post operative problems and interventions : Bleeding, Cardiac tamponade, Low cardiac output, Infarction, Pericardial effusion, Pleural effusion, Pneumothorax, Haemothorax, Coagulopathy, Thermal imbalance, Inadequate., ventilation/perfusion, Neurological problems, renal problems, Psychological problems. □ Chest physiotherapy □ Nursing interventions- life style modification, complementary therapy/alternative systems of medicine. □ Intermediate and late post operative care after CABG, valve surgery, others. Follow up care
XIII	5	Cardiac rehabilitation □ Process □ Physical evaluation □ Life style modification □ Physical conditioning for cardiovascular efficiency through exercise □ Counseling □ Follow up care
XIV	5	Intensive Coronary Care Unit/intensive cardio thoracic unit: □ Quality assurance • Standards, Protocols, Policies, Procedures • Infection control; Standard safety measures • Nursing audit • Design of ICCU/ICTU • Staffing; cardiac team • Burn out syndrome □ Nurse's role in the management of I.C.C.U and ICTU. □ Mobile coronary care unit. □ Planning inservice educational programme and teaching
Practicals		Total – 960 Hours 1 Weeks = 30 Hours

S.No.	Deptt/ Unit	No. of Week	Total Hours
1	Cardio thoracic-Medical	4	120 Hours
	-Surgical	4	120 Hours
2.	OTs (Cardiac and thoracic)	4	120 Hours
3.	Casualty	2	60 Hours
4.	Diagnostic labs including cath lab	2	60 Hours
5.	ICCU	4	120 Hours
6.	ICU	4	120 Hours
7.	CCU	4	120 Hours
8.	Paediatric Intensive	2	60 Hours
9.	OPD	2	60 Hours
	Total	32 Weeks	960 Hours

Essential Nursing Skills Procedures Observed

1. Echo cardiogram

2. Ultrasound
3. Monitoring JVP , CVP
4. CT SCAN
5. MRI
6. Pet SCAN
7. Angiography
8. Cardiac catheterisation
9. Angioplasty
10. Various Surgeries
11. Any other

I. Procedures Assisted

1. Arterial blood gas analysis
2. Thoracentesis
3. Lung biopsy
4. Computer assisted tomography (CAT Scan)
5. M.R.I.
6. Pulmonary angiography
7. Bronchoscopy
8. Pulmonary function test
9. ET tube insertion
10. Tracheostomy tube insertion
11. Cardiac catheterisation
12. Angiogram
13. Defibrillation
14. Treadmill test
15. Echo cardiography
16. Doppler ultrasound
17. Cardiac surgery
18. Insertion of chest tube
19. CVP Monitoring
20. Measuring pulmonary artery pressure by Swan-Ganz Catheter
21. Cardiac Pacing

II. Procedures Performed

1. Preparation of assessment tool for CT client (Cardiac, thoracic and vascular).
2. ECG – Recording, Reading, Identification of abnormalities
3. Oxygen therapy – Cylinder, central supply, Catheter, nasal canula, mask, tent Through ET and Tracheostomy tube Manual resuscitation bag
4. Mechanical ventilation
5. Spirometer
6. Tuberculin skin test
7. Aerosol therapy
8. Nebulizer therapy
9. Water seal drainage
10. Chest physiotherapy including – Breathing Exercises Coughing Exercises Percussion & Vibration
11. Suctioning–Oropharyngeal, nasotracheal, Endotracheal Through tracheostomy tube
12. Artificial airway cuff maintenance

13. CPR
14. Care of client on ventilator
15. Identification of different – Arrhythmias Abnormal pulses, respiration B.P. Variation
Heart sounds Breath sounds
16. Pulse oxymetry
17. Introduction of intracath
18. Bolus I.V. Injection
19. Life line
20. Maintenance of “Heplock”
21. Subcutaneous of Heparin
22. Obtaining leg measurements to detect early swelling in thrombophlebetes
23. Identification of Homans signs
24. Buerger – Allen exercises

CLINICAL SPECIALITY – II **MEDICAL SURGICAL NURSING - CRITICAL CARE NURSING**

Placement: II Year
Practical: 950 hours
Total : 1100 hours

Hours of instruction Theory: 150 hours

Course Description

This course is designed to assist students in developing expertise and in- depth knowledge in the field of Critical care Nursing. It will help students to develop advanced skills for nursing intervention in caring for critically ill patients. It will enable the student to function as critical care nurse practitioner/ specialist. It will further enable the student to function as educator, manager and researcher in the field of Critical Care Nursing.

Objectives

At the end of the course the students will be able to

1. Appreciate trends and issues related to Critical Care Nursing.
2. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of critically ill patients
3. Describe the various drugs used in critical care and nurses responsibility
4. Perform physical, psychosocial & spiritual assessment
5. Demonstrate advance skills/competence in managing critically ill patients including Advance Cardiac Life Support.
6. Demonstrate skill in handling various equipments/gadgets used for critical care
7. Provide comprehensive care to critically ill patients.
8. Appreciate team work & coordinate activities related to patient care.
9. Practice infection control measures.
10. Assess and manage pain.
11. Identify complications & take appropriate measures.
12. Discuss the legal and ethical issues in critical care nursing
13. Assist patients and their family to cope with emotional distress, spiritual, grief and anxiety
14. Assist in various diagnostic, therapeutic and surgical procedures
15. Incorporate evidence based nursing practice and identify the areas of research in the field of critical care nursing
16. Identify the sources of stress and manage burnout syndrome among health care providers.

17. Teach and supervise nurses and allied health workers.
18. Design a layout of ICU and develop standards for critical care nursing practice.

Course Content

Unit	Hours	Content
I	5	Introduction to Critical Care Nursing □ Historical review- Progressive patient care(PPC) □ Review of anatomy and physiology of vital organs, fluid and electrolyte balance □ Concepts of critical care nursing □ Principles of critical care nursing □ Scope of critical care nursing □ Critical care unit set up including equipments supplies, use and care of various type of monitors & ventilators □ Flow sheets
II	10	Concept of Holistic care applied to critical care nursing practice □ Impact of critical care environment on patients:- • Risk factors, Assessment of patients, Critical care psychosis, prevention & nursing care for patients affected with psychophysiological & psychosocial problems of critical care unit, Caring for the patient's family, family teaching □ The dynamics of healing in critical care unit:-therapeutic touch, Relaxation, Music therapy, Guided Imagery, acupressure □ Stress and burnout syndrome among health team members
III	14	Review □ Pharmacokinetics □ Analgesics/Anti inflammatory agents □ Antibiotics, antiseptics □ Drug reaction & toxicity □ Drugs used in critical care unit (inclusive of ionotropic, life saving drugs) □ Drugs used in various body systems □ IV fluids and electrolytes □ Blood and blood components □ Principles of drug administration, role of nurses and care of drugs
IV	5	Pain Management □ Pain & Sedation in Critically ill patients □ Theories of pain, Types of pain, Pain assessment, Systemic responses to pain □ pain management-pharmacological and non-pharmacological measures □ Placebo effect
V	5	Infection control in intensive care unit □ Nosocomial infection in intensive care unit; methyl resistant staphylococcus aureus (MRSA), Disinfection, Sterilization, Standard safety measures, Prophylaxis for staff
VI	10	Gastrointestinal System □ Causes, Pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:-

		Acute Gastrointestinal Bleeding, Abdominal injury, Hepatic Disorders:- Fulminant hepatic failure, Hepatic encephalopathy, Acute Pancreatitis, Acute intestinal obstruction, perforative peritonitis
VII	10	Renal System - Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:- Acute Renal Failure, Chronic Renal Failure, Acute tubular necrosis, Bladder trauma - Management Modalities: Hemodialysis, Peritoneal Dialysis, Continuous Ambulatory Peritoneal Dialysis, Continuous arterio venus hemodialysis, Renal Transplant,
VIII	10	Nervous System - Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing management of:- Common Neurological Disorders:-Cerebrovascular disease, Cerebrovascular accident, Seizure disorders, Guillein Barre-Syndrome, Myasthenia Gravis, Coma, Persistent vegetative state, Encephalopathy, Head injury, Spinal Cord injury - Management Modalities: Assessment of Intracranial pressure, Management of intracranial hypertension, Craniotomy - Problems associated with neurological disorders: Thermo regulation, Unconsciousness, Herniation syndrome
IX	5	Endocrine System Causes, Pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: Medical, Surgical and Nursing Management of :- Hypoglycemia, Diabetic Ketoacidosis, Thyroid crisis, Myxoedema, Adrenal crisis, Syndrome of Inappropriate/ hypersecretion of Antidiuretic Hormone (SIADH)
X	15	Management of other Emergency Conditions - Mechanism of injury, Thoracic injuries, Abdominal injuries, pelvic fractures, complications of trauma, Head injuries - Shock: Shock syndrome, Hypovolemic, Cardiogenic, Anaphylactic, Neurogenic and Septic shock - Systemic inflammatory Response: The inflammatory response, Multiple organ dysfunction syndrome - Disseminated Intravascular Coagulation - Drug Overdose and Poisoning, - Acquired Immunodeficiency Syndrome (AIDS)
		- Ophthalmic: Eye injuries, Glaucoma, retinal detachment - Ear Nose Throat: Foreign bodies, stridor, bleeding, quincy, acute allergic conditions - Psychiatric emergencies; suicide, - crisis intervention

XI	20	Cardiovascular emergencies □ Principles of Nursing in caring for patients with Cardiovascular disorders □ Assessment: Cardiovascular system: Heart sounds, Diagnostic studies:- Cardiac enzymes studies, Electrocardiographic monitoring, Holter monitoring, Stress test. Echo cardiography, Coronary angiography, Nuclear medicine studies □ Causes, Pathophysiology, Clinical types, Clinical features, Diagnostic Prognosis, Management : Medical, Surgical & Nursing
		management of:-Hypertensive crisis, Coronary artery disease, Acute Myocardial infarction, Cardiomyopathy, Deep vein thrombosis, Valvular diseases, Heart block, Cardiac arrhythmias & conduction disturbances, Aneurysms, Endocarditis, Heart failure Cardio pulmonary resuscitation BCLS/ ACLS □ Management Modalities: Thrombolytic therapy, Pacemaker – temporary & permanent, Percutaneous transluminal coronary □ angioplasty, Cardio version, Intra Aortic Balloon pump monitoring, Defibrillations, Cardiac surgeries, Coronary Artery Bypass Grafts (CABG/MICAS), Valvular surgeries, Heart Transplantation, Autologous blood transfusion, Radiofrequency Catheter Ablation
XII	15	Respiratory System □ Acid-base balance & imbalance □ Assessment : History & Physical Examination □ Diagnostic Tests:Pulse Oximetry, End –Tidal Carbon Dioxide Monitoring, Arterial blood gas studies, chest radiography, pulmonary Angiography, Bronchoscopy, Pulmonary function Test, Ventilation perfusion scan, Lung ventilation scan □ Causes Pathophysiology, Clinical types, Clinical features, Prognosis, Management: Medical, Surgical and Nursing management of Common pulmonary disorders:-Pneumonia, Status asthmaticus, interstitial lung disease, Pleural effusion, Chronic obstructive pulmonary disease, Pulmonary tuberculosis, Pulmonary edema, Atelectasis, Pulmonary embolism, Acute respiratory failure, Acute respiratory distress syndrome (ARDS), Chest Trauma Haemothorax, Pneumothorax □ Management Modalities:-Airway Management □ Ventilatory Management:-Invasive, non- invasive, long term mechanical ventilations □ Bronchial Hygiene:-Nebulization, deep breathing exercise, chest physiotherapy, postural drainage, Inter Costal Drainage, Thoracic surgeries
XIII	7	Burns □ Clinical types, classification, pathophysiology, clinical features, assessment, diagnosis, prognosis, Management: Medical, Surgical & Nursing management of burns □ Fluid and electrolyte therapy – calculation of fluids and its administration

		☐ Pain management ☐ Wound care ☐ Infection control ☐ Prevention and management of burn complications ☐ Grafts and flaps ☐ Reconstructive surgery ☐ Rehabilitation
XIV	5	Obstetrical Emergencies ☐ Causes, Pathophysiology, Clinical types, clinical features, diagnostic Prognosis, Management: Medical, Surgical and Nursing management of :Antepartum haemorrhage, Preeclampsia, eclampsia, Obstructed labour and ruptured uterus, Post partum haemorrhage, Puerperal sepsis, Obstetrical shock
XV	10	Neonatal Paediatric emergencies ☐ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis, Management: medical, surgical and Nursing management of • Neonatal emergencies ☐ Asphyxia Neonatarum, Pathological Jaundice in Neonates, Neonatal seizures, Metabolic disorders, Intra cranial Hemorrhage, Neonatal Sepsis, RDS/HMD (Respiratory Distress Syndrome/Hyaline Membrane Disease), Congenital disorders:- • Cyanotic heart disease, tracheo oesophageal fistula, congenital hypertrophic pyloric stenosis, imperforate anus • Pediatric emergencies ☐ Dehydration, Acute broncho pneumonia, Acute respiratory distress syndrome, Poisoning, Foreign bodies, seizures, traumas, Status asthmaticus
XVI	2	Legal and ethical issues in critical care-Nurse's role ☐ Brain death ☐ Organ donation & Counselling ☐ Do Not Resuscitate(DNR) ☐ Euthanasia ☐ Living will
XVII	2	Quality assurance ☐ Standards, Protocols, Policies, Procedures ☐ Infection control; Standard safety measures ☐ Nursing audit ☐ Staffing ☐ Design of ICU/CCU

Practical

Total = 960 Hours 1 Week = 30 Hours

S.No.	Deptt./Unit	No. of Week	Total Hours
1.	Burns ICU	2	60 Hours
2.	Medical ICU	8	240 Hours
3.	Surgical ICU	12	360 Hours
4.	CCU	2	60 Hours
5.	Emergency Department	3	90 Hours

6.	Dialysis Unit	1	30 Hours
7.	Transplant Room	2	60 Hours
8.	Paediatric/ NICU	2	60 Hours
	Total	32 Weeks	960 Hours

ESSENTIAL CRITICAL CARE NURSING SKILLS

I. Procedures Observed

1. CT Scan
2. MRI
3. EEG
4. Hemodialysis
5. Endoscopic Retrograde cholangio Pancreaticogram (ERCP)
6. Heart/ Neuro/GI./ Renal Surgeries

II. Procedures Assisted

1. Advanced life support system
2. Basic cardiac life support
3. Arterial line/arterial pressure monitoring/blood taking
4. Arterial blood gas
5. ECG recording
6. Blood transfusion
7. IV cannulation therapy
8. Arterial Catheterization
9. Chest tube insertion
10. Endotracheal intubations
11. Ventilation
12. Insertion of central line/cvp line
13. Connecting lines for dialysis

III. Procedure Performed

1. Airway management
 - a. Application of oropharyngeal airway
 - b. Oxygen therapy
 - c. CPAP (Continuous Positive Airway pressure)
 - d. Care of tracheostomy
 - e. Endotracheal extubation
2. Cardiopulmonary resuscitation, Basic cardiac life support, ECG
3. Monitoring of critically ill patients – clinically with monitors, capillary refill time (CRT) assessment of jaundice, ECG.
4. Gastric lavage
5. Assessment of critically ill patients Identification & assessment of risk factors, Glasgow coma scale, and dolls eye movement, arterial pressure monitoring, cardiac output/pulmonary artery pressure monitoring, and detection of life threatening abnormalities
6. Admission & discharge of critically ill patients
7. Nutritional needs – gastrostomy feeds, pharyngeal feeds, jejunostomy feeds, TPN, formula preparation & patient education.
8. Assessment of patient for alteration in blood sugar levels monitoring blood sugar levels periodically & administering insulin periodically.
9. Administration of drugs: IM, IV injection, IV cannulation & fixation of infusion pump, calculation of dosages, use of insulin syringes/ tuberculin, monitoring fluid therapy, blood administration.

10. Setting up dialysis machine and starting, monitoring and closing dialysis
11. Procedures for prevention of infections: Hand washing, disinfection & sterilization surveillance, and fumigation universal precautions.
12. Collection of specimen.
13. Setting, use & maintenance of basic equipment, ventilator, O2 analyzer, monitoring equipment, transducers, defibrillator, infusion & syringe pumps, centrifuge machine.

IV Other Procedures:

CLINICAL SPECIALITY-II

MEDICAL SURGICAL NURSING- ONCOLOGY NURSING

Placement : II Year

Hours of Instruction Theory : 150 hours

Practicals : 950 hours Total : 1100 hours

Course Description

This course is designed to assist students in developing expertise and in- depth understanding in the field of oncology Nursing. It will help students to develop advanced skills for nursing intervention in various oncological conditions. It will enable the student to function as oncology nurse practitioner/specialist and provide quality care. It will further enable the student to function as educator, manager, and researcher in the field of oncology nursing.

Objectives

1. Explain the prevention, screening and early detection of cancer
2. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of oncological disorders of various body systems
3. Describe the psychosocial effects of cancer on patients and families.
4. Demonstrate skill in administering/assisting in various treatment modalities used for patients with cancer
5. Apply nursing process in providing holistic care to patients with cancer.
6. Apply specific concepts of pain management
7. Appreciate the care of death and dying patients and value of bereavement support.
8. Describe the philosophy, concept and various dimensions of palliative care
9. Appreciate the role of alternative systems of medicine in care of cancer patients
10. Appreciate the legal & ethical issues relevant to oncology nursing
11. Recognize and manage Oncological emergencies
12. Counsel the patients with cancer and their families
13. Incorporate evidence based nursing practice and identify the areas of research in the field of oncology nursing
14. Recognize the role of oncology nurse practitioner as a member of oncology team
15. Collaborate with other agencies and utilize resources in caring for cancer patients.
16. Teach and supervise nurses and allied health workers.
17. Design a layout and develop standards for management of oncology units/hospitals and nursing care.

Content outline

Unit	Hours.	Content

I	4	Introduction □ Epidemiology-Incidence, Prevalence – Global, National, State and Local □ Disease burden, concept of cancer, risk factors □ Historical perspectives □ Trends and issues □ Principles of cancer management □ Roles and responsibilities of oncology nurse
II	5	The Nature of Cancer □ Normal cell biology □ The Immune system □ Pathological and pathophysiological changes in tissues • Biology of the cancer cell • Clone formation Transformation • Tumor stem lines • Structure of a solid tumor • Products produced by the tumor • Systemic effects of tumor growth
III	4	Etiology of Cancer □ Carcinogenesis, □ Theories of cancer causation □ Risk factors □ Carcinogens – genetic factors, chemical carcinogens, radiation, viruses, Immune system failure, rapid tissue proliferation □ Hormone changes, diet, emotional factors.
IV	10	Diagnostic Evaluation □ Health assessment: History taking, physical examination, □ Staging and grading of tumors, □ TNM Classification □ Common diagnostic tests • Blood investigation: Haemetological, Bio-chemical, Tumor markers, Hormonal assay • Cytology: Fine needle aspiration cytology(FNAC) • Histopathology: Biopsy • Radiological assessment: MRI, Ultrasound, Computed tomography, Mammography, Positron emission tomography(PET), Radio nuclide imaging, Functional metabolism imaging • Endoscopies
		Nurses responsibilities in diagnostic measures
V	10	Levels of prevention and care □ Primary prevention – Guidelines for cancer detection, general measures, Warning signs of cancer, □ Self examination-Oral, Breast, Testicular □ Secondary prevention – early diagnosis. □ Screening □ Tertiary prevention – disability limitation, □ Rehabilitation :Mobility , Speech, Bowel and bladder, Ostomies etc □ Patient and family education, □ Discharge instruction, follow-up care and use of community resources.

VI	25	Cancer Treatment Modalities and Nurse's Role □ <i>Surgery</i> • Principles of surgical oncology • Current surgical strategy, • Determining surgical risk • Special surgical techniques • Pre-intra-postoperative nursing care • Acute and chronic surgical complications • Future directions and advances □ <i>Chemotherapy</i> • Principles and classification of chemotherapeutics • Pharmacology of antineoplastic drugs-Mechanism of action, Absorption, protein binding, Bio-transformation, excretion, common side effects, drug toxicity • Calculating drug doses, • Therapeutic response to chemotherapy-Tumor variables, drug resistance, • Safety precautions □ <i>Radiation Therapy</i> • Physics of radiotherapy • Types of ionizing rays • Radiation equipments: Linear accelerator, cobalt, Implants, Isotopes, • Types of therapies: Oral, Brachy therapy, tele therapy, selectron therapy • Effects of radiation on the body tissue, • Radiation biology – cell damage hypoxic cells, alteration of tumor kinetics. • Approaches to radiation therapy – • External radiotherapy • Internal radiotherapy – unsealed, • Sealed sources. • Effectiveness of radiotherapy-Radio sensitivity, treatment effects • Complications of radiotherapy • Radiation safety: Standards of Bhaba Atomic Research Centre (BARC)

Unit	Hours.	Content
		□ Bone Marrow Transplantation /Stem Cell Transplantation • Types, indications, transplantation procedure, complications and nursing managment • Types and donor sources • Preparation and care of donor and recipient • Bone marrow bank • Legal and ethical issues □ Immunotherapy (Biotherapy) • Concepts and principles • Classification of agents • Treatment and applications □ Gene Therapy • Current Concepts and practices □ Alternative and Complementary Therapies • Current practices
VII	10	□ Pain management:- Theories, types and • Nature of cancer pain • Pathophysiology of pain • Pain threshold □ Assessment of pain • Principles of cancer pain control • Pharmacological: Opioid and non-opioid analgesic therapy • Patient controlled analgesia(PCA) • Other invasive techniques of pain control • Recent developments in Cancer pain □ Non- Pharmacological pain relief technique- • Complementary therapies(Music, massage, meditation, relaxation techniques, biofeed back etc) • Psychological intervention in pain control • Alternative system of medicines Role of nurse
VIII	5	Palliative care □ Definition and scope, philosophy □ Concept and elements of palliative care □ Global and Indian perspective of palliative care □ Quality of life issues □ Communication skill □ Nursing perspective of palliative care and its elements □ Home care □ Hospice care Role of nurse in palliative care
IX	2	□ Infection control: • Process of infection, risk of hospitalization, nosocomial infections- prevention and control of infection in acute, long term care facility and community based care • Standard safety measures

Unit	Hours.	Content
X	30	Nursing Care of Patients With Specific Malignant Disorders □ Malignancies of G.I. system-oral, oesophagus, stomach, rectal, liver & pancreas, care of ostomies/stoma □ Respiratory malignancies □ Genito urinary system malignancies-prostate Bladder, renal testicular malignancies, □ Gynecological malignancies-cervix, uterus, ovary □ Hematological malignancies-Lymphomas, Leukemias. □ Malignancies of musculoskeletal system □ Endocrine malignancies □ Skin □ Head and Neck -brain tumors □ Other malignancies – Breast cancer, AIDS related Malignancies (Kaposi's Sarcoma)
XI	10	Paediatric malignancies □ Leukemia, Lymphoma, Neuro- blastoma □ Wilm's tumor, Soft tissue sarcoma, Retinoblastoma □ Nursing Management of children with Paediatric Malignancies
XII	15	Nursing Management of Physiological Conditions and Symptoms Of Cancer Patient □ Nutrition: - effects of cancer on nutritional Status and its consequences:- Anemia, Cachexia, Xerostomia, mucositis, Dysphagia, nausea and vomiting, constipation, diarrhoea, electrolyte imbalances, taste alterations □ Impaired mobility: Decubitus ulcer, pathologic fractures, thrombophlebitis, pulmonary embolism, contractures, footdrop Other symptoms □ Dyspepsia & hiccup, dyspnoea □ intestinal obstruction, □ Fungating wounds □ Anxiety & depression, insomnia □ Lymph edema Impact of cancer on sexuality: □ Effects of radiotherapy/ chemotherapy/surgery on sexuality of the cancer patient □ Nursing management of cancer patients experiencing sexual dysfunction □ Sexual counseling
XIII	10	Cancer Emergencies □ Disseminated intravascular coagulation(DIC), □ Malignant pleural effusion □ Neoplastic cardiac tamponade and septic shock spinal cord compression □ Superior venacava syndrome

		☐ Metabolic emergency: hyper and hypo calcemia ☐ Surgical emergency ☐ Urological emergency ☐ Hemorrhage ☐ Organ obstruction ☐ Brain metastasis ☐ Nurses role in managing oncologic emergencies
XIV	8	Psycho-Social Aspects of Nursing Care ☐ Psychological responses of patients with cancer ☐ Psychosocial assessment – ☐ Crisis intervention, coping mechanisms ☐ Stress management, spiritual/cultural care and needs ☐ Counseling: individual and family ☐ Maximizing quality of life of patient and family Ethical, moral and legal issues- ☐ End of life care ☐ Grief and grieving process ☐ Bereavement support ☐ Care of Nurses who care for the dying.
XV	2	Layout and Design of an oncology institution / ward, OPD, chemotherapy unit, Bone marrow transplantation unit, Pain clinic etc. ☐ Practice Standards of oncology nursing ☐ Policies and Procedures ☐ Establishing Standing orders and Protocols Quality Assurance Programme in oncology units ☐ Nursing audit

Clinical Experience

S. No.	Deptt./ Unit	No. of Week	Total Hours
1	Medical Oncology ward	6	180 Hours
2	Surgical Oncology ward	6	180 Hours
3	Bone marrow transplantation Unit	2	60 Hours
4	Operation Theatre	2	60 Hours
5	Radiotherapy Unit	2	60 Hours
6	Chemotherapy Unit	4	120 Hours
7	Out patient department and pain clinic	2	60 Hours
8	Pediatric Oncology ward	2	60 Hours
9	Palliative Care ward	2	60 Hours
10	Community oncology	2	60 Hours
11	Hospice	1	30 Hours
12	Other field visits	1	30 Hours
	Total	32 Weeks	960 Hours

Procedures Observed

1. CT Scan
2. MRI

3. PET Scan(Positron Emission Tomography)
4. Ultra sound
5. Mammography
6. Radio Nuclide Imaging
7. Bone Scan
8. Thyroid Function Test
9. Functional and Metabolic Imaging
10. Transportation of radioactive materials
11. Others

Procedures Assisted

1. IV cannulation – Open method
2. Chemotherapy
3. Radiotherapy – Brachytherapy – Low Density Radiation, High Density Radiation.
4. Interstitial implantation
5. Bio-therapy and Gene therapy
6. Teletherapy – Treatment planning
7. Bone marrow aspiration and biopsy
8. Biopsy – tissue
9. FNAC – Fine Needle Aspiration Cytology and biopsy
10. Advance Cardiac life support
11. Endotracheal intubation
12. Defibrillation Ventilation
13. Tracheostomy
14. Thoracentesis
15. Paracentesis
16. Lumbar Puncture
17. Arterial Blood Gas
18. Nerve Block
19. Chest tube insertion
20. Intercostal drainage
21. CVP monitoring

Procedure Performed

1. Screening for cancer
2. Assessment of pain
3. Assessment of Nutritional status
4. Care of Tracheostomy
5. Endotracheal intubation
6. Gastric gavage
7. Pap smear
8. IV cannulation
9. Care of surgical flaps
10. Care of ostomies
11. Blood transfusion and component therapy
12. Counseling
13. Practice standard safety measures
14. Care of dead body and mortuary formalities

**Other procedures
(As per the institutional protocol):**

1. Alternative therapies

**CLINICAL SPECIALITY – II
MEDICAL SURGICAL NURSING-NEUROSCIENCES NURSING**

Placement : II Years

Hours of Instruction Theory –150 Hours

Practical- 950 Hours Total : 1100 Hours

Course Description

This course is designed to assist students in developing expertise and in- depth knowledge in the field of neurology and neurosurgical Nursing. It will help students to develop advanced skills for nursing intervention in caring for patients with neurological and neurosurgical disorders. It will enable the student to function as neuroscience nurse practitioner/ specialist. It will further enable the student to function as educator, manager and researcher in the field of neurology and neurosurgical Nursing.

Objectives

At the end of the course the students will be able to

1. Appreciate trends and issues related to neurology and neurosurgical Nursing.
2. Review the anatomy and physiology of nervous system
3. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of patients with neurological and neurosurgical disorders
4. Perform neurological assessment and assist in diagnostic procedures
5. Describe the concepts and principles of neuroscience nursing
6. Describe the various drugs used in neurosciences and nurses responsibility
7. Assist in various therapeutic and surgical procedures in neuroscience nursing
8. Demonstrate advance skills/competence in managing patients with neurological and neurosurgical disorder following nursing process approach
9. Identify psychosocial problems of patients with disabilities and assist patients and their family to cope with emotional distress, spiritual, grief and anxiety
10. Participate in preventive, promotive and rehabilitative services for neurological and neurosurgical patients.
11. Explain the legal and ethical issues related to brain death, organ transplantation and practice of neuroscience nursing
12. Incorporate evidence based nursing practice and identify the areas of research in the field of neuroscience nursing
13. Organise and conduct in service education program for nursing personnel.
14. Develop standards of care for quality assurance in neuroscience nursing practice
15. Identify the sources of stress and manage burnout syndrome among health care providers.
16. Teach and supervise nurses and allied health workers.
17. Plan and develop physical layout of neuro intensive care unit

Course Content

Unit	Hours	Content

I	5	Introduction □ Introduction to neuroscience(neurological and neurosurgical) nursing • History-Development in neurological and neurosurgical nursing, Service & education • Emerging trends and issues in neurology and neuro surgery and its implication to nursing. • neurological and neurosurgical problems – • Concepts, principles and nursing perspectives • Ethical and legal issues • Evidence based nursing and its application in neurological and neurosurgical nursing
II	5	Epidemiology □ Major health problems- □ Risk factors associated with neurological conditions-Hereditary, Psychosocial factors, smoking, alcoholism, dietary habits, cultural and ethnic considerations, occupational and infections. □ Health promotion, disease prevention, life style modification and its implications to nursing Alternate system of medicine/complementary therapies
III	10	Review of Anatomy and physiology □ Embryology □ Structure and functions of Nervous system- CNS, ANS, cerebral circulation, cranial and spinal nerves and reflexes, motor and sensory functions □ Sensory organs
IV	15	Assessment and diagnostic measures □ Assessment • History taking • Physical assessment, psychosocial assessment • Neurological assessments, Glasgow coma scale interpretation & its relevance to nursing. • Common assessment abnormalities □ Diagnostic measures • Cerebro spinal fluid analysis • Radiological studies-Skull and spine X-ray Cerebral Angiography, CT Scan, Single Photon Emission Computer Tomography(SPECT), MRI (Magnetic Resonance Imaging), MRA, MRS, Functional MRI, Myelography, PET (Positron Emission Test), Interventional radiology. • Electorgraphic studies-Electro encephalo graphy, MEG, EMG, video EEG,
		• Nerve conduction studies-Evoked potentials, visual evoked potentials, brain stem auditory evoked potentials, somatosensory evoked potentials
		• Ultrasound studies-Carotid duplex, transcranial Doppler sonography, • Immunological studies • Biopsies – muscle, nerve and Brain. Interpretation of diagnostic measures Nurse's role in diagnostic tests

V	5	Meeting Nutritional needs of neurological patients □ Basic nutritional requirements □ Metabolic changes following injury and starvation □ Nutritional assessment □ Common neurological problems that interfere with nutrition and strategies for meeting their nutritional needs □ Special metabolic and electrolyte imbalances □ Chronic fatigue syndrome
VI	5	Drugs used in neurological and neurosurgical disorders □ Classification Indications, contraindications, actions and effects, toxic effects - Role of nurse
VII	10	Traumatic conditions. □ Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: medical, surgical and Nursing management of • Cranio cerebral injuries. • Spinal & Spinal cord injuries. • Peripheral nerve injuries. • Unconsciousness
VIII	10	Cerebro vascular disorders. □ Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: medical, surgical and Nursing management of • Stroke & arterio venous thrombosis. • Haemorrhagic embolus. • Cerebro vascular accidents. • Intracranial aneurysm. • Subarchnoid Haemorrhage. • Arterio venous fistula. • Brain tumours □ Diseases of cranial nerves; Trigeminal neuralgia, Facial palsy, Bulbar palsy.
IX	10	Degenerating and demyelinating disorders □ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis, Management: medical, surgical and Nursing management of • Motor neuron diseases. • Movement disorders- Tics, dystonia, chorea, wilson's disease, essential tremors • Dementia.
		• Parkinson's disease. • Multiple sclerosis. • Alzheimer's

X	10	Neuro infections □ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis, Management: medical, surgical and Nursing management of Neuro infections • Meningitis-types • Encephalitis. • Poliomyelitis. • Parasitic infections. • Bacterial infections • Neurosyphilis. • HIV & AIDS. • Brain abscess.
XI	10	Paroxysmal disorders. □ Causes, pathophysiology, Clinical types, Clinical features, diagnosis, Prognosis, Management: medical, surgical and Nursing management of • Epilepsy and seizures. • Status epilepticus. • Syncope. • Menier's syndrome. • Cephalgia.
XII	10	Developmental disorders. □ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis, Management: medical, surgical and Nursing management of • Hydrocephalus. • Craniosynostosis. • spina bifida- Meningocele, Meningomyelocele encephalocele • syringomyelia. • Cerebro vascular system anomalies. • Cerebral palsies. • Down's syndrome
XIII	10	Neuro muscular disorders. □ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis, Management: medical, surgical and Nursing management of • Polyneuritis – G B Syndrome. • Muscular dystrophy. • Myasthenia gravis. • Trigeminal neuralgia. • Bell's palsy. • Carpal tunnel syndrome • Peripheral neuropathies • Menier's disease
XIV	5	Neoplasms – surgical conditions. □ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis, Management: medical, surgical and Nursing management of • Space occupying lesions -types • Common tumors of CNS,

XV	5	Other disorders □ Causes, patho physiology, Clinical types, Clinical features, diagnostic, Prognosis, Management: medical, surgical and Nursing management of □ Metabolic disorders-diabetes, insipidus, metabolic encephalopathy □ Sleep disorders □ Auto immune disorders-multiple sclerosis, inflammatory myopathies
XVI	10	Neuro emergencies □ Causes, pathophysiology, Clinical types, Clinical features, diagnostic, Prognosis, Management: medical, surgical and Nursing management of • Increased intracranial pressure • Unconscious • Herniation syndrome • Seizures • Severe head injuries • Spinal injuries • Cerebro vascular accidents
XVII	5	Rehabilitation. □ Concept and Principles of Rehabilitation. □ Factors affecting quality of life and coping □ Rehabilitation in acute care setting, and following stroke, head injury and degenerative disorders of brain □ Physiotherapy. □ Counselling □ Care giver's role Speech & Language- Neurogenic communication disorders, Speech therapy
XVIII	5	Ethical and legal issues in neuroscience nursing □ Brain death and organ transplantation □ Euthanasia □ Negligence and malpractice □ Nosocomial infections
XIX	5	□ Quality assurance in neurological nursing practice □ Role of advance practitioner in neurological nursing □ Professional practice standards □ Quality control in neurologic nursing □ Nursing audit □ Neuro ICU • Philosophy, aims and objectives • Policies, staffing pattern, design and physical plan of neuro ICU
		• Team approach, functions • Psychosocial aspects in relation to staff and clients of neuro ICU, • In-service education

Practical Total = 960 Hours 1 Week = 30 Hours

S.No.	AREA OF POSTING	No. of Week	Total Hours
1	O.P.D.	2	60
2	Casualty	2	60

3	Diagnostics	2	60
4	Neuro psychiatry	1	30
5	Neuro Medical wards	4	120
6	Paediatric Neuro ward	2	60
7	Neuro surgical wards	4	120
8	Head Injury ward	3	90
9	ICU- neuro medicine	4	120
10	I.C.U.- neuro surgical	4	120
11	Rehabilitation	2	60
12	Operation Theatre	2	60
	Total	32 Weeks	960 Hours

ESSENTIAL NEURO NURSING SKILLS

I. Procedures Observed

1. CT scan
2. MRI
3. PET
4. EEG
5. EMG
6. Sleep pattern studies/Therapy
7. Radiographical studies
8. Neuro surgeries
9. Nerve conduction studies
10. Ultrasound studies
11. Any other

II. Procedures Assisted

1. Advanced Cardiac life support
2. Lumbar Puncture
3. Biopsies – muscle, nerve and Brain
4. Arterial Blood Gas
5. ECG Recording
6. Blood transfusion
7. IV cannulation – open method
8. Endotracheal intubation
9. Ventilation
10. Tracheostomy
11. ICP monitoring
12. Gama Knife
13. Cerebral angiography
14. Myelography
15. Neuro surgeries

III. Procedures Performed:

1. Airway management
 - a. Application of Oro Pharyngeal Airway

- b. Care of Tracheostomy
- c. Conduct Endotracheal Intubation
- d. use of AMBU bag, artificial respirators
- e. Setting of Ventilators and Care of patients on ventilators
2. Cardio Pulmonary Resuscitation -Defibrillation
3. Neurological assessment -Glasgow coma scale
4. Gastric Lavage
5. IV Cannulation
6. Administration of emergency IV Drugs, fluid
7. Care of patients with incontinence, bladder training Catheterization
8. Care of patients on traction related to the neurological conditions
9. Blood Administration.
10. Muscle strengthening exercises
11. Guidance and counseling
12. Monitoring – management and care of monitors.

IV. Other Procedures:

CLINICAL SPECIALITY – II

MEDICAL SURGICAL NURSING- NEPHRO-UROLOGY NURSING

Placement : II Year

Hour of Instruction Theory : 150 Hours

Practical : 950 Hours

Total : 1100 Hours

Course Description

This course is designed to assist students in developing expertise and in- depth understanding in the field of Nephro and urological Nursing. It will help students to develop advanced skills for nursing intervention in various nephro and urological conditions. It will enable the student to function as nephro and urology nurse practitioner/specialist and provide quality care. It will further enable the student to function as educator, manager, and researcher in the field of nephro and urology nursing

Objectives

At the end of the course the students will be able to:

1. Appreciate trends and issues related to **nephro and urological** nursing
2. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of **nephro and urological** conditions
3. Perform physical, psychosocial & spiritual assessment
4. Assist in various diagnostic, therapeutic and surgical interventions
5. Provide comprehensive nursing care to patients with **nephro and urological conditions**
6. Describe the various drugs used in **nephro and urological** conditions and nurses responsibility
7. Demonstrate skill in handling various equipments/gadgets used for patients with **nephro and urological** conditions
8. Appreciate team work & coordinate activities related to patient care.
9. Practice infection control measures.
10. Identify emergencies and complications & take appropriate measures
11. Assist patients and their family to cope with emotional distress, grief, anxiety and spiritual needs

12. Discuss the legal and ethical issues in **nephro and urological** nursing
13. Identify the sources of stress and manage burnout syndrome among health care providers
14. Appreciate the role of alternative system of medicine in the care of patient
15. Incorporate evidence based nursing practice and identify the areas of research in the field of **nephro and urological** nursing
16. Teach and supervise nurses and allied health workers.
17. Design a layout of kidney transplant unit and dialysis unit
18. Develop standards of nephro urological nursing practice

Course Content

Unit	Hours	Content
I	5	Introduction □ Historical development: trends and issues in the field of nephro and urological nursing. □ nephro and urological problems □ Concepts, principles and nursing perspectives □ Ethical and legal issues □ Evidence based nursing and its application in nephro and urological nursing(to be incorporated in all the units)
II	5	Epidemiology □ Major health problems- urinary dysfunction, urinary tract infections, Glomerular disorders, obstructive disorders and other urinary disorders □ Risk factors associated with nephro and urological conditions- Hereditary, Psychosocial factors, smoking, alcoholism, dietary habits, cultural and ethnic considerations □ Health promotion, disease prevention, life style modification and its implications to nursing Alternate system of medicine/complementary therapies
III	5	Review of anatomy and physiology of urinary system □ Embryology □ Structure and functions □ Renal circulation □ Physiology of urine formation □ Fluid and electrolyte balance □ Acid base balance □ Immunology specific to kidney

IV	20	Assessment and diagnostic measures □ History taking □ Physical assessment, psychosocial assessment □ Common assessment abnormalities-dysurea, frequency, enuresis, urgency, hesitancy, hematuria, pain, retention, burning on urination, pneumaturia, incontinence, nocturia, polyurea, anuria, oliguria, □ Diagnostic tests-urine studies, blood chemistry, radiological procedures-KUB, IVP,nephrotomogram, retrograde pyelogram, renal arteriogram, renal ultra sound, CT scan, MRI, cystogram, renal scan, biopsy, endoscopy-cystoscopy, urodynamics studies- cystometrogram, urinary flow study, sphincter electromyography, voiding pressure flow study, videourodynamics, Whitaker study Interpretation of diagnostic measures Nurse's role in diagnostic tests
V	5	Renal immunopathy/Immunopathology □ General Concept of immunopathology □ Immune mechanism of glomerular vascular disease □ Role of mediator systems in glomerular vascular disease
VI	15	Urological Disorders and Nursing Management □ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical , surgical and nursing management of □ Urinary tract infections-pyelonephritis, lower urinary tract infections, □ Disorders for ureters, bladder and urethra □ Urinary tract infections- □ Urinary dysfunctions- urinary retention, urinary incontinence, urinary reflux, □ Bladder disorders-neoplasms, calculi, neurogenic bladder, trauma, congenital abnormalities □ Benign prostatic hypertrophy(BPH) □ Ureteral disorders: ureteritis, ureteral trauma, congenital anomalies of ureters □ Urethral disorders-tumours, trauma, congenital anomalies of ureters,
VII	25	Glomerular disorders and nursing management □ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical , surgical and nursing management of □ Glomerular nephritis- chronic, acute , nephritic syndrome □ Acute Renal failure and chronic renal failure. □ Renal calculi □ Renal tumours-benign and malignant □ Renal trauma □ Renal abscess □ Diabetic nephropathy □ Vascular disorders □ Renal tuberculosis □ Polycystic □ Congenital disorders □ Hereditary renal disorders

VIII	10	☐ Management of Renal emergencies ☐ Anuria ☐ Acute Renal failure ☐ Poisoning ☐ Trauma ☐ Urine retention ☐ Acute graft rejection ☐ Hematuria ☐ Nurse's role
IX	10	Drugs used in urinary disorders ☐ Classification ☐ Indications, contraindications, actions and effects, toxic effects ☐ Role of nurse
X	10	Dialysis ☐ Dialysis- Historical, types, Principles, goals ☒ Hemodialysis-vascular access sites- temporary and permanent ☒ Peritoneal dialysis ☐ Dialysis Procedures- steps, equipments, maintenance, ☐ Role of nurse- pre dialysis, intra and post dialysis ☐ Complications- ☐ Counseling ☐ patient education ☐ Records and reports
XI	10	☐ Kidney transplantation ☐ Nursing management of a patient with Kidney transplantation ☐ Kidney transplantations- a historical review ☐ Immunology of graft rejections ☐ The recipient of a renal transplant ☐ Renal preservations ☐ Human Leucocytic Antigen(HLA) typing matching and cross matching in renal transplantation ☐ Surgical techniques of renal transplantations ☐ Chronic renal transplant rejection ☐ Complication after KTP: Vascular and lymphatic, Uroloical, cardiovascular, liver and neurological, infectious complication ☐ KTP in children and management of pediatric patient with KTP ☐ KTP in developing countries
		☐ Results of KTP ☐ Work up of donor and recipient for renal transplant ☐ Psychological aspect of KTP and organ donations ☐ Ethics in transplants ☐ Cadaveric transplantation
XII	5	☐ Rehabilitation of patient with nephrological problems ☐ Risk factors and prevention ☐ Rehabilitation of patients on dialysis and after kidney transplant ☐ Rehabilitation of patients after urinary diversions ☐ Family and patient teaching

XIII	10	Pediatric urinary disorders Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical, surgical and nursing management of children with Renal Diseases-UTI, ureteral reflux, glomerulo nephritis, nephrotic syndrome infantile nephrosis, cystic kidneys, familial factors in renal diseases in childhood, Haemolytic uraemic syndrome. tumour Benign recurrent haematuria, nephropathy, wilms'
XIV	5	Critical care units- dialysis, KTP unit - Philosophy, aims and objectives - Policies, staffing pattern, design and physical plan of Dialysis and KTP units - Team approach, functions - Psychosocial aspects in relation to staff and clients of ICU, dialysis unit - In-service education - Ethical and legal issues
XV	5	- Quality assurance in nephrological nursing practice - Role of advance practioner in nephrological nursing - Professional practice standards - Quality control in nephrological nursing - Nursing audit

Practicals

Total = 960 Hours 1 Week = 30 Hours

S. No.	Deptt./ Unit	No. of Week	Total Hours
1	Nephrology Ward	6	180 Hours
2	Pediatrics	2	60 Hours
3	Critical Care Unit	2	60 Hours
4	Urology Ward	6	180 Hours
5	Dialysis Unit	4	120 Hours
6	Kidney Transplantation Unit	2	60 Hours
7	URO OT	2	60 Hours
8	Emergency Wards	2	60 Hours
9	Uro Nephro OPDs	4	120 Hours
10	Diagnostic Labs	2	60 Hours
	Total	32 Weeks	960 Hours

Procedures observed

I. Procedures Observed

- CT Scan
- MRI
- Radiographic studies
- Urodynamics
- Hemodialysis
- Renal Surgeries

II. Procedures Assisted

- Blood transfusion
- I V cannulation therapy
- Arterial Catheterization

4. Insertion of central line/cvp line
5. Connecting lines for dialysis
6. Peritoneal dialysis
7. Renal biopsy
8. Endoscopies- Bladder, urethra

III. Procedure Performed

1. Health assessment
2. Insertion of urethral and suprapubic catheters
3. Urine analysis
4. Catheterisation
5. Peritoneal dialysis
6. Bladder irrigation
7. Care of ostomies
8. Care of urinary drainage
9. Bladder training
10. Care of vascular access
11. Setting up dialysis machine and starting, monitoring and closing dialysis
12. Procedures for prevention of infections:
13. Hand washing, disinfection & sterilization surveillance, and fumigation universal precautions.
14. Collection of specimen.
15. Administration of drugs: IM, IV injection, IV cannulation & fixation of infusion pump, calculation of dosages, blood administration. monitoring -fluid therapy, electrolyte imbalance,
16. Nutritional needs, diet therapy & patient education.
17. Counselling

IV. OTHER PROCEDURES:

CLINICAL SPECIALITY – II

MEDICAL SURGICAL NURSING - ORTHOPEDIC NURSING

Placement : II Year

Hours of Instruction Theory : 150 Hours

Practical : 950 Hours Total : 1100 Hours

Course Description

This course is designed to assist students in developing expertise and in- depth understanding in the field of orthopedic nursing. It will help students to develop advanced skills for nursing intervention in various orthopedic conditions. It will enable the student to function as orthopedic nurse practitioner/specialist providing quality care. It will further enable the student to function as educator, manager, and researcher in the field of orthopedic nursing.

Objectives

At the end of the course the students will be able to:

1. Appreciate the history and developments in the field of orthopedic nursing
2. Identify the psycho-social needs of the patient while providing holistic care.
3. Perform physical and psychological assessment of patients with orthopedic conditions and disabilities.

4. Describe various disease conditions and their management
5. Discuss various diagnostic tests required in orthopedic conditions
6. Apply nursing process in providing care to patients with orthopedic conditions and those requiring rehabilitation.
7. Recognize and manage orthopedic emergencies.
8. Describe recent technologies and treatment modalities in the management of patients with orthopedic conditions and those requiring rehabilitation.
9. Integrate the concept of family centered, long term care and community based rehabilitation to patients with orthopedic conditions.
10. Counsel the patients and their families with orthopedic conditions
11. Describe various orthotic and prosthetic appliances
12. Appreciate the legal and ethical issues pertaining to patients with orthopedic conditions and those requiring rehabilitation.
13. Appreciate the role of alternative system of medicine in care of patients with orthopedic conditions
14. Incorporate evidence based nursing practice and identify the areas of research in the field of orthopedic nursing.
15. Recognize the role of orthopedic nurse practitioner and as a member of the orthopedic and rehabilitation team.
16. Teach orthopedic nursing to undergraduate students and in-service nurses.
17. Prepare a design and layout of orthopedic and rehabilitative units.

Course Content

Unit	Hours	Content
I	5	Introduction □ Historical perspectives – History and trends in orthopedic nursing □ Definition and scope of orthopedic nursing □ Anatomy and physiology of Musculo-skeletal system □ Posture, Body landmarks Skeletal system Muscular system. Nervous system - Main nerves □ Healing of - Injury, bone injury, □ Repair of ligaments □ Systemic response to injury □ Ergonomics, Body mechanics, biomechanical measures □ Orthopedic team
II	8	Assessment of Orthopedic Patient □ Health Assessment: History, physical examination- Inspection, palpation, movement, Measurement, muscle strength Testing. □ Diagnostic studies – Radiological studies, Muscle enzymes, serologic studies

Unit	Hours	Content
III	10	Care of patients with devices □ Splints, braces, various types of plaster cast □ Various types of tractions, □ Various types of orthopedic beds and mattresses □ Comfort devices □ Implants in orthopedic □ Prosthetics and Orthotics
IV	15	Injuries Trauma & Injuries □ Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, management, medical surgical and nursing management of : • Early management of Trauma • Fractures • Injuries of the □ Shoulder and arm □ Elbow, fore arm, wrist, hand □ Hip, thigh, knee, leg, ankle, foot □ Spine □ Head injury □ Chest injury • Polytrauma • Nerve injuries • Vascular injuries • Soft tissue injuries • Sports injuries • Amputation
V	8	Infections of Bones and Joints □ Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, management, medical surgical and nursing management of : • Tuberculosis • Osteomyelitis • Arthritis • Leprosy
VI	5	Bone Tumours □ Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, management, medical surgical and nursing management of: • Bone tumors – Benign, Malignant and metastatic • Different types of therapies for tumors
VII	10	Deformities □ Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis – medical surgical and nursing management of: Scoliosis, Kyphosis, Lordosis □ Congenital disorders: Congenital dislocation of hip(CDH), Dislocation of patella, knee, □ Varus and valgus deformities, □ Deformities of digits,

		☐ Congenital torticollis. ☐ Meningocele, meningocele, spina bifida, ☐ Chromosomal disorders. ☐ Computer related deformities
VIII	5	Disorders of the spine ☐ Intervertebral disc prolapse, Fracture of the spine ☐ Low back disorder – Low back pain, PND, spinal stenosis, spondylosis
IX	5	Nutritional/Metabolic and Endocrine Disorders ☐ Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, medical surgical and nursing management of: • Rickets, • Scurvy, • Hyper vitaminosis A and D, • Osteomalacia, • Osteoporosis • Paget's disease, • gout, • Gigantism, • Dwarfism, • Acromegaly. • Therapeutic diets for various orthopedic disorders
X	8	Neuro-Muscular Disorders: ☐ Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis, medical surgical and nursing management of: • Poliomyelitis, Cerebral Palsy • Myasthenia gravis • Spina bifida. • Peripheral nerve lesion, • Paraplegia, Hemiplegia, Quadriplegia. • Muscular dystrophy
XI	8	Chronic/Degenerative Diseases of Joints and Autoimmune Disorders: ☐ Causes, pathophysiology, clinical types, clinical features, diagnosis, prognosis – medical surgical and nursing management of: • Osteo Arthritis • Rheumatoid Arthritis • Ankylosing spondylitis. • Spinal disorders. • Systemic Lupus Erythematosus
XII	5	Orthopedic Disorders in Children: ☐ General and special consideration on pediatric orthopedics ☐ Genetic disorders ☐ Congenital anomalies ☐ Growth disorders ☐ Genetic counseling ☐ Nurses role in genetic counseling

XIII	5	Geriatric Problems □ Geriatric population, types of disabilities, causes, treatment and Management – Hospitalization, rest, physiotherapy, involvement of family members, social opportunities. □ Care at home – involvement of family and community, follow up care and rehabilitation
XIV	6	Pharmacokinetics □ Principles of drug administration □ Analgesics and anti-inflammatory agents □ Antibiotics, Antiseptics, □ Drugs used in orthopedics and neuromuscular disorders □ Blood and blood components □ Care of drugs and nurses role
XV	30	Nurses Role in Orthopedic Conditions □ Gait analysis □ Urodynamic studies □ Prevention of physical deformities □ Alteration of body temperature regulatory system and immune systems □ Immobilization – cast, splints, braces and tractions □ Prevention and care of problems related to immobility □ Altered sleep patterns □ Impaired communication □ Self care and activities of daily living □ Bladder and bowel rehabilitation □ Sensory function rehabilitation □ Psychological reaction related to disabilities and disorders. □ Coping of individual and family with disabilities and disorders □ Maintaining sexuality □ Spirituality – A rehabilitative prospective Orthopedic Reconstructive Surgeries □ Replacement surgeries – Hip, Knee, Shoulder □ Spine surgeries □ Grafts and flaps surgery □ Deformity correction. Physiotherapy □ Concepts, Principles, purpose, • Mobilization – Exercises: types, re-education in walking: Crutch
		• walking, wheel chair, Transfer techniques, • Types of gaits: Non-weight bearing, partial weight bearing, four point crutch, tripod, walking with sticks, calipers • Forms of therapies: Hydrotherapy, electrotherapy, wax bath, heat therapy, ice, helio therapy, radiant heat, • Chest physiotherapy

XVI	8	Rehabilitation □ Principles of rehabilitation, definition, philosophy, process, □ Various types of therapies □ Special therapies and alternative therapies □ Rehabilitation counseling □ Preventive and restorative measures. □ Community based rehabilitation (CBR) □ Challenges in rehabilitation. □ Role of the nurse in rehabilitation, □ Legal and ethical issues in rehabilitation nursing □ Occupational therapy
XVII	5	National Policies and Programmes □ National programmes for rehabilitation of persons with disability -National Institutes, artificial limbs manufacturing Corporation, District Rehabilitation Centers and their schemes □ Regional rehabilitation centers etc.
		□ Public policy in rehabilitation nursing □ The persons with disabilities act 1995, □ Mental rehabilitation and Multiple disabilities act 1992, □ The National Trust Rules 1999 and 2000 □ Rehabilitation Council of India □ Legal and ethical aspects in orthopedic nursing □ Rehabilitation health team and different categories of team members.
XVIII	4	Quality assurance □ Standards, Protocols, Policies, Procedures □ Nursing audit □ Staffing □ Design of orthopedic, physiotherapy and rehabilitation unit

Practical's

1. Clinical practice in Orthopedic, physiotherapy and Rehabilitation Units.
2. Application of tractions and plaster casts and removal of tractions and plaster casts and other appliances.
3. Apply Theories and Nursing Process in the management of patients with orthopedic conditions.
4. Provide various types of physical and rehabilitative therapies
5. Provide health education on related disease conditions.
6. Unit management and plan - designing

Clinical Experience

Total = 960 Hours 1 Week = 30 Hours

S. No.	Deptt./Unit	No. of Week	Total Hours
1	Orthopedic Ward	8	240 Hours
2	Orthopedic Operation theatre	4	120 Hours
3	Neurosurgical Ward	2	60 Hours
4	Orthopedic O.P.D.	4	120 Hours

5	Casualty/Emergency and Trauma	4	120 Hours
6	Rehabilitation Units	2	60 Hours
7	Physiotherapy Unit	4	120 Hours
8	Paediatric /paediatric surgery unit	2	60 Hours
9	Field Visit	2	60 Hours
	Total	32 Weeks	960 Hours

Procedures Observed

1. X Ray
2. Ultrasound
3. MRI
4. C T Scan/bone scan
5. Arthroscopy
6. Electrothermally – assisted capsule shift or ETAC (Thermal capsulorrhaphy)
7. Fluroscopy
8. Electromyography
9. Myelography
10. Discography
11. Others

Procedures Assisted

1. Blood Transfusion
2. IV cannulation and therapy
3. Ventilation
4. Various types of tractions
5. Orthopedic surgeries – Arthrocentesis, Arthroscopy, Bone lengthening, Arthrodesis, grafting, Fractures fixation, reconstructive, reimplantation, replantation, spinal decompression, transplantation of bone, muscle or articular cartilage, autografting, allografting.
6. Injection – Intra articular, intra osseous.
7. Advance Life Support

Procedures Performed

1. Interpretation of X ray films.
2. Application and removal of splints, casts, and braces.
3. Care of tractions – skin and skeletal traction, pin site care.
4. Cold therapy.
5. Heat therapy
6. Hydrotherapy
7. Therapeutic exercises
8. Use of TENS (Transcutaneous electrical nerve stimulation)
9. Techniques of transportation
10. Crutch walking, walkers, wheel chair.
11. Use of devices for activities of daily living and prevention of deformities.
12. Administration of drugs: IV injection, IV cannulation, and Blood transfusion.
13. Procedures for prevention of infections: disinfection and sterilization, surveillance, fumigation.
14. Special skin/ part preparations for orthopedic surgeries.
15. Surgical dressings – Debridement.
16. Bladder and bowel training

Other Procedures

CLINICAL SPECIALITY – II

MEDICAL SURGICAL NURSING - GASTRO ENTEROLOGY NURSING

Placement : II Year

Hours of Instruction Theory : 150 hrs.

Practical : 950 hrs. Total : 1100 hrs.

Course Description

This course is designed to assist students in developing expertise and in- depth understanding in the field of gastro enterology Nursing. It will help students to develop advanced skills for nursing intervention in various gastro enterology conditions. It will enable the student to function as gastro enterology nurse practitioner/specialist and provide quality care. It will further enable the student to function as educator, manager, and researcher in the field of gastro enterology nursing

Objectives

At the end of the course the students will be able to

1. Appreciate trends and issues related to gastro enterology nursing
2. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of gastrointestinal conditions
3. Participate in national health programs for health promotion, prevention and rehabilitation of patients with gastrointestinal conditions
4. Perform physical, psychosocial & spiritual assessment
5. Assist in various diagnostic, therapeutic and surgical procedures
6. Provide comprehensive care to patients with gastrointestinal conditions
7. Describe the various drugs used in gastrointestinal conditions and nurses responsibility
8. Demonstrate skill in handling various equipments/gadgets used for patients with gastrointestinal conditions
9. Appreciate team work & coordinate activities related to patient care.
10. Practice infection control measures.
11. Identify emergencies and complications & take appropriate measures
12. Assist patients and their family to cope with emotional distress, grief, anxiety and spiritual needs
13. Discuss the legal and ethical issues in GE nursing
14. Identify the sources of stress and manage burnout syndrome among health care providers
15. Appreciate the role of alternative system of medicine in care of patient
16. Incorporate evidence based nursing practice and identify the areas of research in the field of gastrointestinal nursing
17. Teach and supervise nurses and allied health workers.
18. Design a layout of Gastro enterology intensive care unit (GEICU), liver care/transplant unit

Course Content

Unit	Hours	Content
I	5	Introduction □ Historical development: trends and issues in the field of gastro enterology. □ Gastro enterological problems □ Concepts, principles and nursing perspectives □ Ethical and legal issues □ Evidence based nursing and its application in gastrointestinal nursing(to be incorporated in all the units)

II	5	Epidemiology □ Risk factors associated with GE conditions-Hereditary, Psychosocial factors, smoking, alcoholism, dietary habits, cultural and ethnic considerations □ Health promotion, disease prevention, life style modification and its implications to nursing □ National health programmes related to gastro enterology □ Alternate system of medicine/complementary therapies
III	5	Review of anatomy and physiology of gastrointestinal system □ Gastrointestinal system □ Liver, biliary and pancreas □ Gerontologic considerations □ Embryology of GI system □ Immunology specific to GI system
IV	15	Assessment and diagnostic measures □ History taking □ Physical assessment, psychosocial assessment □ Diagnostic tests • Radiological studies : Upper GIT- barium swallow, lower GIT- Barrium enema, • Ultra sound: • Computed tomography • MRI • Cholangiography : Percutaneous transheptatic Cholangiogram (PTC) • Magnetic Resonance Cholangio pancreotography (MRCP) • Nuclear imaging scans(scintigraphy) • Endoscopy
		• Colonoscopy • Proctosigmoidoscopy • Endoscopic Retrogrde Cholongio pancreotography (ERCP) • Endoscopic ultrasound • Peritonoscopy(Laproscopy) • Gastric emptying studies • Blood chemistries: Serum amylase, serum lipase • Liver biopsy • Miscellaneous tests:Gastric analysis, fecal analysis • Liver function tests: Bile formation and excretion, dye excretion test, Protein metabolism, haemostatic functions- prothrombin vitamin K production, serum enzyme tests,Lipid metabolism- serum cholesterol - Interpretation of diagnostic measures Nurse's role in diagnostic tests
V	25	Gastro intestinal disorders and nursing management □ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical , surgical and nursing management of • Disorders of the mouth: Dental caries, Peridental disease, Acute tooth infection, Stomatitis, Thrush (moniliasis), Gingivitis, Leukoplakia, Inflammation of the parotid gland, Obstruction to the flow of saliva, Fracture of the jaw

		- Disorders of the oesophagus: Reflux oesophagitis, Oesophageal achalasia, Oesophageal varices, Hiatus hernia, Diverticulum - Disorders of the stomach and duodenum: Gastritis, Peptic ulcer, Dumping of the stomach, Food poisoning, idiopathic gastroparesis, Aerophagia and belching syndrome, Ideopathic cyclic nausea and vomiting, Rumination syndrome, Functional dyspepsia, Chronic Non specific (functional) abdominal pain - Disorders of the small intestine - Malabsorption syndrome – tropical sprue - Gluten – sensitive enteropathy (Coeliac disease) - Inflammatory diseases of intestines and abdomen,: appendicitis, Peritonitis, Intestinal obstruction, Abdominal TB, Gastrointestinal polyposis syndrome - Chronic inflammatory bowel disease, Ulcerative colitis, crohn's disease - Infestations and infections – Worm infestations, Typhoid, Leptospirosis - Solitary rectal ulcer syndrome - Alteration in bowel elimination (diarrhoea, constipation, fecal impaction, fecal incontinence, Irritable bowel syndrome, Chronic idiopathic constipation, Functional diarrhoea Anorectal Conditions: Hemorrhoids, Anal fissure, Anal fistula, Abscess, Strictures, Rectal prolapse, Pruritis ani, Perianal disease, Anal condylomas, Warts
VI	15	Disorder of liver, pancreas gall bladder and nursing management - Disorders of liver biliary tract : - Viral Hepatitis – A, B, C, D & E - Toxic hepatitis - Cirrhosis of liver, liver failure, Liver transplantation - Non cirrhotic portal fibrosis - Liver abscess,; - Parasitic and other cysts of the liver - Disorders of the Gall Bladder and Bile Duct: - Cholecystitis - Cholelithiasis - Cholelithiasis - Disorders of the pancreas: Pancreatitis, - Benign tumors of islet cells - Disorders of the Peritoneum - Infections of the peritoneum - Surgical peritonitis - Spontaneous bacterial peritonitis - Tuberculosis peritonitis - Disorders of the Diaphragm - Diaphragmatic hernia - Congenital hernias - Paralysis of diaphragm - Tumors of the diaphragm - Hiccups

VII	15	Gastro intestinal emergencies and nursing interventions □ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical , surgical and nursing management of: • Esophageal varices, • Ulcer perforation, • Acute cholecystitis • Diverticulitis
		• Fulminant hepatic failure • Biliary obstruction • Bowel obstruction • Gastroenteritis • Intussusception • Acute intestinal obstruction, perforation • Acute pancreatitis • Cirrhosis of liver complications • Liver, spleen, stomach pancreatic, mesenteric, bowel and greater vessel injuries • Acute appendicitis /peritonitis • Acute abdomen • Food poisoning
VIII	15	□ Congenital Anomalies of Esophagus • Esophageal atresia • Tracheo esophageal fistula
		• Esophageal stenosis • Esophageal duplications • Dysphagia – Lusoria – aberrant right subclavian artery compressing esophagus • Esophageal rings – schalzkiring • Esophageal webs □ Congenital Anomalies of Stomach • Gastric atresia • Micro gastria • Gastric diverticulum • Gastric duplication • Gastric teratoma • Gastric volvulus • Infantile hypertrophic pyloric stenosis • Adult hypertrophic pyloric stenosis

		• Infantile hypertrophic pyloric stenosis • Adult hypertrophic pyloric stenosis □ Congenital Anomalies of Duodenal • Duodenal Atresia or stenosis • Annular pancreas • Duodenal duplication cysts • Malrotation and mid gut volvulus □ Developmental anomalies of the intestine: • Abdominal wall defects (omphalocele and Gastroschisis) • Meckel's diverticulum • Intestinal atresia □ Hirschsprung's disease
IX	15	Pharmo Kinetics □ Drugs used in GIT □ Principles of administration □ Roles responsibilities of nurses □ Drugs in Peptic ulcer disease □ Proton Pump inhibitors □ H₂ Receptor Antagonists □ Cytoprotective Agents: □ Drugs used in Diarrhea □ Drugs used in constipation □ Drugs used in Inflammatory Bowel Disease □ Aminosalicylates □ Corticosteroids □ Immunomodulators □ chemotherapy □ Antibiotics □ Antiemetics: □ Anticholinergics □ Antihistaminics □ Anthelmintics □ Vitamin Supplements
X	10	Nutrition and nutritional problems related to GI system □ Nutritional assessment and nursing interventions □ Therapeutic diets □ Adverse reactions between drugs and various foods □ Malnutrition-etiology, clinical manifestations and management □ Tube feeding, parenteral nutrition, total parenteral nutrition □ Obesity- etiology, clinical manifestations and management □ Eating disorders- anorexia nervosa, bulimia nervosa □ Recent advances in nutrition
XI	15	Malignant disorders of gastro intestinal system □ Etiology, clinical manifestations, diagnosis, prognosis, related pathophysiology, medical, surgical, other modalities and nursing management of: • Malignancy of oral cavity, Lip, Tongue, buccal mucosa, oropharynx, Salivary gland

		- Esophageal, Gastric, Carcinoma of bowel-Small bowel, Colorectal and Anal carcinoma, - Liver, biliary tract and Pancreatic carcinoma
XII	5	Administration and management of GE unit □ Design & layout □ Staffing, □ Equipment, supplies, □ Infection control; Standard safety measures □ Quality Assurance:-Nursing audit –records /reports, Norms, policies and protocols □ Practice standards
XIII	5	Education and training in GE care □ Staff orientation, training and development, □ In-service education program, • Clinical teaching programs

Practicals Total = 960 Hours

1 Week = 30 Hours

S.No.	Deptt./Unit	No. of Week	Total Hours
1	Diagnostic labs	2	60 Hours
2	Emergency and casualty	3	90 Hours
3	Liver transplant unit	1	30 Hours
4	GE Medical Ward	6	180 Hours
5	GE Surgical Ward	8	240 Hours
6	OT	2	60 Hours
7	ICU	4	120 Hours
8	Pediatric gastroenterology	2	60 Hours
9	Oncology	2	60 Hours
10	GE OPD	2	60 Hours
	Total	32 Weeks	960 Hours

Procedures Assisted

1. Endoscopy room – Upper G.I. Endoscopy (Diagnostic and therapeutic).
2. Sigmoidoscopy
3. Colonoscopy
4. Polypectomy
5. Endoscopic retrograde cholangio pancreatography (ERCP)
6. Liver biopsy
7. Percutaneous catheter drainage (PCD) of Pseudocyst pancreas
8. Abdominal paracentesis
9. Percutaneous aspiration of liver abscess
10. GE Lab : PT, HbsAg, Markers – A, B, C virus, CBP, ESR, Stool Test

Procedures Performed

1. History and Physical assessment
2. RT intubation / extubation / aspiration/suction

3. Gastric lavage and gavage
4. Bowel wash
5. Therapeutic Diets
6. Ostomy feeding
7. Stoma care
8. Monitoring vital parameters
9. Plan of inservice education programme for nursing staff and Class-IV employees
10. Counseling

CLINICAL SPECIALITY – II OBSTETRIC AND GYNAECOLOGICAL NURSING

Placement - II Year

Hours of Instruction Theory : 150hrs
Practical : 950 hrs Total 1100 hrs

Course Description

This course is designed to assist the student in developing expertise and in- depth understanding in the field of Obstetric and gynecological Nursing .It will help the student to develop advanced nursing skills for nursing interventions in various obstetrical and gynecological conditions. It will further enable the students to function as midwifery nurse practitioner/ specialist, educator, manager and researcher in the field of obstetric and gynecological nursing.

Objectives

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

1. Describe the epidemiology, etiology, pathophysiology and diagnostic assessment of women with obstetric and gynaecological conditions
2. Perform physical, psychosocial, cultural & spiritual assessment
3. Demonstrate competence in caring for women with obstetrical and gynaecological conditions
4. Demonstrate competence in caring for high risk newborn.
5. Identify and Manage obstetrical and neonatal emergencies as per protocol.
6. Practice infection control measures
7. Utilize recent technology and various diagnostic, therapeutic modalities in the management of obstetrical , gynecological and neonatal care.
8. Demonstrate skill in handling various equipments/gadgets used for obstetrical, gynaecological and neonatal care
9. Teach and supervise nurses and allied health workers.
10. Design a layout of speciality units of obstetrics and gynecology
11. Develop standards for obstetrical and gynaecological nursing practice.
12. Counsel women and families
13. Incorporate evidence based nursing practice and identify the areas of research in the field of obstetrical and gynaecological nursing
14. Function as independent midwifery nurse practitioner

Contents Outline

Unit	Hours	Content
I	25	Management of problems of women during pregnancy □ Risk approach of obstetrical nursing care, concept & goals. □ Screening of high-risk pregnancy, newer modalities of diagnosis. □ Nursing Management of Pregnancies at risk-due to obstetrical complication • Pernicious Vomiting. • Bleeding in early pregnancy, abortion, ectopic pregnancy, and gestational trophoblastic diseases.

II	15	Pregnancies at risk-due to pre-existing health problems ☐ Metabolic conditions. ☐ Anemia and nutritional deficiencies ☐ Hepatitis ☐ Cardio-vascular disease. ☐ Thyroid diseases. ☐ Epilepsy. ☐ Essential hypertension ☐ Chronic renal failure. ☐ Tropical diseases. ☐ Psychiatric disorders ☐ Infections Toxoplasmosis Rubella Cytomegalo virus Herpes (TORCH); Reproductive Tract Infection(RTI);STD; HIV/AIDS, Vaginal infections; Leprosy, Tuberculosis ☐ Other risk factors: Age- Adolescents, elderly; unwed mothers, sexual abuse, substance use ☐ Pregnancies complicating with tumors, uterine anomalies, prolapse, ovarian cyst
III	15	Abnormal labour, pre-term labour & obstetrical emergencies ☐ Etiology, pathophysiology and nursing management of • Uncoordinated uterine actions, Atony of uterus, precipitate labour, prolonged labour. • Abnormal lie, presentation, position compound presentation.
		• Contracted pelvis-CPD; dystocia. • Obstetrical emergencies Obstetrical shock, vasa praevia, inversion of uterus, amniotic fluid embolism, rupture uterus, presentation and prolapse cord. • Augmentation of labour. Medical and surgical induction. • Version • Manual removal of placenta. • Obstetrical operation: Forceps delivery, Ventouse, Caesarian section, Destructive operations • Genital tract injuries-Third degree perineal tear, VVF, RVF ☐ Complications of third stage of labour: • Post partum Hemorrhage. • Retained placenta.
		• Multiple pregnancies. • Intra uterine infection & pain during pregnancy. • Intra Uterine Growth Retardation (IUGR), Premature Rupture of Membrane(PROM), intra uterine death
IV	10	post partum complications ☐ Nursing management of • Puerperal infections, puerperal sepsis, urinary complications, puerperal venous thrombosis and pulmonary embolism • Sub involution of uterus, Breast conditions, Thrombophlebitis • Psychological complications, post partum blues, depression, psychosis
V	25	High Risk Newborn ☐ Concept, goals, assessment, principles.

		☐ Nursing management of • Pre-term, small for gestational age, post-mature infant, and baby of diabetic and substance use mothers. • Respiratory conditions, Asphyxia neonatorum, neonatal apnoea meconium aspiration syndrome, pneumo thorax, pneumo mediastinum • Icterus neonatorum. • Birth injuries. • Hypoxic ischaemic encephelopathy • Congenital anomalies. • Neonatal seizures. • Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia. • Neonatal heart diseases. • Neonatal hemolytic diseases • Neonatal infections, neonatal sepsis, ophthalmia neonatorum, congenital syphilis, HIV/AIDS • Advanced neonatal procedures. • Calculation of fluid requirements. • Hematological conditions – erythroblastosis fetalis, hemorrhagic disorder in the newborn • Organization of neonatal care, services(Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU
VI	15	HIV/AIDS ☐ HIV positive mother and her baby ☐ Epidemiology ☐ Screening ☐ Parent to child transmission(PTCT) ☐ Prophylaxis for mother and baby ☐ Standard safety measures ☐ Counseling ☐ Breast feeding issues ☐ National policies and guidelines ☐ Issues: Legal,ethical, Psychosocial and rehabilitation ☐ Role of nurse
VII	25	Gynecological problems and nursing management ☐ Gynecological assessment ☐ Gynecological procedures ☐ Etiology, pathophysiology, diagnosis and nursing management of • Menstrual irregularities • Diseases of genital tract • Genital tract infections • Uterine displacement • Genital prolapse • Genital injuries • Uterine malformation • Uterine fibroid, ovarian tumors, Breast carcinoma, Pelvic inflammatory diseases, reproductive tract malignancies, hysterectomy – vaginal and abdominal.

		Sexual abuse, rape, trauma , assault
VIII	5	Administration and management of obstetrical and gynaecological unit - Design & layout - Staffing, - Equipment, supplies, - Infection control; Standard safety measures - Quality Assurance:-Obstetric auditing –records /reports, Norms, policies and protocols - Practice standards for obstetrical and gynaecological unit
IX	5	Education and training in obstetrical and gynaecological care - Staff orientation, training and development, - In-service education program, - Clinical teaching programs.

Practicals

Total = 960 Hours 1 Week = 30 Hours

S.No.	Deptt./ Unit	No. of Week	Total Hours
1	Antenatal OPD including Infertility clinics/Reproductive medicine, Family welfare and post partum clinic / PTCT	6	180 Hours
2	Antenatal and Postnatal ward	6	180 Hours
3	Labour room	4	120 Hours
4	Neonatal Intensive Care Unit	3	90 Hours
5	Obstetric/Gynae Operation Theatre	3	90 Hours
6	Gynae Ward	4	120 Hours
7	CHC, PHC, SC	6	180 Hours
	Total	32 Weeks	960 Hours

Essential Obstetrical And Gynecological Skills

Procedure Observed

- Assisted Reproductive Technology procedures
- Ultra sonography
- Specific laboratory tests.
- Amniocentesis.
- Cervical & vaginal cytology.
- Fetoscopy.
- Hysteroscopy.
- MRI.
- Surgical diathermy.
- Cryosurgery.

Procedures Assisted

- Operative delivery
- Abnormal deliveries-Forceps application, Ventouse, Breech

- Exchange blood transfusion
- Culdoscopy
- Cystoscopy
- Tuboscopy
- Laparoscopy
- Endometrial Biopsy
- Tubal patent test
- Chemotherapy
- Radiation therapy
- Medical Termination of Pregnancy.
- Dilatation and Curettage

Procedures Performed

- History taking.
- Physical Examination-General
- Antenatal assessment. – 20
- Pelvic examination
- Assessment of risk status.
- Assessment of Intra uterine foetal well-being. kick chart and foetal movement chart, Doppler assessment, Non Stress Test, Contraction stress test (Oxytocin challenge test)
- Universal precautions- Disposal of biomedical waste.
- Per Vaginal examination and interpretation (early pregnancy, labour, post partum).
- Utilization of Partograph
- Medical & Surgical induction (Artificial rupture of membranes).
- Vacuum extraction
- Conduct of delivery.
- Prescription and administration of fluids and electrolytes through intravenous route.
- Application of outlet forceps, delivery of breach – Burns Marshall, Loveset manoeuvre
- Repair of tears and Episiotomy suturing.
- Vacuum extraction
- Controlled cord traction, Manual removal of placenta, placental examination,
- Manual vacuum aspiration
- Postnatal assessment.- 20
- Management of breast engorgement
- Thrombophlebitis (white leg)
- Postnatal counseling.
- Reposition of inversion of uterus.
- Laboratory tests: Blood- Hb, Sugar, Urine-albumin,sugar
- Breast care, breast exam, and drainage breast abscess.
- Postnatal exercise.
- Assessment –New born assessment; physical and neurological, Apgar score, high-risk newborn, Monitoring neonates; Clinically and With monitors, Capillary refill time, Assessment of jaundice, danger signs
- Anthropometric measurement
- Neonatal resuscitation

- Gastric Lavage
- Care of newborn in multi channel monitor and ventilator.
- Care of newborn in radiant warmer and incubator.
- Kangaroo mother care.
- Assisting mother with exclusive Breast-feeding
- Feeding technique: Katori, spoon, naso / orogastric, Total Parenteral nutrition
- Assessment, calculation and administration of fluids and medications:
 - Oral
 - I.D.
 - I.M.
 - I.V.
 - Securing IV line, infusion pump
- Administration of drug per rectum
- Capillary blood sample collection.
- Oxygen therapy.
- Phototherapy.
- Chest physiotherapy.
- counseling – Parental, bereavment, family planning, infertility etc
- Setting of operation theatre.
- Trolley and table set up for Obstetrical & gynaecological operations.
- Pap smear.
- Vaginal smear.
- Insertion of pessaries,
- Insertion of IUD and removal.
- Teaching skills
- communication skills
- Prepare referral slips
- Pre transport stabilization
- Networking with other stake holders

CLINICAL SPECIALTY –II PEDIATRIC (CHILD HEALTH) NURSING

Placement : II Year

Hours of Instruction Theory : 150 hours

Practical 950 hours Total : 1100 hours

Course Description

This course is designed to assist students in developing expertise and in- depth understanding in the field of Pediatric Nursing. It will help students to develop advanced skills for nursing intervention in various pediatric medical and surgical conditions. It will enable the student to function as pediatric nurse practitioner/specialist. It will further enable the student to function as educator, manager, and researcher in the field of Paediatric nursing

Objectives

At the end of the course the students will be able to:

1. Apply the nursing process in the care of ill infants to pre adolescents in hospital and community
2. Demonstrate advanced skills/competence in nursing management of children with medical and surgical problems

3. Recognize and manage emergencies in children
4. Provide nursing care to critically ill children
5. Utilize the recent technology and various treatment modalities in the management of high risk children
6. Prepare a design for layout and describe standards for management of pediatric units/hospitals
7. Identify areas of research in the field of pediatric nursing

Course Content

Unit	Hours	Content
I	5	Introduction □ Current principles, practices and trends in Pediatric Nursing □ Role of pediatric nurse in various settings -Expanded and extended
II	35	□ Pathophysiology, assessment(including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities and nursing intervention in selected pediatric medical disorders • Child with respiratory disorders: - Upper respiratory tract: choanal atresia, tonsillitis, epistaxis, aspiration. - Lower respiratory tract: Broncheolitis, Bronchopneumonia, Asthma, cystic fibrosis • Child with gastro-intestinal disorders: - Diarrheal diseases, gastro-esophageal reflux. - Hepatic disorders: Hepatitis, Indian childhood cirrhosis, liver transplantation. - Malabsorption syndrome, Malnutrition • Child with renal/ urinary tract disorders: Nephrotic syndrome, Nephritis, Hydronephrosis, hemolytic-uremic syndrome, kidney transplantation • Child with cardio-vascular disorders: - Acquired: Rheumatic fever, Rheumatic heart disease, - Congenital: Cyanotic and acyanotic • Child with endocrine/metabolic disorders: Diabetes insipidus, Diabetes Mellitus – IDDM, NIDDM, hyper and hypo thyroidism, phenylketonuria, galactosemia • Child with Neurological disorders: Convulsions, Meningitis, encephalitis, guillian- Barre syndrome • Child with oncological disorders: Leukemias, Lymphomas, Wilms' tumor, nephroblastomas, neuroblastomas, Rhabdomyosarcoma, retinoblastoma, hepatoblastoma, bone tumors • Child with blood disorders: Anemias, thalassemias, hemophilia, polycythemia, thrombocytopenia, and disseminated intravascular coagulation • Child with skin disorders • Common Eye and ENT disorders • Common Communicable diseases

III	35	□ Assessment(including interpretation of various invasive and non-invasive diagnostic procedures), treatment modalities including cosmetic surgery and nursing interventions in selected pediatric surgical problems/ Disorders • Gastrointestinal system: Cleft lip, cleft palate and conditions requiring plastic surgery, Tracheo esophageal fistula/atresia, Hirschsprungs' disease/megacolon, malrotation, intestinal obstruction, duodenal atresia, gastrochisis, exomphalus, anorectal malformation, omphalocele, diaphragmatic hernia • Anomalies of the nervous system: Spina bifida, Meningocele, Myelomeningocele, hydrocephalus • Anomalies of the genito-urinary system: Hypospadias, Epispadias, Undescended testes, Exstrophy bladder • Anomalies of the skeletal system • Eye and ENT disorders • Nursing management of the child with traumatic injuries: General principles of managing Pediatric trauma - Head injury, abdominal injury, poisoning, foreign body obstruction, burns & Bites • Child with oncological disorders: Solid tumors of childhood, Nephroblastoma, Neuro blastoma, Hodgkin's/Non Hodgkin's Lymphoma, Hepatoblastoma, Rhabdomyosarcoma • Management of stomas, catheters and tubes • Management of wounds and drainages
IV	10	Intensive care for pediatric clients □ Resuscitation, stabilization & monitoring of pediatric patients □ Anatomical & physiological basis of critical illness in infancy and childhood □ Care of child requiring long-term ventilation □ Nutritional needs of critically ill child □ Legal and ethical issues in pediatric intensive care □ Intensive care procedures, equipment and techniques □ Documentation
V	20	High Risk Newborn □ Concept, goals, assessment, principles. □ Nursing management of • Post-mature infant, and baby of diabetic and substance use mothers. • Respiratory conditions, Asphyxia neonatorum, neonatal apnoea meconium aspiration syndrome, pneumo thorax, pneumo mediastinum • Icterus neonatorum. • Birth injuries. • Hypoxic ischaemic encephelopathy • Congenital anomalies. • Neonatal seizures. • Neonatal hypocalcaemia, hypoglycemia, hypomagnesaemia. • Neonatal heart diseases. • Neonatal hemolytic diseases

		• Neonatal infections, neonatal sepsis, ophthalmia neonatorum, congenital syphilis, HIV/AIDS • Advanced neonatal procedures. • Calculation of fluid requirements. • Hematological conditions – erythroblastosis fetalis, hemorrhagic disorder in the newborn • Organization of neonatal care, services (Levels), transport, neonatal intensive care unit, organization and management of nursing services in NICU
VI	10	Developmental disturbances and implications for nursing □ Adjustment reaction to school, □ Learning disabilities □ Habit disorders, speech disorders, □ Conduct disorders, □ Early infantile autism, Attention deficit hyperactive disorders (ADHD), depression and childhood schizophrenia.
VII	10	Challenged child and implications for nursing □ Physically challenged, causes, features, early detection & management □ Cerebral palsied child, □ Mentally challenged child. □ Training & rehabilitation of challenged children
VIII	5	Crisis and nursing intervention □ The hospitalized child, □ Terminal illness & death during childhood □ Nursing intervention-counseling
IX	5	Drugs used in Pediatrics □ Criteria for dose calculation □ Administration of drugs, oxygen and blood □ Drug interactions □ Adverse effects and their management
X	10	Administration and management of pediatric care unit □ Design & layout □ Staffing, □ Equipment, supplies, □ Norms, policies and protocols □ Practice standards for pediatric care unit □ Documentation
XI	5	Education and training in Pediatric care □ Staff orientation, training and development, □ In-service education program, □ Clinical teaching programs.

Practical

Total = 960 Hours 1 Week = 30 Hours

- Field visits:

S. No.	Deptt./ Unit	No. of Week	Total Hours
1	Pediatric medicine ICU	4	120 Hours
2	Pediatric surgical ICU	4	120 Hours
3	NICU	4	120 Hours
4	Pediatric OT	2	60 Hours
5	Pediatric medicine ward	6	180 Hours
6	Pediatric surgery ward	6	180 Hours
7	Emergency/Casualty	4	120 Hours
8	Field visits*	2	60 Hours
	Total	32	960 Hours

*Child care center, Anganwadi, play school, Special schools for challenged children, Juvenile court, UNICEF, Orphanage, Creche, SOS village

Essential

I. Procedures Observed:

- Echo cardiogram
- Ultrasound head
- ROP screening (Retinopathy of prematurity)
- Any other

II. Procedures Assisted

- Advanced neonatal life support
- Lumbar Puncture
- Arterial Blood Gas
- ECG Recording
- Umbilical catheterization – arterial and venous
- Arterial B P monitoring
- Blood transfusion- exchange transfusion full and partial
- IV cannulation & therapy
- Arterial catheterization
- Chest tube insertion
- Endotracheal intubation
- Ventilation
- Insertion of long line
- Assist in surgery

III. Procedures Performed:

- Airway Management
 - Application of Oro Pharyngeal Airway
 - Oxygen therapy
 - CPAP(Continuous Positive Airway Pressure)
 - Care of Tracheostomy
 - Endotracheal Intubation
- Neonatal Resuscitation
- Monitoring of Neonates – clinically & with monitors, CRT(Capillary Refill Time),

- assessment of jaundice, ECG
- Gastric Lavage
- Setting of Ventilators
- Phototherapy
- Assessment of Neonates: Identification & assessment of risk factors, APGAR Score, gestation age, Anthropometric assessment, Weighing the baby, Newborn examination, detection of life threatening congenital abnormalities,
- Admission & discharge of neonates
- Feeding - management of breast feeding, artificial feeding, expression of breast milk, OG(Orogastric) tube insertion, gavage feeding, TPN, Breast feeding counseling
- Thermoregulation- Axillary temperature, Kangaroo Mother Care (KMC), Use of Radiant warmer, incubators, management of thermoregulation & control
- Administration of Drugs: I/M, IV injection, IV Cannulation & fixation infusion pump, Calculation of dosages, Neonatal formulation of drugs, use of tuberculin/ insulin syringes, Monitoring fluid therapy, Blood administration.
- Procedures for prevention of infections: Hand washing, disinfections & sterilization, surveillance, fumigation
- Collection of specimens
- Setting, Use & maintenance of basic equipment: Ventilator, O2 analyzer, monitoring equipment, Photo therapy unit, Flux meter, Infusion pump, Radiant warmer, incubator, Centrifuge machine, Bilimeter, Refractometer, laminar flow

IV. Other Procedures:

CLINICAL SPECIALITY - II PSYCHIATRIC (MENTAL HEALTH) NURSING

Placement: II Year

Hours of Instruction Theory 150 hrs

Practical 950 hrs Total : 1100 Hours

Course Description

This course is designed to assist students in developing expertise and in- depth understanding in the field of Psychiatric Nursing. It will help students to develop advanced skills for nursing intervention in various psychiatric conditions. It will enable the student to function as psychiatric nurse practitioner/specialist. It will further enable the student to function as educator, manager, and researcher in the field of Psychiatric nursing.

Objectives

At the end of the course the students will be able to:

1. Apply the nursing process in the care of patients with mental disorders in hospital and community
2. Demonstrate advanced skills/competence in nursing management of patients with mental disorders
3. Identify and care for special groups like children, adolescents, women, elderly, abused and neglected, people living with HIV/AIDS.
4. Identify and manage psychiatric emergencies.
5. Provide nursing care to critically ill patients with mental disorders
6. Utilize the recent technology and various treatment modalities in the management of patients with mental disorders
7. Demonstrate skills in carrying out crisis intervention.

8. Appreciate the legal and ethical issues pertaining to psychiatric nursing.
9. Identify areas of research in the field of psychiatric nursing.
10. Prepare a design for layout and describe standards for management of Psychiatric units/emergency units/hospitals
11. Teach psychiatric nursing to undergraduate students & in-service nurses.

Course Content

Unit	Hours	Content
I	2	Principles and practice of Psychiatric nursing ☐ Review
II	10	Crisis Intervention ☐ Crisis, Definition
		• Catatonic Schizophrenia • Paranoid Schizophrenia • Undifferentiated Schizophrenia • Residual Schizophrenia ☐ Other Psychotic disorders • Schizoaffective Disorder • Brief Psychotic Disorder • Schizophrenic form Disorder • Psychotic Disorder Due to a General Medical Condition • Substance-Induced Psychotic Disorder ☐ Treatment and Nursing Management
III	4	Anger/ Aggression Management ☐ Anger and Aggression, Types, Predisposing Factors ☐ Management ☐ Role of The Nurse
IV	5	The Suicidal Client ☐ Epidemiological Factors ☐ Risk Factors • Predisposing Factors: Theories of Suicide-Psychological, Sociological, Biological ☐ Nursing Management
V	5	Disorders of Infancy, Childhood, and Adolescence ☐ Mentally Challenged ☐ Autistic Disorders ☐ Attention-Deficit/Hyperactivity Disorder ☐ Conduct Disorders, behavioural disorders ☐ Oppositional Defiant Disorder ☐ Tourette's Disorders ☐ Separation Anxiety Disorder ☐ Psychopharmacological Intervention and Nursing Management
VI	5	Delirium, Dementia, and Amnestic Disorders ☐ Delirium ☐ Dementia ☐ Amnesia ☐ Psychopharmacological Intervention and Nursing Management

VII	10	Substance-Related Disorders ☐ Substance-Use Disorders ☐ Substance-Induced Disorders ☐ Classes Of Psychoactive Substances ☐ Predisposing Factors
		☐ The Dynamics Of Substance-Related Disorders ☐ The Impaired Nurse ☐ Codependency ☐ Treatment Modalities For Substance-Related Disorders and Nursing Management
VIII	10	Schizophrenia and Other Psychotic Disorders (Check ICD10) ☐ Nature of the Disorder ☐ Predisposing Factors ☐ Schizophrenia -Types • Disorganized Schizophrenia
IX	8	Mood Disorders ☐ Historical Perspective ☐ Epidemiology ☐ The Grief Response ☐ Maladaptive Responses To Loss ☐ Types Of Mood Disorders ☐ Depressive disorders ☐ Bipolar disorders ☐ Treatment and Nursing Management
X	8	Anxiety Disorders ☐ Historical Aspects ☐ Epidemiological Statistics ☐ How Much is too Much? ☐ Types • Panic Disorder • Generalized Anxiety Disorder • Phobias • Obsessive-Compulsive Disorder • Posttraumatic Stress Disorder • Anxiety Disorder Due to a General Medical Condition • Substance-Induced Anxiety Disorder ☐ Treatment Modalities ☐ Psychopharmacology & Nursing Management
XI	5	Somatoform And Sleep Disorders ☐ Somatoform Disorders ☐ Historical Aspects • Epidemiological Statistics • Pain Disorder • Hypochondriasis • Conversion Disorder • Body Dysmorphic Disorder ☐ Sleep Disorder ☐ Treatment Modalities and Nursing Management

XII	4	Dissociative Disorders and Management □ Historical Aspects □ Epidemiological Statistics □ Application of the Nursing Management □ Treatment Modalities and Nursing Management
XIII	4	Sexual And Gender Identity Disorders □ Development Of Human Sexuality □ Sexual Disorders □ Variation In Sexual Orientation □ Nursing Management
XIV	4	Eating Disorders □ Epidemiological Factors □ Predisposing Factors : Anorexia Nervosa And Bulimia Nervosa obesity □ Psychopharmacology □ Treatment & Nursing Management
XV	4	Adjustment and Impulse Control Disorders □ Historical and Epidemiological Factors • Adjustment Disorders • Impulse Control Disorders □ Treatment & Nursing Management
XVI	4	Medical Conditions due to Psychological Factors □ Asthma □ Cancer □ Coronary Heart Disease □ Peptic Ulcer □ Essential Hypertension □ Migraine Headache □ Rheumatoid Arthritis □ Ulcerative Colitis □ Treatment & Nursing Management

Unit	Hours	Content
XVII	8	Personality Disorders □ Historical perspectives □ Types Of Personality Disorders • Paranoid Personality Disorder • Schizoid Personality Disorder • Antisocial Personality Disorder • Borderline Personality Disorder

		• Histrionic Personality Disorder • Narcissitic Personality Disorder • Avoidance Personality Disorder • Dependent Personality Disorder • Obsessive-Compulsive Personality Disorder • Passive-Aggressive Personality Disorders □ Identification, diagnostic, symptoms □ Psychopharmacology □ Treatment & Nursing Management
XVIII	8	The Aging Individual □ Epidemiological Statistics □ Biological Theories □ Biological Aspects of Aging □ Psychological Aspects of Aging □ Memory Functioning □ Socio-cultural aspects of aging □ Sexual aspects of aging □ Special Concerns of the Elderly Population □ Psychiatric problems among elderly population □ Treatment & Nursing Management
XIX	5	The person living with HIV Disease □ Psychological problems of individual HIV/AIDS □ Counseling □ Treatment & Nursing Management
XX	5	Problems Related to Abuse or Neglect □ Vulnerable groups, Women, Children, elderly, psychiatric patients, under privileged, challenged □ Predisposing Factors □ Treatment & Nursing management- Counseling
XXI	7	Community Mental Health Nursing □ National Mental Health Program- Community mental health program □ The Changing Focus of care □ The Public Health Model □ The Role of the Nurse □ Case Management □ The community as Client • Primary Prevention • Populations at Risk • Secondary prevention • Tertiary Prevention □ Community based rehabilitation
XXII	5	Ethical and Legal Issues in Psychiatric/Mental Health Nursing □ Ethical Considerations □ Legal Consideration
		• Nurse Practice Acts • Types of Law • Classification within Statutory and Common Law • Legal Issues in Psychiatric/Mental Health Nursing

		Nursing Liability
XXIII	5	Psychosocial rehabilitation - Principles of rehabilitation - Disability assessment - Day care centers - Half way homes
		- Reintegration into the community - Training and support to care givers - Sheltered workshops - Correctional homes
XXIV	5	Counseling - Liaison psychiatric nursing - Terminal illnesses-Counseling - Post partum psychosis-treatment, care and counseling - Death dying- Counseling - Treatment, care and counseling – - Unwed mothers - HIV and AIDS
XXV	5	Administration and management of psychiatric units including emergency units - Design & layout - Staffing, - Equipment, supplies, - Norms, policies and protocols - Quality assurance - Practice standards for psychiatric nursing - Documentation
XXVI	5	Education and training in psychiatric care - Staff orientation, training and development, - In-service education program, - Clinical teaching programs.

Practicals

Total = 960 Hours 1 Week = 30 Hours

S.No.	Area of Posting	No. of Week	Total Hours
1	Acute Psychiatric Ward	4	120 Hours
2	Chronic Psychiatric Ward	4	120 Hours
3	De-addiction Unit	4	120 Hours
4	Psychiatric Emergency Unit	4	120 Hours
5	O.P.D (Neuro and psychiatric)	3	90 Hours
6	Child Psychiatric Unit and child guidance clinic	2	60 Hours
7	Post natal ward	1	30 Hours
8	Family Psychiatric Unit	2	60 Hours
9	Field visits	2	60 Hours

10	Rehabilitation	2	60 Hours
11	Community Mental Health Unit	4	120 Hours
	Total	32 Weeks	960 Hours

Essential Psychiatric nursing skills

Procedures Observed

1. Psychometric tests
2. Personality tests
3. Family therapy
4. Assisted
5. CT
6. MRI
7. Behavioral therapy.

Procedures Performed

1. Mental status examination
2. Participating in various therapies – Physical; ECT,
3. Administration of Oral, IM, IV psychotropic drugs
4. Interviewing skills
5. Counseling skills
6. Communication skills
7. Psycho education
8. Interpersonal relationship skills
9. Community Survey for identifying mental health problems
10. Rehabilitation therapy
11. Health education and life skills training.
12. Supportive psychotherapeutic skills
13. Group therapy
14. Milieu therapy
15. Social/Recreational therapy.
16. Occupational therapy.

CLINICAL SPECIALITY – II COMMUNITY HEALTH NURSING

Placement : II Year

Hours of Instruction Theory- 150 hours

Practicals- 950 hours

Total- 1100 hrs

Course Description

This course is designed to assist students in developing expertise and in- depth understanding in the field of community health nursing. It will help students to develop advanced skills for nursing intervention in various aspects of community health care settings. It will enable the student to function as community health Nurse practitioner/specialist. It will further enable the student to function as educator, manager and researcher in the field of community health nursing.

Objectives

At the end of the course the students will be able to:

1. Appreciate trends and issues related to community health Nursing- reproductive and child health, school health, Occupational health, international health, rehabilitation, geriatric and mental health.

2. Apply epidemiological concepts and principles in community health nursing practice
3. Perform community health assessment and plan health programmes
4. Describe the various components of Reproductive and child health programme.
5. Demonstrate leadership abilities in organizing community health nursing services by using inter-sectoral approach.
6. Describe the role and responsibilities of community health nurse in various national health and family welfare programmes
7. Participate in the implementation of various national health and family welfare programme
8. Demonstrate competencies in providing family centered nursing care independently
9. Participate/Conduct research for new insights and innovative solutions to health problems
10. Teach and supervise nurses and allied health workers.
11. Design a layout of sub center/Primary health center/Community health centre and develop standards for community health nursing practice.

Content Outlines

Unit	Hours	Content
I	20	Epidemiology ☐ Introduction • Concept, scope, definition, trends, History and development of modern Epidemiology • Contribution of epidemiology • Implications ☐ Epidemiological methods ☐ Measurement of health and disease: ☐ Health policies ☐ Epidemiological approaches • Study of disease causatives • Health promotion • Levels of prevention ☐ Epidemiology of • Communicable diseases • Non-communicable diseases ☐ Emerging and re-emerging diseases Epidemics ☐ National Integrated disease Surveillance Programme ☐ Health information system ☐ Epidemiology study and reports ☐ Role of Community health nurse
Unit	Hours	Content
Unit II	40	National Health and Family Welfare Programmes ☐ Objectives, Organisation / manpower/resources, Activities, Goals, inter-sectoral approach, implementation, item/purpose, role and responsibilities of community health nurse: • National Vector Borne Disease Control Programm (NVBDCP) • National Filaria Control Programme • National Leprosy Eradication Programme • Revised national TB Control Programme • National Programme for Control of Blindness

		• National Iodine Deficiency disorders Control Programme • National Mental Health Programme • National AIDS Control Programme • National Cancer Control Programme • RCH I and II • Non- communicable disease programmes • NRHM - Health Schemes: * ESI * CGHS * Health Insurance
III	15	School Health □ Introduction: definition, concepts, objectives,. □ Health assessment, Screening, identification, referral and follow up, □ Safe environment □ Services, programmes and plans- first aid, treatment of minor ailments □ Inter-sectoral coordination □ Adolescent health □ Disaster, disaster preparedness, and management □ Guidance and counseling □ School health records - maintenance and its importance □ Roles and responsibilities of community health nurse
IV	15	International health □ Global burden of disease □ Global health rules to halt disease spread □ Global health priorities and programmes □ International quarantine □ Health tourism □ International cooperation and assistance □ International travel and trade □ Health and food legislation, laws, adulteration of food □ Disaster management □ Migration □ International health agencies –World Health organizations, World health assembly, UNICEF, UNFPA, SIDA, US AID, DANIDA, DFID. Aus AID etc. □ International health issues and problems □ International nursing practice standards □ International health vis-a vis national health □ International health days and their significance

V	15	Education and administration ☐ Quality assurance ☐ Standards, Protocols, Policies, Procedures ☐ Infection control; Standard safety measures ☐ Nursing audit ☐ Design of Sub-Centre/Primary Health Centre/Community health center ☐ Staffing; Supervision and monitoring-Performance appraisal ☐ Budgeting ☐ Material management ☐ Role and responsibilities of different categories of personnel in community health ☐ Referral chain- community outreach services ☐ Transportation ☐ Public relations ☐ Planning in-service educational programme and teaching ☐ Training of various categories of health workers-preparation of manuals
VI	10	Geriatric ☐ Concept, trends, problems and issues ☐ Aging process, and changes ☐ Theories of ageing ☐ Health problems and needs ☐ Psycho-physiological stressors and disorders ☐ Myths and facts of aging ☐ Health assessment ☐ Home for aged-various agencies ☐ Rehabilitation of elderly ☐ Care of elderly ☐ Elderly abuse ☐ Training and supervision of care givers ☐ Government welfare measures Programmes for elderly- Role of NGOs ☐ Roles and responsibilities of Geriatric nurse in the community
VII	10	Rehabilitation ☐ Introduction: Concepts, principles, trends, issues, ☐ Rehabilitation team ☐ Models, Methods ☐ Community based rehabilitation ☐ Ethical issues ☐ Rehabilitation Council of India ☐ Disability and rehabilitation- Use of various prosthetic devices ☐ Psychosocial rehabilitation ☐ Rehabilitation of chronic diseases ☐ Restorative rehabilitation ☐ Vocational rehabilitation ☐ Role of voluntary organizations ☐ Guidance and counseling ☐ Welfare measures ☐ Role and responsibilities of community health nurse

Unit VIII	10	Community mental health □ Magnitude, trends and issues □ National Mental Health Program- Community mental health program □ The Changing Focus of care □ The Public Health Model □ Case Management- Collaborative care □ Crisis intervention □ Welfare agencies □ Population at Risk □ The community as Client • Primary Prevention
		• Secondary prevention • Tertiary Prevention □ Community based rehabilitation □ Human rights of mentally ill □ Substance use □ Mentally challenged groups □ Role of community health nurse
IX	15	Occupational health □ Introduction: Trends, issues, Definition, Aims, Objectives, Workplace safety □ Ergonomics and Ergonomic solutions □ Occupational environment- Physical, social, Decision making, Critical thinking □ Occupational hazards for different categories of people- physical, chemical, biological, mechanical, , Accidents, □ Occupational diseases and disorders □ Measures for Health promotion of workers; Prevention and control of occupational diseases, disability limitations and rehabilitation □ Women and occupational health □ Occupational education and counseling □ Violence at workplace □ Child labour □ Disaster preparedness and management □ Legal issues: Legislation, Labour unions, ILO and WHO recommendations, Factories act, ESI act □ Role of Community health nurse, Occupational health team

Practical Total = 960 Hours 1 Week = 30 Hours

S.No.	Deptt./Unit	No. of Week	Total Hours
1	Urban and Rural community	17	510 Hours
2	School Health	3	90 Hours
3	International health	2	60 Hours
4	Administration(SC/PHC/CHC)	2	60 Hours
5	Occupational health	2	60 Hours
6	Community Mental Health	2	60 Hours
7	Home for aged and Hospice	2	60 Hours

8	Rehabilitation	2	60 Hours
	Total	32 Weeks	960 Hours

Categorisation of practical activities

Observed

- MCH office and DPHNO
- CHC/ First Referral Unit(FRU)
- Child guidance clinic
- Institute/Unit for mentally challenged
- District TB centre
- AIDS control society
- Filariasis clinic
- RCH clinic
- STD clinic
- Leprosy clinic
- Community based rehabilitation unit
- Cancer centers
- Palliative care
- Home of old age
- Mental health units
- De-addiction centres
- School health services
- Industry
- Selected industrial health centers
- ESI unit
- Municipality/ corporation office

Assisted

- Laparoscopic sterilization
- Vasectomy
- All clinics related to RCH
- Monitoring of national health and family welfare programmes

Performed

- Conduct various clinics
- School health assessment.
- Health survey.
- Health assessment
- Drug administration as per the protocols
- Treatment of minor ailments
- Investigating outbreak of epidemic.
- Screening for leprosy, TB and non-communicable disease
- Presumptive and radical treatment for Malaria.
- Counselling
- Report writing
- Referrals

- Writing a project proposal
- Material management- requisition for indent, condemnation, inventory maintenance,
- Training and Supervision of various categories of personnel
- Liaison with NGO's

10. Medium of Instruction: ENGLISH

11. Choice base Credit system (CBCS)/LOCF/OBE: NA

12. Registration for course in a semester: ANNUAL SYSTEM

13. Attendance: 75% of the attendance for theory and practicals. However 100% of attendance for practical before the award of degree

13.1 Condonation of medical cases: 20% of relaxation of class attendance will be considered and with medical certificate from registered medical practitioner.

13.2 Additional Condonation: As per relaxation by competent authority of university & concerned regulatory authority/ bodies.

14. Assessment procedure:

Sessional 1	Sessional 2	Attendance/Assignment
10 marks	10 marks	5 marks

Scheme of Examination

	Theory			Practical		
1st year	Hours	Internal	External	Hours	Internal	External
Nursing education	3	25	75		50	50
Advance nursing practice	3	25	75			
Nursing Research and statistics	3	25**	75*			
Clinical speciality -I	3	25	75		100	100
Total		100	300		150	150
IIInd Year						
Nursing Management	3	25	75			
Dissertation & Viva					100	100
Clinical Speciality-II	3	25	75		100	100
Total		50	150		200	200

Nursing research=50 and statistics=25

**Nursing research=15 and statistics=10

15. Research Project/Semester Project Assessment Criteria: NA

16. Internship – Research / Industrial Internship:- NA

17. **For non – credit courses / audit courses:-NA**

18. **Credit weightage:-NA**

19. **Maximum duration of programme/promotion policy:-**

- Minimum pass marks shall be 50 % in each of the Theory and practical papers separately.
- A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing for examination.
- A candidate must have 100% attendance in each of the practical areas before award of degree
- A candidate has to pass in theory and practical exam separately in each of the paper.
- Maximum no. of attempts permitted for each paper is 3 including first attempt
The maximum period to complete the course successfully should not exceed 4 (four) years
- A candidate failing in more than two subjects will not be promoted to the IInd year.
- No candidate shall be admitted to the subsequent IInd year examination unless the candidate has passed the Ist year examination.
- Maximum number of candidates for all practical examination should not exceed 10 per day.
- Provision of Supplementary examination should be made.
- All practical examinations must be held in the respective clinical areas.
- One internal and One external examiners(outside the University) should jointly conduct practical examination for each student
- An examiner should be M.Sc (N) in concerned subject and have minimum of 3 (three) years post graduate teaching experience.
- One internal and One external examiners (outside the University) should evaluate dissertation and jointly conduct viva-voce for each student.
- For Dissertation Internal examiner should be the guide and external examiner should be Nursing faculty / nursing expert in the same clinical speciality holding Ph.D./M.Phil/M.Sc. Nursing with a minimum of 3 years experience in guiding the research projects for Post Graduate students of Nursing.

20. **Maximum gaps between semester/year:** Not defined by the regulatory bodies.

21. **Credit system & grading CGPA/SGPA:-NA**

22. **Class / division:- Classification of results:**

- 50% pass in each of the theory and practical separately.
- 50-59% Second division
- 60-74% first division
- 75% and above is distinction
- For declaring the rank aggregate of 2 years marks to be considered
- If the candidate fails in either practicals or theory paper he/she has to re- appear for both the papers (theory and practical)
- Maximum no. of attempts per subject is three (3) inclusive of first attempt. The maximum period to complete the course successfully should not exceed 4 years

- Candidate who fails in any subject, shall be permitted to continue the studies into the second year. However the candidate shall not be allowed to appear for the Second year examination till such time that he/she passes all subjects of the first year M.Sc nursing examination.
-
23. **Transfer of credit /Academic Credit Bank:-** NA
 24. **Change of discipline:-** As per institute norms.
 25. **Use of technological intervention:**NA
 26. **Student Discipline:** As per institute norms
 27. **Student Welfare:-** As per institute norms
 28. **Ragging:-** As per institute norms
 29. **Power of modify:** NA
 30. **Exit point:** NA
 31. **NC/Credit Course:-**NA

IIMT COLLEGE OF MEDICAL SCIENCES (NURSING)

ACADEMIC HAND BOOK



+91-9897474598



www.iimtu.edu.in



O-Pocket, Ganga Nagar, Mawana Road, Meerut-250001

Post Basic B.Sc. Nursing REGULATION AND SYLLABUS

INDEX FOR ORDINANCE DEVELOPMENT

1. Preamble- Introduction

Post Basic B.Sc Nursing is an undergraduate program for a duration of two years that deals with the promotion of health, care of illness, and dying persons. During these two years, the students are trained to obtain in-depth knowledge in the nursing field. Students with Post Basic B.Sc Nursing degrees can apply for top job opportunities or job positions such as Chief nursing officer, Critical Care Nurse, Rehabilitation specialist, Nursing manager, Nursing supervisor, etc.

2. Definition and nomenclatures –

- Nursing is defined as the act of utilizing the environment of the patient to assist him in his recovery
- Nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings.
- Nursing is defined as assisting individuals to gain independence in relation to the performance of activities contributing to health or its recovery

3. Vision and mission of the school – INDEX FOR ORDINANCE DEVELOPMENT

Preamble-

Definition and nomenclatures –

- Nursing is defined as the act of utilizing the environment of the patient to assist him in his recovery
- Nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings.
- Nursing is defined as assisting individuals to gain independence in relation to the performance of activities contributing to health or its recovery

Vision and mission of the school-

Vision-To maintain a centre of excellence for the study in nursing and act as a pace-setting institution to strive to give direction to nursing, to serve better to the contemporary and future needs of nursing development and to create nursing leaders at international level.

Mission- To provide a broad-based education for preparation of nursing personnel at both basic and advanced levels who can function in a wide variety of Health Care setting and make their distinctive contribution in all branches of nursing for promotion of health, prevention of diseases, care during illness and maintenance of positive health by providing good infrastructure and high class training facilities.

4. Program and educational objective –

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

- Assume responsibilities as professional competent nurses and midwives at basic level in providing promotive, preventive, curative, and rehabilitative services.
- Make independent decisions in nursing situations protect the rights of and facilitate individuals and groups in pursuit of health, function in the hospital, community nursing

At the end of the course of P.B.B.Sc(N) Program, the graduate nurse will be able to function as General Nurse practitioner to provide comprehensive care / supervise and trained nursing students at various health care settings and educational institutions and adhere to the code of Nursing Ethics.

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

The basic eligibility criteria for studying Post Basic BSc Nursing is to complete 10+2 and have a certificate in General Nursing and Midwifery (GNM) along with registration under Registered Nurses and Registered Midwives (RNRM).

8. **Eligibility in all year as NEP (entry and exit) as per NEHQF and NSQF (if applicable)-**
Not applicable

1st Year

S. No	Subject	Hours theory	Hours practical
1	Nursing Foundation	45	
2	Nutrition & Dietetics	30	15
3	Biochemistry & Biophysics	60	
4	Psychology	60	15
5	Maternal nursing	60	240
6	Child health nursing	60	240
7	Microbiology	60	30
8	Medical & surgical nursing	90	270
9	English (Qualifying)	60	
	Total	525	810

2nd Year

S. No	Subject	Hours theory	Hours practical
1	Sociology	60	
2	Community health nursing	60	240
3	Mental health Nursing	60	240
4	Introduction to nursing Education	60	75
5	Introduction to nursing Administration	60	180
6	Introduction to nursing Research & statistics	45	120
	Total	345	855

Scheme of Examination

1st Year

Paper	Subject Code	Subject	Duration	Int. Ass.	Ext. Ass.	Total M.
1	PBN-101	Nursing Foundation	2	15	35	50
2	PBN-102	Nutrition & Dietetics	2	15	35	50
3	PBN-103	Biochemistry & Biophysics	3	25	75	100
4	PBN-104	Psychology	3	25	75	100
5	PBN-105	Maternal Nursing	3	25	75	100
6	PBN-107	Child Health Nursing	3	25	75	100
7	PBN-109	Microbiology	3	25	75	100
8	PBN-110	Medical & Surgical Nursing	3	25	75	100
9	PBN-112	English (Qualifying)*	3	25	75	100
Practical and Viva Voce						
1	PBN-106	Maternal Nursing [P]		50	50	100
2	PBN-108	Child Health Nursing [P]		50	50	100
3	PBN-111	Medical & Surgical Nursing [P]		50	50	100

2nd Year

Paper	Subject Code	Subject	Duration	Int. Ass.	Ext. Ass.	Total M.
10	PBN-201	Sociology	3	25	75	100
11	PBN-202	Community Health Nursing	3	25	75	100
12	PBN-204	Mental Health Nursing	3	25	75	100
13	PBN-206	Introduction To Nursing Education	3	25	75	100
14	PBN-207	Introduction To Nursing Administration	3	25	75	100
15	PBN-208	Introduction To Nursing Research & Statistics**	2	50		50
Practical and Viva Voce						
1	PBN-203	Community Health Nursing [P]		50	50	100
2	PBN-205	Mental Health Nursing [P]		50	50	100

3	PBN-209	Research Project**		50	0	50

* Qualifying examination

** College examination not university examination

Note:

1. Teaching of anatomy, physiology, pharmacology and pathology will be integrated with clinical subject.
2. A minimum of 80% attendance in theory and practical/clinical in each subject is essential for appearing in the examination.
3. 100% attendance in practical/clinical in each clinical area is essential before award of degree.
4. 50 % of Minimum marks in each theory and practical paper separately is required for passing.
5. A Candidate has to secure minimum of 33% in qualifying subject for passing.

Nursing Foundation

Placement: First year

Time allotted: Theory – 45 Hrs

Course Description

This course will help students develop an understanding of the philosophy, objectives and responsibilities of nursing as a profession. The purpose of the course is to orient to the current concepts involved in the practice of nursing and developments in the nursing profession.

Objectives

At the end the course, the students will

1. Identify professional aspects of nursing.
2. Explain theories of nursing.
3. Identify ethical aspects of nursing profession.
4. Utilize steps of nursing process.
5. Identify the role of the nurse in various levels of health services.
6. Appreciate the significance of quality assurance in nursing.
7. Explain current trends in health and nursing.

Course contents

Unit 1

- Development of nursing as a profession
 - Its philosophy
 - Objectives and responsibilities of a graduate nurse
- Trends influencing nursing practice
- Expanded role of the nurse
- Development of nursing education on India and trends in nursing education
- Professional organizations, career planning
- Code of ethics & professional conduct for nurses.

Unit II

- Ethics, legal and other issues in nursing
- Concepts of health and illness, effects on the person
- Stress and adaptation.
- Health care concepts and nursing care concepts.
- Developmental concepts, needs, roles and problems of the development stages of individual – newborn, infant, toddler, pre-adolescent adulthood, middle-age, old age.

Unit III

- Theory of nursing practice
- Meta paradigm of nursing – characterized by four central concepts i.e. nurse, person (Client/patient), health and environment.

Unit IV

- Nursing process.
- Assessment : tools for assessment, methods, recording
- Planning: Techniques for planning care, types of care plans.
- Implementation: Different approaches to care, organizations and implementation of care, recording.
- Evaluation: tools for evaluation, process of evaluation.

Unit V

- Quality assurance: Nursing standards, nursing audit, total quality management.
- Role of council and professional bodies in maintenance of standards.

Unit VI

- Primary health care concepts:
 - Community oriented nursing
 - Holistic nursing
 - Primary nursing
- Family oriented nursing concepts:
 - Problem oriented nursing
 - Progressive patient care
 - Team nursing

Nutrition & Dietetics

Placement : 1st Year
Practical – 15 hrs

Time allotted : Theory – 30 hrs

Course description

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

Objectives

At the end of the course, the students will

1. Explain the principles and practice of nutrition and dietetics.
2. Plan therapeutic diets in different setting.
3. Identify nutritional needs of different age groups and plan diet accordingly.

4. Prepare meals using different methods utilizing cookery rules.

Course contents

Unit I

- Introduction to nutrition and dietetics.
- Balanced diet, factors on which it depends.
- Factors to be considered in planning.
- Guides available for planning.
- Food hygiene, preparation and preservation.
- Review of nutrients – micro & macro.

Unit II

- Introduction to diet therapy.
- Routine hospital diets.
- Therapeutic diet under each unit i.e. cardiovascular diseases, gastrointestinal diseases, renal disorders, endocrine and metabolic disorders, allergy, infections and fevers. Pre and post-operative stage. Deficiency diseases and malnutrition, overweight and underweight.

Unit III

- Infant and child nutrition.
- Feeding of normal infants: factors to be considered in planning, nutritional requirements.
- Feeding of premature infants: factors to be considered in planning, nutritional requirements.
- Supplementary feeding of infants: advantage and method of introduction.
- Weaning, effects on mother and child.
- Psychology of infant and child feeding.
- Feeding the sick child. Diet in diseases of infancy and childhood.
- Deficiency states- malnutrition and under nutrition.
- Feeding pre-school child: nutrition and needs, factors to be considered in planning diets. Problems in feeding.
- School lunch programme: advantages, needs in India.

Unit IV

- Community nutrition: Need for community nutrition programme.
- Nutritional needs for special groups: infant, child, adolescent, pregnant woman, lactating mother and old people.
- Substitutes for non-vegetarian foods.
- Selection of cheap and nutrition foods. Nutrition educations- needs and methods.
- Methods of assessing nutritional status of individuals/group/community.
- Current nutritional problem and national programmes.

Practicum

- I. Methods of cooking and cookery rules.
1. Simple preparation of beverages, soups, cereals and pulses, eggs, vegetables, meat.
 2. Menu plans.

- II. Preparation of supplementary food for infants.
1. Food for toddlers.
 2. Low cost nutritious dishes for vulnerable groups.
 3. Dietary case study of patient on special diet and planning of low cost dietary instructions for home adaptations.
 4. Planning of therapeutic diets.

Biochemistry & Biophysics

Placements : 1st Year

Time allotted :

Section A (Biochemistry) - Theory 30 hrs

Section B (Biophysics) - Theory 30 hrs

Course description

This course introduces the basic principles of Biochemistry and Biophysics related to nursing.

Objectives

At the end of the course, the students will

1. Identify the basic principles of Biochemistry and Biophysics.
2. Synthesize the knowledge of these principles in various nursing situations.

Section A: Biochemistry

Theory – 30 hrs

Course contents

Unit I

- Introduction: importance of Biochemistry in nursing.
- Study of cell and its various components.

Unit II

- Water and electrolytes: water –sources, property & functions in human body
- Water and fluid balance.
- Electrolytes of human body, functions, sources.

Unit III

- Enzymes
 - Mechanism of action
 - Factors affecting enzyme activity
 - Diagnostic applications
 - Precautions for handling specimens for enzyme estimation
- Digestion and absorption of carbohydrates, proteins and fats
- Various factors influencing the digestion and absorption malabsorption syndrome.

Unit IV

- Carbohydrates: catabolism of carbohydrates for energy purpose.
- Mitochondrial oxidation and oxidation phosphorylation.
- Fats of glucose in the body. Storage of glucose in the body. Glycogenesis, glycogenolysis and neoglucogenesis, blood glucose and its regulation.

- Glucose tolerance test, hyperglycemia, hypoglycemia, glycemia.

Unit V

- Protein: amino acids, hormones.
- Essential amino acids. Biosynthesis of protein in the cells
- Role of nucleic acid in protein synthesis.
- Nitrogenous constituents of Urine. Blood, their origin – urea cycle, uric acid formation, gout.
- Plasma proteins and their functions.

Unit VI

- Fat: Biosynthesis of fats and storage of fats in the body.
- Role of liver in fat metabolism.
- Biological importance of important lipids and their functions
- Cholesterol and lipoprotein
 - Sources, occurrence and distribution
 - Blood level and metabolism
 - Ketone bodies and utilization
- Inter-relationships in metabolism and cellular control of metabolic processes.

Section B: Biophysics

Theory – 30 hours

Course contents

Unit I

- Introduction: concepts of unit and measurements.
- Fundamental and derived units.
- Units of length, weight, mass, time.

Unit II

- Vector and scalar motion, speed, velocity and acceleration.

Unit III

- Gravity: specific gravity, centre of gravity, principles of gravity.
- Effect of gravitational forces on human body.
- Application of principles of gravity in nursing.

Unit IV

- Force, work, Energy: their units of measurement.
- Type and transformation of energy, forces of the body, static forces.
- Principles of machines, friction and body mechanics.
- Simple mechanics – lever and body mechanics, pulley and traction, incline plane, screw.
- Application for these principles in nursing.

Unit IV

- Heat: Nature, measurement, transfer of heat.
- Effects of heat on matter.

- Relative humidity, specific heat.
- Temperature scales.
- Regulation of body temperature.
- Use of heat for sterilization.
- Application of these principles on nursing.

Unit VI

- Light: laws of reflection
- Focussing elements of the eye, defective vision and its correction, use of lenses.
- Relationship between energy, frequency and wave length of light.
- Biological effects of light.
- Use of light in therapy.
- Application of these principles in nursing.

Unit VII

- Pressures: atmospheric pressure, hydrostatic pressure osmotic pressure.
- Measurements of pressures in the body
 - Arterial and venous blood pressures
 - Ocular pressure
 - Intracranial pressure
 - Applications of these principles in nursing

Unit VIII

- Sound: frequency, velocity and intensity
- Vocalisation and hearing
- Use of ultrasound, noise pollution and its prevention
- Application of these principles in nursing

Unit IX

- Electricity and electromagnetism: nature of electricity.
- Flow of electricity in solids, electrolytes, gases and vacuum.
- Electricity and human body
- ECG, EEG, EMG, ECT
- Pace makers and defibrillation
- Magnetism and electricity.
- M.R.I Scanning CAT Scan

Unit X

- Atomic energy: structure of atom, isotopes and isobars.
- Radioactivity: use of radioactive isotopes.
- Radiation protection units and limits, instruments used for detection of ionizing radiation, X-rays.

Unit XI

- Principles of electronics: common electronic equipments used in patient care.

Practicum

- Experiments and tests should be demonstrated wherever applicable.

Psychology

Placements: 1st Year
Practical – 15 hrs

Time allotted: Theory – 60 hrs

Course Description

This course is designed to reorient and widen the student's knowledge to fundamental of psychology. The student is offered an opportunity to apply the theoretical. Concepts in the clinical setting and thereby understand the psychodynamics of patient behavior. This course would also help the students to develop an insight into her own behavior.

Objective

At the end the course, the students will

1. Apply psychology principles while performing nursing duties.
2. Distinguish the psychology processes during health and sickness.
3. Analyze own behavior patterns.
4. Tabulate the psychological needs of the patients for planning nursing care.
5. Participate in psychometric assessments of the client.

Course contents

Unit I

- 'Introduction: definition of psychology, scope and methods of psychology.
- Relationship with other subject.

Unit II

- Sensation, attention and perception : definitions
- Sensory processes : normal and abnormal
- Attention and distraction: contributory factors.
- Characteristics of perception, perception: normal and abnormal

Unit III

- Motivation : definition and nature of motivation
- Biological and social motives
- Frustration and conflicts
- Self – actualization

Unit IV

- Emotions: definition of emotions, expression and perception
- Emotions in sickness

Unit V

- Personality: definition, constituents of personality
- Personality in sickness and nursing

Unit VI

- Psychological aspects of nursing
- Behaviour and sickness. Psychological needs of
 - Child and adolescents
 - Adult
 - Aged
 - Attendants
 - Chronically ill individual

Unit VII

- Individual differences
- Significance of individual differences.
- Heredity and environment.
- Role of individual differences both in health and sickness.
- Implications of individual differences in nursing.

Unit VIII

- Intelligence and abilities : definition
- Intelligence and abilities: during sickness.
- Measurements of Intelligence and abilities.

Unit IX

- Learning : definition, conditions of learning
- Laws of learning
- Learning during health and sickness

Unit X

- Memory and forgetting : definition and nature of memory
- Memory during health and sickness
- Forgetting during health and sickness

Unit XI

- Attitudes: definition, development and modification
- Role of attitudes in health and sickness.

Unit XII

- Concepts of mental hygiene & mental health
- Characteristics of a mentally healthy person.
- Defense mechanisms

Practicum

1. Simple experiments on :
 - I. Perception
 - II. Measuring thresholds
 - III. Reaction time
2. Administration of psychological tests

3. Observation and recording data :

- I. Field observation
- II. Interview
- III. Case study
- IV. Self – rating

Microbiology

Placements : 1st Year
Practical – 30 hrs

Time allotted: Theory – 60 hrs

Course Description

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

Objective

At the end of the course, the student will

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

Course contents

Unit I

- Structure and classification of microbes
- Morphological types
- Size and form of bacteria
- Motility
- Classification of micro – organisms.

Practical:

- Use and care of microscope.
- Common examination: Smear, blood, mouldes, yeasts.

Unit II

- Identification of micro-organisms.
- Discussion of laboratory methods.
- Diagnosis of bacterial diseases.

Practical:

- Staining technique – gram staining, acid fast staining
- Hanging drop preparation.

Unit III

- Growth and nutrition of microbes
- Temperature
- Moisture
- Blood

Practical:

- Preparation of media and culture techniques.
- Collection, handling and transportation of various specimens.

Unit IV

- Destruction of micro-organisms.
- Sterilization and disinfection
- Chemotherapy and antibiotics
- Effects of heat and cold
- Hospital infection control procedure & role of nurses.

Practical:

Sterilization methods – Physical, chemical and mechanical

Unit V

- Disease producing micro-organisms.
- Gram positive bacilli
- Tuberculosis and leprosy
- Anaerobes
- Cocci
- Spirochaete
- Rickettsiae

Practical:

Identification and study of the following bacteria: streptococci, pneumococci and staphylococci, corynebacteria, spirochetes and gonococci. Enteric bacteria. Posting in infection control department.

Unit VI

- Pathogenic Fungi
- Dermatophytes
- Systemic mycotic infection
- Laboratory diagnosis of mycotic infection

Unit VII

- Immunity
- Immunity and hypersensitivity – Skin test
- Antigen and antibody reaction
- Immunization in disease.

Practical:

Demonstration of serological methods.

Unit VIII

- Parasites and vectors
- Characteristics and classification of parasites
- Protozoal infection including amoebiasis
- Helminthes infection
- Diagnosis of parasitic infection
- Vectors and diseases transmitted by them.

Practical:

Identification of parasites and vectors.

Unit IX

- Viruses
- Classification and general character of viruses
- Diseases caused by viruses in man and animal and their control.

Unit X

- Micro- organisms transmitted through food.
- Food poisoning. Food borne infections.

Practicum

Each student will practice in the laboratory as indicated in each unit of the course outline. While giving nursing care in the wards they will practice collection and processing of specimens, prevention and control of hospital infections, sterilization, immunization, chemotherapy and maintenance of personal and environmental hygiene. Observation visit to incinerator, posting in CSSD and infection control department.

Maternal Nursing

Placements : 1st Year
Practical – 240 hrs

Time allotted : Theory – 60 hrs

Course description

This course is designed to when the students knowledge of obstetrics during pregnancy. Labor and puerperium. It also helps to acquire knowledge and develop skill in rendering optimum nursing care to a child bearing mother in a hospital of community and help in the management of common gynecological problems.

Objective

At end the course, the students will

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

Course contents

Unit I

- Introduction and historical review
- Planned parenthood
- Maternal morbidity and mortality rates
- Legislations related to maternity benefits, MTP acts, incentives for family planning etc.

Unit II

- Review of the anatomy and physiology of female reproductive system
- Females pelvis (normal and contracted)
- Review of fetal development.

Unit III

- Physiology and management of pregnancy, labour and puerperium
- Signs and symptoms and diagnosis of pregnancy
- Antenatal care
- Pregnant women with HIV/AIDS
- Management of common gynecological problems

Unit IV

- The new born baby
- Care of the baby at birth including resuscitation
- Essential newborn care
 - Feeding
 - Jaundice and infection
 - Small & large for date babies
 - Intensive care of the new born
 - Trauma and haemorrhage.

Unit V

- Management of abnormal pregnancy, labour and puerperium
- Abortion, ectopic pregnancy and vesicular mole.
- Pregnancy induced hypertension, gestational diabetes, anaemia, heart disease.
- Urinary infections, antepartum haemorrhage
- Abnormal labour
 - Uterine inertia
 - Disorders of puerperium
 - Management of engorged breast
 - Puerperal sepsis
 - Post partum haemorrhage
 - Inversion and prolapse of uterus, obstetrical emergencies
 - Obstetrical operations i.e. forceps, vacuum, episiotomy caesarean section

Unit VI

- Drugs in obstetrics
- Effects of drugs during pregnancy, labour and puerperium on mother & baby.

Unit VII

- National welfare programmes for women
- National family welfare programme
- Infertile family
- Problems associated with unwanted pregnancy
- Unwed mothers.

Practicum

1. The students will
 - a) Be posted in antenatal clinic, MCH clinic, antenatal ward, labour room, postnatal ward, maternity OT, MTP room.
 - b) Visit welfare agencies for women and write observation report.
 - c) Follow nursing process in providing care 3-6 patients.
 - d) Write at least two nursing care studies and do a presentation
 - e) Give at least one planned health teaching to a group of mother
2. Practice following nursing procedures.
 - a) Antenatal & post natal examinations, per vaginal exam.
 - b) Conduct normal delivery, stitching of episiotomy (For male candidates minimum conduct of 5 deliveries)
 - c) Motivate of family for adopting family planning methods.
 - d) Motivate family for Planned Parenthood.
 - e) Assist in various diagnostic and therapeutic procedures including insertion and removal.

Child Health Nursing

Placements : 1st Year

Time allotted : Theory – 60 hrs

Practical – 240 hrs

Course description

This course is developing and understanding of the modern approach to childcare, the common health problems of children and neonates in health and sickness.

Objective

At the end of the course, the students will

1. Explain the modern concepts of child care and the principles of child health nursing
2. Describe the normal growth and development of children at different ages.
3. Manage sick as well as healthy neonates and children.
4. Identify various aspects of preventive paediatric nursing and apply them in providing nursing care to children in hospital and community.

Course contents

Unit I

- Introduction
- Modern concept of child care
- Internationally accepted rights of the child
- National policy and legislations in relation to child health and welfare.
- National programmes related to child health welfare.

- Changing trends in hospital care, preventive, promotive and curative aspects of child health
- Differences morbidity and mortality rates.
- Hospital environment for a sick child
- Differences between an adult and child
- The role of a pediatric nurse in caring for a hospitalized child
- Principles of pre and post operative care of infants and children
- Pediatric nursing procedures.

Unit II

- The healthy child
- Growth and development form birth to adolescence
- The needs of normal children through the stages of development and parental guidance
- Nutritional needs of children & infants breast-feeding, supplementary /artificial feeding and weaning.
- Accidents , causes and Prevention
- Value of play and selection of play material
- Preventive immunization.

Unit III

- Nursing care of a neonate
- Nursing care of a normal newborn
- Neonatal resuscitation
- Nursing managements of a low birth weight baby
- Nursing management common neonatal disorders.
- Organization of neonatal unit. Prevention of infections in the nursery.

Unit IV

- Nursing management in common childhood diseases
- Nutritional deficiency disorders
- Respiratory disorders and infections
- Gastrointestinal infections, infections and congenital disorders.
- Neurological infections and disorders –convulsions, epilepsy, meningitis, hydrocephalus, spinabifida
- Endocrine disorders – juvenile diabetes mellitus
- Disorders of skin eye and ears.
- Common communicable diseases in children, their identification, nursing management in hospital and home and prevention.
- Pediatric emergencies poisoning, foreign bodies, haemorrhage, burns and drowning.

Unit V

- Management of behavior disorders in children
- Management of challenged children:
 - Mentally challenged
 - Physically challenged

- Socially challenged

Practicum

The student will:-

1. Be posted in paediatric medical and surgical ward, OPD in hospital, health center and neonatal unit.
2. Visit a center for handicapped children and child welfare center and write observation report.
3. Write an observation study of normal children of various age groups in home/nursery school/crèche
4. Follow nursing process in providing care to 3-6 children
5. Write at least two nursing care studies and do a presentation
6. Give two planned health teachings, one in hospital and one OPD/health center.
7. Practice the following nursing procedures
8. Taking paediatric history
9. Physical assessment of children
10. Baby bath
11. Feeding
12. Restraining
13. Calculation of dosage of drugs and administration of medications and injections
14. Collection of specimens
15. Enema, bowel wash, colostomy irrigation
16. Steam and Oxygen inhalation
17. Preparation to assist with diagnostic tests and operations
18. Examination/assessment of a newborn
19. Neonatal resuscitation
20. Care of a baby in incubator and on ventilator
21. Photo therapy
22. Assist in exchange transfusion and other therapeutic procedures

Medical Surgical Nursing

Placements : 1st Year
Practical – 270 hrs

Time allotted : Theory – 90 hrs

Course description

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

Objective

At the end of the course, the student will

1. Explain relevant anatomy and physiology of various systems of the body
2. Explain pathophysiology of various disorders
3. Explain the actions, side effects and nursing implications in administering drugs for various disorders
4. Discuss the recent advancement in the treatment and care of patients with medical surgical conditions.

5. Develop skill in giving comprehensive nursing care to patients following the steps of nursing process.
6. Assist the patients and their families in identifying and meeting their own health needs.
7. Appreciate the role of the nurse in the medical surgical health team.

Course contents

Unit I

- Introduction to medical surgical nursing
- Review of concepts of comprehensive nursing care in medical surgical conditions
- Nurse, patient and his /her family
- Functions of nurse in the outpatient department.
- Intensive care unit

Unit II

- Nursing management of patient with specific problems.
 - Fluid and electrolyte imbalance
 - Dyspnea and cough, respiratory obstruction
 - Fever
 - Shock
 - Unconsciousness
 - Acute illness
 - Chronic illness
 - Terminal illness
 - Age related illness
 - Patient undergoing surgery
 - Incontinence

Unit III

- Nursing management of patient with neurological and neurosurgical conditions
- Review of anatomy and physiology of the nervous system
- Pathophysiology, diagnostic procedures and management of :
 - Cerebro-vascular accident.
 - Cranial, spinal and peripheral neuropathies.
 - Head – ache and intractable pain
 - Epilepsy
 - Infectious and inflammatory and trauma of the nervous system
 - Common disorders of the system
 - Recent advances in diagnostic and treatment modalities
 - Drugs used in these disorders
 - Tumors of brain & spinal cord, congenital malformations, degenerative diseases

Unit IV

- Nursing management of patient with cardiovascular problems.
- Review of relevant anatomy and physiology of cardio vascular
- Pathophysiology, diagnostic procedures and management of
 - Ischemic heart diseases
 - Cardiac arrhythmias.
 - Congestive heart failure

- Rheumatic and other valvular diseases
- Endocarditis, cardiomyopathies, congenital heart diseases, hypertension, heart block

Unit V

- Nursing management of patient with respiratory problems
- Review of anatomy and physiology of respiratory system, pathophysiology, diagnostic procedures and management of upper respiratory tract infections
 - Bronchitis
 - Asthma
 - Emphysema, empyema, atelectasis, COPD
 - Pneumonia
 - Pulmonary tuberculosis
 - Lung abscess
 - Pleural effusion
 - Tumours and cysts
 - Chest injuries
 - Respiratory arrest and insufficiency
 - Pulmonary embolism
 - Drugs used in the management of these patients
 - Special respiratory therapies

Unit VI

- Nursing management of patient with genitor-urinary problems.
- Review of anatomy and physiology of the genitor-urinary system.
 - Nephritis
 - Renal calculus
 - Acute renal failure
 - Chronic renal failure
 - End stage renal disease
- Special procedures, dialysis, renal transplant
- Drugs used in management of these patients
- Congenital disorders, urinary infections
- Benign prostate hypertrophy.

Unit VII

- Nursing management of patients with problems of the digestive system
- Review of anatomy and physiology of gastrointestinal system and accessory organs.
- Pathophysiology, diagnostic procedures and management of
 - G.I. bleeding
 - Peptic ulcer
 - Infections
 - Acute abdomen
 - Colitis, diarrhea, dysentery & mal - absorption syndrome.
 - Cholecystitis
 - Hepatitis, hepatic coma and cirrhosis of liver
 - Portal hypertension
 - Pancreatitis

- Tumors, hernias, fistulas, fissures, hemorrhoids.
- Drugs used in the management of these patients

Unit VIII

- Nursing management of patients with endocrine problems
- Review of anatomy and physiology and patho-physiology of patients with
 - Thyroid disorders
 - Diabetes mellitus
 - Diabetes insipidus
 - Adrenal tumour
 - Pituitary disorders
 - Diagnostic procedures
- Nursing management of patient with above problems
- Drugs used in endocrine problems

Unit IX

- Nursing management of patients with musculoskeletal problems.
- Review of anatomy and physiology and pathophysiology
 - Arthritis, osteomyelitis, bursitis
 - Fractures, dislocation and trauma
 - Prolapsed disc
 - Osteomalacia and osteoporosis
 - Tumor
 - Amputation
- Diagnostic procedures
- Nursing management of patients with above problems
- Prosthesis and rehabilitation.
- Transplant & replacement surgeries

Unit X

- Nursing management of patients with disorders of female reproductive tract.
- Disorder of menstruation
- Infections of the genital tract
- Benign and malignant tumors of the genital tract
- R.V.F, V.V.F
- Climatic changes and associated problems

Unit XI

- Nursing management of patients with oncological disorders
- Types of neoplasms and related pathophysiology
- Diagnostic procedures
- Modalities of treatment and nurse's role
- Special therapies- chemotherapy and radiotherapy
- Preventive measures, other therapies.

Unit XII

- Nursing management of patient with burns

- Nursing management of patient with reconstructive surgeries

Unit XIII

- Nursing management of patients with common communicable
- Nursing management of patients with immunological disorders including HIV/AIDS

Unit XIV

- Nursing management of patients with diseases of eye, ear, nose, throat & skin

Unit XV

- Nursing management of patients with blood disorders
- Review of anatomy & physiology of blood and blood products
- Patho-physiology, diagnostic procedures and management of blood disorders
 - Anemia
 - Leukemia
 - Bleeding disorders
 - Hemophilia
 - Purpura etc.
- Blood transfusion, safety checks, procedures and requirements, management of adverse transfusion reaction records for blood transfusion
- Management and counseling of blood donors, phlebotomy procedure and post donation management
- Blood bank functioning and hospital transfusion committee
- Bio – safety and waste management in relation to blood transfusion

Unit XVI

- Nursing in emergencies
- Cardiac emergencies
- Trauma
- Poisoning
- Crisis management : thyroid crisis, hypertensive crisis, adrenal crisis

Practicum

- Students should rotated in the selected medical & surgical areas, like cardio thoracic, neurology, urology, Orthopedics, gynecology, oncology, burns and reconstructive surgical units
- The students should give patient assignment. They have to practice patient centered comprehensive nursing.
- Each student is required to give planned health teachings, conduct clinical teaching, case presentation and drug study.

English

Placements: First Year

time allotted: Theory – 60 hrs

Course description

This course is designed to help the students understand and usage of English language required for their professional work.

Objective

After the course the students will develop

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

Course contents

Unit I

- Remedial study if grammar.
- Review of grammar, vocabulary and effective use of dictionary
- Prepare task oriented seminars
- Symposia and panel discussion

Unit II

- The ability to understand selected passage and express meaning in one's own words
- Reading and comprehension of the prescribed books

Unit III

- The study of various forms of composition
 - Note taking
 - Diary
 - Nurses notes, anecdotal records
 - Writing of summary
 - Nurses reports on health problems

The student will submit one sample of each item from her own practical experience

Unit IV

- Verbal communication
- Oral reports
- Summarization of discussion
- Debate
- Listening comprehension- film, cassette and radio.

Practicum

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

Sociology

Placements: Second Year

Time allotted: Theory – 60 hrs

Course description

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

Objective

At the end of the course, the students will

1. Describe sociological concepts that are applicable to nursing
2. Determine role of sociology in nursing as related to social institutions in India.
3. Develop positive attitudes towards individual, family and community

Course contents

Unit I

- Introduction
- Importance of study of sociology in nursing, relationship of anthropology, sociology, etc.

Unit II

- Individual and the society
- Socialization
- Interdependence of the individual and society
- Personal disorganization.

Units III

- Culture
- Nature of culture
- Evolution of culture
- Diversity and uniformity of culture

Unit IV

- Social organization
- Social groups, crowds and public groups, nations, race.
- Social institutions : the family, marriage, education, religion, arts, economic organization, political organization
- The urban & rural community in india: ecology, characteristics of the village, characteristics of the town and city.
- Social stratification: class and caste.

Unit V

- Social process
- Process of social interaction: competition, conflict-war, cooperation, accommodation and assimilation.

Unit VI

- Social change
- Nature and process of social change: factors influencing cultural change. Cultural lag.

Unit VII

- Social problems
- Social disorganization control & planning: poverty, population, housing, illiteracy, food supplies, growth of urbanization, prostitution, minority groups, rights of women & children, child labor, child abuse, delinquency and crime, substance abuse.

Community Health Nursing

Placements: 2nd Year
Practical – 240 hrs

Time allotted: Theory – 60 hrs

Course Description

The course enables the students to understand the national health care delivery system and to participate in the delivery of community health nursing.

Objective

At the end of the course, the students will

1. Explain the concepts of various factors contributing to health of individual, family and community.
2. Identify the role of community health nurse.
3. Describe national health care delivery system.
4. Describe epidemiological methods and principles of prevention and control of illness in the community.
5. Identify the role of personnel working in the community health set up.
6. Plan the work of community health nurse and supervise and train health workers.

Course contents

Unit I

- Introduction
- Introduction to community health- concepts, principles and elements of primary health care.
- Introduction to community health nursing.
- Concepts of community health nursing- community nursing process.
- Objectives, scope and principles of community health nursing.

Unit II

- Family health services
- Concepts, objective, scope and principles.
- Individual, family and community as a unit of service
- Principles and techniques of home visiting.
- Establishing working relationship with the family.
- Working with families in relation to prevention of disease, promotion of health
- Care of the sick in the home, physically handicapped and mentally challenged
- Surveillance and monitoring

Unit III

- Organization and administration of health services in India.
- National health policy
- Health care delivery system in India
- Health team concepts
 - Centre, state, district, urban health services, rural health services
 - System of medicines
 - Centrally sponsored health schemes

- Role of voluntary health organizations and international health agencies
- Public health legislation.

Unit IV

- Health education
 - Aims, concepts and scope of health education
 - National plan for health education
 - Communication techniques
 - Methods and media for health education programmes
 - Planning for health education and role of nurse

Unit V

- Role of the community health nurse
- National health programmes
 - Maternal and child health programmes
 - Family welfare and school health services
 - Occupational health services
- As a member of the health team
- Training and supervision of health care workers

Unit VI

- Epidemiology
- Definition – concepts, aims, objective, methods, principles,
- Epidemiology – theories and models
- Application of epidemiology, principles and concepts in community health

Unit VII

- Bio statistics and vital statistics
- Introduction, definitions and scope, legislation
- Report, recording and compiling of vital statistics at the local, state, national and international level.
- Definitions and methods of computing vital statistics
- Management information system

Practicum

- Each students will prepare a community profile
- The students will be allotted families for gaining experience in indentifying family health needs, health counseling and guidance and family budgeting for optimum health.
- The students will participate in the activities of primary health centre
- Sub – centre, MCH center
- Visits will be made to selected health and welfare agencies, water purification plant and sewage disposal plant, infectious disease hospital
- Conduct health educational programmes for individual/groups/community.

Mental Health Nursing

Placements: Second Year

Time allotted: Theory – 60 hrs

Practical – 240 hrs

Course Description

This course enables the students to recognize and appreciate the causes, symptoms and process of abnormal human behavior. It also introduces the students to the present day treatment modalities in the light of psychological, social and cultural factors affecting human behavior. This course helps the student to learn principles of mental health and psychiatric nursing and to develop beginning skills in the management of the mentally ill in hospital and community.

Objectives

At the end of course, the students will

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

Course contents

Unit I

- Introduction and historical development
- History of psychiatry
- Historical development mental health nursing
- Philosophy, principles of mental health and psychiatric nursing
- Concepts of normal and abnormal behavior
- Role and qualities of mental health and psychiatric nurse.
- Mental health team and functions of team members
- Legal aspects in psychiatry and mental health services.

Unit II

- Classification and assessment of mental disorders
- Terminologies used in psychiatry
- Classification of mental disorders
- Etiological factors and psychopathology of mental disorders
- History taking and assessment methods for mental disorders.

Unit III

- Therapeutic communication
- Communication process
- Interview skills, therapeutic communication techniques. Nurse patients relationship, therapeutic impasse and its management process recording.

Unit IV

- Management of mental disorders
- Etiological factors, psychopathology, types, clinical features, diagnostic criteria, treatment and nursing management of patient with following disorders.
 - Neurotic disorders: anxiety neurosis, depressive neurosis, obsessive compulsive neurosis, phobic neurosis and hypochondriacal neurosis. Stress related and somatoform disorders
 - Psychotic disorders : schizophrenic form, affective and organic psychosis
 - Organic brain syndromes
 - Psychosomatic disorders
 - Personality disorders
 - Disorders of childhood and adolescence.

Unit V

- Management of patients with substance use disorders
- Substance use and misuse
- Dependence, intoxication and withdrawal
 - Classification of psychoactive substances
 - Etiological & contributory factors
 - Psychopathology
 - Clinical features
 - Diagnostic criteria
- Treatment and nursing management of patient with substance use disorders
- Preventive and rehabilitative aspects in substance abuse

Unit VI

- Management of mental sub-normality
- Classification of mental sub-normality
- Etiological factors, psychopathology, psychometric assessment. Diagnostic criteria and management of sub-normality

Unit VII

- Psychiatric emergencies
- Types of emergencies, psychopathology, clinical features. Assessment and diagnosis, treatment and nursing management of patient with psychiatric emergencies.
- Crisis intervention therapy.

Unit VIII

- Therapeutic modalities
- Principles, indication, contraindications and role of nurse in various treatment methods:
 - Therapeutic community and milieu therapy
 - Occupational therapy
 - Psychotherapy
 - Behaviour therapy
 - Group therapy
 - Family therapy
 - Pharmacotherapy
 - Electro convulsive therapy
 - Other miscellaneous therapies.

Unit IX

- Preventive psychiatry
- Model of prevention
- Role of nurse in preventive psychiatry
- Psychiatric social work
- Community mental health nursing
- Community mental health agencies
- National mental health programmes.

Practicum

The students will be provided opportunity to:

- Observe : record and report the behavior of their selected patients
- Record the process of interaction
- Assess the nursing of their selected patients, plan and implement the nursing intervention.
- Council the attendant and family members of patient
- Participate in the activities of psychiatric team.
- Write observation report after a field visit to the following places
 - Child guidance clinical.
 - School /special schools (for mentally subnormal).
 - Mental hospital
 - Community mental health centers
 - De – addiction centre.

Introduction to Nursing Education

Placements: Second Year
Practical – 75 hrs

Time allotted: Theory – 60 hrs

Course description

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

Objectives

At the end of the course, the students will

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

Course contents

Unit I

- Introduction to education
 - Meaning of education, aims, function and principles.

- Philosophy of education
 - Factors influencing development of philosophy of nursing education

Unit II

- Teaching learning process
- Nature and characteristics of learning
- Principles and maxims of teaching
- Formulating objectives
- Lesson planning

Unit III

- Methods of teaching
 - Teaching methods
 - Lecture
 - Discussion
 - Demonstration
 - Group discussion
 - Project
 - Role play
 - Panel discussion
 - Symposium
 - Seminar
 - Field trip
 - Workshop
 - Exhibition
 - Programmed instruction
 - Computer assisted learning
- Clinical teaching methods
 - Case methods
 - Case presentation
 - Nursing rounds and reports
 - Bedside clinic
 - Conference
 - Recording of interaction process.

Unit IV

- Educational media
- The communication process: factors affecting communication.
- Purpose and types of audio-visual aids
- Graphics aid: chalk- board, charts, graphs, posters, flash, cards, flannel, graph,/khadigraph, bulletin, cartoon,
- Three dimensional aids: objects, specimen, models, puppets.
- Printed aids: slides, films and televisions, VCR, VCP, overhead projector, camera, microscope.
- Audio-aids: tape-recorder, public, address, system, computer.

Unit V

- Methods of assessments
- Academic Hand Book (IIMT College of Medical Sciences (Nursing))

- Purpose and scope of evaluation and assessment
- Criteria for selection of assessment techniques and methods
- Assessment of knowledge : essay type question, SAQ
- Assessment of skills: observation, check list. Practical examination, viva, objective structured clinical examinations.
- Assessment of attitude : attitude scale

Unit VI

- Management of school of nursing
- Planning of school of nursing, organization.
- Recruitment of teaching staff, budget, facilities for the school, students selection and admission procedure, administrative maintenance of school records, preparation of annual reports. INC guidelines for school of nursing

Unit VII

- Guidance and counseling definition
- Basic principles of guidance and counseling
- Organization of guidance and counseling service
- Counseling process
- Managing disciplinary problems
- Managing of crisis

Unit VIII

- In service education
- Introduction to nature and scope of in service education programmes
- Principles of adult learning
- Planning for in service programme
- Techniques, and methods of staff education programme
- Evaluation of in service programme

Practicum

Each student should:

- Conduct five planned teaching using different methods and media.
- Prepare different types of teaching aids
- Plan, organize and conduct in service education programme
- Conduct at least one counseling session
- Prepare rotation plans

Introduction to Nursing Service Administration

Placements: Second Year
Practical – 180 hrs

Time allotted: Theory – 60 hrs

Course Contents

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

Objective

At the end of the course, the students will

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

Course Contents

Unit I

- Principles and practice of administration
- Significance, elements and principles of administration
- Organization of hospital- definition, aims, functions and classification, health team.
- Policies of hospital, different department with special emphasis to department of nursing & office management.
- Responsibilities of the nursing personal specially of ward sister, medico legal aspect, concepts of cost effectiveness.

Unit II

- Nursing unit management
- Physical layout of a nursing unit and necessary facilities
- Factors affecting the quality of nursing care
- Maintenance of a therapeutic environment
- Administration of the unit- management of patient care
- Maintenance of physical environment.
- Assignment of duties and time plan
- Patient assignment, safety measures, prevention of accidents
- Maintenance of patients records and reports, legal responsibilities
- Maintenance of quality nursing care, nursing audit

Unit III

- Personnel management
- Staff recruitment and selection, appointment, promotions, personnel policies and job descriptions.
- Job analysis
- Staffing the unit, staffing norms, rotation plan, leave planning, performance appraisal, staff welfare and management of disciplinary problems

Unit IV

- Supervision
- Principles of supervision, nature and objective
- Tools and techniques of supervision
- Evaluation
- Nursing audit

- Staff development- orientation program
- Skill training
- Leadership development.
- Problem solving process

Unit V

- Material management
- Principles of material management
- Quality control
- Inventory, care of equipment, safekeeping
- Role of nursing personnel in material management

Unit VI

- Financial management
- Budgeting – principles of budgeting audit.

Unit VII

- Organizational behavior
- Group dynamic and human relation, organizational communication
- Public relations, leadership style and functions.
- Methods of reporting
- Maintaining records and reports.

Practicum

- Observe the functioning of nursing administration at various level i.e. institutions, department unit.
- Each students will practice ward management under supervision
- Students will prepare rotation plan of the staff, write reports, give verbal reports of the ward and assist in maintaining the inventory of the nursing unit.
- Visit to private and government hospital and write observation reports

Introduction to Nursing Research and Statistics

Placements: 2nd Year
Practical – 120 hrs

Time allotted: Theory – 45 hrs

Course Description

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

Objective

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

1. Define the terms and concepts of nursing research
2. Identify needs and scope of nursing research
3. Identify and define a research problem
4. Locate and list sources of literature for a specific study

5. Describe different research approaches, methods of data collection and sampling techniques with a special reference to survey method
6. Develop tool for data collection
7. Enumerate steps of data analysis and present data summary in tabular form
8. Use descriptive and co-relational statistics in data analysis
9. Conduct a group research project

Course Contents

A. Introduction to research methodology

Unit I

- Steps of scientific methods
- Definition of research
- Need for nursing research
- Characteristics of good research, research process

Unit II

- Statement of research problems
- Statement of purpose and objective
- Definition of research terms.
- Review of literature

Unit III

- Research approaches:- historical, survey of data collection

Unit IV

- Sampling techniques and methods of data collection
- Sampling
- Instruments questionnaire. Interview
- Observation schedule, records, measurements
- Reliability and validity of instruments

Unit V

- Analysis of data : tabulation
 - Classification and summarization
 - Presentation
 - Interpretation of data

Unit VI

- Communication of research finding
- Writing report :
 - Organizing materials for writing
 - Format of the report
 - Use of computers.

B. Introduction to statistics

Unit VII

- Descriptive statistics
- Frequency distribution – types of measure – frequencies, class interval, graphic methods of describing frequency.
- Measures of central tendency- mode, median and mean
- Measures of variability : range, standard deviation
- Introduction to normal probability

Unit VIII

- Correlation
- Computation by rank difference methods
- Uses of correlation co-efficient.

Unit IX

- Biostatistics: crude rates and standardized rates, ratio and estimation of the trends.

Unit X

- Introduction to computers in nursing
- Introduction to computers and disk – operating system.
- Introduction to word processing
- Introduction to data base
- Window application, word , excel, power point, multimedia.
- Use of statistics package.
- Introduction to internet & use of electronic mail.
- Computer aided teaching & testing.

Practicum

Students will conduct research project in small groups in selected areas of nursing and submit a report (group studies may include studying of exiting health practices, improved practices of nursing, health records, patient records and survey of nursing literature).

10. Medium of instruction-English

11. Choice base credit system (CBCS/LOCF/OBE)-No

12. Registration for course in a semester-Annual program.

13. Attendance –

A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing for examination.

A candidate must have 100% attendance in each of the practical areas before award of degree

13.1 Condonation of Medical Cases -

Condonation for shortage of attendance upto 10% in aggregate (between 70 and 80%) in a year may be recommended by the College Academic Committee to the university and the same may be granted based on the regulations of University.

13.2 Additional Condonation- as per institution norms.

14. Assessments procedure

14.1 Internal Assessment (IA)

External Assessment

1st year

Paper	Subject Code	Subject	Duration	Int. Ass.	Ext. Ass.	Total M.
1	PBN-101	Nursing Foundation	2	15	35	50
2	PBN-102	Nutrition & Dietetics	2	15	35	50
3	PBN-103	Biochemistry & Biophysics	3	25	75	100
4	PBN-104	Psychology	3	25	75	100
5	PBN-105	Maternal Nursing	3	25	75	100
6	PBN-107	Child Health Nursing	3	25	75	100
7	PBN-109	Microbiology	3	25	75	100
8	PBN-110	Medical & Surgical Nursing	3	25	75	100
9	PBN-112	English (Qualifying)*	3	25	75	100

2nd year

Paper	Subject Code	Subject	Duration	Int. Ass.	Ext. Ass.	Total M.
10	PBN-201	Sociology	3	25	75	100
11	PBN-202	Community Health Nursing	3	25	75	100
12	PBN-204	Mental Health Nursing	3	25	75	100
13	PBN-206	Introduction To Nursing Education	3	25	75	100
14	PBN-207	Introduction To Nursing Administration	3	25	75	100
15	PBN-208	Introduction To Nursing Research & Statistics**	2	50		50

14.2 Practical Assessment

Internal Assessment

External Assessment 1st year

Pape	Subject Code	Subject	Duration	Int. Ass.	Ext. Ass.	Total M.
Practical and Viva Voce						
1	PBN-106	Maternal Nursing [P]		50	50	100
2	PBN-108	Child Health Nursing [P]		50	50	100
3	PBN-111	Medical & Surgical Nursing[P]		50	50	100

2nd year

Paper	Subject Code	Subject	Duration	Int. Ass.	Ext. Ass.	Total M.
Practical and Viva Voce						
1	PBN-203	Community Health Nursing [P]		50	50	100
2	PBN-205	Mental Health Nursing [P]		50	50	100
3	PBN-209	Research Project**		50	0	50

15. **Research project /Semester project assessment criteria** –Not applicable
16. **Internship-Research/industrial internship** –Not applicable
17. **For non –credit courses /Audit courses** -No
18. **Credit weightage** - No
19. **Maximum duration of programme/promotion policy-**
 - A candidate must complete 100% of hours notified in each of the practical areas before course completion and award of degree .
 - The candidates shall be eligible for the Degree of Bachelor of Nursing (Post Basic) when they have undergone the prescribed course of study for a period of not less than four years in an institution approved by the University and have passed the prescribed examinations in all subjects.
 - The maximum period to complete the course successfully should not exceed a period of four years.
20. **Maximum gaps between semester/years-** No
21. **Credit system & grading CGPA/SGPA-** No
22. **Class/division-** 50% of minimum marks in each theory and practical paper separately is required for passing.
A candidate has to secure minimum of 33% in qualifying subject for passing.
23. **Transfer of credit /Academic Credit Bank-** No
24. **Change of discipline-** As per institution norms.
25. **Use of technological intervention-** Not applicable
26. **Student Discipline-** Nursing profession is a profession of discipline which demands altruistic service from its members extracts self-discipline at a personal level and general discipline in the campus.
27. **Student Welfare-** As per institution norms

28. **Ragging** - As per institution norms
29. **Power of modify** - Cannot modify the rules and regulation which is given by INC, but can change the rules and regulation of the institute.
30. **Exit point**- Not applicable
31. **NC /Credit Course** - No

IIMT COLLEGE OF MEDICAL SCIENCES (NURSING)

ACADEMIC HAND BOOK



+91-9897474598



www.iimtu.edu.in



O-Pocket, Ganga Nagar, Mawana Road, Meerut-250001

Syllabus and Regulations Auxiliary Nurse and Midwives
Indian Nursing Council
Combined Council Building, Kotla Road, Temple Lane, New Delhi -
110002

Preface

Auxiliary Nurse Midwives (ANM) play major role in improvement of the health and family welfare service. The millennium development goals can be achieved with their active work (involvement) in the community. Infectious diseases such as HIV/ AIDS, TB and Malaria can be prevented and health promotion can be strengthened for all ages especially maternal and child health.

The National Rural Health Mission has been launched by Government of India to bring about improvement in the health system and health status of the people, especially those who live in the rural areas of the country. Some of the objectives of the mission are universal access to public health care services with emphasis on services addressing women and child health, sanitation, immunization, prevention and control of communicable disease including locally endemic disease, access to integrated comprehensive primary health care, population stabilization, gender and demographic balance etc.

With this background the Indian Nursing Council revised the syllabus by having series of consultation with various stakeholders. The components of skilled birth attendant (SBA) and Integrated Management of Neonatal and Childhood Illnesses (IMNCI) has been integrated in the syllabus. Candidates who will qualify after the implementation of the revised syllabus will be able to provide effective qualitative primary health care services in the rural area effectively.

I take this opportunity to acknowledge the contribution of Nursing experts and staff of INC in the preparation of this document.

(T. Dileep Kumar)

Nursing Advisor to Govt. of India, President-Indian Nursing Council
New Delhi

Contents

Abbreviation Introduction

- Philosophy
- Purpose
- General Objectives

Minimum Standard Requirements Course of Study

CURRICULUM THEORY

Community Health Nursing Health Promotion

- A. Nutrition
- B. Human body and Hygiene
- C. Environmental Sanitation
- D. Mental health

Primary Health Care -

(Prevention of Disease and Restoration of Health)

- A. Infection and Immunization
- B. Communicable disease
- C. Community Health Problems
- D. Primary Medical Care
- E. First Aid and Referral

Child Health Nursing Midwifery

Health Center Management

Curriculum Practical

Community Health Nursing and Health Promotion Child health nursing

Midwifery

Primary Health Care and Health Centre Management

Introduction Philosophy

Health is a fundamental human right. Maintenance of optimum level of health entails individual as well as social responsibility. However health can never be adequately protected by health services without active involvement of the community.

Indian Nursing Council (INC) believes that ANM/FHW plays a vital role in the rural health care delivery system. She should be sensitive and accountable to meet the health needs of the community. She should be able to provide accessible, equitable, affordable and quality health care. ANM/FHW can act as a catalyst for promoting inter-sectoral convergence in promotive and preventive health care

ANM curriculum intends to prepare skilled and effective female health workers to achieve the goals of National Rural Health Mission which aims at bringing about dramatic improvement in the health system and health status of the country. ANM/ FHW would be trained in community health skills to practice basic health care at a defined level of proficiency in accordance with local conditions and to meet local needs'. Further, the programme fits into the general educational pattern as well as nursing education system

Purpose

The purpose of the ANM/FHW course is to prepare an ANM to function at the community level/village with specific skills to fulfill the health needs of the community. She will be an active link between the community and the health care system.

General objectives:

On completion of the course, the ANM/FHW will be able to:

- Appreciate the concept of holistic health and understand the influence of socioeconomic and environmental factors on the health status of the community.
- Identify health problems/needs and resources in the community and mobilize social support for active participation of the community in health care activities.

Provide preventive, promotive, restorative and emergency health care to individuals and community as required.

Provide treatment of minor ailments

Provide skilled midwifery services to all mothers in the community and refer mothers at risk to hospitals.

Provide skilled care to all neonates in community and refer neonates at risk to the appropriate levels.

Render skilled child care services at home, clinic and school.

Guide/Train birth attendants, Anganwadi workers (AW\Y)s, other community health activists and volunteers.

Provide need-based information and counseling related to health of individuals, family and groups.

Participate in all the National health and Family welfare programmes at community level
Act as a team member in the health care delivery system

Coordinate and collaborate with the other health team members and community based organizations, non-govt. organizations (NGO) and village administration

Manage the health centre including equipments and supplies, and maintain the records in order to provide quality based people friendly services.

Update knowledge and skills for professional and personal growth.

Note: The competencies, guidelines and protocols as given in the following documents should form the basis of teaching.

1. SBA module of MOHFW including use of selected life saving drugs and interventions of obstetric emergencies approved by the MOHFW.
2. IMNCI Module for basic health worker
3. Standard safety guidelines for infection control practices (Universal precautions)
4. Biomedical waste management policies

Guidelines for starting a School of Nursing for conducting ANM/ FHW Training:-

1. Any organization under the Central Government, State Government, Local body or a Private or Public Trust, Mission or Voluntary, registered under Society Registration Act or, a Company registered under company's act that wishes to open an ANM Training School, should obtain the No Objection/Essentiality certificate from the State government.
2. If any Nursing Programme is recognized by Indian Nursing Council, then the will be institution will be exempted from NOC/Essentiality certificates for ANM from the state government.
3. The Indian Nursing Council on receipt of the proposal from the institution to start ANM training program, will undertake the **first inspection** to assess the suitability with regard to physical infrastructure, clinical facility and teaching faculty in order to give permission to start the programme.
4. After the receipt of the permission to start ANM training program from Indian Nursing Council, the institution shall obtain the approval from the State Nursing Council and Examination Board.
5. Institution will admit the students only after taking approval of State Nursing Council and Examination Board.
6. The Indian Nursing Council will conduct inspection every year till the first batch completes the programme. Permission will be given year by year till the first batch completes.

Minimum Standard Requirement-

A school for training of the ANMs should be located in a Community Health Centre (PHC annexe) or a Rural Hospital (RH) having minimum bed strength of 30 and maximum 50 and serving an area with community health programmes. The school should also be affiliated to a district hospital or a secondary care hospital in order to provide experiences of secondary level health care and an extensive gynae-obstertical care.

An organization having a hospital with 150 beds with minimum 3j>50 obstetrics and gynecology beds, and 100 delivery cases monthly can also open ANM school They should also have an affiliation of PHC/CHC for the community health nursing field experience.

Existing ANM schools attached to District Hospitals should have PHC annexe (accommodation facilities for 20-30 students) for community health field experience.

Clinical Facilities

School has to be affiliated to district hospital or a secondary care hospital with minimum 150 beds, in order to provide adequate maternity, childcare and basic medical surgical experiences. The hospital to have adequate number of trained nursing staff round the clock. Bed occupancy on the average to be between 60% - 70%.

Teaching facility

Teaching faculty for 20-40 annual admission:

Category	Minimum qualification and experience
Principal	M.Sc. Nursing with 3 years of teaching experience or B.Sc. (N) with 5 years of teaching experience.
Nursing Tutor	B.Sc. Nursing/Diploma in Nursing Education & Administration / Diploma in Public Health Nursing with 2 years clinical experience.

Teacher student ratio at any time should not be less than 1:10

Note:

- There should be provision for appointing part-time teachers for subjects required.
- Salary of the teaching staff should be at par with the government as far as possible.
- Independent family accommodation should be available in or near the campus of the Hospital/CHC Rural Health Treatment Centre for 80% of the teaching staff.

Non Teaching Staff

Accountant cum cashier	-	one
Clerk cum typist	-	one
Driver	-	one
Cleaner	-	one
Office attendant	-	one
Sweeper	-	one
- There should be provision for temporary appointment of reliever in any post when required.

Staff for the hostel

Warden cum house keeper	-	one
Cook cum helper	-	three
Sweeper	-	one
Chowkidar/Security Guard	-	three
- Provision of leave reserve should be there.
 - Family quarter should be provided for the warden in the hostel so that she can be residential to look after the students, and available at the time of emergency.
 - Cleaning, security, mess facilities may be engaged on contractual basis

Physical Facilities

- **School building** - There should be a separate building for the school and hostel. It should have an open space to facilitate outdoor games for the students.

Office - There should be individual furnished office rooms for: Principal, Teachers, Clerical staff. A separate telephone connection for the school is necessary.

- **Class-room** - There should be two adequately large classrooms, accommodating required number of students (i.e., for 20-40 students size of the room should be 72p sq. ft.). Rooms should be well ventilated and properly lighted. There should be chairs with arms or desks according to the number required. Suitably placed black/green or white board should be available in the class- rooms.
- **Nursing laboratory** - There should be a demonstration room with at least two to four beds and adequate number of cupboards with necessary articles for demonstration. Provision should be made for community, midwifery and first aid demonstration and practice.
- **Nutrition laboratory** - There should be provision for nutrition practical. Cooking gas, stove and wash basin with tap connections, suitable working tables and sufficient number of necessary utensils for conducting cooking classes should be available.
- **Library cum study** - There should be a room of adequate size in order to accommodate 40 students at a time, with sufficient number of cupboards, library books and adequate number of chairs and tables for the students. Library should have updated edition of textbooks, referral books, few professional journals and general knowledge magazines as well as storybooks etc. in sufficient numbers.
- **Audio visual aid** - School must have a TV, DVD player, an overhead projector, LCD projector, laptop for projection computer facility, models, charts, skeleton & manikin/simulators, neonatal resuscitation equipment, home visiting bags, delivery kits etc.
- **Toilets** - There should be adequate toilets facility in the school building for the students and teachers at least in the ratio 1:10
- **Garage** - There should be a garage for the mini bus.

Residential Facilities for Students

ANM training, being a residential programme, has to have adequate hostel facilities for the students. The hostel has to accommodate 40-80 students. It has to have the following facilities:

- Safe drinking water facility should be available. All the rooms should have adequate number of lights and fans.
- Dining room to accommodate forty students at a time with a hygienic kitchen, pantry and storing facility
- There should be sufficient number of living rooms, to accommodate all students, preferably not more than two in a room.
- Bathrooms and toilets sufficient in number (one for every 10 students).
- One visiting room with sitting arrangement and an attached toilet.
- One recreation room with TV, radio & indoor games.
- One sick room to accommodate 2-4 students, with toilet attached.
- Other facilities like hot water arrangement for winter and water cooler for summer should be there.
- Hostel should have telephone connections,

1 Budget

School should have separate budget and Principal/Principal Nursing Officer should be the drawing and disbursing officer. Budget should make provision for the following:

Salary of Staff

- Remuneration of external lecturers
- Purchase of library books
- Cost of fuel for the school vehicle
- Purchase of audio visual aids
- Office expenses
- Water, electricity, telephone charges etc.:
- Contingency
- Stipend for students (if given)
- Inspection and affiliation fees

ANM School Management committee

The school should have a management committee comprising of:

Principal /Principal Nursing Officer	-	Chairperson
Nursing Tutor	-	Secretary
Nursing Tutor/PHN	-	Member District Public health Nurse/Nursing
Officer	-	Member
Nursing Superintendent/Nursing in-charge of the Hospital/CHC/RH	-	Member
Superintendent/Medical Officer in-charge of Hospital/CHC/RH	-	Member

Quarterly (Once in three months)

meetings to be convened regularly to monitor curriculum implementation and examinations.

Transport

- School must have a 20-25 seater minibus

- There should be 6-8 Mopeds for students for community health nursing practice.

Communication

- School must have an independent telephone line.

Annual Admission

Minimum student intake is 20

Maximum student intake is 40

Duration of Course

The total duration of the course is 2 years (18 months + 6 months internship)

First Year:

i. Total weeks	- 52 weeks
ii Vacation	- 4 weeks
iii Gazatted holidays	- 2 weeks
iv Preparatory holidays and examination	-3 weeks
v. Teaching hours in weeks	- 43 weeks
vi. Teaching hours per week	- 43 weeks x 40 hours/ weeks=1720 hrs

Second Year (including internship)

i. Total weeks	- 52 weeks
ii Vacation	- 4 weeks
iii Gazatted holidays	- 2 weeks
iv Preparatory holidays and examination	- 2 weeks
v. Teaching hours in weeks	- 44 weeks
vi. week	- 44 weeks x 40 hours/ weeks = 1760 hrs

Admission Terms and Condition

1. The minimum age for admission shall be 17 years on or before 31st December of the year in which admission is sought.
2. The maximum age for admission shall be 30 years.
3. The minimum educational requirements shall be the passing of 12 years of schooling (10+2 year course) recognized by CBSE/ICSE/SSSCE/HSCE or a recognized equivalent examination.

I Medical Fitness

Admission is subject to satisfactory medical examination report.

Course of Study First Year

	Nursing Courses	Class room hours			Experience		
Sr. No.	Course title and description	Theory	Demonstration	Total	Hospital	Community	Total
I	Community Health Nursing	120	50	170	10	100	110

	Health Promotion	120	75	195	20	180	200
	A. Nutrition	35	30	65			
	B. Human body and Hygiene	35	20	55			
	C. Environmental Sanitation	20	15	35			
	D. Mental health	30	10	40			
III	Primary health care nursing I-	135	150	280	90	300	390
	A. Infection and Immunization	25	20	45			
	B. Communicable disease	35	25	65			
	C. Community Health Problems	30	50	80			
	D. Primary Medical care	20	20	40			
	E. First Aid and Referral	25	35	60			
IV	Child health nursing	75	110	185	80	100	180
	Total hours	450	385	835	200	680	880
	Total = 1720hours						

Second Year (First six months)

	Nursing Course	Class room hours			Experience		
Sr. No.	Course Title and Description	Theory	Demonstration	Total	Hospital	Community	Total
V	Midwifery	200	160	360	220	160	380
VI	Health Management centre	40	40	80	-	60	60
	Total hours	240	200	440	220	220	440

Total= 880 hours

Second Year (Internship-six months)

Sr. No.	Nursing Courses	Experience		
	Course title and description	Hospital	Community	Total
i	Midwifery	240	240	480
	• Antenatal ward	40		
	• Intranatal/ labour room	120		
	• Post natal ward	40		
	• Neonatal care unit	40		
ii	Child Health	80	160	240
iii	Community health and health center management		160	160
	Total hours			880

Total= 880 hours in the internship period Grand total- 1760 hrs.

Guidelines for internship:

- The ANM students (in a group of 4-5) should be posted in the sub center/ primary health centre with a regular ANM for one month/ 4 weeks for supervised independent practice in the community which should be residential.
- The students should participate in all National Health and Family Welfare programmes during their clinical experience.
- At least 80% of all the clinical requirements should be completed before appearing for the final (second year) examination.
- The principal of the ANM School should certify for each student that she has undergone successfully the internship program completed 100% of the clinical requirements and acquired the requisite competencies as listed in the syllabus before the award of the certificate/ diploma by the state nursing council/ examination board.
- The casebook and competency record book should be completed and signed by the competent authority of the school before appearing for the second year practical examination.

Scheme of Examination:

Theory and practical examinations at the end of the first year

Paper	Course	External Assessment	Internal Assessment	Duration
Theory Paper-I	Community Health Nursing	75	25	3 hrs.
Theory Paper-II	Health Promotion	75	25	3 hrs.
Theory Paper-III	Primary Health Care Nursing	75	25	3 hrs.
Theory Paper-IV	Child Health Nursing	75	25	3 hrs.
Practical I	Community Health Nursing and Health promotion	100	100	-
Practical II	Child Health Nursing	100	100	-
	Total	500	300	-

Grand total for first year 800 marks.

Theory and practical examinations at the end of the course, (Second Year)

Paper	Course	External Assessment	Internal Assessment	Duration
Theory Paper V	Midwifery	75	25	3 hrs.
Theory Paper VI	Health Centre management	75	25	3 hrs.
Practical III	Midwifery	100	100	-
Practical IV	Primary Health care nursing And health center management	100	100	3 hrs.

Grand total for second year 600 marks

Note

- Question paper for the Nursing courses to be set by qualified nursing teachers only.
 - The venue for practical examination shall be Government District Hospital for all the students of government and private ANM institutions.
 - Practical examination should be for only 10 students per day.
 - Supplementary examination should be conducted at six monthly intervals for the failures.
 - Internal assessment should be done on class test, assignments, report of visits and group work.
 - All practical examinations must be held in the respective clinical areas and on patients.
 - One internal and One external examiners should jointly conduct practical examination for each student.
 - An examiner should be a B.Sc. nursing teacher with minimum of 5 years of teaching experience in ANM programme
- or
- M.Sc. (N) with 3 years of teaching experience in ANM programme.
- Internal assessment will be made on the basis of classroom tests, written assignments, performance in the community and clinical area along with records and reports maintained by the students.
 - Pass mark for each nursing subject on aggregate will be 50%
 - A candidate has to pass in theory and practical exam separately in each of the paper.
 - Average internal marks of the total students shall not be more than 75% i.e, if 40 students are admitted in a course the average score of the 40 students shall not exceed 75% of total internal marks.
 - Maximum number of attempts permitted for each paper is 3 including first attempt
 - Maximum duration of completion of the course is 4 years
 - A candidate failing in more than one subject will not be promoted to the next year.
 - No candidate shall be permitted to appear in the second year examination unless the candidate has passed the first year examination.

Eligibility for Admission to Examination

1. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing for examination.
2. A candidate must have 100% attendance in each of the practical areas before the award of completion certificate/diploma by the state nursing council examination board.
3. On completion of practical experience, records to be signed by the tutor and countersigned by the principal.

4. The examination for the 2nd year should happen at the end of the year. A certificate of completion of internship by each student should be provided by the principal before entering for the examinations.

Grading and Certification

Distinction shall be in aggregate	= 75%
First division	= 70% & above
Second division	= 60% - 69%
Third division	= 50% - 59%

Certificate will be issued on successful completion of training requirement. The principal of the ANM School should certify for each student that she has undergone successfully the internship program, 100% clinical requirements and acquired the requisite competencies as listed in the syllabus before the award of the certificate/diploma by the state nursing councils/examination boards. Qualified ANMs have to be registered by the State Nursing Councils under the provision of the State Nursing Councils and Indian Nursing Council Act as ANMs, before joining services as a qualified Female Health worker and to practice as ANM.

Community Health Nursing

Theory- 120 hours
Demonstration- 50 hours
Total- 170 hours

Learning objectives; On completion of the course the student will be able to:

1. Describe the concept of community health, primary health (-are.
2. Understand health policies, plans and programmes of the country,
3. Understand the concept of community.
4. Appreciate the role of the health team.
5. Demonstrate home visit techniques and practices in the community
6. Describe structure, function, characteristics and administrative set up of a community.
7. Identify leaders, resources persons, community-based organizations, NGOs, and local resources.
8. Identify community health needs and problems
9. Describe concepts and methods of communication for health information.
10. Describe the purposes, principles and methods of health counseling.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching Learning Activities
	Th.	Demo			
1.	10		- Define health and explain its dimensions - List determinants of health	Concept of Health - Health and its changing concepts. - Dimensions of health - Determinants of health	- Lecture, Discussion. - Posters.

2.	10		- Describe health concepts and practices of community. - Enumerate health related cultural beliefs and practices	Community Health practices - Health concepts of people and health care providers. - Health behaviors, beliefs and cultural practices of community. - Ethics and behavior related to community practices. - Method of home visiting.	- Lecture Discussion - Practice Session. - Demonstration
3.	15	5	- Describe National health problems - Explain specific health programmes at National, state and community levels Trends and development in national health programmes and policies - National health programmes and its implementation at community level. - Role and functions of Accredited Social health Activists (ASHA), Anganwadi worker, Dai etc.	Health problems and policies - Overview of health problems of communities in India. - Participate in national health and family welfare programs - Field Visits: Village, Sub center, Primary health center, Community health center.	Lecture Discussion.

4.	10	5	- Explain the organization of health services at different levels - Describe the referral system. - Explain the Role of National and International health agencies and Non-Governmental Organizations	Health Organization - Organization of SC, PHC, CMC and district hospital. - Organization of health care delivery system at different levels - Referral system - Health agencies: International: WHO, UNICEF, UNFPA, UNDP, World Bank, FAO, DANIDA, European Commission. Red Cross, US aid, UNESCO. Colombo Plan, ILO, CARE etc. National: Indian Red Cross, Indian Council for Child welfare, Family planning association of India etc - Non-Governmental organizations	- Lecture Discussion. - Field Visits to various available organizations.
			Describe health team with special focus on the ANM\ FHW	Role of health team. - Team concept and Functions of the health team - Role and Responsibilities of ANM \ FHW - Code of ethics for ANM	- Lecture Discussion. - Observation of activities rendered by the health team members.
6	10	5	- Describe physical structure of village and urban area - Identify social groups, organizations and leaders - Explain administrative set up at the village	Structure of community - Rural community- Characteristics, changes in the village community development, major rural problems - Urban Community- Characteristics, changes and adjustments to urban environment, major urban problems - Village: Physical structure	- Lecture Discussion. - Field visits: village mapping, slum mapping, resource mapping. - Drawing of Panchayat structure and urban wards. - Listing of formal and informal leaders groups in the community.

				- Administrative set up • Function of Panchayat • 73rd and 74th Amendments to Constitution and role of Panchayat in health. • Structure of an urban community slum • Social groups Organizations, leaders • Community resources	• Visit to a village and meet Panchayat members, visit block office. List their role in health care.
7.	10	5	• Describe the interaction between different groups and communities within the village • Describe social traditions and customs in the village.	Dynamics of community • Social processes- individual and process of socialization • Interaction between different social groups in the village. • Traditions and customs and their influence on health. • Social stratification: Influence of Class. Caste and Race on health and health practices • Family and marriage: Types • Changes & legislations on family and marriage in India - marriage a els.	• Lecture Discussion. • Interaction with different groups in the village. • Prepare a list of different customs and traditions.
8.	20	6	• Demonstrate methods of community assessment	• Scope and Methods of community need assessment • Survey: Planning Preparation of tools: questionnaires, interview schedules, check list etc • Community survey: Principles and methods: data collection, conducting interviews, focus group discussions (FGD) and case studies • Participatory learning for action(PLA)	• Lecture Discussion. • Preparation of questionnaire • Field visits/ community: • Conduct survey.

				Analysis of data, Preparation of report	
9.	20	15	- Explain the concept, principles and methods of communication - Prepare simple and low cost aids of communication. - Conduct health education	- Communication methods & media - Principles, Methods and Process of communication. - Inter personal relationship (IPR): communication with different groups and health team members. - Types and use of AV	- Lecture Discussion. - Demonstration of different methods of communication - Role/Play. - Prepare health messages using different media and methods.
10.	5	5	- Explain concept and principles of counseling - Describe the technique of counseling - Describe role of counselor	- Counseling. - Concept, Principles and Techniques of counseling. - Identifying needs and areas for counseling in the community. - Role of counselor - Role of ANM/ Female Health worker as counselor	- Lecture discussion. - Conduct counseling session and follow up.
11.	5	2	- State health conditions where rehabilitation is required. - List the various resources available in a community.	- Community based rehabilitation - Health Conditions needing rehabilitation - Community Resources available - Educate individuals, family and community.	- Lecture discussion - Case discussion

Suggested activities for Evaluation

- Health organizational chart.
- Return demonstration of home visit.
- Field visits
- Preparation of IEC material
- Demonstration of counseling technique.
- Village mapping.
- Community survey.

HEALTH PROMOTION

Theory - 120 hours

Demonstration - 75 hours

Total - 195 hours

Learning objectives: On completion of the course the student will be able to :

1. Explain importance of nutrition in health and sickness.
2. Promote nutrition of a individual, family and community
3. Explain principles of hygiene and its effect on health.
4. Describe hygiene for self and individuals.
5. Describe importance of environmental sanitation and waste management.
6. Promote mental health of individual, family and community

A. Nutrition

Theory - 35 hrs.

Demonstration - 30 hrs.

Total - 65 hrs.

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching Learning Activities
	Th.	Demo			
1	10	5	- List essential nutrients - Describe classification of food and their nutritive values and functions. - Explain importance of nutrition in health and sickness. - Plan balanced diet for different age groups	Essential nutrients - Importance of nutrition in health and sickness - Essential nutrients, functions, sources and requirements - Classification of foods and their nutritive value - Normal requirements at different ages. - Balanced diet for different age group	- Lecture discussion. - Explain using Models and Charts. - Exhibit raw food item showing balanced diet
2.	10	5	- Identify malnutrition and nutritional deficiencies. - Counsel women with anaemia.	- Nutritional problems - Nutritional deficiencies: - Deficiencies, correction, treatment and referral - protein energy malnutrition	- Lecture Discussion. - Visit ICDs project and discuss the program.

NAAC Accredited with A GRADE

			- Describe special diet for sick. - Explain role of ANM's/FHW/AWWs.	- Vitamin and mineral deficiencies: - Nutritional anaemia in women - Under five nutrition - The role of ANM's/FHW/ AWWs in supplementary food. - Special diets of individuals for different age group.	- Explain using Models and Charts. - Planning diets for anemic women and other deficiency conditions
3.	5	5	- Assess nutritional status of individual and family. - Identify local foods for enriching diet. - Identify good food habits from harmful food fads and customs.	Nutritional assessment - Methods of nutritional assessment of individual and family: mother and child - Identification of local food sources and their value in enriching diet. - Food fads, taboos, customs and their influence on health.	- Lecture Discussion. - Demonstration - Field visits.
4.	10	15	- Plan diet for a family - Counsel for improving diet of the family. - Demonstrate safe preparation and cooking methods. - Explain methods of safe	Promotion of nutrition - Planning diets and special diets for a family - Methods of using locally available foods for special diet - Principles and methods of cooking - Promotion of kitchen gardens - Food hygiene and safe preparation - Storage and preservation - Food adulteration - Precautions during festivals and Melas.	- Lecture Discussion. - Plan diet for the family assigned. - Health education. - Visit a milk pasteurization plant. - Demonstration of various methods of cooking.

Suggested activities for Evaluation

- Cooking of special diet.
- Nutrition education to a group.
- Planning diet of a family assigned.

Human body and hygiene

Theory - 35 hrs.
Demonstration - 20 hrs.
Total - 55 hrs

Unit	Time (Hrs.)		Expected outcomes	Contents	Teaching Learning Activities
	Th.	Demo			
1.	20		- Describe the structure and functions of the various systems of body - State (functions of different organs.	The human body - Structure and functions of human body. - Body systems and their functions digestive system, respiratory system, Genitor- urinary system, cardiovascular system, nervous system, muscular system, endocrine system, special sensory organs.	- Lecture Discussion. - Identification of Body parts. - Explain using Models and Charts.
2.	5	15	- Understand importance of personal hygiene for self and individual's health. - Care for sick to maintain their personal hygiene and comfort	Hygiene of the body - Personal and individual hygiene Care of mouth skin, hair and nails. - Sexual hygiene - Menstrual hygiene. - Hygiene and comforts needs of the Sick: Care of skin: Bath sponging, back care, care of pressure points, position changing, - Care of hair: hair wash - Care of hand and nails: hand washing - Care of eyes: eye wash, - Mouth care: - Elimination Care of bowels and bladder	- Lecture Discussion. - Demonstration.
3.	5	5	- State the basic human needs. - Explain importance of fulfilling these basic needs.	Optimal functioning of the body - Basic human needs - Rest, sleep, activity, exercise, posture etc.	- Lecture Discussion. - Health education regarding healthy life style.

				- Food, eating and drinking habits - Participation in social activities. - Self-actualization and spiritual need. - Interpersonal and human relations - Lifestyle and healthy habits.	

Suggested activities for Evaluation

- Preparation of anatomy practical book
- Return demonstration of personal hygiene including care of various organs of body.

C. Environmental Sanitation

Theory - 20 hrs.

Demonstration - 15 hrs.

Total - 35 hrs.

Unit	Time (Hrs.)		Expected Outcomes	Contents	Teaching learning Activities
	Th.	Demo			
1	5	2	Explain the importance of basic sanitation at home and in the community.	Environmental Sanitation • Environment and ecology for healthy living: basic sanitary needs. • Air, sunlight and ventilation. • Home environment -: smoke, animals, water, drains and toilets etc.	• Lecture Discussion. • Case study.
2	5	4	• Describe the importance of safe water for health. • Describe methods of purifications of water.	Safe water • Sources of water & characteristics of safe water- sources of contamination and prevention. • Purification of water for drinking: methods- small and large scale. • Disinfections of well, tube well tank and pond in a village. • Waterborne diseases and prevention.	• Lecture Discussion. • Village mapping: water sources, drains, ponds and contamination areas. • Visit to a water purification plant.

3	5	4	Explain the importance of safe disposal of waste and its role in prevention of diseases. State the hazards due to waste	Disposal of excreta and waste. - Methods of excreta disposal-types of latrine. - Handling animal excreta. - Methods of waste disposal Hazards due to waste	- Lecture Discussion. - Demonstration. - Visit to sewage disposal unit and sanitary latrine
4	5	5	Involve community in sanitation activities. Educate community for safe disposal of different types of waste.	Community participation - Drainage and preparation of soak pits. - Maintaining healthy environment within and around village - cleaning and maintenance of village drains, ponds and wells. - Common waste, excreta and animal waste - disposal in the village.	- Lecture Discussion. - Construction of a small scale soak pit at school or health centre premises. - Disinfection of a well, tube well along with village leaders or members of community.

Suggested activities for Evaluation

- Purification of water at home, community
- Disinfections of a well/tube well.
- Construction of a small scale soak pit.
- Health education for use of sanitary latrine.

D. Mental Health

Theory - 30 hrs.

Demonstration - 10 hrs.

Total - 40 hrs.

Unit	Time (Hrs.)		Expected Outcomes	Contents	Teaching learning Activities
	Th.	Demo			
1	10	2	- Explain relationship between body and mind. - Identify the factors necessary for normal mental health - Educate for promoting mental health.	Mental Health - Concept of mental health - Body-mind Relationship. - Factors influencing mental health. - Characteristics of a mentally healthy person. - Developmental tasks of different age groups - Different defense mechanisms	- Lecture Discussion. - Observation. - Use of questionnaire to do Assessment for mental health status.

2.	3	2	- Identify causes of maladjustment - Educate family in solving problems.	Maladjustment - Features of a maladjusted individual. - Common causes of Mal-adjustment. - Counselling an individual, family and community.	- Lecture Discussion. - Demonstration of counseling for maladjusted individual in the community.
3.	12	4	- Identify signs of mental illness. - Identify them early and refer. - Guide family members in home care Counsel for prevention of mental illness.	Mental illness - Identify abnormal behaviors. - Types of mental illnesses and treatments. - Early detection and referral of mentally ill - Prevention of mental illness - Home care and counseling - Refer psychiatric emergencies.	- Lecture Discussion. - Visit to a mental hospital/ clinic.
4.	5	2	- Explain process of ageing. - Identify characteristics of elderly - Provide need based care.	Old age care - Process of ageing - physical, psychological changes. - Needs and problems - Care of elderly at home. - Rehabilitation and agencies of caring elderly.	- Lecture Discussion. - If available visit an old age home.

Suggested activities for Evaluation

- Assessment of mental health status of Individual
- Care plan for an elderly person at home.

Primary Health Care- (Prevention of Disease and Restoration of Health)

Theory - 130 hours

Demonstration - 150 hours

Total - 280 hours

Learning objectives:

On completion of the course student will be able to :

- Explain concept of infection and causation of diseases.
- Describe body defense mechanisms and development of immunity against diseases
- Perform immunization effectively.
- Describe different methods of disinfections and sterilization.
- Describe common communicable diseases and their management.
- Explain prevention of common communicable diseases and their control.
- Describe care of the sick in community with common ailments and refer if required.

8. Explain recognition of conditions related to different body systems.
9. Describe and demonstrate routes of administration of drugs
10. List common drugs used for emergencies and minor ailments, their indications, dosage and actions.

A. Infection and Immunization

Theory - 25 hours
Demonstration - 20 hours
Total - 45 hours

Unit	Time (Hrs.)		Expected Outcomes	Contents	Teaching learning Activities
	Th.	Demo			
1	2	-	- Understand concept of occurrence of diseases - Describe Classification of diseases.	- Concept of disease. - Concept and definition of illness - Disease causation - Classification of diseases.	- Lecture Discussion. - Explain using Charts.
2	4	2	- Understand process of infection. - Describe characteristics of microbes - Narrate methods of spread of infection - State factors affecting spread of infection.	Infection - Meaning and types of infection. - Causes of infection - Classification and characteristics of micro organisms: Pathogenic and Non-pathogenic - Incubation period and spread of infection-transmission - Factors affecting growth and destruction of microbes.	- Lecture Discussion. - Demonstration - Explain using Microscope.
3	6	2	- Understand body defense mechanism - State types of immunity - Describe different types of vaccine and their preservation.	Immunity and body defense mechanisms - Body's defense mechanism - Immunity - concept - Hypersensitivity: Antigen antibody reaction. - Types of immunity - Types of vaccines - Storage and care - cold chain maintenance.	- Lecture Discussion. - Demonstration - Field visits for cold chain.

4	6	4	- State immunization schedule - Give immunization - Organize immunization camps - Prepare articles for immunization - Participate in special drives.	Immunization - Immunization against different infections - immunization schedule - Injection safety - Methods of administering vaccine - Sterilization of syringes and needles. - Immunization in the community	- Lecture Discussion. - Demonstration. - Posters on immunization schedule - Visit immunization camp/ outreach camp
				- Immunization Hazards - Precautions while giving vaccines - Special immunization drives and programmes. - Records and reports	
5	2	4	- Collect specimens correctly - Handle body discharges safely - Give health education for disposal of body discharges.	Collection of specimen - Principles and methods of collection of specimens and handling body discharges. - Collection of specimens of blood, sputum, urine, stool - Safe disposal of body discharges.	- Lecture Discussion. - Preparation of malaria slide. - Collection of sputum. - Collection of urine and stool. - Labeling of the specimens. - Visit to the laboratory
6.	3	6	- Explain difference between antiseptics, disinfection and sterilization - Describe the principles of antiseptics, disinfection and sterilization - Perform disinfections and sterilization of various equipments	Disinfection and sterilization - Principles and methods of antiseptics, disinfection and sterilization - Methods of disinfecting different equipments - Methods of sterilizing different equipments	- Lecture Discussion. - Demonstration - Visit sterilization department of a hospital.
7.	2	2	Explain the methods of waste disposal	Waste Disposal Waste disposals- infectious and non- infectious: concepts, principles, and methods at different levels	- Lecture discussion - Demonstration

Suggested activities for Evaluation

- Demonstration of sterilization of syringes and needles/using pressure cooker/ small autoclave
- Demonstration of preparation of Malaria slides.
- Techniques of vaccination
- Assignment on cold chain system.
- Prepare poster/chart on immunization schedule.
- Demonstrate different methods of waste disposable

B. Communicable Diseases

Theory - 40 hrs.
Demonstration 25 hrs.
Total - 65 hrs.

Unit	Time (Hrs.)		Expected Outcomes	Contents	Teaching learning Activities
	Th.	Demo			
1.	7	5	Understand epidemiological	Introduction to communicable diseases	Lecture discussion
			- concept of occurrence of diseases. - Describe levels of prevention and general measures for control of communicable diseases. - Explain importance of Surveillance. Notification reporting.	- Common communicable diseases; Epidemiological concepts- Incidence and prevalence, mortality and morbidity. - Levels of prevention - Control and prevention of communicable diseases General measures Surveillance, isolation, notification, reporting.	- Calculation of mortality and morbidity for different diseases. - Visit isolation unit Surveillance
2.	25	5	- Describe signs and symptoms of different communicable diseases. - Explain preventive measures for different communicable diseases. - Describe care and referral for different communicable diseases.	Communicable diseases. - Signs, Symptoms, care and prevention of the following: - Diphtheria, pertussis, tetanus, poliomyelitis, measles and tuberculosis - Chicken pox, - mumps, rubella, enteric fever, hepatitis, rabies, malaria, dengue, filaria, kala-azar trachoma, conjunctivitis, scabies, STDs and HIV/AIDS - Encephalitis - Leptospirosis - Acute respiratory infections. - Diarrhoeal diseases - Worm infestations - leprosy. - Role and responsibilities of health worker/ANM	- Lecture Discussion. - Visit infectious disease hospital / center. - Demonstration. - Supervised Clinical Practice.
3.	6	8	State the principles of care of infectious cases.	Care in communicable diseases	- Lecture Discussion. - Demonstration

NAAC Accredited with A GRADE

			- Enumerate Standard safety measures - Understand preventive measures - Provide health education	- Care of patients with communicable diseases. - Isolation methods. - Standard safety measures (Universal precautions) - Health education and messages for different communicable diseases. - Role and responsibilities of health worker /ANM	- Prepare health education messages - Prepare chart on Standard safety measures.
4.	2	7	- Identify causes of epidemics - Define role of health worker/ ANM in relief work.	- Epidemic Management - Definitions and causes of epidemics. - Epidemic enquiry in a community and epidemic mapping - Relief work and role of health worker/ ANM.	- Lecture Discussion. - Community mapping. - Health Education.

Suggested activities of Evaluation

- Preparation of surveillance report
- Conduct Health education
- Demonstration on :-
- Standard safety measures in Nursing Practice

C. Community Health Problems

Theory - 30 hrs.
Demonstration 50 hrs.
Total - 80 hrs.

Unit	Time (Hrs.)		Expected Outcomes	Contents	Teaching learning Activities
	Th.	Demo			
1	3	10	- Identify common health problems in the community - Perform health assessment of individual - Render care to the sick at home - Advise family members in care of sick	Care of the sick in the community - Common health conditions in the community -danger signs of illnesses. - Health assessment: Taking history, Physical examination: Vital signs. Weight, Height: recognition of abnormalities - Identification of health problems - Management of the sick: home and community nursing procedures, care of the sick, referral - Health education: individual and family	- Lecture Discussion. - Demonstration. - Supervised clinical practice. - Health education
2.	3	8	- Check and record vital signs - Describe stages of fever - List common conditions causing fever - Provide care to patients with fever	Fever - Vital signs: Temperature, pulse, respiration, blood, pressure - Temperature maintenance and the physiology of fever - Fever: Types and Stages - Causes of fever - common conditions causing fever, malaria, typhoid, Acute respiratory Infection (ARI) etc - Nursing management of patient with fever - Alternate system of medicine	- Lecture Discussion. - Demonstration. - Supervised clinical practice.
3.	4	6	- Enumerate causes, sign and symptoms respiratory problems - Provide Care to patients with respiratory infections. - State common home remedies and their application.	Respiratory problems - Common respiratory problems: types, classifications-cold and cough, ARI, Asphyxia, tonsillitis, asthma, bronchitis pneumonia and tuberculosis - Causes, sign and symptoms, treatment of respiratory problems - Management: Role and responsibilities of ANM/health workers in care of respiratory problems including Home care remedies. - Integrate accepted practices of AYUSH	- Lecture Discussion. - Demonstration. - Demonstration of steam inhalation, nasal drops, oxygen inhalation - Health education discussion - Demonstration. - Supervised clinical practice. - Health education

4.	2-	2	- Identify cause and provide care and support - Refer when necessary.	Aches and pains - Causes and nursing management of: Tooth ache, ear ache, abdominal pain, headache, joint pains. - Management as per the standing orders and protocols - Role of ANM/health worker in the community including Home care remedies - Integrate accepted practices of AYUSH	- Lecture discussion - Demonstration - Health education
5.	3	4	- Identify cause and provide care and support - Refer when necessary - Identify cause and provide care and support - Refer when necessary	Digestive problems - Indigestion, anorexia, vomiting, distension and Constipation - Haemorrhoids. hernia, ulcers and intestinal obstruction - Role of ANM/health worker in the community including Home care remedies. - Integrate accepted practices of AYUSH	- Lecture Discussion. - Demonstration. - Health education
6.	3	3	- Identify cause and provide care and support - Refer when necessary.	Urinary problems - Signs and symptoms of renal conditions - Retention of urine, renal colic, edema - Role of ANM/health worker in the community including Home care remedies. - Integrate accepted practices of AYUSH	- Lecture Discussion. - Demonstration - Health education
7	3	3	- Identify cause and provide care and support - Refer when necessary	Cardiovascular problem - Signs and symptoms of cardiac conditions and blood related problems: heart attack, chest pain, anemia, - hypertension and leukemia - Care of a cardiac patient at home - Role of ANM/health worker in the community including Home care remedies. - Integrate accepted - practices of AYUSH	- Lecture Discussion. - Demonstration. Health education

8	2	3	- Identify cause and provide care and support - Refer when necessary	Diseases of the nervous system - Signs and symptoms of neurological problems - Headache, backache and paralysis - Care of a patient with stroke at home. - Care of pressure points, back care changing of positions, active and passive exercises, body support to prevent contractures. - Role of ANM/health worker in the community including Home care remedies. - Integrate accepted practices of AYUSH	- Lecture Discussion. - Demonstration. - Health education.
9	3	4	- Identify cause and provide care and support - Refer when necessary - Give insulin injection - Counsel for prevention of complications	Metabolic diseases - Diabetes - signs and symptoms, complications diet and medications - Skin care, foot care - Urine testing and administration of insulin injection. - Integrate accepted practices of AYUSH	- Lecture Discussion. - Demonstration. - Health education
10	2	4	- Identify the conditions - provide care to relieve pain - Prevent complications and refer	Diseases of musculo-skeletal system - Signs and symptoms of sprain, tear of ligaments and arthritis. - Integrate accepted practices of AYUSH	- Lecture Discussion. - Demonstration. - Case study. - Health education
11	2	3	- Identify need of handicapped - Ensure need base care at home	Care of handicap - Handicaps - different types - Counselling for prevention of certain handicaps - Understandings the handicapped person - Helping family to ensure need based care	- Lecture Discussion. - Demonstration. - Case study.

Suggested activities for Evaluation

Demonstration of

- Urine testing for albumin and sugar.
- Urinary catheterization
- Local application of cold and hot
- Plain water enema
- Checking of B.P. and TPR
- Disease conditions.

D. Primary Medical Care

Theory - 20 hrs.

Demonstration - 20 hrs.

Total - 40 hrs.

Unit	Time (Hrs.)		Expected Outcomes	Contents	Teaching learning Activities
	Th.	Demo			
1	5	4	- Name different systems of medicine - Understand abbreviations - Calculate dosages of medicines - Understand classification of drugs.	Types of drugs - Different Systems of medicine: allopathic and AYUSH - Classifications of drugs - Forms and characteristics of drugs - Abbreviations used in medication - Administration of drugs: Policies and regulations, as per protocols and standing orders - Calculation of dosage	- Lecture Discussion. - Calculation of dosage and conversion. - Drug study.
2	5	10	- Demonstrate administration of drugs - Explain importance of observations and recording.	Administration of drugs - Routes of administration -Oral, parenteral (intra-dermal, intramuscular, subcutaneous, Intra venous), rectal, local and others. - Administration of drugs: Precautions, principles - Observations and recording.	- Lecture Discussion. - Demonstration. - Practice session - Preparation and administration of IV fluids as per protocol - Preparation for blood transfusion as per protocol.
3	5	2	- Administer drugs for minor ailments - Explain the care of drugs.	Drugs used in minor ailments - Common drugs for fever, cold and cough, aches and pains etc. - Drug kit in the sub-centre. content and its use	- Lecture Discussion. - Visit sub-centre. - Demonstration
	5	4	Administer emergency drugs following precautions.	Common emergency drugs - Methergine, misoprostol injection - oxytocin, IV fluids, antibiotics, injection and magnesium sulphate deriphylline, avil and other antihistaminic, pelhecline, vitamin K, antirabies vaccine, anti snake venoms as per the protocol - Precautions for administration - Storage and Care of emergency drugs	- Lecture discussion. - Demonstration - Drug study.

Suggested activities of Evaluation

- Preparation of list of common drugs used in sub centre, their action dosages and use.
- Demonstration of administration of medication by different routes
- Drug study

E. First Aid and Referral

Theory - 25 hrs.

Unit	Time (Hrs.)		Expected Outcomes	Contents	Teaching learning Activities
	Th.	Demo			
1	2	7	- Understand principle of first aid care - Use first aid kit - Demonstrate different type of bandages	Need for First Aid - Principles of first aid - Mobilization of resources - First aid kit & supplies. - Bandages: Types, Uses - Principles and methods of bandaging	- Lecture Discussion. - Demonstration. - Practice session.
2.	10 -	5	- Demonstrate first aid care for Cuts and wounds, Foreign bodies, Burns and scalds - Health education and referral	- Minor Injuries and ailments - Cuts and wounds : types, principles and first aid care - Foreign bodies - Burns and scalds types, principles and first aid care - Health education and referral - Role of ANM/health worker	- Lecture Discussion. - Demonstration. - Practice session - Supervised clinical practice. - Health education
3.	5	8	- Identify different bones - Describe types of fracture - Apply splints and bandages - Transfer fractured patients correctly.	Fractures - Skeletal system and different bones. - Fractures: Types. Causes, signs and symptoms, first aid care, - Methods of immobilization and transportation.	- Lecture Discussion. - Demonstration. - Practice session
4.	8.	15	Follow principles of first aid and provide care in different emergencies	Life Threatening Conditions - Bleeding - Drowning - Strangulation, suffocation and asphyxia - Loss of consciousness - Cardio respiratory arrest - Convulsions - Foreign bodies - Chest injuries - Shock and allergic conditions - Poisoning, bites and stings - Stroke - Heat stroke - Severe burn	- Lecture Discussion. - Demonstration. - Nasal pack - Apply tourniquet. - BLS demonstration. - Insertion of naso- gastric tube - Practice session

Suggested activities for Evaluation

- Demonstration of following:
 1. Wound care
 2. Splints, slings, bandages
 3. Transportation of casualties
 4. BLS Basic Life Supports
 5. Naso-gastric tube insertion
 6. Care during different emergencies

Child Health Nursing

Theory - 75 hours

Demonstration - 110 hours

Total - 185 hours

Learning objectives: On completion of the course the student will be able to:

1. Assess growth and development of a child at different ages.
2. Describe nutritional needs of different age groups of children.
3. Provide care to sick children during their common illness.
4. Describe school health programme
5. Describe 'Rights' of children
6. Educate mothers and family member as per need of their children.

Unit	Time (Hrs.)		Expected Outcomes	Contents	Teaching learning Activities
	Th.	Demo			
1.	20	20	• Assess growth and development in infants and children • Maintain 'road to health' chart • Explain the needs of a child • Describe the care of a normal child • State the common accidents in children and their protection	Growth & development • Introduction to Growth and development • Factors affecting growth and development • Growth and development in infants and children: Assessment • Physical, psychological and social development of children • Monitoring and recording of growth and development of infants and children • Care of infants and children - play, hygiene, emotional needs training for bowel and urination • Accidents: causes, precautions and prevention. • Congenital • Anomalies	• Lecture Discussion. • Demonstration. • Explain using road to health chart. • Health education Visit a school.

NAAC Accredited with A GRADE

2.	20	20	• Explain the importance of breast feeding • Educate mothers regarding breast feeding • Explain complimentary feeding • Educate for nutrition of children according to age	Nutrition of infants and children • Exclusive Breast feeding • Nutritional requirements • Complementary feeding • Problems of feeding • Breast feeding Counselling • Infant feeding and HIV • Baby friendly hospital initiative	• Lecture Discussion. • Demonstration.
3	5	10	• Describe the rights of children • State the steps for prevention of child labour and child abuse.	Children's Rights • Convention of Rights of the Child • Prevention of child labour • Abuse and legal protection • Special care of girl child. • Female infanticide	• Lecture Discussion. • Survey the areas where child labour is used in the community.
4.	10	35	• Provide care to the sick children • Identify the signs and symptoms of common childhood disorders • Identify signs of high risk in case of ARI and Diarrhoea • Educate mother and family members regarding prevention of illness.	Care of the sick child • Common childhood disorders: • Signs, symptoms and management. • Vaccine for preventable diseases • Acute Respiratory tract infections • Diarrhoea vomiting, constipation • Tonsillitis and mumps • Ear infections • Worm infestation • Accidents and injuries • Skin infections • Fever - malaria, measles. • IMNCI strategy	• Lecture Discussion. • Explain using charts. • Preparation of ORS at clinic/ home • Demonstration. • Explain using slide. • IMNCI protocols
5	15	20	• Assess the school child • Need based counseling of children, teacher and parents.	pare of School children • School health: Objectives, problems and programmes • Environment of school • Assessment of general health of school children • Denial and eye problems • Nutritional deficiencies • School health education for children • Need based sharing of health information with teachers/parents/children • Records and reports	• Lecture discussion. • Demonstration • Health education.

6.	5	5	Explain the various changes in the adolescents	Care of adolescents - Physical growth during adolescence - Emotional and behavioural changes in girls and boys - Special needs of adolescents. - Sex education for adolescents Counselling	- Lecture Discussion. - Demonstration. - Explain using charts and models.
7	10	10	- Discuss the special needs of girl child - Explain the effect girl child discrimination in the family and community - Counsel mother and community on need for care of a girl child	Care of adolescent girls - Menstruation and menstrual hygiene - Special nutritional needs - Early marriage and its affects - Adolescent girls: pregnancy and abortion - Preparing for family life- pre marital counseling. - Role of ANM/ female health worker	- Lecture Discussion. - Explain using charts. - Health education.

Suggested activities for Evaluation

- Case studies
- Breast feeding techniques
- Preparation of ORS
- Preparation of complementary feeds
- Assessment of growth and development of children
- Assessment of common childhood illnesses in infant, children and adolescent
- Poster on:
 - Growth and development
 - Prevention of common accidents in children
 - Menstrual cycle.
 - Physical changes in adolescence

Midwifery

Theory - 200 hours
Demonstration - 160 hours
Total - 360 hours

Learning objectives:

On completion of the course the student will be able to:

- Describe male and female reproductive organs.
- Explain process of conception and foetal development
- Describe female pelvis and the muscles involved in delivery of foetus.
- Conduct normal delivery and provide care to the newborn.
- Provide care to pregnant mother during ante, intra and post natal period at home and hospital.
- Provide need based counseling to the mother and to her family during antenatal, intra-natal and postnatal period.
- Resuscitate the high risk new born baby
- Identify high-risk pregnancies and refer them immediately for safe motherhood.

9. Identify deviation from normal labour in time and take necessary action.
10. Provide adequate care identifying abnormal puerperium.
11. Administer the drugs as per the protocols
12. Educate community for improving quality of life of the family.
13. Promote improvement in the status of women in society
14. Identify women's health problem and provide guidance and support.
15. Provide care and guidance to women with reproductive health problems.
16. Participate in reproductive health and family welfare programmes.

Unit	Time (Hrs.)		Expected Outcomes	Contents	Teaching learning Activities
	Th.	Demo			
1	8		- Describe structure and functions of female reproductive system - Describe structure and functions of male reproductive system	Human Reproductive System - Female reproductive organs - structure and function - Menstrual cycle - Male reproductive organs structure and functions - Process of conception	- Lecture Discussion. - Explain using birth atlas, posters, models charts and slides.
2.	6	2	- Describe female pelvis and its diameters and relation to foetal skull - Explain the muscles and ligaments of the pelvic floor - Describe foetal skull	Female Pelvis and foetal skull - Structure of the pelvic bones- types of pelvis - Pelvic diameters - Muscles and ligaments of pelvic floor - Foetal skull : bones, diameters, sutures, size, shape, moulding, skull areas, fontanelles	- Lecture Discussion. - Demonstration. - Explain using models, charts, slides and films.
3.	5	5	- Explain growth and development of foetus - Describe placenta, membrane and umbilical cord and their development - State the functions of placenta, membranes and cord.	Foetus and placenta - Growth and development of foetus, foetal sac and amniotic fluid and foetal circulation and changes after birth - Structure and functions of placenta, membranes and umbilical cord and abnormalities Refer SBA module of Ministry of health and Family Welfare	- Lecture Discussion. - Demonstration. - Explain using placenta, membrane, specimens - Practice session
4.	10	5	- Describe signs and symptoms of normal pregnancy - Describe various tests for confirmation of pregnancy - Describe physiological changes during pregnancy - Provide Care for minor	Normal pregnancy - Signs and symptoms of pregnancy - various diagnostic tests for confirmation of pregnancy - Physiological changes during pregnancy - Minor ailments during pregnancy and their management Refer SBA module	- Lecture Discussion. - Demonstration. - Explain using Models and Charts.
5.	10	8	Provide	Antenatal Care	Lecture

			antenatal care • Provide need- based information and guidance. • Advise diet and nutrition for the pregnant mothers • Identify risk Factors and refer on time. • Prepare mother for delivery	• Registration • Taking history of a pregnant woman. • Physical examination, Investigation - routine and specific • Prophylactic medications • Need based health information and guidance • Nutrition in pregnancy • Special needs of a pregnant woman. • Involvement of husband and family. • Identification of high risks cases and referral • Preparation of mother for delivery. Refer SBA module of Ministry of health and Family Welfare	Discussion. • Demonstration. • Practice session. • Supervised clinical practice.
6.	10	8	• Identify signs and symptoms of normal labour • Demonstrate the mechanism of labour • Detect a normal lie and presentation of foetus. • Identify deviation from normal progress of labour Demonstrate plotting of the partograph	Normal Labour • Onset and stages of labour, physiological changes • Changes in Uterine muscles, and cervix • Lie, attitude, position, denominator and presentation of foetus. • Foetal skull, • Mechanisms of labour • Identification of high risk cases, foetal distress and maternal distress during labour • Partograph in the management of the normal labor Role of ANM/Female health worker and referral Refer SBA module of Ministry of health and Family Welfare	• Lecture • Discussion. • Demonstration • Witness normal delivery • Explain using partograph.

7.	12	15	• Use partograph and perform Per Vagina examination. • Assist and conduct child birth • Resuscitate new- born • Deliver the placenta • Provide care to mother and newborn throughout delivery • Perform necessary recordings	Care during normal labour • History of labour • Importance of five 'C's • Monitoring progress of labour with partograph preparation for delivery • Care of mother in first and second stage of labour • Assist and conduct childbirth • Immediate care of new-born-resuscitation, apgar score, cord care Oxytocin Misoprostol drugs: Dose, route, indication, contraindication, action, side effects precautions, role and responsibilities of ANM/FHW • Delivery of placenta and examination of placenta • Care of mother in third and fourth stage: Recognize degrees of tear and appropriate care and referral • Establishment of breast feeding, exclusive breast feeding • Kangaroo mother care • Baby friendly hospital initiative • Record childbirth and ensure birth registration • Refer SBA module of Ministry of health and Family Welfare	• Lecture Discussion. • Demonstration. • Explain using models, charts, films and slides partograph. • Supervised clinical practice • Practice session • Case study.
8.	10	10	• Perform postnatal assessment • Identify deviations from normal pureperium and take necessary care. • Establish breast feeding. • Provide need based information and counseling	Normal puerperium • Physiological Changes during postnatal period • Postnatal assessment • Minor ailments during puerperium and their management • Care of mother-diet rest, exercise, hygiene • Management of breast feeding. • Prophylactic medicines • Special needs of postnatal women Need based health education. • Refer SBA module of Ministry of health and Family Welfare	• Lecture Discussion. • Demonstration. • Supervised clinical practice

9.	10	10	• Provide immediate care to normal new born • Resuscitate new born at birth • Identify "at risk" neonate and state measures to be taken • Give immunization as per routine • Care for new - born with common minor disorders	Care of New-born • Assessment of new born for gestation age, risk status and abnormalities • Neonatal resuscitation • Monitoring of vital signs and birth weight • Management of normal new-born and common minor disorders. • Exclusive Breast feeding and management • Temperature maintenance, kangaroo mother care • Immunization • Care of newborn: Jaundice, infection, respiratory problems • Principles of prevention of infection • Educating mother to look after babies. Integrate accepted practices of AYUSH Refer SBA module of Ministry of health and Family Welfare	• Lecture Discussion. • Demonstration. • Lecture Discussion. • Demonstration.
10.	5	10	• Identify a pre term/ LEW baby and fulfill the special needs. • Provide care required during special conditions in a new-born Guide in home care of a high risk new -	High risk New Born • Pre term / Low Birth weight babies. Special needs of high risk babies • Care at home -referral and follow up • Care during asphyxia, convulsions, vomiting. • Care for thrush, cord sepsis, diarrhea. • Implementation IMNCI protocol Refer SBA module of Ministry of health and family Welfare	• Lecture Discussion. • Demonstration. • Explain using charts.
11.	10	3	• Define MMR & IMR • State the components of RCH programme • Explain preventive measures for safe motherhood Safe mother-hood	Safe mother-hood • Concept and cause of maternal mortality and morbidity • Safe motherhood components: RCH and NRHM • Preventive measures Role of ANM/ Female Health worker Refer SBA module of Ministry of health and Family Welfare	• Lecture Discussion. • Demonstration. • Explain using charts.

12.	10	5	- Identify high risk pregnancies - Refer them in time Counsel and involve husband and family members in high risk pregnancies	High risk pregnancies - High risk pregnancies: Identification. Risk factors, decision making, and management. - Protocols and standing orders: - Referral and follow up - Counselling and guidance about high risk conditions - Involvement of husband and family Role of ANM/Female Health worker Refer SBA module of Ministry of health and Family Welfare	- Lecture Discussion. - Case study - 2 - Supervised clinical practice. - Demonstration
13	15	10	- Identify abnormalities of pregnancy in time - Refer to correct place in time - State the diseases that can affect during pregnancy	Abnormalities of pregnancy - Common abnormalities of pregnancy: hyperemesis gravidarum, leaking and bleeding per vagina - Anaemia of pregnant woman - Eclampsia and pre eclampsia and toxemia of pregnancy - Indication of premature rupture of membranes, prolonged labour, anything requiring manual intervention, UTI, puerperal sepsis. - Obstetrical shocks: Uterine abnormalities, ectopic pregnancy - Diseases complication pregnancy - TB, diabetes. - Hypertension - Infections during pregnancy - RTI/ STIs malaria, HIV, AIDS - Rh factor Standing orders and protocols - Role of ANM/ Female Health worker - Refer SBA module of Ministry of health and Family Welfare	- Lecture Discussion. - Demonstration.
14.	5.	5	- Identify types of abortion - Prepare mother for termination of pregnancy - Counsel for safe abortion.	Abortion - Types of abortion, causes of abortion - Need for safe abortion- referral - Complications of abortions - Medical termination of pregnancy	- Lecture Discussion. - Suprarenal - Clinical practice - Observation. Demonstration.

				- Care of woman who had abortion - Role of ANM/ Health worker Refer SBA module of Ministry of health and Family Welfare	•
15.	10	10	- Identify deviations from normal child birth and refer in time - Provide Care to the mother in emergency and while transferring to hospital. Mobilize support from the family and community.	Abnormal childbirth - Common abnormalities of childbirth - Abnormal presentations - Abnormal uterine Actions - Cephalo pelvic disproportion - Prolonged labour - Identification, immediate management and referral - Emergency care of mother during transfer to hospital. Role of ANM/ Female health worker Refer SBA module of Ministry of health and Family Welfare	- Lecture Discussion. - Demonstration. - Explain using through birth Atlas and charts. - Explain using partograph.
16.	10	10	- Provide emergency care at the time of haemorrhage - Identify the cause of different PPH. - Identify causes of complications during puerperium and render adequate care.	Abnormal Puerperium - Postpartum haemorrhage and its management. - Puerperal sepsis and its management - Retention of urine - Breast complications during lactation and - Psychiatric complications Role of ANM/Female health worker Refer SBA module of Ministry of health and Family Welfare	- Lecture Discussion. - Explain using charts through charts different types of PPH.
17	5	5	- Assist in various surgical intervention in the mother during labour - Render care to mothers pre & post operatively in surgical intervention.	Surgical Intervention - Assisting in the fallowings: - Induction of labour and its management - Forceps and Vacuum extraction - Episiotomy and suturing - Craniotomy - Caesarean section - Pre and post operative care. - Role of ANM/ Female health worker Refer SBA module of Ministry of health and Family Welfare	- Lecture Discussion. - Demonstration

18	5	5	• Able to identify various medicines during child birth for mother and child. • Understand their action and care needed for the mother. • State the dosage of these medicines for mother and child.	Medications used in midwifery • Pain relieving drugs • Anaesthetic drugs • For uterine contractions • For controlling bleeding • For preventing postnatal infection. • For preventing eclampsia • Antibiotics • IV fluids • Role of ANM/ Female health worker Refer SDA module of Ministry of health and Family Welfare	• Lecture Discussion. • Visit labour room. • Demonstration. Any study any book.
19.	3	-	• Describe the concept of quality of life • Explain how quality of life affects life expectancy and people's health • Describe role of education on quality of life	Life cycle approach • Quality of life and life expectancy • People's health throughout the life cycle Role of education economic status, social status on quality of life • Holistic approach to life. • Refer SBA module of Ministry of health and Family Welfare	• Lecture Discussion.
20.	5	-	• Explain status of women in Indian society • Enumerate factors affecting women status • Describe the importance of women's health • Explain the programmes for empowering women in the society.	Status of women and empowerment • Status of women in society • Factors affecting status - gender bias, sex selection tests, female foeticide and infanticide sex ratio discrimination and exploitation • Effect of tradition, culture and literacy • Relationship between status of women and women's health. • Effects of women's health in community : single, divorced deserted woman, widows special needs • Laws related to women. • Programmes for women's empowerment. Refer SBA module of Ministry of health and Family Welfare	• Lecture Discussion. • Demonstration. • Visit family of an under privileged group. • Group Discussion.

21.	10	10	Explain the complications related to child birth. - Identify common and emergency complications and provide care - Take pap smear	Women's health problems - Complications related to childbirth-WF, RVF, prolapse and incontinence. - Cervical erosion and leucorrhoea pruritus - Cancers – cervical and breast: - Pap smear for detection of cancer cervix - Tumors - fibroids - Menstrual disorders - Menopause and its implications. Refer SBA module of Ministry of health and Family Welfare	Lecture Discussion. - Demonstration. - Case study of a women at menopause
22.	6	4	- Describe causes signs and symptoms of STI and RTI - Describe the treatment for the STFs and RTI - Education on prevention and treatment of RTI's and STIs	RTIs and STIs - Causes and signs and symptoms of STIs and RTIs - Syndromic approach for treatment - Referral treatment and follow up care. - Information, education and communication for prevention and treatment.	Lecture Discussion. - Demonstration. - Health education. - Case study.
23.	6	10	- Explain the cause, effect and prognosis of HIV/AIDS - Counsel the HIV positive persons - Explain home care for HIV/AIDS patients	HIV /AIDS - Epidemiological facts related to spread of infection - Methods of - Transmission Effect on immunity and signs and symptoms - The AIDS patient community support and home care - Counselling: process and techniques - Counselling of HIV / positive patients and pregnant women. - Standard safety ' measures - Voluntary counseling and testing center (VCTC) / Integrated counseling and testing center (ICTC) activities - Care continuum and Anti Retro viral Therapy(ART) Prevention of parent to child transmission (PPTCT): prophylaxis and breast feeding guidelines	Lecture Discussion. - Demonstration Explain HIV/ AIDS through charts and models. - Role/play.

24.	2	2	- Identify cases of infertility - Provide counseling to infertile couples - Refer and provide follow up care to infertility cases.	Infertility - Classification and Causes of infertility in male and female - Investigation and treatment - Identification of couples, counseling, referral and follow up. - Role of ANM/ Female Health worker	- Lecture Discussion. - Demonstration. - Explain using charts and posters. - Case Study.
25.	4	3	- Explain the impact of population explosion specially 11 J 1 on health - Enumerate Birth Rate, Death Rate, Net Reproductive Rate etc. - Describe the scope of Family Welfare programme. - Discuss trends in health and family welfare programmes	Population Education - Population trends in India - Vital statistics birth and death rates, growth rate, NRR, fertility rate, couple protection rate, family size. - National family Programme trends and changes RCH-I, RCH-II programme and NRHM - Target free approach For FW - Role of mass media And IEC - Role of ANM/ health worker	- Lecture Discussion. - Visit office of DFOW - Explain using vital statistics.
26.	8	5	- Prepare eligible couple register - Describe the different methods of contraception and their effects. - Provide guidance to the adopters - Provide need based counseling related to contraception.	Family welfare - Identification of eligible couples and those need contraceptive methods. - Information related to contraception and importance of choice. - Natural and temporary methods of contraception - Permanent methods - New methods nor- plant and injectables. Emergency contraception - Follow up of contraceptive users. - Counselling - Role of ANM/female - Health worker	- Lecture Discussion. - Demonstration - Case study. - Health education

Suggested activities for Evaluation

- Taking of history and antenatal examination.
- Demonstration of vaginal examination
- Plotting of partograph during labour
- Return demonstration of normal delivery using five 'C's
- Demonstration of perineal care
- Essential Care of newborn
- Apgar score and resuscitation of a new born baby.

- Health education on exclusive breast-feeding
- Midwifery case book.
- Demonstration of immunization
- Drug book
- Records and reports
- Case studies
- Preparation of posters on methods of Family Welfare
- Demonstration of IUCD insertion,
- Information Education and Communication
- Calculation for vital indicators

Health Center Management

Total - 80 hours

Theory - 40 hours

Demonstration - 40 hours

Learning objectives:

On completion of the course the student will be able to :

1. Organize sub center and clinics to carry out scheduled activities.
2. Indent and maintain necessary stock
3. Participate in the implementation of National health programmes
4. Update knowledge and skills
5. Provide guidance to TEA, AWW, ASHA and other voluntary health workers.
6. Collaborate and coordinate with other health team members and agencies
7. Maintain records and reports

Unit	Time (Hrs.)		Expected Outcomes	Contents	Teaching learning Activities
	Th	Demo			
1	10	5	• Organize and set up a sub centre • Prepare a sub centre activity plan • Conduct meetings • Conduct clinics at sub centre. • Display health messages.	The sub center • Organization of functions and facilities of sub centre • Sub centre activity plans • Conduct a clinic and special programs and follow up • Conducting meetings and counseling sessions. • Sub centre action plan • Information, education and communication • Display of messages	• Lecture discussion. • Demonstration. • Visit sub centre • Attend a clinic at the sub centre.

NAAC Accredited with A GRADE

2.	4.	10	- Write indents and stock position - Prepare weekly and monthly reports.	- Maintenance of stocks - Maintenance of supplies, drugs, equipment, stock, indenting. - Calculation of indent as per population requirement - Management information and evaluation system(MIES) - Maintenance of records. - Reports of sub centre.	- Lecture Discussion. - Explain using stock register, indents etc to monthly reports of the students. - Calculation of indent as per population requirement - Explain the various records
3.	6	5	- Establish co-ordination with different organization working in the area. - Demonstrate good relationship with them.	Co- ordination - Inter-sectoral co- ordination - Co-ordination with school teachers, ASHA, anganwadi workers, panchayat - Role of NGOs and co-ordination with government departments.	- Lecture Discussion. - Visit local govt. departments, NGOs and discuss their programs.
4.	10	10	- Enumerate the National Health programs - Describe the role of ANM in these programs.	Implementation of national health program - National Health programs and the role of the ANM Detection, referral, treatment and follow up of cases of - malaria, leprosy tuberculosis, blindness.	- Lecture Discussion. - Visit a TB and a leprosy patient and observe DOTS program and MDT carried out by health workers.
5.	10	10	- Demonstrate ability in writing reports in correct language - Understand the scope of her career advancement and self development	Update knowledge - Continuing education for self development - circulars, hand- outs, meetings, journals. - Methods of self development • Interacting with community - Improving writing speaking abilities in local language and English	- Lecture Discussion. - Demonstration. - Role /play - Exercise on - Reading - Summarization - Comprehension - Practice in public speaking.

Suggested activities for Evaluation

- Detection of tuberculosis, malaria, leprosy etc
- Assignment on records and reports maintained at sub centre.
- Peer group teaching on DOTS & MDT.
- Participation of national health programmes at CHC/PHC/SC
- Assignment on organization of sub-centre/clinics

COMMUNITY HEALTH NURSING AND HEALTH PROMOTION

Hospital - 30 hours
Community - 280 hours
Total-310 hours

Expected Competency	Hospital Experience	Community Experiences
- Describe community structure - Community assessment and home visiting. - Health assessment of individuals of different age groups	Interviewing, Physical and health need assessment of (five) persons.	- Visit village for understanding the village mapping, physical, social and resources structure of the village. - Conduct community need assessment - Prepare and use questionnaire for home visits and assessing health concepts, behaviors, concepts and practices of five families.
Describe health organization and team responsibilities.		Visit to SC/PHC/CHC and prepare a report including organization, functions and the responsibilities of team members Prepare the organization chart.
- Perform nutritional assessment - Conduct IEC activities related to nutrition	Identifies, assesses two patients with malnutrition	Group work on: - Nutrition exhibition in a school / health centre. - Cooking demonstration for a group of women in a village. - Prepare and maintain a nutrition practical book.
Assess personal hygiene, and health education.		- Assess personal hygiene of five children in a school based on an assessment performa. - Conduct IEC activities related to personal hygiene
- Assess environmental sanitation - Conduct IEC activities related to environmental sanitation		- Using a guideline each group assesses a community's environmental sanitation, organizes discussion with community and prepares plan of action. - Disinfects one well and one tube well or any other activity based on community needs. - Prepare reports.

Assess mental health of an individual and counsel or refer.		- Assesses mental health of two persons - Health education - Referral - Prepare a report.

CHILD HEALTH NURSING

Hospital - 80 hours
Community - 100 hours
Total - 180 hours

Expected Competency	Hospital Experience	Community Experiences
- Assess growth and development of children. - Assess health status of children.	- Assess growth and development of 10 children of different ages and record on chart. - Assess health status of 10 sick children.	- Assess growth and development of 10 children of different ages and record on chart. - Conducts a school health clinic, assesses growth, identifies problems and refers. Conducts health education sessions for school children - 2 sessions. - Assess health status of 10 children
Care of the sick child.	- Give care to 5 children as per the IMNCI protocol - Give care to 5 children each with diarrhoea and ARI. - Demonstration, preparation and use of ORS to parents.	- Give care to 5 children as per the IMNCI protocol - Give care to 5 children each with diarrhoea and ARI - Give care to children with other ailments - Demonstrate, preparation and use of ORS to parents. - Identify and refer children at high risk - Demonstrate home care for a child with diarrhoea and ARI
Counsel mothers about feeding of infants and young child	Counsel mothers about breast feeding	- Identify and counsel 2 mothers with problems related to breastfeeding. - Demonstrate complementary food preparation and use.

*- Number of cases may be from clinical or community

MIDWIFERY

Hospital - 220 hours
Community - 160 hours
Total - 380 hours

Expected Competency	Hospital Experience	Community Experiences
Assessment and care of normal pregnant women.	- Detecting pregnancy using pregnancy testing kit. Registration of ant-natal mothers. - Pre conception counseling. - Measuring the blood pressure, pulse and fetal heart rate, checking for pallor and edema and determining the fundal height, fetal lie and presentation accurately. - Hemoglobin estimation and testing urine for protein and sugar - Examine 20 antenatal women (in the hospital and community) - Provide IFA supplements and administer TT injection to 10 women.	- Registration and management of vital events registers. - Conduct antenatal examinations at home. - Participate in antenatal clinics in the sub center - Malaria testing for pregnant mothers - Counseling on birth preparedness, complication readiness, diet and rest, infant feeding, sex during pregnancy, domestic violence and contraception.
- Conducting normal delivery. - Recognize different degrees of tears, give emergency care and refer. - Assessing and care of postnatal mothers and newborns	- Maintain midwifery case book - Conducting pelvic assessment to determine pelvic adequacy. PV examination 5 - Plotting the partographs and deciding when to refer the women. - Conducting 10 safe deliveries (in the hospital and community), with active management of third stage of labour, using infection prevention practices. - Assist in the suturing of 5 episiotomies and tears. - Provide essential care of the newborn-10 - Basic Resuscitation of the newborn-5 - Managing/Counseling on postpartum care and nutrition - Counseling/ supporting of mothers for breast feeding and preventing/ managing breast feeding problems - Counseling for Kangaroo Mother Care - Care of postnatal mothers 10 (in the hospital and community)	- Conduct deliveries in the community (health centers preferably and home). - Follow up of 10 postnatal mothers for 10 days VIth at least 3 home visits. - Care of newborns in the home-10 - Conduct health education for groups of mothers and individuals-2 each. - Integrate accepted practices of AYUSH

	- Conduct health education for groups of mothers and individuals-3 each - Follow infection prevention and biomedical waste management in the labour room and sub center.	
Assessing and referring mothers at risk	- Identify high-risk mothers and give care - Prepare for caesarean sections-2 - Observe caesarean sections-2 - Observe abnormal deliveries 5 - Prepare for MTP and observe procedure-2 - Take care of women with abortion-2 - Insert a urinary catheter in women - Preparation and administration of oxytocin drip Bimanual compression of the uterus for the management of PPH. - Care of mother with HIV - Digital removal of retained products of conception for incomplete abortion - Provide post abortion care.	- Do a case study of a complicated childbirth in the village. - Conduct a village meeting for emergency transport of women in labour and at risk. - Identify and refer women with unwanted pregnancy for MTP - Interview any 10 women and list reasons for unsafe motherhood and abortion. - Identify high risk mothers 5 and newborns 5 and refer them to the higher center.
- Counsel eligible couples about different methods of contraception. - Prepare acceptors for sterilization and IUCDs - Detection of cervical cancer	- Counseling of mother/couples for family planning - Prepare and assist for sterilization of 5 female and 2 male cases (in the hospital or community) - Insertion of intra uterine devices and prescription of contraceptives - Perform 2 IUCD insertions (in the hospital or community) - Distribute oral pills-5 - Demonstrate the use of condoms and distribute condoms-5 - Visual inspection of the cervix and taking a pap smear test-2	- Counsel eligible couples on different methods of contraception. - Perform 2 IUCD insertions (in the hospital or community) Distribute oral pills-5 Demonstrate the use of condoms and distribute condoms-5 - Visual inspection of the cervix and taking a pap smear test-2

Clinical requirements to be completed during the internship period:

In addition to practicing and gaining competency in the above mentioned skills, the students are expected to complete the following requirements during the internship period:

Assessment and care of normal pregnant woman	Examine 15 antenatal women (in the hospital and community)
Conduct normal delivery	Conducting pelvic assessment to determine pelvic adequacy PV examination 5

NAAC Accredited with A GRADE

Recognize different degrees of tears give emergency care and refer	- Conducting 10 safe deliveries (in the hospital and community), with active management of the third stage of labour, using infection prevention practices. - Assist in the suturing of 5 episiotomies and tears
Assessment and care of postnatal mothers and newborns	- Provide essential care of the newborn- 10 - Basic Resuscitation of the newborn-5 - Care of postnatal mothers 10 (in the hospital and community)
Assessing and referring mothers at risk	Take care of women with abortion-2
- counsel eligible couples about different methods of contraception - Prepare acceptors for sterilization and IUCDs - Detection of cervical cancer	- Prepare and assist for sterilization of 5 female and 2 male cases (in the hospital or community) - Perform 3 IUCD insertions (in the hospital or community) - Distribute oral pills-5 - Demonstrate the use of condoms and distribute condoms-5 - Visual inspection of cervix with Acetic acid-2
Management of sick neonates and children (IMNCI)	Assessment and care of 5 sick neonatal and 5 sick children as per the IMNCI protocols

PRIMARY HEALTH CARE NURSING AND HEALTH CENTRE MANAGEMENT

Hospital - 90 hours
Community - 360 hours
Total - 450 hours

Expected Competency	Hospital Experience	Community Experience
Administer immunization safely.	- Perform immunization for infants and children - DPT, measles, BCG, oral polio, hepatitis and maintains record in health centre or hospital. - Injection safety measures	- Perform immunization for infants and children- DPT, measles, BCG hepatitis oral polio and maintains record. - Plans and conducts two immunization sessions in the village and sub-centre and records. - Injection safety measures
Give care to the sick.	Give care to sick people in the health centre \ hospital.	- Assess and take care of sick patients at home. - Integrate accepted practices of AYUSH - Refers patients to hospital \ health centre and follow up.
Provide first aid in various emergencies.	Practice bandaging, splints, slings	Provide first aid in the health center/ clinic and maintain records.

NAAC Accredited with A GRADE

• Provide primary medical care.	• Administers medication • Treatment of minor ailments	• Conduct health camps • Administers medications and refers patients if required • Integrate accepted practices of AYUSH
• Organize and manage sub centre • Render care at home.		Intensive experience at a sub -centre and participate with the ANM / FHW in - - Organizing various clinics - Indenting - Maintaining stock books - Management information and evaluation system (MIES): vital statistics, family folders / eligible couple registers, records and reports etc. - Providing emergency care. - Home visits and pre, post and intranatal care at home

IIMT COLLEGE OF MEDICAL SCIENCES (NURSING)

ACADEMIC HAND BOOK



+91-9897474598



www.iimtu.edu.in



O-Pocket, Ganga Nagar, Mawana Road, Meerut-250001

Diploma in General Nursing & Midwifery Syllabus and Regulations REVISED — 2015



Indian Nursing Council

**Combined Council Building, Kotla Road, Temple
Lane, New Delhi - 110002**

PREFACE

Indian Nursing Council (INC) is a National statutory body. INC's main function is to establish Uniform Standards of nursing education for nursing personnel and to prescribe the syllabus and regulation for various categories of nursing personnel.

Indian Nursing Council has revised the syllabus and regulations for the General Nursing and Midwifery training programme. The revision was undertaken by having series of consultations with the various stake holders. One of the major change in the revised curriculum is duration of the programme. The duration of the programme has been reduced from 3 ½ years to 3 years, without compromising course content and objectives of the course, internship has been integrated within the 3 years course.

Another change in the revision of the curriculum is format of the syllabus. The format of the curriculum changed to include the course description, general objective, learning objectives, course content, number of hours for each unit, their teaching learning activities and assessment methods. For each subject which had practical requirements, a detailed description of the area with course description, general objectives, area of practice, time to be spent in each area with the objectives for each area, the skills to be acquired, the assignments and the assessment methods are clearly spell out. This will facilitate for the teachers for effectively covering the syllabus and also guide the nursing teachers to implement the curriculum in totality covering all aspect of the theory and practical component of the programme.

I am confident that this revised syllabus and regulations will be able to prepare Nurses to provide qualitative Nursing care in the hospital and also in the community.

I also take this opportunity to acknowledge the contribution Nursing Education Committee Members of INC, Nursing Experts, Vice-President, INC the then Secretary, INC and Joint Secretary of INC in preparation of the revised GNM syllabus.



(T. Dileep Kumar)
President Indian Nursing Council Ex-
Nursing Adviser to Govt. of India

INDEX

Contents

REGULATIONS

Introduction & Philosophy
Aims
Objectives
Guidelines and Minimum Requirements to Establish School of Nursing
Physical Facilities
 Teaching Block
 Hostel Block
 Hostel Facilities
Anti Ragging
Nursing Teaching Faculty
Clinical Facilities
Admission Terms and Conditions
Curriculum
Course of Instruction
Scheme of Examination

CURRICULUM

FIRST YEAR

Bio-Science
 Anatomy and Physiology
 Microbiology
Behavioral Sciences
 Psychology
 Sociology
Nursing Foundations
 Fundamentals of Nursing
 First Aid
 Nursing Foundation-Practical
Community Health Nursing
 Community Health Nursing - I
 Community Health Nursing I - Practical
 Environmental Hygiene
 Health Education and Communication skills
 Nutrition
 English
 Computer Education

SECOND YEAR

Medical Surgical Nursing – I
Medical Surgical Nursing – II
 Medical Surgical Nursing I & II Practical
Mental Health Nursing

Mental Health Nursing - Practical
Child Health Nursing
Child Health Nursing - Practical

THIRD YEAR PART – I

Midwifery and Gynecological Nursing
Midwifery
Gynecological Nursing
Midwifery and Gynecological Nursing Practical
Community Health Nursing - II
Community Health Nursing II - Practical

INTERNSHIP (3rd Year Part - II)

Nursing Education
Introduction to Research
Professional Trends and Adjustment
Nursing Administration and Ward Management

INTRODUCTION & PHILOSOPHY

Nursing is a profession within the Health Care Sector focused on the care of individuals, families and communities so they may attain maintain or recover optimal health and quality of life.

Nurses care for individuals of all ages and all cultural backgrounds who are healthy and ill in a holistic manner based on the individuals physical, emotional, psychological, intellectual, social and spiritual needs. The profession combines physical sciences, social science and technology in caring for those individuals.

Indian Nursing Council believes in concept of Health laid down by World Health Organisation (WHO) “Health is a state of complete physical, mental and social wellbeing and not merely the absence of disease or infirmity.”

In order to provide qualitative Nursing Care there is a need to train nurses effectively to work as a team member of health care delivery system. It is therefore their training should involve positive attitudes, knowledge, skills, professional expertise, latest trends in health care and health care needs of the community and the country as a whole.

As per the definition of Virginia Avenel Henderson “ The Unique function of the nurse is to assist the individual, sick or well, in the performance of those activities contributing to health or its recovery (or to peaceful death) that he would perform unaided if he had the necessary strength, will or knowledge.”

As per the International Council of Nurses “ Nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings. Nursing includes the promotion of health, prevention of illness, and the care of ill, disables and dying people. Advocacy, promotion of a safe environment, research, participation in shaping health policy and in patient and health systems management and education are also key nursing roles.”

Indian Nursing Council recognized that basic nursing education is a formally recognized

programme of students providing a broad and sound foundation in the behavioral, life and nursing sciences for the practice of nursing for a leadership role and for the post basic education in specialties for advanced nursing practice. The Country believes that this basic course in nursing should prepare nurses for occupying first level positions in nursing in all kinds of health care settings. The Council recognizes that nursing is a profession which is influenced by advances in science and technology, it believes that skills in all aspects of communication are also essential learning and for the practice of nursing.

The Council also recognizes that the nature of nursing is such that a substantial portion of learning of the study is acquired in clinical field(s) of practice. It further recognized the interdependence of nursing to allied professions and occupations in prevention of diseases, promotion, maintenance and restoration of health.

The Council believes that it has a responsibility in helping the students to develop pride in their profession besides keeping them abreast with current knowledge and professional trends for a successful career ahead.

Aims

The basic Diploma course in General Nursing and Midwifery is geared to the health needs of the individuals, family, community and the country at large.

The aims of the Diploma in General Nursing and Midwifery programme are:

1. To prepare nurses with a sound educational programme in nursing to enable them to function as efficient members of the health team, beginning with the competencies for first level positions in all kinds of health care settings.
2. To help nurses develop an ability to co-operate and co-ordinate with members of the health team in the prevention of disease, promotion of health and rehabilitation of the sick.
3. To help nurses in their personal and professional development, so that they are able to make maximum contribution to the society as useful and productive individuals, citizens as well as efficient nurses.
4. To serve as a base for further professional education and specialization in nursing.
5. To prepare nurses to keep pace with latest professional and technological developments and use these for providing nursing care service.

OBJECTIVES

The nurse on completion of this course will be able to:

1. Demonstrate competency in providing health care to individual, sick or well, using nursing process.
 - Assess the nursing need of clients from birth of death.
 - Plan and carry out appropriate action to meet nursing needs.
 - Provide effective nursing care for maintain best possible level of health in all aspects.
 - Promote self care in people under their care.
 - Apply problem solving techniques in nursing practice.
 - Evaluate effectiveness of nursing care.
 - Apply problem solving techniques in nursing practice.
 - Evaluate effectiveness of nursing care.
2. Apply knowledge from the humanities, biological and behavioral sciences in functioning as a nurse.
3. Function effectively with members of the health team and community applying the knowledge of human relations and communication skills in her work.
4. Participate as member of the health team in delivery of curative preventive, promotive and rehabilitative health care service.
5. Mobilize community resources and their involvement in working with the communities.
6. Demonstrate use of ethical values in their personal and professional life.
7. Demonstrate interest in activities of professional organization.
8. Recognize the need for continuing education for professional development.
9. Demonstrate basic skills in teaching patients and giving nursing care to them.
10. Demonstrate basic skills in administration and leadership while working with other members of health team and community.
11. Assist in research activities.

REGULATIONS

Guidelines for Establishment of New General Nursing and Midwifery School of Nursing

1. Any organization under: (i) Central Government/State Government/Local body (ii) Registered Private or Public Trust (iii) Missionary or any other organization registered under Society Registration Act (iv) Company incorporated under section 8 of Company's act are eligible to establish General Nursing and Midwifery School of Nursing.
2. Any organization having 100 bedded Parent (Own) hospital is eligible to establish General Nursing Course.
3. Above organization shall obtain the Essentiality Certificate/No Objection Certificate for the General Nursing and Midwifery programme from the respective State Government. The institution name along with Trust Deed/Society address shall be mentioned in No Objection Certificate/Essentiality Certificate.
4. An application form to establish Nursing programme is available on the website viz., www.indiannursingcouncil.org, which shall be downloaded. Duly filled in application form with the requisite documents mentioned in the form shall be submitted before the last date as per the calendar of events of that year.
5. The Indian Nursing Council on receipt of the proposal from the Institution to start nursing programme, will undertake the **first inspection** to assess suitability with regard to physical infrastructure, clinical facility and teaching faculty in order to give permission to start the programme.
6. After the receipt of the permission to start the nursing programme from Indian Nursing Council, the institution shall obtain the approval from the State Nursing Council and Examination Board.
 - Before the admission of the students next year institute will submit the renewal/validity form as per the calendar of events every year. However INC may conduct yearly inspection.
7. Institution will admit the students only after taking approval of State Nursing Council Examination Board.

Note:

- If, no admission are made for two consecutive academic years then it shall be considered as closed for the said programme.
- If the institution wants to restart the programme they have to submit the first inspection fees within 5 years i.e., from the year they did not have admissions. Guidelines of the year wherein institute was first permitted will be applicable.

PHYSICAL FACILITIES

Teaching Block:

The School of Nursing should have a separate building/teaching block*. For a School with an annual admission capacity of **40-60** students, the constructed area of the School should be **20000** square feet.

The School of Nursing can be in a rented/leased building for first two years. After two years institute shall have own building in an institutional area. Otherwise Rs.50,000 penalty has to be paid for every year. During the penalty period institute shall be able to construct own building. If the institution is not able to have their own building, permission/suitability will be withdrawn and however institution will be given chance to submit the proposal towards first inspection with the latest guidelines.

Adequate hostel/residential accommodation for students and staff should be available in addition to the above mentioned built up area of the Nursing School respectively. The details of the constructed area are given below for admission capacity of **40-60** students:

S. No.	Teaching Block	Area (Figures in Sq. feet)
1.	Lecture Hall	3 @ 900 = 2700
2.	(i) Nursing foundation lab	1500
	(ii) CHN & Nutrition Lab	900
	(iii) Advance Nursing Skill Lab	900
	(iv) OBG and Paediatrics Lab	900
	(v) Pre-clinical science lab	900
	(vi) Computer Lab	1500
3.	Multipurpose Hall	3000
4.	Common Room (Male & Female)	1000
5.	Staff Room	1000
6.	Principal Room	300
7.	Vice Principal Room	200
8.	Library	1800
9.	A.V. Aids Room	600
10.	Faculty Room	1800
11.	Provisions for Toilets	1000
Total		20000 Sq. Ft.

Note:

- *1. Nursing Educational institution should be in Institutional area only and not in residential area.
- *2. If the institute has non-nursing programme in the same building, Nursing programme should have separate teaching block.
- *3. Shift-wise management with other educational institutions will not be accepted.
- *4. Separate teaching block shall be available if it is in hospital premises.
- *5. Proportionately the size of the built-up area will increase according to the number of students admitted.

- *6. School and College of nursing can share laboratories, if they are in same campus under same name and under same trust, that is the institution is one but offering different nursing programmes. However, they should have equipments and articles proportionate to the strength of admission. **And the class rooms should be available as per the requirement stipulated by Indian Nursing Council of each programme.**

Hostel Block:

Hostel Provision is Mandatory and shall also be owned by the institute within the period of two years

S. No.	Hostel Block	Area (Figures in Sq feet)
1.	Single Room	9000 (50 sq. ft. for each student)
	Double Room	
2.	Sanitary	One latrine & One Bath room (for 60 students) – $600 \times 3 = 1800$
3.	Visitor Room	500
4.	Reading Room	250
5.	Store	500
6.	Recreation Room	500
7.	Dining Hall	3000
8.	Kitchen & Store	1500
9.	Warden's room	450
Total		17500 Sq. Ft.

Grand Total (total requirement for the nursing programme): - 20000 (Teaching Block) + 17500 (Hostel Block) = 37500 Sq. Ft.

1. Class Rooms

There should be at least three classrooms with the capacity of accommodating the number of students admitted in each class. The rooms should be well ventilated with proper lighting system. There should be built in White Boards. Also there should be a desk/ dais/a big table and a chair for the teacher and racks/cupboards for keeping teaching aids or any other equipment needed for the conduct of classes.

2. Laboratories

There should be at least Six laboratories as listed below:-

1	Nursing Practice Laboratory
2	Community Health Nursing & Nutrition Laboratory
3	Advance Nursing Skill Laboratory
4	Computer Laboratory
5	OBG & Paediatric Laboratory
6	Pre Clinical Sciences Laboratory

- a) **Nursing Practice Laboratory:** There should be demonstration beds with dummies, mannequins in proportion to the number of students practicing a nursing procedure at a

given point of time (the desired ratio being 1 bed: 6 practicing students).

It should be fully equipped with built-in-cupboards and racks. Wash-basins with running water supply, electric fitting, adequate furniture like table, chairs, stools, patient lockers footstools etc. Sufficient Necessary inventory articles should be there i.e. at least 10-12 sets of all items needed for the practice of nursing procedure by the students.

- b) **Community Practice & Nutrition Laboratory:** It should have all required articles needed for practicing nursing procedures in a community set-up. The laboratory should give appearance of that of a rural setting, with community maps, records put up on display & cupboards.

It should also have facilities for imparting basic knowledge of various methods of cooking for the healthy as well as for the sick. The furnishing and equipment should include work-tables, cooking cutlery, trays, plates, dietetic scales, cooking utensils, microwave, racks/ shelves, refrigerator, pressure cookers, mixer and cupboards for storage of food items. The food items shall be purchased for the conduct of practical classes as and when required. Sets of crockery and cutlery for preparation, napkins for serving and display of food also should be there.

- c) **Computer Laboratory:** It can be shared with other departments.
- d) **OBG & Pediatric Laboratory:** Laboratory should have equipment and articles as mentioned in laboratory equipments and articles.
- e) **Advance Nursing Skill Laboratory:** There should be simulators used teach, practice & learn advance skills e.g., administration of tube- feeding, tracheostomy, gastrostomy etc. I/V injection, BLS, newborn resuscitation model, etc. The lab should have computers, internet connection, monitor used in Critical Care Units.
- f) **Pre-clinical Science lab:** It is the laboratory of Biochemistry, Anatomy, and Microbiology. The laboratory articles mentioned in the laboratory equipment & articles shall be available.

3. Multipurpose Hall

It can be utilized for hosting functions of the college, educational conferences/ workshops, CNES examinations etc. It should have proper stage with green room facilities. It should be well –ventilated and have proper lighting system. There should be arrangements for the use of all kinds of basic and advanced audio-visual aids.

4. Library

There should be a separate library in the school. It should be easily accessible to the teaching faculty and the students, during school hours and extended hours also.

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

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

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

There should be sufficient number of cupboards, books shelves and racks with glass doors for proper and safe storage of books, magazines, journals, newspapers and other literature. There should be provision for catalogue-cabinets, racks for student bags etc., book display racks,

bulletin boards and stationery items like index cards, borrowers cards, labels and registers. Current books, magazines, journals, newspaper and other literature should be available in the library.

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

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

5. Offices Requirements

a. *Principal's Office*

There should be a separate office for the Principal with attached toilet and provision for visitor's room. Independent telephone facility is a must for the Principal's office with intercom facility connected/linked to the hospital and hostel.

b. *Office for Vice-Principal*

There should be a separate office for the Vice-Principal with attached toilet and provision for visitor's room. Independent telephone facility is a must for Vice-principal's office with intercom facility connected/linked to the hospital and hostel.

c. *Faculty Room*

There should be adequate number of office rooms in proportion to the number of teaching faculty. One office room should accommodate 2 teachers only. Separate toilet facility should be provided for the teaching faculty with hand washing facility. There should be a separate toilet for male teachers.

d. *Staff Room*

One separate office room for the office staff should be provided with adequate toilet facility. This office should be spacious enough to accommodate the entire office staff with separate cabin for each official. Each office room should be adequately furnished with items like tables, chairs, cupboards, built-in racks and shelves, filing cabinets and book cases. Also there should be provision for equipments like photocopy, computers and telephone.

6. Common Rooms

Common rooms should be provided. One for the teaching faculty, one for the student and one for the office staff. Sufficient space with adequate seating arrangements, cupboards, lockers, cabinets, built-in-shelves and racks should be provided in all the common rooms. Toilet and hand washing facilities should be made available in each room.

7. Audio-Visual Aids Room & Store Room

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

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

8. Other Facilities

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

9. Garage

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

10. Fire Extinguisher

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

11. Playground

Playground should be spacious for outdoor sports like Volleyball, football, badminton and for Athletics.

Hostel Facilities:

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

1. Hostel Room

It should be ideal for 2 students. The furniture provided should include a cot, a table, a chair, a book rack, a cupboard or almirah for each student.

2. Toilet and Bathroom

Toilet and bathroom facilities should be provided on each floor of the students hostel. Geysers in bathroom and wash basins should also be provided.

3. Recreation

There should be facilities for indoor and outdoor games. There should be provision for T.V., radio and video cassette player.

4. Visitor's Room

There should be a visitor room in the hostel with comfortable seating, lighting and toilet facilities.

5. Kitchen & Dining Hall

There should be a hygienic kitchen and dining hall to seat at least 80% of the total students strength at one time with adequate tables, chairs, water coolers, refrigerators and heating facilities. Hand washing facilities must be provided.

6. **Pantry**
One pantry on each floor should be provided. It should have water cooler and heating arrangements.
7. **Washing & Ironing Space**
Facility for drying and ironing clothes should be provided in each floor.
8. **Warden's Room**
Warden should be provided with a separate office room besides her residential accommodation. Intercom facility with school & hospital shall be provided.
9. Telephone facility accessible to students in emergency situation shall be made available.
10. **Canteen**
There should be provision for a canteen for the students, their guests, and all other staff members.
11. **Transport**
School should have separate transport facility under the control of the Principal. 25 and 50 seats bus is preferable and number of transport shall be as per students strength.

Staff for the Hostel

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

ANTI RAGGING

1. Notice/Circular for prohibition of Ragging shall be available on
 - Notice Boards
 - Admission Brochure/Prospectus
2. Display Posters/Charts on Prohibition of Ragging in common places.
3. Constitute :-
 - Anti- ragging committee
 - Anti- ragging squad } with name designation & Telephone no.
4. Leaflet given to fresher's students to detail out the telephone no. mentioned to whom to approach in case of ragging including Anti ragging committee/squad addresses and telephone numbers.
5. Constituting a mentoring cell consisting of students volunteering to be mentors for fresher's (one mentor of six fresher's and one mentor of a higher level for six mentors of the lower level.)
6. Online Affidavit (1) by the student (2) by the parent shall be taken as per the UGC notification from time to time.
7. Display at multiple places- notices, common rooms, canteens, classrooms, library, toilets, corridors etc. Anti-ragging help line for students.
8. Complaint box placed at places accessible to students.

Budget

In the overall budget of the Institution, there should be provision for school budget under a separate head.

Principal of the school of Nursing should be the drawing and disbursing officer.

NURSING TEACHING FACULTY

The Principal should be the administrative head of the school. He/She should hold qualification as laid down by INC. The Principal should be the controlling authority for the budget of the school and

also be the drawing and disbursing officer. The Principal and Vice- Principal should be Gazetted officers in Government Schools and of equal status (though non-Gazetted) in non-government Schools.

Qualification of Teaching Staff for General Nursing and Midwifery programme with 40 students intake:

Ratio of Female and Male Nursing Teachers in School Programme

- **For every 7 female nursing teacher there shall be 3 male nursing teacher i.e. 7:3 female to male nursing teacher ratio.**

[i.e., maximum of 30% will be male] it does not direct that female teachers to be replaced by male. The following is for 60 students' intake:

S. No.	Teaching faculty	Qualification & Experience	No. Required
(i)	Principal	M.Sc. Nursing with 3 years of teaching experience or B.Sc. Nursing (Basic) / Post Basic with 5 years of teaching experience.	1
(ii)	Vice-Principal	M.Sc. Nursing or B.Sc. Nursing (Basic) / Post Basic	1
(iii)	Tutor	M.Sc. Nursing or B.Sc. Nursing (Basic/Post Basic) or Diploma in Nursing Education and Administration with 2 years of professional experience.	16
Total			18

Note:

- Teacher student ratio should be 1:10 on sanctioned strength of students.
- One of the Tutors need to stay at the community health filed by rotation.
- The salary structure of the teaching faculty in private Schools of Nursing should not be less than what is admissible in the schools of the nursing under State/Central Government.
- Nursing service personnel should actively participate in instruction, Supervision, guidance and evaluation of student in the clinical and field/ community practice areas. The teaching faculty of the School of nursing should work in close coordination with nursing service personnel.
- The teaching faculty of the school and the nursing service personnel should be deputed to attend short term educational courses/ workshops/ conferences etc. to update their knowledge.
- It is mandatory for school authorities to treat teaching faulty of the school of nursing on duty when nominated/ selected for the purpose of examination or inspection or inspection by the Council.
- All nursing faculty including Principal shall spend at least four hours each day in the clinical area for clinical teaching and / or supervision of care by the students.
- 50% of the non-nursing subjects should be taught by the nursing teachers. However, it will be supplemented by the external faculty who are doctors or candidates having PG Qualification in the requisite subject. **Nursing teachers who are involved in non-nursing subjects shall be examiners for the programme.**

External FACULTY

Besides the regular teaching faculty in the school of Nursing, there should be provision for external lectures for teaching the students. They should possess the desired qualification in the respective

subjects which are to be taught. Remuneration of these external lecturers is to be paid as per the institute/ govt. policy. The external Faculty may comprise Medical Faculty and Scientists, General Educationist including teaching experts in English, computer Education. Physical Education/ Yoga, Psychologists, Sociologists, Health Economist/ Statistician, Nutritionist.

School Management Committee

Following members should constitute the Board of management of the school.

Principal	Chairperson
Vice- Principal	Member
Tutor	Member
Chief Nursing Officer/	Member
Nursing Superintendent	
Administrative staff for School of Nursing	Member

Additional Staff for School of Nursing

Stenographer/Personal Assistant	One	} Should have Knowledge of computer
Senior Clerk cum Cashier/ Accountant	One	
Junior Clerk cum Typist	One	
Librarian	One	
Laboratory Attendant	One	
Chowkidar/ Watchman	Two	
Driver	One for each	
Cleaner	One for each	
Peon	Three	
Sweeper/ Safai Karmachari	Two	
Machine (Duplicating/ Xerox) Operator	One	

CLINICAL FACILITIES

- I. Own Hospital: School of nursing should have a **100** bedded Parent (Own Hospital).
- II. Additional affiliation of hospital:
If all the required learning experience are not available in the parent hospital, the students should be sent to affiliated hospital/ agencies/ Institutions where it is available.

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

i. Criteria for Affiliation

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

- Community Health Nursing
- Communicable diseases
- Mental Health (Psychiatric) Nursing
- Specialties like Cardiology, Neurology, Oncology Nephrology etc.

ii. The size of the Hospital/Nursing Home for affiliation:-

- Should not be less than **100** beds apart from having own hospital.
- Maximum 3 Hospital can be attached with 100 beds each.

The Physical facilities staffing and equipment of the affiliated hospitals should be of the same standard as required in the hospital.

The Nursing Staff of the affiliated hospital should be prepared to recognize the institutional student with student status as per their educational programme.

Distribution of beds in different areas

Medical	45
Surgical	45
Obst. & Gynaecology	45
Pediatrics	30
Ortho	15
Psychiatric	50

III. Bed Occupancy of the Hospital should be minimum **75%**.

IV. Other Specialties/Facilities for clinical experience required are as follows: Major OT

Minor OT Dental Eye/ENT

Burns and Plastic Neonatology with Nursery

Communicable disease Community Health Nursing Cardiology

Oncology Neurology/Neuro-surgery Nephrology etc.

ICU/CCU

V. There should be a variety of patients of all age groups in all the clinical areas where the students are posted for obtaining the requisite learning experiences.

VII. The Nursing Staffing norms in the affiliated Hospital should be as per the INC norms.

VIII. The affiliated Hospital should give student status to the candidates of the nursing programme.

IX. Maximum distance of the affiliated hospitals should be within **30** kms.

X. **1:3** student patient ratio to be maintained.

XI. For Tribal and hilly area the maximum distance is **50 kms**

If the institution is having both General Nursing and Midwifery and B.Sc. (N) programme, it would require to ensure 1:3 student patient ratio based on intake for each programme.

Distribution of Beds

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

Staffing

1. Chief Nursing Officer (C.N.O) - for 500 Beds and above. (Qualification as for Principal, SON)
2. Nursing Superintendent (N.S)-1 (Qualification as for Principal, SON).
3. Deputy Nursing Superintendent (D.N.S)-1 (qualification as for vice-principle, SON).
4. Assistant Nursing Superintendent (A.N.S)-2 and for every additional 50 beds one more (qualification as for vice- Principle, SON).

NORMS RECOMMENDED BY EXPERTS COMMITTEE ON HEALTH MANPOWER PRODUCTION AND MANAGEMNET (RESOLUTION OF FOURTH CONFERENCE OF CENTRAL COUNCIL OF HEALTH AND FAMILY WELFARE, ON NURSING, 1995).

Categories	Requirements
1. Nursing Superintendent	1:200 beds
2. Dy. Nursing Superintendent	1:300 beds
3. Departmental Nursing Supervisors/ Nursing Sisters	7:1000(Plus one additional 100 beds
4. Ward Nursing Supervisors/ Sisters	8:200+30% leave Reserve
5. Staff nurse for wards	1:3 (of 1:9 each Shift)+30% leave Reserve 1:100 OPD
6. For OPD, blood Bank, X-ray Diabetic Clinic CSR etc.	Patients (1 bed:5 OPD Patients)+30% leave Reserve. 1:1 (of 1:3) for each (shift +30% leave Reserve) 8:200 + 30%
7. For Intensive Care Unit (8beds ICU for 200 beds)	
8. For specialized departments	leave Reserve\

Justification

1. Needs may vary from one hospital to another, Depending on its size and service rendered, more staff than anticipated will be required.

2. Special attention is needed for supervision of patient care in the evening and night shifts.
3. 30% leave reserve posts are mandatory.

Other point to be considered

- a. The staff of the parent hospital should be strictly as per the criteria laid down by INC in terms of doctors, nurses and paramedical staff.
- b. Wards/Area/OPDs/OTs/Clinical departments etc. must have adequate coverage of the staff in all the shifts to ensure that students are only for attending clinical experience in these areas and not utilized for service purposes.
- c. Continuing/ in-service education programme must be attended by all staff nurses to keep themselves abreast with latest technologies and sophistication used in day to day patient care in these areas.

Community Health Nursing Field Practice Area

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

ADMISSION TERMS AND CONDITIONS

1. Minimum education eligibility criteria for admission to GNM:
 - 10+2 with English and must have obtained a minimum of 40% at the qualifying examination and English individually from any recognized board. Candidates are also eligible from State Open School recognized by State Government and National Institute of Open School (NIOS) recognized by Central Government. However Science is preferable.
 - 10+2 with English having 40% of marks in vocational ANM course from the school recognized by Indian Nursing Council
 - 10+2 with English having 40% of marks in Vocational Stream-Health care Science from a recognized CBSE board/State/Centre
 - Registered ANM with pass mark.

For foreign nationals

- The entry qualification equivalency i.e., 12th standard will be obtained by Association of Indian Universities, New Delhi. Institution, State Nursing Council will be responsible to ensure that the qualification and eligibility will be equivalent to what has been prescribed as above.
2. Reservation
 - a) For disabled candidates: 3% Disability reservation to be considered with a disability of locomotor to the tune of 40% to 50% of the lower extremity and other eligibility

criteria with regard to age and qualification will be same as prescribed for each nursing programme.

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

- b) 5% of total marks is relaxed for SC/ST candidates
- c) Any other reservation as per the State Govt.

Note: Reservation shall be applicable within the sanctioned number of the seats by INC and not above it.

3. Admission of students shall be once in a year.
4. Students shall be medically fit.
5. Minimum age for admission will be 17 years. (as on 31st December of that year) The upper age limit is 35 yrs. For ANM/ for LHV, there is no age bar.

Admission / Selection Committee

This committee should comprise of:

- Principal Chairperson
- Vice-Principal
- Senior Tutor
- Chief Nursing Officer or Nursing Superintendent

ADMISSION STRENGTH

Admission / Intake of candidates shall be as per sanctioned strength permitted by INC.

Health Services

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

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

Records

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

- a) For Students
 1. Admission record
 2. Health record
 3. Class attendance record
 4. Clinical and Field Experience record
 5. Internal assessment record for both theory and practical

6. Mark Lists (State Council/Board Results)
 7. Record of extracurricular activities of student (both in the school as well as outside)
 8. Leave record
 9. Practical record books – Procedure book and Midwifery record book to be maintained as prescribed by INC
- b) For each academic year, for each class/batch
1. Course contents record (for each subjects)
 2. The record of the academic performance
 3. Rotation plans for each academic year
 4. Record of committee meetings
 5. Record of the stock of the school
 6. Affiliation record
 7. Grant-in-aid record (if the school is receiving grant-in-aid from any source like state Govt. etc.)
 8. Cumulative record.

Record of educational programmes organized for teaching faculty and student, both in the school as well as outside.

Annual reports (Record) of the achievement of the school prepared annually.

School of nursing should possess detailed and up-to-date record of each activity carried out in the school.

Transcript

All institutions to issue the transcript upon completion of the course and to **submit only one single copy of transcript** per batch to respective State Nursing and Midwifery Registration Council.

CURRICULUM

Duration

Course duration	= 3 Years
Weeks Available	= 52 weeks
Vacation	= 4 weeks
Examination (including preparatory)	= 2 weeks
Available weeks	= 46 weeks
Hours per week	= 40 hours
Hours available per academic year (1st & 2nd Year)	= 1840 (46 wks × 40 hours) X
2=3680 Hours available for 3rd Year (Part I)	= 960 (24 wks × 40 hours)
Internship (Part II)	= 1248 (26 wks × 48 hours)

$\left\{ \begin{array}{l} \text{3rd Year} \\ \text{2 weeks vacation} \\ \text{2 weeks Examination} \end{array} \right\}$	}

Total = 5888 hours

Course of Instruction

FIRST YEAR

Subjects	Theory (hours)	Practical (hours)	
Bio Sciences	120		
- Anatomy & Physiology.	90		
- Microbiology	30		
Behavioral Sciences	60		
- Psychology	40		
- Sociology	20		
Nursing Foundations	210	200 (lab)	680 (clinic)
- Fundamentals of Nursing.	190	(22 weeks)	
- First aid	20		
Community Health Nursing	180	} 320 8 weeks	
- CHN-I	80		
- Environmental Hygiene	30		
- Health Education & Communication Skills	40		
- Nutrition	30		

Subjects	Theory (hours)	Practical (hours)
English	30	-
Computer Education	15	15
Co-curricular activities	10	-
	625 (16 wks)	1215 (30 wks)
TOTAL	1840	

SECOND YEAR

Subjects	Theory (hours)	Practical (hours)
Medical Surgical Nursing-I	120	800 (20 wks)
Medical Surgical Nursing -II	120	
Mental Health Nursing	70	320 (8wks)
Child Health Nursing	70	320 (8wks)
Co-curricular activities	20	-
	400 (10 weeks)	1440 (36 weeks)
TOTAL	1840	

THIRD YEAR Part-I

Subjects	Theory (hours)	Practice (hours)
Midwifery & Gynaecological Nursing	140	560 (14 wks)
Community Health Nursing-II	90	160 (4 wks)
Co-curricular	10	-
	240 hours (6 weeks)	720 hours (18 weeks)
TOTAL	960	

THIRD YEAR Part-II (Integrated supervised Internship)

Theory Subjects	Theory (hours)
Nursing Education	20
Introduction to Research and statistics	30
Professional Trends & Adjustments.	30
Nursing Administration & Ward Management	40
TOTAL	120 (2 weeks)

Clinical Areas	Clinical Hours/ weeks *
Medical Surgical Nursing	288(6 wks)
Community Health Nursing	288(6 wks)
Child Health Nursing	96(2 wks)
Midwifery and Gynaecological Nursing	384(8 wks)
Mental Health Nursing	96(2 wks)
TOTAL	1152 (24 weeks)

Night duty should be given in clinical area(s) in rotation

*43 hours per week for clinical and 5 hours per week for theory.

The students posted in the clinical areas should be accompanied by teaching faculty of the school.

The same practice must be followed when student are posted for requisite clinical experience to affiliated Hospital/Agency /Institution.

The Nursing teachers must actively participate in supervising, guiding and evaluating students in the hospital wards, health centers and in the community.

1:10 teacher student ratio to be maintained during the supervised clinical practice

SUMMARY OF TOTAL CLINICAL EXPERIENCE

Area	1st Year	2nd Year	3rd Year –I	3rd Year –II (Internship)
Nursing Foundation	880 (22)	-	-	-
Community Health Nursing	320 (8)	-	160 (4)	288 (6)
Medical Surgical Nursing	-	800 (20)	-	288 (6)
Mental Health Nursing	-	320 (8)	-	96 (2)
Child Health Nursing	-	320-(8)	-	96 (2)
Midwifery and Gynaecological Nursing	-	-	560 (14)	384 (8)
Total	1200	1440	720	1152

SCHEME OF EXAMINATION:

FIRST YEAR

Paper	Subjects	Total Marks	Internal Assessment	Council/ Board examination	Weightage	Duration of Examination (Hrs.)
I.	Bio Sciences - Anatomy & Physiology. - Microbiology	100	25	75	65% 35%	3
II.	Behavioral Sciences - Psychology - Sociology	100	25	75	65% 35%	3
III.	Foundation of Nursing - Fundamental of Nursing - First aid	100	25	75		3
IV.	Community Health Nursing - CHN-I - Environmental Hygiene - Health education & Communication Skills - Nutrition	100	25	75	50% 10% 25% 15%	3
	Practical – I Fundamental of Nursing	100	50	50		-

SECOND YEAR

Paper	Subjects	Total Marks	Internal Assessment	Council/Board examination	Duration of Examination (Hrs.)
I.	Medical Surgical Nursing-I	100	25	75	3
II.	Medical Surgical Nursing –II	100	25	75	3
III.	Mental Health Nursing	100	25	75	3
IV.	Child Health Nursing Practical – I	100	25	75	3
	Medical Surgical Nursing Practical-II	100	50	50	-
	Child Health Nursing Practical-III*	100	50	50	
	Mental Health Nursing	100	50	50*	

Note:* (only school examination, no council/board exam)

*Practical examination for psychiatric nursing is to be conducted at the place of clinical experience at the end of clinical instruction by school, itself and marks shall be sent to the council/board.

THIRD YEAR Part-I*

Paper	Subjects	Total Marks	Internal Assessment	Council/ Board examination	Duration of Examination (Hrs.)
I.	Midwifery & Gynecological Nursing	100	25	75	3
II.	Community Health Nursing-II	100	25	75	3
	Practical I Midwifery	100	50	50	
	Practical – II Community Health Nursing	100	50	50	

*Examination for Part-I will be conducted at the end of Third Year

THIRD YEAR Part-II (School Examination)

Paper	Subjects	Total Marks	Term Assessment	School Exam	Duration of Examination (Hrs.)
I.	Nursing Education and Introduction to Research and statistics	100	50	50	3
II.	Professional Trends & Adjustment, Nursing administration and Ward Management	100	50	50	3

Examination guidelines

- Shall have one regular examination followed by supplementary examination in a year.
- If a candidate fail they can be permitted to next year
- A candidate can take any number of attempts with a condition that maximum period allowed is 6 years. However all previous papers need to be cleared before appearing in the final examination
- No institution shall submit student average internal marks more than 75% i.e., if 40 students are admitted in a course than the average score of the 40 students shall not exceed 75%.
Example of 5 students: A=25, B=20, C=22, D=21, E=24 Average score=89.6%
This will not be accepted by the State Nursing Registration Council
- Minimum pass marks should be 50% in each of the Theory and practical paper separately.
- Minimum pass marks shall be 40% for English only.
- Theory and Practical exams for Introduction to Computer to be conducted as School exam and marks to be send to the SNRC/ Board for inclusion in the mark sheet.
- A candidate has to pass in theory and practical exam separately in each of the paper.
- If a candidate fails in either theory or practical paper he/she has to re-appear for both the papers (Theory and Practical)
- Maximum number of candidates for practical examination should not exceed 20 per days.
- All practical examination must be held in the respective clinical areas.
- One internal and one external examiner should jointly conduct practical examination for each students.

Eligibility for Admission to Examination

A candidate shall be eligible for the admission to the state Council / Board examination if the Principle of the school certificate that:

- She / he has completed not less than eleven months of the course

- (b) A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing for examination.
The diploma shall not be awarded to the student till she / he has completed the clinical / field requirements.
- (c) A Candidate must secure 50% marks in internal assessment separately in each theory and practical.
- (d) The record of practical experience is complete.
(The Principal shall send to the Council / board the internal assessment for each subject, i.e. both theory and practical (S) before the start of the examination along with the examination form).

GRADING OF EXAMINATION

Examination shall be graded on aggregate marks of the entire three years of the training programme, as follows:

Distinction	-	80% and above
First Division	-	70% to 79%
Second Division	-	60% to 69%
Pass	-	50% to 59%

THEORY EXAMINATION

1. Nursing teacher with minimum five years of teaching experience (recent) in a particular subject may be appointed as paper setters and examiners for that particular subject only.
2. Question paper should have a combination of essay, short answer and objective type question as detailed in the content
3. All units of a subject and sub-subject should be given due weightage in accordance with the instructional hours prescribed.

PRACTICAL EXAMINATION

1. Practical examination is to be conducted in the respective clinical area.
2. Nursing teacher with minimum of five years of teaching/clinical teaching experience in a particular subject/clinical area may be appointed as practical examiner.

MAINTAINENCE OF PRACTICAL RECORD

The student shall be required to maintain the Practical record book and report of observation visits and diary for assessment must also be used. Marks shall be allotted for each of the following:

- a) Case study
- b) Case presentation
- c) Nursing care plan
- d) Maintenance of record books (Procedure Book and Midwifery Record book).
- e) Daily diary.
- f) Area wise clinical assessment is to be carried out. Minimum two assessments are required in each clinical area.

Regular record of theory and practical is to be maintained. Task oriented assessment is to be undertaken. Assessment shall be maintained by teacher for each student each month. This can be checked by the Council/ Board. Principal to sign all the records of examination. It should be displayed on the notice board for the information of the students.

Each student is required to maintain the record of following assignment in clinical areas in each year:

First Year

a) Nursing care plan	-	4 in medical / surgical wards.
b) Daily Diary	-	1 each in urban and rural community field.
c) Health – Talk	-	1 each in Urban and rural community
field. Family Study including	-	1 each in Urban and rural community
field. Health assessment of an	-	1 each in Urban and rural community
field. Individual in the family	-	
Community profile	-	1 each in Urban and rural community field.

Second Year

(a) Medical Ward

Nursing Care Plan	-	2
Case Study	-	1
Case Presentation	-	1
Drug Study	-	1

(b) Surgical Ward

Nursing Care Plan	-	2
Case Study	-	1
Case Presentation	-	1
Drug Study	-	1

(c) Psychiatry Ward

Nursing Care Plan		
Case Study	-	1
Case Presentation	-	1
Drug Study	-	1
Process Recording	-	2
Mental Status examination	-	4

(d) Pediatric Ward

	-	2
Nursing Care Plan		
Case Study	-	1
Case Presentation	-	1
Drug Study	-	1
Observation Report (New born)	-	2

Third Year

(a) Midwifery and Gynaecological ward.

Nursing Care Plan	-	2+1

Case Study	-	1+1
Case Presentation	-	1+1
Drug Study	-	1+1
(b) Daily Diary	Urban & Rural Community field	
Health Talk	-	2
each Family Health Nursing care Plan	-	2
each Group Project	-	1 each

In addition to above, each student shall maintain a procedure book and midwifery case book signed by concerned / supervisor and Principle which is to be presented to examiner each year.

The above assignments are to be evaluated by concerned teachers for the purpose of internal assessment and shall be presented to the external examiner in a compiled form and it should be duly signed by her and should be stamped as cancelled after practical examination.

CURRICULUM

BIO-SCIENCE

Placement- FIRST YEAR

Time: Theory- 120 hours

Anatomy and Physiology-90 hours

Microbiology- 30 hours

ANATOMY AND PHYSIOLOGY

Course Description

This course is designed to help students gain knowledge of the structure and function of the human body and recognize any deviation from normal health in order to render effective nursing services.

General Objective

Upon completion of the course, the student shall be able to:

1. Describe in general the structure and functions of the human body.
2. Describe in detail the structure and functions of the different organs and systems in the human body.
3. Apply the anatomical and physiological principles in the practice of nursing.

Total Hours – 90

Unit No.	Learning Objectives	Content	Hr.	Teaching learning activities	Assessment methods
I	Define and spell various anatomical terms.	Introduction to anatomical terms organization of the human body a) Anatomical terms b) Systems and cavities of the human body	4	Lecture cum Discussions. Explain using charts Record book	Short answer questions Objective type
II.	Describe different organs of the body, systemic function and their inter-relationship.	Introduction to the detailed structure of the body a) The cell: Structure, reproduction and function b) Tissues including membranes and glands : types, structure and functions c) Body cavities and their contents	6	Lecture cum Discussions. Explain using microscopic slides, Skeleton and torso	Short answer questions Objective type
III	Describe the composition of blood and its functions.	Blood a) Composition and formation of blood b) Functions of blood c) Blood clotting, blood grouping and cross matching d) Blood products and their use.	6	Lecture cum Discussions. Explain using microscopic slides	Short answer questions Objective type Essay type

Unit No.	Learning Objectives	Content	Hr.	Teaching learning activities	Assessment methods
				Demonstration of blood grouping and cross-matching, Hb estimation	
IV.	Describe the structure and functions of heart and blood vessels	The Circulatory System a) Heart : Structure, functions including conduction system and cardiac cycle b) Blood vessels : Types, Structure and position c) Circulation of blood d) Blood pressure and pulse	6	Lecture cum discussions. Explain using charts, models and specimen	Short answer questions Objective type Essay type
V.	Describe structure and functions of lymphatic system	The Lymphatic system - Structure and function of lymph vessels, Lymph nodes and lymph circulation, lymphatic tissue - spleen and thymus	6	Lecture cum discussions. Explain using charts and models	Short answer Objective type Essay type
VI.	Describe the structure and functions of respiratory system	The Respiratory system a) The structure and functions of respiratory organs b) The physiology of respiration c) Characteristics of normal respiration and deviation.	6	Lecture cum discussions. Explain using charts and models, specimens Demonstration of spirometry	Short answer Objective type Essay type
VII.	Describe the structure and function of digestive system	The Digestive system a) Structure and functions of the alimentary tract and its accessory organs. b) The process of digestion, absorption and metabolism of food constituents.	6	Lecture cum discussions. Explain using charts, models and videos	Short answer Objective type Essay type
VIII.	Describe the structure and functions of organs of Excretory system.	The Excretory system a) Structure and functions of the kidney, ureters, urinary bladder, and urethra b) Formation and composition of urine. c) Fluid and electrolyte balance d) Structure and functions of the skin. e) Regulation of the body temperature.	6	Lecture cum discussions. Explain using charts, slides models and videos	Short answer Objective type Essay type
IX.	Describe the structure and functions of endocrine glands.	The Endocrine system - The structure and functions of the pituitary, thyroid, parathyroid and adrenal glands, pancreas (islets of Langerhans), ovaries and testes	6	Lecture cum discussions. Explain using charts and models	Short answer Objective type Essay type

Unit No.	Learning Objectives	Content	Hr.	Teaching learning activities	Assessment methods
X.	Describe the structure and functions of male and female reproductive system and accessory organs	The Reproductive system a) Structure and functions of the female reproductive system b) Process of menstrual cycle, reproduction and menopause c) Structure and functions of breasts d) Structure and functions of the male reproductive system e) Reproductive health	8	Lecture cum discussions. Explain using charts, videos, models and specimens	Short answer Objective type Essay type
XI.	Describe the structure and functions of Nervous system.	The nervous system a) Types of nerves- structure and functions b) Brain and cranial nerves. c) Spinal cord and motor and sensory pathways of the spinal cord, autonomic nervous system.	10	Lecture cum discussions. Explain using charts and models	Short answer Objective type Essay type
XII.	Describe the structure and function of sensory organs	The sense organs a) Skin, eye, ear, nose and tongue b) Physiology of vision, hearing, smell, touch, taste and equilibrium.	6	Lecture cum discussions. Explain using charts, videos and models	Short answer Objective type Essay type
XIII.	Describe the structure and functions of skeletal system.	The Skeleton a) Formation and growth of bones b) Tendons, ligaments and cartilages c) Classification of bones, joints d) Joint movement e) Axial and appendicular skeleton	8	Lecture cum discussions. Explain using charts, models and skeleton	Short answer Objective type Essay type
XIV	Describe structure and functions of Muscular system.	The Muscular System a) Type, structure and functions of muscle b) Origin, Insertion, and action of muscles	6	Lecture cum discussions. Explain using charts, slides and models	Short answer Objective type Essay type

MICROBIOLOGY

Course Description

This course is designed to help students gain knowledge and understanding of the characteristics and activities of micro-organisms, how they react under different conditions and how they cause different disorders and diseases. Knowledge of these principles will enable student to understand and adopt practices associated with preventive and promotive health care.

General Objectives

Upon completion of the course, the students shall be able to:

1. Describe the classifications and characteristics of micro-organisms
2. List the common disease producing micro-organisms
3. Explain the activities of micro-organism in relation to the environment and the human body.
4. Enumerate the basic principles of control and destruction of micro-organisms.
5. Apply the principles of microbiology in nursing practice.

Total Hours – 30

Unit. No.	Learning Objectives	Content	Hr.	Teaching learning activities	Assessment methods
I	Describe evolution of microbiology and its relevance in nursing.	Introduction a) History of bacteriology and microbiology. b) Scope of microbiology in Nursing	3	Lecture cum discussions.	Objective type Short answers
II	Classify the different types of micro organism. Describe the normal flora and the common diseases caused by pathogens Explain the methods to study microbes	Micro Organisms a) Classification, characteristics, (Structure, size, method and rate of reproduction) b) Normal flora of the body. c) Pathogenesis & common diseases. d) Methods for study of microbes, culture & isolation of microbes.	8	Lecture cum discussions. Explain using slides, films, videos, exhibits, models Staining and fixation of slides.	Short answer Objective type Essay type
III	Describe the sources of infection and growth of microbes. Explain the transmission of infection and the principles in collecting specimens	Infection and its transmission a) Sources and types of infection, nosocomial infection. b) Factors affecting growth of microbes. c) Cycle of transmission of infection portals of entry, exit, modes of transfer. d) Reaction of body to infection, mechanism of resistance. e) Collection of specimens.	4	Lecture Demonstrations Specimens Explain using charts	Short answer Objective type Essay type
IV	Describe various types of immunity, hypersensitivity autoimmunity and immunizing agents	Immunity a) Types of immunity – innate and acquired. b) Immunization schedule. Immunoprophylaxis (vaccines, sera etc.) c) Hypersensitivity and autoimmunity. d) Principles and uses of serological tests	5	Lecture cum discussions. Demonstration Exhibits	Short answer Objective type Essay type
V	Describe the various methods of control and destruction of microbes	Control and destruction of Microbes a) Principles and methods of microbial control -Sterilization -Disinfection -Chemotherapy and antibiotics -Pasteurization b) Medical and surgical asepsis c) Bio-safety and waste management	5	Lecture, Demonstration Videos Visit to the CSSD	Short answer Objective type Essay type
VI.	Demonstrate skill in handling & care of microscopes Identify common microbes under the microscope	Practical Microbiology a) Microscope – Parts, uses, handling and care of microscope b) Observation of staining procedure, preparation and examination of slides and smears c) Identification of common microbes under the microscope for morphology of different microbes.	5	Lecture, Demonstrations Specimens Slides	

BEHAVIOURAL SCIENCES

Placement- FISRT YEAR

Time- 60 Hours

Psychology- 40 hours

Sociology- 20 hours

PSYCHOLOGY

Course Description

This course is designed to help students understand the dynamics of human behavior and concept of mental health. This shall enable them to develop positive attitude and good inter – personal relationships in the practice of nursing in all health care settings.

General Objectives

Upon completion of the course, the students shall be able to:

1. Describe the concept of mental health and psychology.
2. Explain the dynamics of human behavior, personality and learning.
3. Discuss the role of adjustment mechanisms and emotions in health and illness.
4. Demonstrate skills in the application of principle of psychology in nursing practice in all kind of health care settings.

Total Hours – 40

Unit. No.	Learning Objectives	Content	Hr.	Teaching learning activities	Assessment methods
I	State the concept, scope and importance of psychology.	Introduction a) Definition, nature and scope of psychology b) Importance of psychology for Nurses	2	Lecture cum discussion.	Short answer Objective type
II.	Describe the structure of the mind.	Structure of the mind a) Conscious, pre-conscious b) Id, ego and super ego	2	Lecture cum discussions.	Short answer Objective type
III.	Illustrate the dynamics of human behavior. Describe the concept of mental health	Psychology of Human Behavior a) Basic human needs, dynamics of behavior, motivation drives b) Body mind relationship, mental health, characteristics of mentally healthy person, emotional control, psychological problems of patients and relatives.	12	Lecture cum discussions. Role play	Short answer Objective type Essay type

Unit. No.	Learning Objectives	Content	Hr.	Teaching learning activities	Assessment methods
		c) Stress and conflicts, natural sources and types of stress and conflicts, dealing with stress and conflict, frustration – sources and overcoming frustration d) Mental mechanism their uses and importance e) Attitudes - meaning, development changes in attitude, effects of attitudes on behavior, importance of positive attitude for the nurse. f) Habits-meaning and formation. g) Breaking of bad habits, importance of good habit formation for the nurse.			
IV	Describe and apply the process of learning, thinking, reasoning, observation and perception	Learning a) Nature, types and laws of learning, b) Factors affecting learning, memory and forgetting. Thinking and Reasoning - Nature and types of thinking, reasoning, problem solving, importance of creative thinking for nurse. Observation and Perception - Attention, perception, laws of perception, factors affecting attention and perception, and errors in perception	13	Lecture cum discussions. Role play	Short answer Objective type Essay type
V.	Discuss the concept and development of personality.	Personality a) Meaning, nature and development, types of personality b) Assessment of personality importance of knowledge of personality for the nurse. c) Characteristics of various age groups – child adolescent, adult and aged d) Will and character.	6	Lecture cum discussions. Role play Psychometric assessment	Short answer Objective type Essay type
VI.	Discuss the nature and measurement of intelligence.	Intelligence a) Definition, Meaning, individual differences in intelligence b) Mental ability, nature of intelligence and development c) Assessment of intelligence	5	Lecture cum discussions. Demonstration Role play IQ testing	Short answer Objective type Essay type

SOCIOLOGY

Course Description

This course is designed to help student gain an understanding of sociology in the context of its relevance to nursing practice.

General Objectives

Upon completion of the course, the students shall be able to:

1. Describe the concept of the family as a social unit and the status of the individual in the family.
2. Explain the dynamics of society and identify common social problems.
3. Demonstrate ability to understand the socio – cultural and economic aspects of the community in the light of their effects on health and illness.
4. Utilize the knowledge and understanding of sociology in nursing practice.

Total Hours - 20

Unit No.	Learning Objectives	Content	Hr.	Teaching learning activities	Method of assessment
I	Describe the nature, scope & content of sociology and its importance in nursing	Introduction a) Definition and scope of sociology b) Its relationship with other social sciences c) Uses of sociology for nurses.	2	Lecture cum discussions	Short answer Objective type
II	Describe the influence of the environment on individual development and the rights and responsibilities of the individual in the society	Individual a) Review of human growth and development b) The socialization process c) Effect of environment on human growth and development d) Rights and responsibilities of the individual in a democratic society.	2	Lecture cum discussions	Short answer Objective type Essay type
III	Describe the concept of family as a social unit	The Family a) Definition, characteristics and types of family. b) Family cycle and basic needs of family c) Importance of interdependence of family members. d) Important functions of family and their problems. e) Types of Marriage, medical and sociology aspects of marriage.	4	Lecture cum discussions	Short answer Objective type Essay type

Unit No.	Learning Objectives	Content	Hr.	Teaching learning activities	Method of assessment
IV	Describe about social groups, social change, control, stratification and social problems	Society a) Definition and meaning. b) Social groups - Types, Structure, intergroup relationship group cycle, group behavior and group morale. c) Social change -Meaning, factors affecting and effect on society and institution leading to social problems. d) Social control e) Social stratification f) Social problems-Prostitution, crime divorce, dowry system, juvenile delinquency, drug addiction alcoholism, handicapped, over population and slum g) Social agencies and remedial measures	8	Lecture cum discussions Visits to social institutions	Short answer Objective type Essay type
V	Describe the culture and characteristics of community	The Community a) Community – Definition and types – Rural and urban b) Culture and characteristics	4	Lecture cum discussions	Short answer Objective type Essay type

NURSING FOUNDATIONS

Placement- FIRST YEAR

Time- 210 hours

Fundamentals of Nursing- 190 hours

First- Aid- 20 hours

FUNDAMENTALS OF NURSINGS

Course Description

This course is designed to help students develop an ability to meet the basic health need of the patients with regard to nursing care and develop skill in the competencies required for rendering effective patient care.

General Objectives

Upon completion of the course, the students shall be able to:

- 1 Describe the physical, mental and social adjustment required of a sick individual and his family.
- 2 Carry out basic nursing techniques and care with the application of sound scientific principle.
- 3 Explain the concept of comprehensive nursing care.
- 4 Develop skills in assessment, planning, implementation and evaluation of the nursing care rendered to the patients.
- 5 Communicate effectively and establish good interpersonal relationship with the patients, their relatives and other health team members.
- 6 Demonstrate skills in observation, recording and reporting.
- 7 Recognize and utilize opportunities for planning and implementing need based health teaching

programme (s) for individuals, groups, families and communities.

Total Hours - 190

Unit. No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
I	Define nursing and explain its nature, meaning, scope, ethics and principles in nursing. Identify the qualities of a professional nurse health care agencies and its functions. Describe the holistic approach to nursing and the determinants of health and the effects of illness.	Introduction to Nursing a) Nursing – concept, meaning, definition, scope and functions. b) History of nursing in India c) Nursing as a profession d) Nursing professional – qualities and preparation. e) Ethics in Nursing-roles and responsibilities of a nurse. f) Health care agencies – hospital and community service – types and function of hospitals health team. g) Modern approaches to nursing care including holistic nursing care h) Health and Disease - Definition of health, determinants of health status. - Basic human needs - Illness and its effects on individual	25	Lecture cum discussions	Short answer Objective type Essay type
II	Describe nursing care of the patient/client in hospital using nursing process. Demonstrate skill in the admission and discharge process, maintenance of safe environment and records and reports	Nursing care of the patient a) Patient Environment in the hospital: Patients unit b) Therapeutic environment - Physical factors – lighting temperature, ventilation, humidity, noise, pestilence. - Safety needs, prevention of environmental hazard - Psychosocial and aesthetic factors. c) Patient's Adjustment to the Hospital. - Understanding the patient as a person, socio-economic, and cultural background, health status etc. - Effect of hospitalization on patient and family. - Admission, transfer, discharge procedures d) Basic Nursing Skills- - Communication - Nursing interview - Recording and reporting e) Nursing Process - Meaning and importance - Assessment, Nursing diagnosis Planning, Implementation and Evaluation - Nursing care plan.	6	Lecture cum discussions. Demonstration of maintaining the records and reports Role Play	Short answer Objective type Essay type Return demonstration

Unit. No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
III	Describe basic needs of the patient Demonstrate skill in meeting basic care of the patient	Meeting the Basic Needs of a patient a) Physical needs- - Comfort, rest, sleep and exercise– Importance and its promotion - Body mechanics –moving, lifting, transferring - Position and posture maintenance - Comfort devices - Beds and bed making – Principles of bed making, types and care of bed linen - Safety devices, restraints and splints - Exercises – Active and Passive b) Hygienic needs - Personal and environmental hygiene personal - Nurses note in maintaining personal and environmental hygiene. - Care of eyes, nose, ears, hands and feet. - Care of mouth, skin, hair and genitalia - Care of pressure areas, bed sores. c) Elimination needs - Health and sickness - Problems – constipation and diarrhea, retention and incontinence of urine. - Nurse's role in meeting elimination needs. - Offering bed-pan and urinal, - Observing and recording abnormalities. - Preparation and giving of laxative, suppositories, enemas, bowel wash, flatus tube. - Perineal care, care of patient with urinary catheter, diapers. - Maintenance of intake and output records d) Nutritional needs - Diet in health and disease - Factors affecting nutrition in illness, - Nurse's role in meeting patients nutritional needs. - Modification of diet in illness. - Diet planning and serving. - Feeding helpless patients including artificial methods of feeding. e) Psychological and spiritual needs	65	Lecture cum discussion Demonstration	Short answer Objective type Essay type Return demonstration Assessment using checklist

Unit. No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
		- Importance - Nurse's role -Diversional and Recreational therapy f) Care of terminally ill and dying patient - Dying patient's signs and symptoms needs of dying patient and family, - Nursing care of dying:- special considerations; advance directives, euthanasia, will, dying declaration, organ donation etc. - Medico legal issues - Care of the dead body - Care of unit - Autopsy - Embalming			
IV	Describe the principles of assessment demonstrate skills in assessing the patient	Assessment of patient/client a) Physical Assessment - Importance, principles, methods of assessment - Height, Weight, posture - Head to toe examination. b) Physiological Assessment - Vital signs, normal, abnormal Characteristics, factors influencing the variations, - Observation and collection of specimens-urine, stool, vomitus and sputum. c) Psychological Assessment - Mood, Intelligence, Emotions Normal and Abnormal behavior.	14	Lecture cum discussions Demonstration	Short answer Objective type Essay type Return demonstration Assessment using checklist
V	Describe the infection control, methods in the clinical setting. Demonstrate infection control practices	Infection control a) Infection control : - Nature of infection - Chain of infection transmission - Defense against infection: natural and acquired - Hospital acquired infection (nosocomial infection) b) Concept of asepsis: - Medical and surgical asepsis - Isolation precautions , barrier nursing - Hand washing : simple, hand asepsis, surgical asepsis (scrub) - Isolation – source and protection - Personal protective equipments types, uses and techniques of wearing and removing		Lecture cum discussion Demonstration Explain using manual of biomedical waste management of Government of India Demonstration Videos Simulation exercises	Short answers Essay type Objective type

Unit. No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
		- Decontamination of unit and equipment - Transportation of infected patient - Standard safety precaution - Transmission based precautions c) Bio-medical waste management - Importance - Types of hospital wastes - Hazards associated with hospital waste - Decontamination of hospital waste - Segregation and transportation - Disposal	20		
VI	Describe therapeutic nursing care	Therapeutic Nursing Care a) Care of patients with respiratory problems/dyspnea - Deep breathing and coughing exercises - O₂ inhalation - Dry and moist inhalation - Oro nasal suctioning b) Care of patient with altered body temperature-Hot and cold Applications c) Care of patients with Fluid and Electrolyte imbalance d) Care of unconscious patient e) Care of the bed-ridden patient(traction, fractures etc.) f) Care of patient with pain g) Care of patients with body elimination deviation	30	Lecture cum discussions. Demonstration	Short answer Objective type Essay type Return demonstration Assessment using checklist
VIII	Explain the principles, routes, effects of administration of medications	Introduction to clinical Pharmacology Administration of medication: a) General Principles/Considerations - Purposes of medication - Principles: Rights, special considerations, prescriptions, safety in administering medications and medication errors - Drugs forms - Routes of administration - Storage and maintenance of drugs and nurses responsibility - Broad classification of drugs - Therapeutic effect, side effect, toxic effect, allergic reaction, drug tolerance, drug interactions - Factors influencing drug actions - Systems of drug measurement: metric system, household measurements.	30	Lecture cum discussions. Demonstration	Short answer Objective type Essay type Return demonstration Assessment using checklist

Unit. No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
		- Converting measurements units: conversion within one system, between systems, dosage calculations. - Terminologies and abbreviations used in prescription of medications. b) Oral drug administration: oral, sublingual, buccal : equipment and procedure. c) Parenteral: - General principles - Types of parenteral therapies. - Types of syringes, needles, canulas and infusion sets, - Protection from needle stick injuries, giving medications with a safety syringe. - Routes of parenteral therapies: - Purposes, site equipment, procedure and special considerations in giving intradermal, subcutaneous, intramuscular and intravenous medications. - Advanced techniques : epidural, intrathecal, intraosseous, intraperitoneal, intrapleural, intra arterial - Role of nurse d) Topical administration: purposes, site, equipment, procedure, special considerations for applications to skin and mucous membrane. e) Direct application: - Gargle, throat swab - Insertion of drug into body cavities : nasal pack, suppositories / medicated packing into rectum / vagina - Instillations: ear, eye, nasal, bladder and rectal. - Irrigations: eye, ear, bladder, vaginal and rectal. Spray: nose and throat f) Inhalations: nasal, oral, endotracheal, tracheal (steam, oxygen and medications) – purposes, types, equipment, procedure and special considerations. g) Recording and reporting of medications administered.			

FIRST AID

Course Description

This course is designed to help students develop and understanding of community emergencies and be able to render first aid services as and when need arises.

General Objectives

Upon completion of this course, the students shall be able to:

1. Describe the rules of first aid.
2. Demonstrate skills in rendering first aid in case of emergencies.

Total Hours - 20

Unit	Learning Objectives	Content	Hr.	Teaching learning activities	Assessment methods
I	Describe the importance and principle of first aid	Introduction a) Definition, Aims and Importance of first aid b) Rules/ General principles of First Aid c) Concept of emergency	2	Lecture cum discussions	Short answer Objective type
II	Demonstrate skill in first aid techniques	Procedures and Techniques in First Aid a) Preparation of First Aid kit. b) Dressing, bandaging and splinting (spiral, reverse spiral, figure of 8 spica, shoulder, hip, ankle, thumb, finger, stump, single and double eye, single and double ear, breast, jaw, capelin), triangle bandage uses, abdominal binder and bandage, breast binder, T and many tail bandage, knots reef, clove. c) Transportation of the injured d) CPR : Mouth to mouth, Sylvester, Schafer, External cardiac massage	8	Lecture cum discussions Demonstration Videos Simulation exercises.	Short answer Objective type Return demonstration
III	Describe first aid in common emergencies	First Aid in emergencies a) Asphyxia, drowning, shock b) Wounds and Bleeding c) Injuries to the Bones, Joints and Muscle - fractures, sprains, strains, hanging, falls d) Burns and scalds e) Poisoning – ingestion, inhalation, bites and stings Foreign body in eye, ear, nose and throat	6	Lecture cum discussions. Videos Demonstration	Short answer Objective type Return demonstration
IV	List various community emergencies and community resources.	Community Emergencies & Community Resources a) Fire, explosion, floods, earth-quakes, famines etc b) Role of nurses in disaster management c) Rehabilitation d) Community Resources - Police, Ambulance services - Voluntary agencies-local, state national and international	4	Lecture cum discussions. Videos Mock drill Simulation exercise Videos Field visit to voluntary agencies.	Short answer Objective type Essay type

NURSING FOUNDATIONS- PRACTICAL

Placement: First Year

Time: Practical – 880 hours

Lab - 200 hours

Clinical – 680 hours

Course Description: This course is designed to help the students to acquire knowledge, attitude and skills in techniques of nursing and practice them in clinical settings

The nurse on completion of this course will be able to:

- ❖ Demonstrate appropriate attitudes and skills in providing comprehensive nursing care to patients based on nursing process.
 - Assess the nursing needs of the clients by collecting complete data, making relevant observation and analyze the data collected.
 - Plan for appropriate nursing care by prioritizing the needs and executing competent nursing actions.
 - Implement effective nursing care by integrating scientific principles for maintaining health optimum
 - Promote the health of the individual and the community by giving appropriate health teaching.
 - Evaluate the patients response to nursing care provided.
 - Apply the theoretical knowledge to the appropriate clinical nursing practice.
 - Demonstrate skill in the use of problem solving methods in nursing practice.
 - Contribute for promotion of health prevention of illness & restoration of health of people by working with other health team members.
 - Gain knowledge of health resources in the community and the country.
 - Demonstrate leadership skills in working with health team, community and others in the provision of health care.
 - Recognize the need for continuing education for professional development.
 - Demonstrate use of ethical values in their personal and professional life.
 - Assist in research activities.

Areas	Time (Hours)	Objectives	Skills	Assignments	Assessment methods
Supervised practice in Lab General Medical and surgery wards	200 680 (Minimum practice time in clinical area)	- Performs admission and discharge procedure - Prepares nursing care plan as per the nursing process format - Communicates effectively with patient, families and team members and - Maintains effective human relations	Hospital admission and discharge a) Admission: - Prepare Unit for new patient - Prepare admission bed - Perform admission procedure - New patient - Transfer in - Prepare patient records b) Discharge/Transfer out - Gives discharge counseling - Perform discharge procedure (Planned discharge, LAMA and abscond, Referrals and transfers) - Prepare records of discharge/transfer - Dismantle, and disinfect unit and equipment after discharge/transfer Perform assessment: - History taking, Nursing diagnosis, problem list, Prioritization, Goals & Expected Outcomes, selection of interventions - Write Nursing Care Plan - Gives care as per the plan Communication - Use verbal and non verbal communication techniques Prepare a plan for patient teaching session	- Practice in Unit/ hospital - Write nursing process records of patient - Simulated -1 - Actual - 1 - Role-plays in simulated situations on communication techniques-1 - Health talk-1	- Evaluate with checklist - Assessment of clinical performance with rating scale - Completion of Practical record - Assessment of nursing process records with checklist - Assessment of actual care given with rating scale - Assess role plays with the checklist on comm. unication techniques - Assess health talk with the checklist - Assessment of comm.- unication techniques by rating scale

Areas	Time (Hours)	Objectives	Skills	Assignments	Assessment methods
		- Develops plan for patient teaching - Prepares patient reports - Presents reports - Monitors vital signs - Performs health assessment of each body system - Provides basic nursing care to patients	Write patient report - Change-of shift reports, - Transfer reports, Incident reports etc. - Present patient report Vital signs - Measure, records and interpret alterations in body temperature, pulse, respiration and blood pressure Health assessment - Health history taking - Perform assessment: General Body systems - Use various methods of physical examination - Inspection, Palpation, Percussion, Auscultation, Olfaction Identification of system - wise deviations Prepare Patient's unit: - Prepare beds: - Open, closed, occupied, operation, amputation, - Cardiac, fracture, burn, Divided, & Fowler's bed - Pain assessment and provision for comfort Use comfort devices Hygienic care: - Oral hygiene: - Baths and care of pressure points - Hair wash, Pediculosis treatment	- Write nurses notes and present the patient report of 2-3 assigned patients - Lab practice - Measure Vital signs of assigned patient - Practice in lab & hospital	- Assessment of performance with rating scale - Assessment of each skill with checklist - Completion of activity record

Areas	Time (Hours)	Objectives	Skills	Assignments	Assessment methods
			Feeding: • Oral/ Enteral, Naso/Orogastric, gastrostomy and Parenteral feeding • Naso-gastric tube insertion, suction, and irrigation Assisting patient in urinary elimination • Provide urinal/bed pan • Condom drainage • Perineal care • Catheterization • Care of urinary drainage Bladder irrigation Assisting bowel Elimination: • Insertion of Flatus tube • Enemas • Insertion of Suppository Bowel wash Body Alignment and Mobility: • Range of motion exercises • Positioning: Recumbent, Lateral, Fowlers, Sims, Lithotomy, Prone, Trendelenburg position- • Assist patient in Moving, lifting, transferring, walking • Restraints Oxygen administration • Mask • Prongs • Tent • Catheters Suctioning: oropharyngeal, nasopharyngeal Chest physiotherapy and postural drainage Care of Chest drainage CPR- Basic life support Observation of Intravenous therapy	• Simulated exercise on CPR manikin	

Areas	Time (Hours)	Objectives	Skills	Assignments	Assessment methods
			Blood and blood component therapy Collect/assist for collection of specimens for investigations Urine, sputum, faeces, vomitus, blood and other body fluids Perform lab tests: - Urine: sugar, albumin, acetone - Blood: sugar (with strip/ gluco-meter) Application of hot and cold therapies: - Local and general - Dry and moist Communicating and assisting with self-care of visually & hearing impaired patients Communicating and assisting with self-care of mentally challenged/disturbed patients Recreational and diversional therapies Caring of patient with alteration in sensorium Infection control - Perform following procedures: - Hand washing techniques - Simple, hand antisepsis and surgical antisepsis (scrub) - Prepare isolation unit in lab/ ward	- Observation study -2 - Department of Infection control & CSSD - Visits CSSD write observation report 1	- Assess observation study with checklist - Evaluate all procedures with checklist
		Performs infection control procedures			

Areas	Time (Hours)	Objectives	Skills	Assignments	Assessment methods
		• Practice technique of wearing and removing Personal protective equipment (PPE) • Practice Standard safety precautions (Universal precautions) Decontamination of equipment and unit: • Surgical asepsis: • Sterilization • Handling sterilized equipment • Calculate strengths of solutions, • Prepare solutions • Care of articles Pre and post-operative care: • Skin preparations for surgery: Local • Preparation of Post-operative unit • Pre & post- operative teaching and counseling. • Pre and post-operative monitoring • Care of the wound: • Dressings of minor wounds, care of Drainage / Application of Binders, Splints& Slings • Bandaging of various body parts Administration of medications • Administer Medications in different forms and routes • Oral, Sublingual and Buccal • Parenteral: Intradermal, subcutaneous, Intramuscular etc. • Assist with Intravenous medications • Drug measurements and dose calculations • Preparation of lotions and solutions • Administer topical applications • Insertion of drug into body cavity: Suppository & medicated packing etc. • Instillation of medicines into	• Practice technique of wearing and removing Personal protective equipment (PPE) • Practice Standard safety precautions (Universal precautions) Decontamination of equipment and unit: • Surgical asepsis: • Sterilization • Handling sterilized equipment • Calculate strengths of solutions, • Prepare solutions • Care of articles Pre and post-operative care: • Skin preparations for surgery: Local • Preparation of Post-operative unit • Pre & post- operative teaching and counseling. • Pre and post-operative monitoring • Care of the wound: • Dressings of minor wounds, care of Drainage / Application of Binders, Splints& Slings • Bandaging of various body parts Administration of medications • Administer Medications in different forms and routes • Oral, Sublingual and Buccal • Parenteral: Intradermal, subcutaneous, Intramuscular etc. • Assist with Intravenous medications • Drug measurements and dose calculations • Preparation of lotions and solutions • Administer topical applications • Insertion of drug into body cavity: Suppository & medicated packing etc. • Instillation of medicines into	• Collection of samples for culture • Do clinical posting in infection control department and write report • Practice in lab/ward	

		• Irrigations: Eye, Ear, bladder, Vagina and Rectum • Inhalations: dry and moist • Medicated/Nebulization • Identification of spurious drugs. • Record date, time, medication, dose, route And sign immediately after administration Care of dying patient • Provide care for the terminally ill • Caring and packing of dead Body • Counseling and supporting grieving relatives • Handing over the body & valuables • Transferring to mortuary with proper identification • Terminal care of the unit		
		• Provide care to dying and dead • Counsel and support relatives		

COMMUNITY HEALTH NURSING

Placement- First Year

Time-180 hours

CHN-I – 80 hours

Environmental Hygiene- 30 hours

Health Education & Communication skills- 40 hours

Nutrition- 30hours

COMMUNITY HEALTH NURSING – I

Course Description

This course is designed to help students gain an understanding of the concept of community health in order to introduce them to the wider horizons of rendering nursing services in a community set – up, both in urban and rural areas.

General Objectives

Upon completion of this course, the students shall be able to:

- 1 Describe the concept of health, community health and community health nursing.

- 2 State the principles of epidemiology and epidemiological methods in community health nursing practice.
- 3 Explain the various services provided to the community and role of the nurse.
- 4 Demonstrate skills to practice effective nursing care of the individuals and families in the clinics as well as in their homes, using scientific principles.

Total Hours – 80

Unit No.	Learning Objectives	Content	Hr	Teaching Learning activities	Method of Assessment
I	Describe the concept of health and disease and community health	Introduction to Community Health a) Definitions: Community, Community health, community health nursing b) Concept of Health and disease, dimensions and indicators of health, Health determinants c) History & development of Community Health in India& its present concept. d) Primary health care, Millennium Development Goals e) Promotion and maintenance of Health	10	Lecture cum discussions.	Short Answers
II	Explain various aspects of Community Health Nursing. Demonstrate skills in applying nursing process in Community Health Nursing settings	Community Health Nursing a) Philosophy, goals, objectives & principles, concept and importance of Community Health Nursing, b) Qualities and functions of Community Health Nurse c) Steps of nursing process; community identification, population composition, health and allied resources, community assessment, planning & conducting community nursing care services.	14	Lecture cum discussions.	Short answers Essay type
III	Demonstrate skill in assessing the health status and identify deviations from normal parameters in different age groups.	Health Assessment a) Characteristics of a healthy individual b) Health assessment of infant, preschool, school going, adolescent, adult, antenatal woman, postnatal woman, and elderly.	10	Lecture cum discussions. Demonstration Role Play Videos	Short answers Objective type Essay type Return demonstration
IV	Describe the principles of epidemiology and epidemiological methods in community health nursing practice.	Principles of Epidemiology and Epidemiological methods a) Definition and aims of epidemiology, communicable and non-communicable diseases. b) Basic tools of measurement in epidemiology c) Uses of epidemiology d) Disease cycle e) Spectrum of disease f) Levels of prevention of disease. g) Disease transmission – direct and indirect. h) Immunizing agents, immunization and national immunization schedule. i) Control of infectious diseases. j) Disinfection.	10	Lecture cum discussions. Non-communicable disease module of government of India. Field visit	Short answers Objective type Essay type

V	Demonstrate skill in providing comprehensive nursing care to the family.	Family Health Nursing Care a) Family as a unit of health b) Concept, goals, objectives c) Family health care services d) Family health care plan and nursing process.	12	Lecture cum discussions. Role play Family visit	Short answers Essay type
		e) Family health services – Maternal, child care and family welfare services. f) Roles and function of a community health nurse in family health service. g) Family health records.			
VI.	Describe the principles and techniques of family health care services at home and in clinics.	Family Health Care Settings Home Visit: a) Purposes, Principles b) Planning and evaluation c) Bag technique d) Clinic: Purposes, type of clinics and their functions e) Function of Health personnel in clinics	10	Lecture cum discussions. Demonstration Visits – Home, health center	Short answer Return demonstration
VII	Describe the referral system and community resources for referral	Referral System a) Levels of health care and health care settings. b) Referral services available c) Steps in referral. d) Role of a nurse in referral	6	Lecture cum discussions. Mock drill	Short answer Objective type
VIII	List the records and reports used in community health nursing practice	Records and reports a) Types and uses b) Essential requirements of records and reports c) Preparation & Maintenance	3	Lecture cum discussions. Exhibit the records.	Short answer Objective type
IX.	Explain the management of minor ailments.	Minor Ailments a) Principles of management b) Management as per standing instructions/orders.	5	Lecture cum discussions.	Short answer Objective type

Community Health Nursing I- Practical

Placement: First Year

Time: Practical – 320 hours (8 weeks)

Areas	Duration	Objectives	Skills	Assignments	Assessment methods
Community health Nursing - urban / rural	8 weeks	a) Organize home visit b) Prepare bag and demonstrate bag technique. c) Build up and maintain rapport with family. d) Identify needs of community e) Practice procedure f) Make referrals. g) Plan and conduct health education on identified health needs.	- Conducting Home visits. - Nutritional assessment of individuals. - Provide care at home as per Standing Orders / protocol. - Conduct health Education. - Set up of different Clinics.	- Daily Diary - Health talk -2 - Family care plan based on family study - 2. - Health assessment of an individual - 2 - Community Profile – 2	- Assess clinical performance with rating scale. - Evaluation of daily diary, health talk, family care plan, health assessment, community profile, observation
		h) Set up clinics with help of staff. i) Maintain records and reports j) Collect and record vital health statistics. k) Learn about various organizations of community health importance. l) Health Assessment family m) Identify the health needs of various age groups. n) Assess the environment o) Maintain family folders. p) Assessment nutritional needs q) Demonstrate different method of preparing food according to the nutritional need of family.	- Maintain Records & Reports. - Practice family health nursing. - Demonstrate different methods of preparation of Meals.	Report of visit to water purification plant, sewage plant, milk dairy, panchayat.	report.

ENVIRONMENTAL HYGIENE

Course Description

This course is designed to help students acquire the concept of health, understanding of the principles of environmental health and its relation to nursing in health and disease.

General Objectives

Upon completion of this course, the students shall be able to:

- 1 Describe the concept and principles of environmental health.
- 2 Demonstrate skills to apply the principles of environmental hygiene in caring for self and others.
- 3 Describe the environmental health hazards, related health problems and the services available to meet them.

Unit.	Learning Objectives	Content Unit wise	Hr	Teaching learning activities	Method of assessment
I	Explain the importance of healthy environment and its relation to health and disease.	Introduction a) Components of environment b) Importance of healthy environment	2	Lecture cum discussions.	Short answer
II	Describe the environmental factors contributing to health and illness.	Environmental Factors Contributing to Health a) Water : - Sources and characteristics of safe and wholesome water - Uses of water. - Rain water harvesting - Water pollution – natural and acquired impurities - Water borne diseases - Water purification-small and large scale b) Air : - Composition of air - Airborne diseases - Air pollution and its effect on health - Control of air pollution and use of safety measures.	22	Lecture cum discussions Demonstration Exhibits Visit to water Purification plant, sewage treatment plant	Short answers Objective type Essay type
		c) Waste : - Refuse – garbage, excreta and sewage - Health hazards - Waste management: collection, transportation and disposal. d) Housing: - Location - Type - Characteristics of good housing - Basic amenities - Town planning e) Ventilation: - Types and standards of ventilation f) Lighting: - Requirements of good lighting - Natural and artificial lighting - Use of solar energy g) Noise - Sources of noise - Community noise levels - Effects of noise pollution - Noise Control measures h) Arthropods: - Mosquitoes, housefly, sand fly, human louse, rat fleas, rodents, ticks etc. - Control measures			

III.	Describe the community organization to promote environmental health.	Community organizations to promote environmental health a) Levels and types of agencies: - National, state, local - Government, voluntary and social agencies. b) Legislations and acts regulating the environmental hygiene.	6	Lecture cum discussions.	Short answer Objective type.

HEALTH EDUCATION AND COMMUNICATION SKILLS

Course Description

This course is designed to help students to

1. Acquire the concept of health education and develop an ability to select and/or prepare appropriate audio-visual aids and use them effectively to communicate with the individuals and community
2. Understand the principles of communication and counseling, and its application in nursing practice.

General Objectives

Upon completion of this course, the students shall be able to:

1. Describe the concept of health education, communication skills including soft skills, audio – visual aids and health education agencies.
2. Identify and utilize opportunities for health education.
3. Describe the application of information technology in preparation and use of various health teaching aids.
4. Develop effective communication and counseling skills.

Total Hours – 40

Unit.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
I	Describe the concept and different aspects of communication	Communication Skills a) Definition, process, purposes, principles, types and importance of communication b) Barriers in communication c) Establishment of successful communication. d) Observing and listening skills.	8	Lecture cum discussions. Demonstration Role play	Short answers Objective type Return demonstration
II	Describe the aims and objectives, scope, levels, approaches and principles of health education	Health Education a) Concept, definition, aims and objectives of health education b) Principles of health education c) Process of change/modification of health behavior d) Levels and approaches of health education e) Methods of health education f) Scope and opportunities for health education in hospital and community g) Nurse's role in health education.	6	Lecture cum discussions.	Short answers Objective type

Unit.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
III	Demonstrate the skills of counseling.	Counseling a) Definition, purpose, principles, scope and types b) Counseling process: steps and techniques c) Qualities of a good counselor d) Difference between health education and counseling e) Role of nurse in counseling	8	Lecture cum discussion Role play	Short answer Essay type.
IV	Describe the types of AV aids. Demonstrate skill in preparing and using different kinds of audio – visual aids	Methods and Media of Health Education a) Definition, purpose and types of audio-visual aids and media b) Selection, preparation and use of audio-visual aids : graphic aids, printed aids, three dimensional aids and projected aids c) Advantages and limitations of different media d) Preparation of health education plan	18	Lecture cum discussions Exhibits. Demonstration	Evaluation of prepared audio visual aids. Written test

NUTRITION

Course Description

This course is designed to help students understand that nutrition is an integral component of health as nutrients play a vital role in the growth, development and maintenance of the body.

General Objectives

Upon completion of this course, the students shall be able to:

- 1 Describe the principles of nutrition and dietetics and its relationship to the human body in health and disease.
- 2 Describe the balanced diet in promotion of health
- 3 Apply this knowledge in providing therapeutic diet in care of the sick.
- 4 Demonstrate skills in selection, preparation and preservation of food.

Total Hours – 30

Unit.	Learning Objectives	Content	Hr.	Teaching learning activities	Methods of assessment
I	Describe the relationship between nutrition and health	Introduction a) Meaning of food, nutrition, nutrients etc. b) Food Habits and customs c) Factors affecting nutrition d) Changing concepts in food and nutrition. e) Relation of Nutrition to Health	2	Lecture cum discussions. Explain using charts	Short answer types Objective type

II	Describe the classification of food.	Classification of food a) Classification by origin: - Food and animal origin - Food of plant origin b) Classification by chemical composition and sources - Carbohydrates - Proteins - Fats - Minerals - Vitamins - Water c) Classification by predominant functions - Body building food - Energy giving food - Protective food	2	Lecture cum discussions. Real food items Exhibits charts	Short answers Objective type Essay type
		d) Classification by nutritive value - Cereals and millets - Pulses and legumes - Vegetables - Nuts and oil seeds - Fruits - Animal food - Fats and oils - Sugar and jiggery - Condiments and spices - Miscellaneous food.			
III	Explain normal dietary requirements Demonstrate skill in calculating normal food requirements.	Normal Dietary Requirements a) Energy: Calorie, Measurement, Body Mass Index, Basal Metabolic Rate – determination and factors affecting b) Balanced Diet – nutritive value of foods, calculation for different categories of people, normal food requirement calculation. Menu plan. Combination of food affecting and enhancing the nutritive value of the diet. c) Budgeting for food, low cost meals, food substitutes. d) Diseases and disorders caused by the imbalance of nutrients. e) Food allergy–causes, types, diet modifications in gluten, lactose and protein intolerance etc. f) Food intolerance - inborn errors of metabolism	4	Lecture cum discussions. Charts exhibits Real food Practical exercise	Short answer Objective type Essay type
IV	Describe the principles and various methods of preparation, preservation and storage of food.	Food Preparation, Preservation & Storage a) Principles of cooking, methods of cooking and the effect of cooking on food and various nutrients. Safe food handling, health of food handlers.	2	Lecture cum discussions. Field visit to food processing unit.	Short answer type Objective type

Unit.	Learning Objectives	Content	Hr.	Teaching learning activities	Methods of assessment
		b) Methods of food preservation– household and commercial, precautions. c) Food storage – cooked and raw, household and commercial, ill effects of poorly stored food. d) Food adulteration and acts related to it.		Demonstration exhibits	Evaluation of exhibit preparation.
V	Describe about therapeutic diet	Therapeutic Diet a) Diet modification in relation to medical and surgical condition of the individual such as Protein Energy Malnutrition (PEM), Diabetes, Cardio Vascular disease, Hepatitis, Renal, Gouts, Irritable Bowel Syndrome (IBS), Obesity, cholecystectomy, partial gastrectomy, gastrostomy, bariatric surgery and colostomy etc. b) Special diet – low sodium diet, fat free diet, diabetic diet, bland diet, high protein diet, low protein diet, low calorie diet, geriatric diet, iron rich diet, liquid diet, semi-solid diet, soft diet and high fiber diet etc c) Factors affecting diet acceptance, feeding the helpless patient. d) Health education on nutrition needs and methods in diet modification .	8	Lecture cum discussions. Practical of planning Therapeutic diet Demonstration Charts Exhibits	Short answers Objective type Essay type
VI	Describe the concept of community nutrition	Community Nutrition a) Nutritional problems and programs in India b) Community food supply, food hygiene and commercially prepared and grown food available locally. c) National and international food agencies – Central food training research institute (CFTRI), Food and agriculture organization	4	Lecture cum discussions. Videos Government of India nutrition manuals.	Short answer Objective type
		(FAO), National Institute of Nutrition (NIN), Food Safety and Standards Authority of India (FSSAI), CARE (Cooperative for Assistance and Relief Everywhere), National Institute of Public Cooperation and Child Development (NIPCCD) etc.		Visit to the local food preparation / processing agency.	
VII	Demonstrate skill in preparation of common food items.	Preparation of diet / practical a) Beverages: hot and cold, juice, shakes, soups, lassi, barley water b) Egg preparation: egg flip, scramble, omlet, poached egg c) Light diet: porridges, gruel, khichari, dahlia, kanji, boiled vegetables, salads, custards. d) Low cost high nutrition diets - chikki, multigrain roti	8	Lecture cum discussions Cookery practical	Practical evaluation

ENGLISH

Placement- First Year

Time- 30 hours

Course Description

This course is designed to help students develop an ability to comprehend spoken and written English, so as to communicate effectively.

General Objectives

Upon completion of this course, the students shall be able to:

- 1 Read and write correct English.
- 2 Communicate effectively in English.

Total Hours-30

Unit	Learning Objective	Content	Hr.	Method of Teaching	Assessment Method
I.	Speak and write correct grammatical English	Grammar a) Review of basic grammar b) Building Vocabulary	6	Discussion, written and oral exercises.	Objective type Paraphrasing
II	Develop ability to read, understand and write in English	Composition a) Sentence construction and usage. b) Reading comprehension. c) Written composition : paragraphs & essays, precise writing, story writing & comprehension, letter writing, nurses notes and reports, anecdotal records, diary writing	14	Discussion Written and oral exercises.	Dictation Exercise Objective type Translation Report evaluation Essay type
III	Demonstrate conversation skills.	Spoken English a) Conversation – face to face and telephonic b) Oral report c) Discussion, debate d) Public speaking skills.	10	Discussion, written and oral exercises.	Extempore Debates Discussion

COMPUTER EDUCATION

Placement- First Year

Time- 15 hours

Course Description:-

This course is designed to help students gain a basic understanding of uses of computers and its application in nursing.

General Objective:-

Upon completion of this course, the students shall able to:

1. Describe the basic disk operating system.
2. Use computer for data processing
3. Use Micro-soft office programs.
4. Use computer in patient Management System.
5. Use E-mail and internet

Total Hours – 15

Unit	Learning Objectives	Content	Hr.	Teaching learning activities	Assessment methods
I	Describe the structure and purpose of computers and disc operating systems	Introduction to computers and Disk operating system a) Definition b) Classification c) Structure and parts of computer d) Disk operating system – DOS and WINDOWS all versions. e) Purposes / uses of computer is health care delivery system	5	Lecture cum discussion Practical	Short answers Essay type Practical
II	Demonstrate skill in the use of MS office	MS Office a) MS word b) MS excel with pictorial presentation c) MS Power point d) MS access e) MS publisher document	15	Lecture cum discussion Demonstration Practice session	Short answer Objective type Practical exam
III	Demonstrateskill in using multimedia	Multimedia a) Types and uses b) Data base creation, retrieval and report generation c) Computer aided teaching and testing	5	Lecture cum discussion Demonstration	Short answer Objective type Practical exam
IV	Demonstrate the use of internet and e-mail	Use of internet and e-mail a) Accessing the website b) Searching the internet for content c) Accessing the email and communicating with the help of it. d) Use of internet communication programs – skype	10	Lecture cum discussion Demonstration	Short answer Objective type Practical exam

MEDICAL SURGICAL NURSING- I

Placement- Second Year

Time- 120 hours

Course Description:-

This course shall help students understand the concept of disease and disease process, Students shall be able to gain knowledge and develop understanding of various medical, surgical disorders and disease. They shall be able to give comprehensive nursing care to patient with these diseases.

General Objective:-

Upon completion of this course, the students shall able to:

1. Describe the cause, symptoms, treatment and prevention of Medical Surgical Diseases.
2. Demonstrate skill in carrying out nursing technique and procedures with the applicant of scientific principles.
3. Discuss nursing process and provide nursing care to patients with medical surgical/ diseases.

Total Hours - 120

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment Methods
I	Explain the history of modern Medicine and Surgery	Introduction a) Brief history of evolution of modern medicine and surgery b) Theories of illness and its causation -Illness as human experience c) Review of Nursing process and Nursing care plan.	2	Lecture cum discussion	Short answer Objective type
II	Demonstrate skill in conducting health assessment and physical examination	Nursing assessment a) Health Assessment - Health history - Physical examination - Nutritional assessment - General clinical investigations	4	Lecture cum discussion Demonstration Simulation	Short answer Objective type Return demonstration
III	Describe the pathophysiolo- gical mechanism of diseases	Pathophysiological mechanism of disease a) Stress adaptation stressors, management, Nursing interventions b) Inflammation c) Defense against injury d) Nutritional consideration	2	Lecture cum discussion Topic presentation	Short answer Essay type
IV	Demonstrate skill in providing nursing care to patients with altered immune response.	Altered immune response a) Overview of normal immune system b) Altered immune response, hypersensitivity and allergy c) Assessment of immune system d) Diagnostic evaluation e) Allergy disorders: - Anaphylaxis - Allergic rhinitis - Contact dermatitis - Atopic dermatitis	6	Lecture cum discussion Clinical case presentation	Short answer Objective type Essay type
		- Drug reactions - Food allergy - Serum sickness - Latex allergy f) Approaches to treat allergic diseases g) Nursing management client with altered immune response h) Auto immune disease - Rheumatoid arthritis - SLE - Ankylosing spondylitis - Graft versus host disease			

V	Demonstrate skill in management of client with fluid and electrolyte imbalance.	Fluid and electrolyte balance and Imbalance a) Water contents of body, electrolyte and Acid – Base balance b) Homeostasis c) Review mechanism of regulating fluid and electrolyte movement d) Fluid and electrolyte Acid-Base imbalance and its management	4	Lecture cum discussion Demonstration	Short answer type Objective type Essay type Return demonstration
VI	Describe physical set up of OT and its equipments. Demonstrate skill in theatre techniques.	Operation theatre technique: a) Physical Environment - Operation theatre room - cleaning of tables, trolleys, lights and other equipments - Pre-operative holding areas. b) Theatre Technique - Scrubbing – Hand washing - Gowning - Gloving - Positioning of patient for various surgical procedures. - Draping of patient. c) Preparation of theatre, equipment and supplies - Cleaning - Needles, sutures – types and their uses. - Carbolization, ETO sterilization, fumigation, OT swab, Bacillocid sterilization. - Packing and sterilization of dressings, linen rubber ware suture material, instruments, needles and other materials.	8	Lecture cum discussion Explain about the instruments Demonstration of OT techniques – scrubbing, gowning, gloving Positioning and draping Visit to CSSD	Short answer type Objective type Essay type Return demonstration
VII	Demonstrate skill in preparing the client for surgery. Recognize and perform the role of nurse during surgery.	Management of patient undergoing surgery a) Pre operative preparation and care - Physical - Psychological, - Pre-medications - Legal and ethical b) Intra operative management - Surgical Team - Nursing activities and responsibilities - Anesthetic agents - Role of nurse in anesthesia	8	Lecture cum discussion Demonstration Videos	Short answer type Objective type Essay type Return demonstration
	Demonstrate skill in giving care to clients after surgery (post-operative care)	c) Post operative Management - Immediate care - Transferring patient from operation theatre - Patient in recovery room - Recovery from Anesthesia - Post operative observation and nursing management - Carryout the post operative orders. - Postoperative complication observation, prevention & management.			

VIII	Demonstrate skills in the nursing management of client with impaired respiratory function and gaseous exchange	Nursing management of patient with impaired respiratory function and gaseous exchange a) Assessment of respiratory function - History - Physical examination - Diagnostic evaluation b) Care of patient in respiratory intensive care and ventilator care and respiratory function c) Management of Patient with disorders of upper respiratory airway. - Obstruction of upper airway - Epistaxis - Sinusitis - Pharyngitis - Tonsillitis - Laryngitis - Deviated nasal septum d) Management of patient with disorders of the chest and lower respiratory tract e) Management of patient with impaired • Lung abscess - Empyema - Bronchial asthma - COPD - Pneumothorax - Pneumonia - Bronchitis - Bronchiectasis - Trauma - Pulmonary Tuberculosis/DOTS - Pulmonary embolism - Pulmonary edema - Lung tumors - Disorders of pleura and pleural space - Lung surgery - Respiratory failure - Acute respiratory distress syndrome, - SARS f) Alternate therapies g) Drugs used in treatment of disorder of respiratory system	15	Lecture cum discussion Demonstration of various artificial respiratory devices Simulation Case discussion Videos and Films	Short answer type Objective type Essay type Return demonstration

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment Methods
IX	Describe the various gastro intestinal disorders. Demonstrate skill in providing care for clients with gastro intestinal disorders.	Nursing management of patient with gastro intestinal disorders a) Assessment of gastro intestinal function - History - Physical examination - Diagnostic evaluation b) Management of Upper gastrointestinal disorders - Parotitis - Stomatitis - Glossitis - Gingivitis - Pyorrhea - Dental caries - Halitosis - Dysphagia - Achalasia-cardia - Gastro Esophageal Reflux Disease (GERD) - Cancer of esophagus - Hiatus hernia - Gastritis - Gastric and duodenal ulcers - Gastric cancer - Gastroenteritis - Esophageal fistula - Peritonitis c) Care of patient with gastro intestinal intubation and special nutritional management. d) Management of patient with lower gastro intestinal disorders: - Helminthiasis - Constipation - Diarrhea - Fecal incontinence - Irritable Bowel Syndrome (IBS) - Appendicitis - Diverticular disease - Crohn's disease - Ulcerative colitis - Intestinal obstruction - Colitis - TB abdomen - Colorectal cancer - Polyps of colon and rectum - Ano rectal abscess - Anal fistula and fissure - Hemorrhoids e) Alternate therapies f) Drugs used in treatment of GI disorders	18	Lecture cum discussion Visit to endoscopy room, radiology department Demonstration Films and Videos	Short answer Objective type Essay type Return demonstration

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment Methods
X	Describe the management of patients with metabolic and endocrinal disorders. Demonstrate skills in caring for the clients with metabolic and endocrinal disorders.	Nursing management of patients with metabolic and endocrinal disorders: a) Assessment of Hepatic and biliary functions - History - Physical examination - Diagnostic measures b) Management of patients with hepatic disorders - Jaundice - Hepatic cirrhosis - Portal hypertension - Ascites - Hepatic Encephalopathy and coma - Viral hepatitis - Tumors and cyst of the liver - Liver abscess c) Management of patients with biliary disorders - Cholecystitis - Cholelithiasis - Choledocolithiasis - Acute and chronic pancreatitis - Cancer of pancreas d) Assessment of Endocrinal function - History - Physical examination - Diagnostic evaluation e) Management of endocrinal disorders - Pituitary disorders - Thyroid disorders • Hyperthyroidism • Hypothyroidism • Thyroid tumors • Goiter - Parathyroid disorders - Pancreas disorder • Diabetes mellitus - Adrenal disorders • Pheochromocytoma • Addison's disease • Cushing's syndrome - Tumors of the endocrine glands f) Alternate therapies g) Drugs used in treatment of metabolic and Endocrine disorder	15	Lecture cum discussion Charts Simulation Clinical teaching Exposure to diagnostic procedures Videos and Films	Short answer Objective type Essay type
XI	Describe the management of clients with urinary and renal disorders. Demonstrate skill in giving care of client with urinary and renal disorders	Nursing management of renal and urinary disorders a) Assessment of renal and urinary functions - History - Physical examination - Diagnostic evaluation b) Management of patients with renal and urinary disorders - Urinary retention and incontinence - Urinary tract infection	14	Lecture cum discussion Clinical teaching Visit to Dialysis unit Videos and Films	Short answer Objective type Essay type

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment Methods
		- Acute and chronic glomerulonephritis - Pyelonephritis - Urolithiasis - Renal calculi - Trauma of kidney, bladder, urethra, ureters - Urinary strictures - TB of urinary tract - Neurogenic bladder dysfunction - Renal cyst and renal abscess - Nephrotic syndrome - Acute and chronic Renal failure - Uremia - Acute and chronic nephrosis - Tumor – benign and malignant - Care of patient on hemodialysis and peritoneal dialysis - Care of patient with renal transplant c) Assessment of male Genitourinary function - History - Physical examination - Diagnostic evaluation d) Disorders of male genito urinary tract and its management - Hydrocele, - Phimosis - Benign and malignant prostatic hypertrophy - Orchitis - Epididymo-orchitis - Cancer penis e) Alternate therapies f) Drugs used in treatment of renal and Urinary disorders			
XII	Describe the nursing management of clients with Neurological disorders	Nursing management of patients with neurological disorders: a) Assessment Neurological functions - History - Physical examination - Diagnostic evaluation b) Management of patients with neurologic dysfunctions - Altered level of consciousness - Increased Intracranial pressure - Intracranial surgery c) Management of patients with neurological disorders - Headache - Migraine - Seizures - Epilepsy - Status epileptics - Cerebrovascular disorder – CVA - Neurological trauma – Head, brain, spinal cord, subdural and extradural hematoma - Neurologic infection • Meningitis	20	Lecture cum discussion Clinical teaching Demonstration of reflexes and use of Glasgow coma scale Simulation Videos and Films Charts	Short answer Objective type Essay type Return demonstration

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment Methods
	Demonstrate skill in giving nursing care to clients with Neurological disorders	- Brain abscess - Encephalitis - Degenerative disorders - Multiple sclerosis - Myasthenia gravis - Guillain – Barre syndrome - Parkinsonism - Alzheimer disease - Neuralgia - Bell’s Palsy - Peripheral neuropathies - Brain and spinal cord tumors - Huntington’s disease - Muscular Dystrophies - Herniation of the intervertebral disc d) Alternate therapies e) Drugs used in treatment of neurological disorders			
XIII	Describe the management of clients with connective tissue and collagen disorders Demonstrate skill in providing nursing care to clients with connective tissue and collagen disorders	Nursing Management of Patients with Connective Tissue and Collagen Disorders a) Assessment - History - Physical examination - Diagnostic measures b) Management of patients with disorders of connective tissue and collagen disorders - Rheumatoid arthritis - Systemic lupus Erythematosus (SLE) - Scleroderma - Polymyositis - Osteoarthritis - Ankylosing Spondylitis - Gout - Fibromyalgia c) Alternate therapies d) Drugs used in treatment of connective tissue and collagen disorders	8	Lecture cum discussion Clinical teaching	Short answer Objective type Essay type
XIV	Describe the nurse’s role in promoting wellness for elderly. Demonstrate skill in providing nursing care for elderly clients.	Nursing management of the elderly a) Assessment of the elderly - Ageing process - Helping and care of elderly in promoting wellness and self care b) Conditions associated with ageing - Dementia - Osteoporosis - Incontinence – urinary - Sensory deprivation c) Home and Institutional care	6	Lecture cum discussion Visit to old age home Videos	Short answer Objective type

MEDICAL SURGICAL NURSING- II

Placement- Second Year

Time- 120 hours

Course Description:-

This course shall help students understand the concept of disease and disease process, Students shall be able to gain knowledge and develop understanding of various medical surgical specialty disorders and disease. They shall be able to give comprehensive nursing care to patient with these diseases.

General Objective:-

Upon completion of this course, the students shall able to:

1. Describe the cause, symptoms, signs, treatment and prevention of diseases classified under medical Surgical Specialties.
2. Demonstrate skill in carrying out nursing technique and procedures with the applicant of scientific principles.
3. Prepare nursing care plan using nursing process and apply it in provide care to patient with these diseases.

Total Hours - 120

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
I	Describe the management of patients with oncology	Oncology Nursing: a) Nursing management of patients with oncological conditions - Structure & characteristics of normal & cancer cells - Nursing Assessment-History and Physical assessment - Prevention, Screening, Early detection, Warning signs of cancer - Epidemiology, Etiology, Classification, Pathophysiology, staging, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of oncological conditions - Common malignancies of various body systems: Oral, larynx, lung, stomach and Colon, Liver, Leukemias and lymphomas, Breast, Cervix, Ovary, uterus, Sarcoma, Brain, Renal, Bladder, Prostate etc b) Oncological emergencies c) Modalities of treatment - Immunotherapy	15	Lecture cum discussion Explain using charts, graphs models, films, and slides Case discussion Seminar	Short answers Objective type Essay type

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
		- Radiotherapy - Surgical Interventions - Stem cell and Bone marrow transplants - Gene therapy - Other forms of treatment d) Psychosocial aspects of cancer e) Rehabilitation f) Palliative care: symptom and pain management, Nutritional support g) Home care h) Hospice care i) Stomal Therapy j) Special therapies k) Psycho social aspects l) Nursing procedures m) Alternate therapies n) Drugs used in treatment of oncological disorders		Drug book Lecture cum discussion Topic presentation Posting to cancer Hospital/ unit Structured discussion Seminar	Assessment of skills with check list
II	Describe the disorders of breast and breast cancer. Demonstrate skill in giving nursing care to patients with breast disorders	Nursing Management of patients with disorders of Breast a) Assessment of breast - History - Physical examination - Diagnostic tests - Breast self examination b) Disorders of breast - Mastitis - Breast abscess - Gynaecomastia - Tumors and Malignancy of breast c) Nursing management of a patient after mastectomy.	5	Lecture cum discussion Models and exhibits	Short answer Objective type Essay
III	Describe the various diseases and disorders of integumentary system and their management. Demonstrate skill in providing care to the clients with disorders of integumentary system	Nursing Management of patient with diseases and disorders of integumentary system a) Nursing Assessment - History - Physical assessment b) Etiology c) Pathophysiology d) Clinical manifestations e) Nursing management of disorders of skin and its appendages - Lesions and abrasions - Infection and infestations Dermatitis - Dermatoses; infectious and Non infectious - Inflammatory dermatoses - Acne Vulgaris	5	Lecture cum discussion Explain using Charts, graphs models, films, slides	Essay type Short answers Object type Assessment of skills with check list

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
		- Allergies and Eczema - Psoriasis - Malignant Melanoma - Alopecia - Infestations - Bacterial infections - Pyoderma - Impetigo - Folliculitis - Furuncles - Carbuncles - Viral infections - Herpes zoster - Herpes simplex - Fungal infection - Athlete's foot (Tanta Pedi's) - Parasitic infestation - Pediculosis - Scabies - Pemphigus - Stevens - Johnson syndrome - Skin cancer - Special dermatological therapies f) Burn and its management - Burns Plastic Surgery - Incidence, causes of burns - Types & classification of burns - Pathophysiology - Calculation of the percentage - Local & systematic effects of burns - Immediate care - First aid care - Medical Management, barrier nursing care of the burns - Complications, Health education g) Plastic Surgery - Define plastic & reconstructive surgery - Types - Define skin graft flaps - Possible complication - Preparation of patient for constructive surgery - Post operative care - Health Education h) Alternate therapies i) Drugs used in treatment of integumentary disorders			

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
IV	Describe the disorder and diseases of eye Demonstrate skill in giving care for patients with various eye diseases and disorders.	Ophthalmology And Ophthalmic Nursing a) Review of anatomy and physiology of eye b) Assessment of function of eyes. - History - Physical exam - Diagnostic tests-tonometry, Snellen's chart c) Infections and Inflammations conditions - Blepharitis - Stye - Chalazion - Entropion - Ectopion - Dacrocystitis - Conjunctivitis - Trachoma - Pterygium - Keratitis - Corneal ulcer d) Degenerative Conditions - Cataract - Retinopathy - Retinal detachment e) Miscellaneous - Strabismus - Refractive errors - Tumors - Color blindness - Nigh Blindness - Total blindness f) Preventive and Rehabilitative aspects g) National programs on Blindness and trachoma h) Current trends in Management of Ophthalmic conditions - Hospital corneal retrieval - Grief counseling. - Eye Collection - Counselling - Obtaining consent for eye donation i) Eye banking in India j) Ocular Emergencies - Glaucoma - Foreign body - Acid / Alkali burns - Trauma to the eye k) Eye Immigration l) Instillation of eye drops and ointment m) Cold and hot compress n) Eye dressing and bandage o) Assisting for sac syringing p) Assisting for removal of foreign body q) Alternate therapies r) Drugs used in treatment of eye disorders	10	Lecture cum discussion Visit school for the blind Visit to eye bank Visit National Association for the blind Eye bank Demonstration	Short answer Objective type Essay Return demonstration

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
V	Describe disorders and diseases of ear, nose and throat. Demonstrate skills in Providing nursing care for patients with various ENT problems.	Nursing Management of Patient with Disorders and Diseases of Ear, Nose and Throat Ear a) Review of Anatomy and physiology of Ear b) Assessment of function of ear - History - Ear examination - Diagnostic tests c) Diseases and disorders of the ear <i>External ear</i> - Otitis - Foreign body - Impacted cerement - Furunculosis <i>Middle ear</i> - Otitis media - Mastoiditis - Perforation of ear drum <i>Internal ear</i> - Presbycusis - Labryinthitis - Meniere's disease - Otosclerosis <i>Deafness</i> - Conductive deafness - Neural deafness <i>Tumors of the ear and auditory nerve</i> <i>Insufflations of Eustachian tube</i> Nose a) Review of Anatomy and physiology of nose b) Assessment of functions of nose - History - Examination of nose - Diagnostic tests c) Diseases and disorders of nose <i>Infections</i> - Rhinitis - Sinusitis - Obstruction - Polyps <i>Foreign body Deviated nasal septum</i> <i>Trauma – fracture of nasal bone and epitaxies</i> Throat a) Review of Anatomy and physiology of Throat	15	Lecture cum discussion Clinical teaching Demonstration Videos, charts	Short answer Objective type Essay Return demonstration

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
		b) Assessment of the function of throat - History - Examination of throat - Diagnostic tests c) Diseases and disorders of throat infections and inflammation - Tonsillitis - Pharyngitis - Adenoiditis - Laryngitis - Tumors - Injury and foreign body - Alternate therapies - Drugs used in treatment of ENT disorders			
VI	Describe cardiovascular circulatory and Hematological disorders and diseases. Demonstrates skill in carrying nursing interventions for clients with circulatory and hematological disorders and diseases.	Nursing Management of Patient with cardio vascular, circulatory and Hematological disorders Cardio Vascular a) Review of anatomy and physiology of heart and circulatory system b) Assessment of functions of heart and vascular system - History - Physical exam - Diagnostic tests c) Diseases and disorders of cardio vascular system - Coronary Artery disease - Arrhythmia - Coronary Artery disease • Angina pectoris • Coronary atherosclerosis • Myocardial infarction - Valvular heart disease • Mitral stenosis • Aortic stenosis, • Incompetence, regurgitation • Tricuspid stenosis • Pulmonary stenosis - Inflammation and infections • Pericarditis, Myocarditis, Endocarditis • Rheumatic fever - Heart block - Complication of heart disease • Acute Heart failure (Pulmonary Edema) • Chronic (Congestive Cardiac failure) • Cardiogenic shock			

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
		• Pericardial effusion, cardiac tamponade - Cardiac emergencies • Cardiac arrest • Shock - Vascular disorders • Arterial disorders • Berger's disease (TAO), • Arterial ulcers, • Arteriosclerosis, • Aneurysm, • Thrombosis and emboli, • Raynaud's disease • Hypertension - Venous disorder • Deep Vein Thrombosis (DVT) • Venous insufficiency • Venous ulcer • Varicose vein • Cellulitis • Lymphatic disorders • Lymphangitis & Lymphadenitis • Lymphedema & elephantiasis Hematological disorders a) Review of function and structure of blood components - Assessment - History - Physical examination - Diagnostic tests b) Diseases and disorders of blood and its components - Anemia - Thalassemia - Polycythemia - Leukopenia and neutropenia - Leukocytosis & leukemia - Lymphomas Hodgkin & Non Hodgkin diseases, Multiple myeloma - Bleeding disorders - Thrombocytopenia, - Purpura, hemophilia - Acquired coagulation - Disorders – Liver disease, Vitamin K deficiency, DIC c) Alternate therapies d) Drugs used in treatment of cardiovascular circulatory and hematology disorders	28	Lecture cum discussion Demonstration Clinical teaching Videos, Simulation	Short answer Objective type Essay type Return demonstration

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
VII	Describe the nursing management of patients with communicable diseases. Demonstrate skill in providing interventions for patients with communicable diseases. the nurse's role in various national control/ Eradication Programme of communicable diseases.	Nursing Management of Patients with communicable diseases a) Assessment - History - Physical examination - Diagnostic tests b) Review of infection, mode of transmission, its prevention and control c) Preparation, care and administration of anti sera and vaccines Isolation, d) Management of various infection diseases caused by Virus; - Measles - Chicken pox - Swine flu - Ebola - Dengue - Chicken guinea - Influenza - Mumps - Encephalitis - Infective hepatitis - Poliomyelitis - Rabies - AIDS Caused by Bacteria; - Diphtheria - Whooping cough - Tetanus - Typhoid - Dysentery - Gastroenteritis - Cholera - Meningococcal Meningitis - Tuberculosis - Plague - Leptospirosis Vector borne diseases; - Malaria - Filariasis - Yellow fever - Dengue - Any other prevailing diseases e) Alternate therapies f) Drugs used in treatment of communicable disorders	10	lecture cum discussion Role play Participate in immunization campaign	Short answer Objective type Essay type Assessment with clinical checklist

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
VIII	Describe various sexually transmitted diseases. Demonstrates skills in syndromic management of sexually transmitted diseases.	Nursing Management of Patients with Sexually Transmitted diseases a) Assessment - History - Physical examination - Diagnostic tests b) Sex health and hygiene c) Syndromic Management of sexually transmitted disease - Gonorrhea - Syphilis - Granuloma Venerium - Chancroid granuloma - AIDS - Genital herpes	05	Lecture cum discussion Video	Short answer Objective type Essay type
IX	Describe various musculo skeletal disorders and diseases. Demonstrate skills in management of musculo skeletal diseases.	Nursing Management of Patients with musculo skeletal disorders and diseases a) Review of Anatomy and Physiology of musculo skeletal system b) Assessment - History - Physical examination - Diagnostic tests c) Infections and inflammations - Septic arthritis - Gonococcal arthritis - Osteomyelitis - Tuberculosis of the spine and bones - Sprains - Dislocations - Fracture of spine and extremities d) Degenerative conditions of joints, spine e) Tumors, Amputation and prosthesis f) Deformities - Congenital and acquired g) Range of motion exercises h) Care of patient: - Skin and skeletal traction - Orthopedic splints i) POP application and removal j) Neurogenic bladder k) Preparation for bone surgery l) Use of orthopedic assist devices - Crutches - Canes - Walker m) Alternate therapies n) Drugs used in treatment of musculo-skeletal disorders.	10	Lecture cum discussion Clinical teaching Demonstration	Short answer Objective type Essay type

Unit No.	Learning Objectives	Content	Hr.	Method of Teaching	Assessment methods
X	Describe the role of nurse in medical surgical emergencies Demonstrate skill in meeting medical surgical emergencies.	Emergency Management a) Scope and practice of emergency nursing - Principles of emergency care - Triage b) Medical Surgical Emergencies c) Airways obstruction - Hemorrhage - Shock, Anaphylactic reaction, Allergies - Trauma – intra abdominal, crush injuries, multiple injuries fractures - Poisoning - Ingested poisoning - Inhaled poisoning - Food poisoning - Injected poisons – Stinging insects - Snake bites Chemical burns - Environmental emergencies: - Heat stroke - Frost bite. - Near drowning - Hanging	10	Lecture cum discussion Demonstration Preparing emergency trolley - Demonstration of CPR - Defibrillation Videos & Films Simulation Roleplay	Short answer Objective type Essay type Return demonstration
XI	Identify the role of nurses in emergency and disasters. Demonstrate beginning skill in managing the Emergencies and disasters.	Emergency and Disaster Nursing a) Natural calamities - Flood - Earthquake - Volcanic eruptions b) Man-made disaster - Explosion - War - Fire - Accidents c) Emergency preparedness d) Community resources available to meet calamities e) Nurses role in disaster management	05	Lecture cum discussion Role play Mock drill INC: Disaster management module: Reaching out: nursing care	Short answer Objective type Essay type

MEDICAL SURGICAL NURSING- PRACTICAL

Placement- Second Year

Time: 800 hours (20 weeks)

General objectives:

Students are able to apply nursing process and provide comprehensive nursing care to the clients with various medical and surgical conditions

Specific objectives; students are able to;

1. Comprehend the causes, signs and symptoms, treatment and prevention of various medical, surgical conditions.
2. Apply the theoretical knowledge to appropriate clinical nursing practice.
3. Identify the problems and needs, prioritize them and provide comprehensive nursing care by applying nursing process
4. Demonstrate skills in carrying out nursing techniques, procedures in keeping with scientific principles.

5. Demonstrate skills in respective clinical specialty.
6. Interpret and carry out the pharmacological intervention,
7. Identify the deviation from normal in the diagnostic value.
8. Plan and participate in rehabilitation of patient and family.

Area	Duration	Objectives	Skills	Assignment	Assessment methods
General medical wards (resp., GI, Endo., hemato, neuro, renal)	3 wks	• Provide nursing care to adult patients with medical disorders	- Assessment of patient • Take history • Perform general & specific physical examination • Identify alterations and deviations - Practice medical-surgical asepsis-standard safety measures. - Administer medications • Oral • Sub-lingual • Intra-dermal • Subcutaneous • Intramuscular • Intravenous - Intravenous therapy • IV canulation • Maintenance & monitoring - Oxygen therapy-mask, prongs & tent	Plan & implement care for assigned patients • Nursing care plan 1 • Nursing case study-1 or presentation-1	• Assess performance with rating scale • Assess each skill with check list

Area	Duration	Objectives	Skills	Assignment	Assessment methods
		• Counsel and educate patients and family	- Nebulization - Chest physiotherapy - Naso-gastric feeding - Assist in common diagnostic procedures - Perform/assist in therapeutic procedures - Transfusion of Blood & its components - Throat suctioning - ET suctioning - Collect specimens for common investigations - Maintain elimination • Catheterization - Educate & counsel patient & family regarding specific disease conditions.	• Drug study presentation-1 • Maintain drug book • Maintain practical record book	• Evaluation of case study presentation • Completion of practical record
General surgical wards (GI and Urinary)	3 weeks	• Provide pre & post-operative nursing care to adult patients with surgical disorders • Educate & counsel patients and families	- Practice medical-surgical asepsis-standard safety. - Pre-operative preparation of patient - Post-operative care • Receiving • Assessment • Monitoring - Care of wounds and drainage - Suture removal - Ambulation & exercises - Naso-gastric aspiration - Care of chest drainage - Ostomy care • Gastrostomy • Enterostomy • Colostomy - Transfusion of Blood & its components - practice universal precautions	- Plan & implement care for assigned patients • Nursing care plan 1 • Nursing case study-1 or presentation-1 • Drug study presentation-1 • Maintain drug book • Maintain practical record book	• Assess performance with rating scale • Assess each skill with check list • Evaluation of case study presentation • Completion of practical record
Operation theater	3 weeks	• Identify instruments used in different operations	Perform scrubbing, gowning, gloving - Identify instruments, suturing materials for common operations. Disinfection, carbolization sterilization & fumigation	- Assist as a scrub nurse for 5 major and 5 minor cases.	Assess skill with check list

Area	Duration	Objectives	Skills	Assignment	Assessment methods
		- Set-up the table/ trolleys for common operative procedures - Assist in the operative procedures - Provide peri-operative nursing care	- Prepare the OT table depending upon the operation - Positioning and monitoring of patient - Assisting with minor & major operations - Handling specimens - Segregation and disposal of biomedical waste as per guidelines		
ICU	1 week	- Gain proficiency in ICU nursing - Identify potential problem and provide care accordingly - Record findings and medications accurately - Develop good IPR with patient & family.	- Connect and monitor ECG & pulse oxymetry - Assist in endo-tracheal intubation - Suctioning -provide care for a patient on ventilator - Handling emergency drug trolley / crash cart. - Assisting in insertion of central line and monitoring Central venous pressure.	- ET suctioning - O2 administration	Assess skill with check list
Geriatric nursing – medical / surgical / special ward	1 week	- Identify specific problems related to the elderly - Assist in the activities of daily living - Provide comprehensive nursing care	- Assessment of the geriatric - Identify the health problems among the elderly (psychological, social and spiritual needs of the elderly) and provide specific care - Health promotion of the elderly	Health teaching - 1	Assess skill with check list
Oncology Unit	1 week	Provide care for patients with cancer.	- Screen for common cancers - Tumor Node Metastasis (TNM) classification. Assist with diagnostic procedures. - Biopsies. - Pap smear	Provide care to assigned patients.	- Assess each Skill with checklist. - Assess performance with rating scale.

NAAC Accredited with A GRADE

Area	Duration	Objectives	Skills	Assignment	Assessment methods
		• Counsel and educate patient and families.	• Bone-marrow aspiration. - Assist with therapeutic procedures. - Observe various modalities of treatment. • Chemotherapy • Radiotherapy • Pain management • Stoma care • Hormonal therapy • Immunotherapy • Gene therapy • Alternative therapy - Participate in palliative care. - Counsel and teach patients families.	• Observation report of cancer unit	• Evaluation of care plan and observation report. • Completion of activity record.
Dermatology and burns	1 week	• Provide care to patients with dermatology disorder and Burn. • Counsel and educate patient and families.	- Assessment of the burn patient. • Percentage of burns. • Degree of burns. • Dressing - Fluid & electrolyte replacement therapy • Assess • Calculate • Replace • Record • Intake/output - Assessment and care of patients with dermatological disorders. - Administer topical medications • Give medicated Baths - Perform active & passive exercises. - Practice medical & surgical asepsis. - Counsel & Teach patients and families	• Provide care to assigned patients. • Health talk - 1	• Assess each skill with checklist. • Assess performance with rating scale.
Ophthalmology	1 week	• Provide care to patients with Eye disorders. • Counsel and educate patient and families.	- Perform examination of eye. - Assist with diagnostic procedures. - Assist with therapeutic procedures. - Perform/assist with irrigations. - Apply eye bandage.	• Provide care to 2-3 assigned patients assessment using snellen's chart	• Assess each skill with checklist - Assess performance with rating scale.

Area	Duration	Objectives	Skills	Assignment	Assessment methods
			- Apply eye drops/ointments. - Teach patients and families.	• Observation reports of OPD & Eye bank. • Assist in organizing eye camp	• Evaluation of observation report of OPD/Eye bank.
ENT	1 week	• Provide care to patients with ENT disorders • Counsel and educate patient and families	- Perform examination of ear, nose and throat. - Assist with therapeutic procedures. - Instillation of drops. - Perform/assist with irrigations. - Apply ear bandage. - Perform tracheostomy care. - Health education to patients and families.	• Provide care to assigned patients.	• Assess each Skill with checklist.
Cardiology ward / ICCU / cardiothoracic and vascular unit	2 weeks	• Provide care of patients with cardiac and vascular disorders • Counsel and educate patients and families	- Perform cardio vascular assessment - Recording ECG and identify basic changes in ECG - Monitoring of patients in on cardiac monitor - Preparing and assisting of frequently performed diagnostic and therapeutic, non –invasive and invasive procedures - Administer cardiac drugs - Advanced / Basic Cardiac Life Support (ACLS/BLS) - Monitoring and caring for patients with chest drainage - Assist in defibrillation - Monitoring of patients in ICU. - Maintain flow sheet. - Perform Endotracheal suction. - Demonstrates use of ventilators, cardiac monitors etc. - Physical examination - Collect specimens and interprets ABG analysis.	• Plan and give care to patients • Health talk – 1 • Case presentation – 1	Assessment of performance with rating scale

Area	Duration	Objectives	Skills	Assignment	Assessment methods
			- Assist with arterial puncture. - Maintain CVP line. - Pulse oximetry. - CPR – ALS - Defibrillators. - Bag- mask ventilation. - Emergency tray/trolley – Crash Cart. - Administration of drugs • Infusion pump. • Epidural. • Intra thecal • Intracardiac - Total parenteral therapy - Chest physiotherapy. - Perform active & passive exercises	• Drug presentation - 1	• Evaluation of health talk, case presentation and drug presentation.
Orthopedic ward	1 week	• Provide nursing care to patients with musculo skeletal disorders • Counsel and educate patient and families	- Assessment of orthopedic patients - Assist in the application of plaster cast and removal of cast - Assist in applying skin traction, bucks extension traction - Assist in application and removal of prosthesis - Physiotherapy - Crutch maneuvering technique - Ambulation	• Plan and give care to assigned patients • Nursing care plan – 1 • Health talk – 1	• Assessment of performance with rating scale • Evaluation of health talk, case presentation and drug presentation
Communicable diseases ward / isolation ward	1 week	• Provide nursing care for patients with communicable diseases	- Assessment of patients with communicable diseases - Use of personal protective equipment (PPE) and barrier nursing - Health teaching for prevention of infectious diseases - Counseling of HIV/ AIDS patients - Counseling of family members	• Give care for assigned patients • Health talk – 1 • Care plan – 1	• Assessment of performance with rating scale • Evaluation of health talk, case presentation and drug presentation

Area	Duration	Objectives	Skills	Assignment	Assessment methods
Emergency ward / casualty	1 week	• Provide care to patients in emergency and disaster situation. • Counsel patient and relatives for grief and bereavement	- Practice 'triage'. - Assist with assessment, examination, investigation & their interpretation, in emergency and disaster situations. - Provide first aid - ACLS / BLS - Assist in legal documentations and procedures in emergency unit. - Counsel patient and families grief and bereavement.	• Practice 'triage'.	• Assess Performance with rating scale.

MENTAL HEALTH NURSING

Placement- Second Year

Time- 70 hours

Course Description:-

This course is designed to help students develop the concept of mental health and mental illness, its causes, symptoms, prevention, treatment modalities and nursing management of mentally ill for individual, family and community.

General Objective:-

Upon completion of this course, the students shall able to:

1. Describe the concept of mental health and mental illness and the emerging trends in psychiatric nursing.
2. Explain the causes and factors of mental illness, its prevention and control.
3. Identify the symptoms and dynamic of abnormal human behavior in comparison with normal human behavior.
4. Demonstration a desirable attitude and skills in rendering comprehensive nursing care to the mentally ill.

Total Hours – 70

Unit.	Learning Objectives	Content	Hr.	Teaching Learning Activities	Methods of Assessment
I	Describe the concept of mental health and mental illness in relation to providing comprehensive care to the patients.	Introduction a) Concept of mental health and mental illness b) Misconceptions related to mental illness c) Principles of Mental Health nursing d) Definition of terms used in psychiatry e) Review of defense mechanisms f) Mental Health Team	5	Lecture cum discussion Structured discussion Group interaction	Short answers Objective type

II	Narrate the historical development of Psychiatry and psychiatric nursing.	History of Psychiatry a) History of Psychiatric Nursing - India and at international level b) Trends in Psychiatric Nursing c) National mental health programme	4	Lecture cum discussion	Short answer Objective type
III	Describe mental health assessment	Mental Health Assessment a) Psychiatry history taking b) Mental status examination c) Interview technique	4	Lecture cum discussion Demonstration	Short answer Objective type Return Demonstration
IV	Describe therapeutic relationship Demonstrate skills in process recording	Therapeutic nurse-patient relationship: a) Therapeutic nurse patient relationship: Definition, components and phases, Importance b) Communication skills Definition elements, types, factors influencing communication, barriers (therapeutic impasse)	5	Lecture cum discussions Role play Videos Demonstration of process recording	Short answers Return demonstration
V	List various mental disorders and describe their mental and psychiatric and nursing management.	Mental Disorders and Nursing Interventions a) Psycho-Pathophysiology of human behavior b) Etiological theories (genetics, biochemical, psychological etc) c) Classification of mental disorders. d) Disorders of thought, motor activity, perception, mood, speech, memory, concentration, judgment e) Prevalence, etiology, signs and symptoms, prognosis, medical and Nursing management f) Personality & types of personality related to psychiatric disorder g) Organic mental disorders: Delirium, Dementia f) Psychotic disorders: - Schizophrenic disorders - Mood (affective) disorders: Mania depression, Bipolar affective disorders(BPAD) h) Neurotic disorders: Phobia, anxiety disorders, obsessive compulsive disorders, depressive neurosis, conversion disorders, dissociative reaction, psychosomatic disorders, post traumatic stress disorder i) Substance use and de-addiction: alcohol, tobacco and other psychoactive substance j) Child and adolescent psychiatric disorder; - Sleep disorder - Eating disorders - Sexual disorders k) Nursing Management: Nursing process and process recording in caring for patients with various psychiatric disorders	25	Lecture cum discussions Case study Case Presentation Process recording Videos Role plays Field visits- De-addiction centers, Alcohol Anonyms group, Adolescent clinics, Child guidance centers etc	Short answers Essay types Case Study Case Presentation

Unit.	Learning Objectives	Content	Hr.	Teaching Learning Activities	Methods of Assessment
VI	Describe the Bio – psychosocial therapies and explain the role of the nurse	Bio – Psycho & Social Therapies a) Psychopharmacology – Definition, classification of drugs antipsychotic, Antidepressant, antimanic, anti-anxiety agents, anti parkinsons b) Psychosocial therapies – individual therapies, group therapy, behavior therapy, occupational therapy, family therapy, milieu therapy c) Role of nurse in these therapies. d) Somatic therapy – Electro Convulsive Therapy, insulin therapy, e) Role of nurse in these therapies.	12	Lecture cum discussions Seminar Videos Demonstration Field visits- Rehabilitation centre, Day care centres Role plays	Short Answers Essay types Return demonstration Quiz Drug study
VII	Describe the concept of preventive community mental health services. Enumerate the nurse's role in National mental health programme	Community Mental Health a) Concept, importance, scope b) Attitudes , Stigma and discrimination related to the mentally ill c) Prevention of mental illness(Preventive Psychiatry) during childhood, adolescent, adulthood and old age. d) Community Mental Health Services. e) Role of Nurse in national mental health programme and Psychiatric care in Community	5	Lecture cum discussion Role play Videos	Short answers Essay type Assignment
VIII	Explain different psychiatric emergencies and their management Demonstrate skills in crisis intervention	Psychiatric Emergencies and Crisis Intervention a) Types of Psychiatric emergencies: Over Active, under active patient, Violent behaviour, b) Suicide, adverse drug reactions, withdrawal symptoms, Acute psychosis etc c) Crisis and its intervention: AIDS, Adolescent Crisis	5	Lecture cum discussion Videos Role plays Demonstration	Short answers Objective Type Essay type
IX	Describe the legal aspects to be kept in mind in the care of mentally ill patients.	Forensic Psychiatry / Legal Aspects a) India Lunatic Act 1912 b) Narcotic Drugs and psychotropic Act 1965, 1985 c) Mental Health Act 1987, 2014 d) Admission and discharge procedures e) Standards of psychiatric nursing practice. f) Rights of Mentally ill patients g) Legal responsibilities in the care of mentally ill patients.	5	Lecture cum discussions Demonstration	Short answers Essay type Objective Quiz

Mental Health Nursing- Practical

Placement- Second year

**Time – 320 hrs (8 weeks)
Internship 96 hrs (2 weeks)**

Areas	Duration	Objectives	Skill	Assignments	Assessment methods
Psychiatric OPD	3 weeks	- Assess patients with mental health problems - Observe and assist in therapies - Counsel and educate patients, and families	- History taking - Perform mental status examination - Assist in psychometric assessment - Observe and assist in therapies - Teach patients and family members	- History taking-1 - Mental status examination-2 - Observation report of OPD-1	- Assess performance with rating scale - Assess each skill with checklist - Assessment of observation report - Completion of activity record
Child guidance clinic	1 week	- Assessment of children with various mental health problem's - Counsel and provide health education for children, families and significant others	- History taking - Perform mental status examination - Observe and assist in therapies - Health education of family members and significant others - Counsel family members and significant others	Observation report of child guidance clinic	- Assess performance with rating scale - Assess each skill with checklist - Assessment of observation report
Inpatient ward	6 weeks	- Assess patients with mental health problems - Provide nursing care for patients with various mental health problems	- History taking - Perform mental status examination - Observe and assist in therapies - Provide nursing care to the mentally ill patient - Health educate family members and significant others	- Assess & give nursing care to 2-3 patients with various mental disorders - History taking-1 - Mental status examination-2 - Case study-1 - Care plan -1 - Case presentation-1 - Process recording-2 - Maintain drug book	- Assess performance with rating scale - Assess each skill with checklist - Assessment of the case study, case presentation, process recording and care plan

CHILD HEALTH NURSING

Placement- Second year

Time – 70 hour

Course Description:-

This course is designed to help students develop and understanding of the concept of child health, the trends in child care and the health problems of children. This shall enable the students to meet the needs of the children, in health and sickness.

General Objective:-

Upon completion of this course, the students shall able to:

1. Explain the concept of child health, the principles underlying child care trends in pediatric nursing.
2. Describe normal growth and development of children, so as to recognize deviations for normal health and care of healthy children
3. Demonstration skill in meeting the needs of the sick infants and children based on the IMNCI guidelines of GoI

Total Hours: 70

Unit No.	Learning objective	Content	Hours	Teaching learning activities	Assessment methods
I	Understand the concept of the child health care, trends & emerging challenges for pediatric nurses Describe the role of pediatric nurses in clinics, hospitals and community	Introduction a) Modern concept in child health care b) Trends in pediatric nursing c) Role of pediatric nurses in child care d) Emerging challenges, nursing process related to pediatric nursing e) Concept of preventive pediatric f) Vital statistics related to pediatrics as per the NRHS and GoI	5	Lecture cum discussions Project on collection of vital statistics related to child health	Short answers Objective type Essay type
II	Describe the normal growth & development of children	Growth & Development a) Definition, principles, factors affecting growth & development, techniques of assessment, plotting of growth chart	15	Lecture cum discussions Role play Videos Plotting of growth chart	Short answers Objective type Essay type

Unit No.	Learning objective	Content	Hours	Teaching learning activities	Assessment methods
		b) Infant: Growth & Development, health promotion, breast feeding & weaning, immunization, infant and young child feeding c) Toddler : Growth & Development, nutrition counseling, toilet training, safety, prevention of accidents, play. d) Preschoolers Growth & development Daycare centers Role of Parents in sex education e) School ager Growth & development, rest, sleep, physical exercises & activity, dental health, sex education f) Adolescent - Growth & development, adaptation to puberty, menstrual hygiene, nutritional guidance, sex education, - Role of Parents in health promotion of adolescents - Control of iron deficiency anemia (WIFS guidelines)			
III	Describe the role of nurse in caring for a sick child Develop skill in carrying out nursing intervention while caring for pediatric age group.	The sick child a) Child's reaction to hospital b) Effect of hospitalization on the family of the child c) Role of nurse in helping child & family in coping, with stress of hospitalization & illness Pediatric procedures: a) Preparation of child for diagnostic tests, collection of specimens. b) Calculation & Administration of oral & parenteral medication c) Procedures related to feeding - Katori & Spoon - Ryle's tube & gastrostomy	8	Lecture cum discussions Demonstration Simulation Role play	Short answers Objective type Essay type Return demonstration

Unit No.	Learning objective	Content	Hours	Teaching learning activities	Assessment methods
		d) Procedures relating to elimination - Enema - Colostomy irrigation e) Administration & analysis of oxygen concentration, steam inhalation, nebulization, f) Other procedures: - Pediatric Resuscitation - Surgical dressing			
IV	Describe the management of behavioral disorders and common health problems of children Demonstrate skills in the prevention & implementation of medical & nursing management of behavioral disorders & common health problems.	Disorders and health problems of a child a) Infancy : - Failure to thrive - Diarrhea & Vomiting b) Childhood - Communicable diseases - Tonsillitis - Otitis media - Child abuse - Breath holding spasms - Enuresis, nail biting, thumb sucking, somnambulism - Protein Energy Malnutrition - Helminthic infections - Bites and stings - Pica - Tics c) Adolescent - Precocious puberty - Gynecomastia - Accident, sport injuries - Obesity & anorexia nervosa - Juvenile delinquency	6	Lecture cum discussions Seminars	Short answers Objective type Essay type
V	Demonstrate skills in providing comprehensive nursing care to the children having congenital defects/malformation	Child with congenital disorders: Etiology, signs and symptoms, diagnosis, complications and medical, surgical & nursing management of children with: - Malformations of CNS, cranial deformities, spina bifida, hydrocephalus, cerebral palsy, meningocoele. - Skeletal defects, cleft lip & cleft palate	15	Lecture cum discussions Presentation of picture of congenital anomalies Supervised clinical practices	Short answers Objective type Essay type

Unit No.	Learning objective	Content	Hours	Teaching learning activities	Assessment methods
		- Gastro intestinal tract defects, fistula, anorectal malformations, hernia - Congenital hypertrophied pyloric stenosis - Defects of Genito-urinary Tract –hypospadias & epispadias, extrophy of bladder, phimosis & paraphimosis, cryptorchidism, polycystic kidney - Sexual abnormalities, ambiguous genitalia - Defects of cardio vascular system, cyanotic and acyanotic- TOF (Tetralogy of Fallouts), TGV (Transposition of Great Vessels), TAPVC, ASD, VSD, Coactation of aorta, PDA - Orthopedic abnormalities - congenital talipusequinovarus, congenital dislocation of hips - Chromosomal abnormalities - Down's syndrome, Turner's syndrome.			
VI	Demonstrate skills in providing comprehensive nursing care to children with various disorders & diseases	Children with various disorders and diseases Etiology, signs and symptoms, complications, prevention, medical, surgical & nursing management of : a) Renal System - Nephrotic Syndrome - Acute Glomerulonephritis - ARF & CRF b) Resp. System - URI and LRI - Asthma, Pneumonia c) GI System - Intestinal obstruction (Mechanical) - Hirschsprung's disease - Malabsorption Syndrome - Inflammatory conditions - appendicitis, Meckel's diverticulum, ulcerative colitis - Worm infestation	15	Lecture cum discussions Presentation Clinical teaching, Simulation, Videos, Visit to Blind, Deaf & dumb school & rehabilitation centre	Short answers Objective type Essay type

NAAC Accredited with A GRADE

Unit No.	Learning objective	Content	Hours	Teaching learning activities	Assessment methods
		d) CVS System - Rheumatic fever - CCF - Infective endocarditis e) Hematological System - Anemia - Leukemia, - Thalassemia - Hemophilia - Sickle cell anemia - Thrombocytopenic purpura f) Neurological System - Meningitis - Encephalitis - Convulsive disorders - Cranio-cerebral trauma g) Endocrine - Pituitary disorders - Hypo & Hyperthyroidism - Juvenile Diabetes - Adrenal disorders h) Developmental problem - Handicapped children - Mental Retardation - Dyslexia - Hearing & Vision impairment i) Others: - Fluid and electrolyte imbalance - Burns j) Problems with locomotion: - Poliomyelitis - Osteomyelitis - Kyphosis, lordosis, scoliosis - Fractures k) Pre and post operative care of children undergoing surgery.			

Unit No.	Learning objective	Content	Hours	Teaching learning activities	Assessment methods
VII	Describe the various child welfare services provided by Governmental & non Governmental agencies Explain the ethical & legal implication in pediatric nursing	Child welfare services a) Child welfare services and agencies: - ICDS - Mid-day meal program - Balwadi, anganwadi - Day care centers - NPSP b) Law pertaining to Pediatrics: - National child labour policy - Child act. - Juvenile justice act - Internationally accepted rights of the child - Rehabilitation of delinquent & destitute children - Adoption laws and services - Adolescent health programs—menstrual hygiene, WIFS program, adolescent safety program	6	Lecture cum discussions Visit to anganwadi schools, remand homes & adoption centers	Short answers Objective type Essay type

Child Health Nursing- Practical

Placement- Third year

Time – 320 hrs (8 weeks)

Internship 96 hrs (2 weeks)

Areas	Duration	Objectives	Skill	*Assignments	Assessment methods
Paediatric medicine ward	3 weeks	• Perform physical assessment • Assist in diagnostic procedure and provide pre and post care related to diagnostic procedure • Administer the drugs • Provide health education • Perform basic resuscitation	- Taking pediatric History - Perform physical examination and assessment of children - Administration of oral, I/M, & I/V, medicine/ fluid - Calculation of fluid requirements - Prepare different strengths of I.V. fluids - Apply restraints - Administer O₂ inhalation by different methods - Feed children by katori (bowl) and spoon, pallada etc. - Collect specimens for common investigations - Assist with common diagnostic procedure - Teach mothers/ parents on balance diet for child of different age group - Oral rehydration therapy - Feeding & weaning - Play therapy - Check vital signs - Give enema - Insert suppositories	- Give care to assigned paediatric patients Nursing care plan-1 - Case study or Presentation-1 - Health talk-1	• Assess performance with rating scale • Assess each skill with checklist • Evaluation of Nursing care plan, Case study, Health talk, Case presentation • Completion of activity record

Areas	Duration	Objectives	Skill	*Assignments	Assessment methods
Paediatric surgery ward	3 weeks	- Recognize different pediatric surgical condition - Provide pre and post operative care to children with common paediatric surgical conditions/ malformation - Counsel and educate parents	- Do bowel wash - Care for ostomies: - Colostomy - Ureterostomy - Gastrostomy - Enterostomy - Urinary catheterization and drainage - Feeding - Nasogastric - Gastrostomy - Jejunostomy - Care of surgical wound dressing - Suture removal	- Give care to three assigned paediatric surgical patients - Nursing care plan-1 - Case study or presentation-1	- Assess performance with rating scale - Assess each skill with checklist - Evaluation of Nursing care plan, Case study, Case presentation - Completion of activity record
Paediatric OPD/ Immunization room/ well baby clinic / adolescent clinic	4 weeks	- Perform assessment of children, health development and anthropometric - Perform immunization - Give health education/ nutritional education	- Assessment of children - Health assessment - Developmental assessment - Anthropometric assessment - Immunization - Health/ nutritional education	- Health assessment of the child - Health talk - 1 - IMNCI Module	- Assess performance with rating scale - Completion of activity record - Assessment of the health talk.

MIDWIFERY AND GYNECOLOGICAL NURSING

Placement- Third Year

Time- 140 hours

Midwifery- 120
hours Gynecological Nursing-
20 hours

MIDWIFERY

Course Description:-

This course is designed to help students acquire knowledge and gain skills to meet the needs of women during pregnancy, labor and puerperium and care for the newborn.

General Objective:-

Upon completion of this course, the students shall able to:

1. Describe the health needs of women in pregnancy, labour and puerperium.
2. Identify deviation(s) from normal pregnancy, labour and puerperium and take appropriate action.
3. Demonstrate skills in providing antepartum, intrapartum and postpartum care to the mother as well as care to the new born as per the SBA guidelines of Government of India.

Total Hours:120

Unit No.	Learning objectives	Contents	Hr	Teaching learning	Assessment methods
I	Describe the scope and trends in midwifery	Introduction: a) Definition of midwifery and obstetrical nursing b) Scope of midwifery c) Basic competencies of a midwife d) History of midwifery e) Trends of maternity services in India f) Vital statistics related to maternal health in India.	4	Lecture cum discussions Videos	Short answers Objective type Essay type
II	Describe the anatomy and physiology of female reproductive system	Reproductive system a) Review of structure and function of female reproductive system b) Female pelvis –structure, types and diameters	5	Lecture cum discussions Demonstrations Charts, Specimen Models & Objects	Short answers Objective type Essay type Viva

Unit No.	Learning objectives	Contents	Hr	Teaching learning Activities	Assessment methods
III	Describe the stages of Embryological and fetal development	Embryology and foetal development a) Oogenesis, spermatogenesis, fertilization and implantation. b) Embryology and Fetal development c) Placenta and membranes: - Structure - Functions - Abnormalities - Liquor amni - Umbilical cord d) Fetal skull: - Structure - Diameters - Fontanel and sutures e) Fetal circulation	8	Lecture cum discussions Charts Models & Objects Specimens	Short answers Objective type Essay type Oral presentation
IV	Describe the physiological changes in pregnancy and the management of normal pregnancy Demonstrate skill is caring for pregnant women	Normal pregnancy and its management a) Pre-conception care b) Genetic counseling c) Physiological changes in pregnancy d) Diagnosis of pregnancy - History - Signs & symptoms e) Antenatal care: - History taking - Calculation of expected date of delivery, - Examination and investigations - Health Education and counselling - Drugs and immunizations f) Minor disorders and their management	12	Lecture cum discussions Demonstration Clinical teaching Simulation Charts & Videos SBA module of government of India, handbook for staff nurses (Government of India)	Short answers Objective type Essay type Assessment of skill using checklist
V	Describe the various stages of labour and the role of the midwife in caring for a woman in labour Demonstrate skill in conducting the normal delivery	Normal labour and its management a) Definition and stages b) Causes and signs of onset of labour c) True and false labour d) First stage of labour: - Physiology - Monitoring using partograph and its interpretation - Care of mother : physical and psychological - Pain management - Setting up of the labour room including newborn corner	18	Lecture cum discussions Demonstrations Case studies Simulation Videos Exercises SBA module of government of India, handbook for staff nurses (Government of India)	Short answers Objective type Essay type Assessment of skill using checklist

Unit No.	Learning objectives	Contents	Hr	Teaching learning Activities	Assessment methods
		e) Second stage: - Physiology and mechanism - Monitoring - Conduction of normal delivery - Episiotomy - Essential newborn care f) Third stage: - Physiology and signs - Active management of third stage - Examination of the placenta - Episiotomy suturing g) Fourth stage: - Physiology - Care of the mother and baby - Postpartum family planning			
VI	Describe the management of normal newborn Development of skill in caring for the normal newborn	Management of newborn a) Assessment b) Physiological adaptation c) Apgar scoring d) Examination for defects e) Breast feeding- BFHI f) Care of newborn -Skin, eyes, buttocks etc g) Bonding and rooming in h) Minor disorders of new born: - Birth marks, rashes, skin - Infections, sore buttocks, - Infection of eyes.	14	Lecture cum discussion Demonstrations, Clinical teaching Chart Videos SBA module, ENBC, NSSK, PPIUCD module, handbook for staff nurses of government of India	Short answers Objective type Essay type Assessment of skill using checklist
VII	Describe normal puerperium and the role of midwife in the caring for woman in puerperium	Management of normal puerperium a) Definition and objectives of care b) Physiological changes c) Postnatal counseling d) Lactation and feeding e) Care during puerperium – breast and perineal care, postnatal exercise, postnatal examination, follow up, family welfare f) Minor ailments and management. g) Family planning	10	Lecture cum discussion Demonstration Simulation Role play SBA module, PPIUCD module, handbook for staff nurses of government of India	Short answers Objective type Essay type Assessment of skill using checklist

Unit No.	Learning objectives	Contents	Hr	Teaching learning Activities	Assessment methods
VIII	Describe the complications of pregnancy Demonstrate skills in providing care for women with complicated pregnancy	Management of complications during pregnancy a) Bleeding in pregnancy - Early and late - Ectopic pregnancy - Abortion - Antepartum hemorrhage - Vesicular mole b) Hyperemesis gravidarum c) Gestational diabetes mellitus d) Pregnancy induced hypertension - Pre eclampsia - Eclampsia e) Hydromnios – poly and oligo f) Pelvic inflammatory diseases g) Intra uterine growth retardation h) Post maturity i) Intra uterine death High risk pregnancy: - Monitoring- NST, USG - Anemia - Jaundice - Viral - Urinary tract infections - Hearts diseases - Diabetes - AIDS and STD's - Osteomalacia, - Teenage pregnancy - Elderly Primigravida - Multipara - Multiple pregnancy	12	Lecture cum discussions Case presentation Clinical teaching Videos Simulation Case studies and exercises SBA module	Short answers Essay type Objective type Assessment of skill using checklist
IX	Describe the management high risk labour Demonstrate skills in early detection and prompt management of high risk labour	Management of high risk labour a) Malposition, malpresentations b) Contracted pelvis c) Abnormal uterine actions d) Cervical Dystocia e) Premature rupture of membranes, precipitate and prolonged labour, induction of labour obstructed labour, f) Obstetrics Emergencies-Cord prolapse, cord presentation, amniotic fluid embolism, obstetric shock,rupture of uterus, shoulder dystocia, vasa previa.	10	Lecture cum discussion Demonstration Bed-side clinic Videos & Charts Clinical teaching IMPAC module of WHO MCPC module of Government of India	Short answers Objective type Essay type Assessment of skill using checklist

Unit No.	Learning objectives	Contents	Hr	Teching learning Activities	Assessment methods
		g) Complications of third stage - Postpartum Hemorrhage - Atonic uterus - Injuries to the birth canal - Retained placenta and membranes - Inversion of uterus			
X	Describe the puerperal complications Demonstrate skill in the management of complications of puerperium	Management of complications of puerperium - Puerperal pyrexia - Puerperal Sepsis - Thrombophlebitis and Embolism - Breast engorgement, Mastitis, Breast abscess - Puerperal psychosis	4	Lecturer cum discussion Demonstration Clinical teaching MCPC module of Government of India	Short answers Objective type Essay type
XI	Describe the management of high risk and sick newborn Demonstrate skills in caring for high risk and sick newborns	High risk and sick newborn - Assessment - Nursing care - Management of newborn with: - Hyperbilirubinaemia - Neonatal hypoglycemia - Hypothermia - Neonatal Convulsions - Rh incompatibility - Small for dates - Low birth weight - Preterm - Asphyxia, RDS - Sepsis - Birth injuries Cephal hematoma Caput succedaneum Facial & Erb's palsy Torticollis Hemorrhage - Congenital anomalies - Newborn of HIV positive mother, diabetic mother - Levels of care in NICU	10	Lecturer cum discussion Demonstration Clinical teaching IMNCI module SBA module NSSK module	Short answers Objective type Essay type Assessment of skill using checklist
XII	Describe the obstetric operations and midwife role in assisting with each one	Obstetric operations - Definition, indication and care of women undergoing - Induction of labour - Manual removal of placenta - Version - Forceps delivery - Vacuum extraction - Caesarean Section - Sterilization - Destructive surgeries - Amnio infusion - Manual Vacuum Aspiration, Dilatation and Evacuation, Dilatation and Curettage - Post abortion care.	10	Lecture cum discussion Clinical teaching Videos Post abortion care module of GoI	Short answers Objective type Essay type Assessment of skill using checklist

NAAC Accredited with A GRADE

XIII	Describe the midwife's role in the administration of drugs for women during pregnancy, labour and post partum period	Drugs used in obstetrics a) Indication, dose, action, contraindication, side effects and responsibilities in the administration of : - Oxytocin - Uterotonics - Tocolytics - Antihypertensives - Anticonvulsants - Anesthesia and analgesia b) Drugs used for newborn c) Teratogens – effects of drugs on mother and baby.	4	Lecture cum discussion Drug presentation	Short answers Objective type Essay type
XIV	Describe the ethical & legal issues related to midwifery	Ethical and legal aspects related to midwifery a) Maternal and newborn death review b) Mother and child tracking system	2	Lecture cum discussion Presentation	Short answers Objective type

GYNECOLOGICAL NURSING

Course objective

The students shall be able to identify different gynecological disorders and diseases and gain skills in providing nursing care to women suffering from them.

General Objective:-

Upon completion of this course, the students shall able to:

1. List different gynecological problems and demonstrate skills in providing nursing care to women suffering from these disorders and diseases.

Total Hours:20

Unit No	Learning objectives	Content	Hours	Teaching learning activities	Method of assessment
I	Define the terms used in gynecology Demonstrate the skills of gynecology history taking, conducting examination & investigation	Introduction a) Definition of terms b) History c) Examination d) Investigation	2	Lecture cum discussion Demonstration Videos	Short answers Objective type Essay type Return demonstration
II	Describe the physiology, psychology and pathology of puberty	Puberty a) Definition b) Development of sex organs in females and sexuality c) Review of menstrual cycle d) Premenstrual syndrome e) Disorders of menstruation, dysmenorrhoea, cryptomenorrhoea, dysfunctional uterine bleeding	3	Lecture cum discussion Clinical teaching Videos Charts	Short answers Objective type Essay type
III	Describe the management of couples with fertility related problems.	Fertility and infertility a) Definition b) Causes-both in male and female c) Investigation d) Management e) Artificial reproductive techniques	2	Lecture cum discussion Clinical teaching, Videos Role play	Short answers Objective type Essay type

Unit No	Learning objectives	Content	Hours	Teaching learning activities	Method of assessment
IV	Demonstrate skills in the management of clients with various pelvic infections.	Pelvic infections a) Vulva – vulvitis, bartholinitis b) Vagina - Vaginitis, Trichomonas vaginitis, Moniliasis, c) Metritis, Salpingitis, Oophritis d) Cervical erosions e) Pelvic Abscess f) Chronic infection g) Pelvic inflammatory disease h) Pelvic tuberculosis i) Sexually Transmitted Diseases - Syphilis - Gonorrhea - Warts - HIV j) Syndromic case management	4	Lecture cum discussion Clinical teaching Videos Prevention of STI module of NACO	Short answers Objective type Essay type
V	Describe the care of women with gynaecological disorders	Gynaecological disorders a) Retroversion, retro flexion b) Fistulas c) Uterine displacement & prolapse (Procidentia) d) Uterine malformations e) Cysts and fibroids f) Uterine polyps g) Tumors of the reproductive tract – benign and malignant h) Palliative care and rehabilitation	5	Lecture cum discussion Case Presentation Demonstration	Short answers Objective type Essay type
VI	Describe the care of the woman with breast disorders	Breast disorders a) Review mastitis, breast engorgement, breast abscess b) Tumors of the breast benign and malignant	2	Lecture cum discussion Clinical teaching, Videos Role play	Short answers Objective type Essay type
VII	Describe the care of women with menopause	Menopause a) Definition and physiological changes b) Signs and symptoms c) Health education and counselling d) Hormone replacement therapy e) Surgical menopause	2	Lecture cum discussion Case histories.	Short answers Objective type Essay type

MIDWIFERY & GYNAECOLOGICAL NURSING- PRACTICAL

Placement: Third Year (Part – I)

Time: 560 hours

Internship: 384 hours

Area	Duration	Objectives	Skills	Assignment	Assessment methods
Antenatal clinic / ward	3 weeks	- Assessment of pregnant women - Counseling of Antenatal mothers	- Diagnose pregnancy using pregnancy detection kit (preg-card) - Antenatal history taking - Physical examination - Antenatal examination – abdomen and breast - Recording weight and BP - Hemoglobin estimation - Urine testing for sugar and albumin - Immunization - Assessment of risk status - Antenatal counseling - Maintenance of antenatal records - SBA module	- Conduct antenatal examinations – 20 - Health talk – 1 - Case study – 1	Verification of the findings of antenatal examinations Assessment of skills using checklist
Labour room	6 weeks	- Assess the woman in labour - Carry out per-vaginal (PV) examinations - Monitor women in labour - Conduct normal deliveries - Perform episiotomy and suture it - Resuscitate newborns	- Assessment of woman in labour - Vaginal examinations (PV) and their interpretation - Monitoring women in labour using the partograph - Caring for women in labour - Setting up of the labour unit including the newborn corner - Conduct normal delivery including active management of third stage of labour (AMTSL) - Provide essential newborn care - Immediate newborn assessment - Resuscitation of the newborn. - Assessment of the risk status of the newborn - Episiotomy and suturing	- Perform per-vaginal examinations – 5 - Conduct normal deliveries – 20 - Perform and suture episiotomies – 5 - Resuscitate newborns – 5 - Witnessing abnormal deliveries - 5 - Case book recording	Assessment of clinical performance with rating scale Assessment of each skill with checklist. Practical examination

Area	Duration	Objectives	Skills	Assignment	Assessment methods
			- Administration of uterotonic drugs – oxytocin, misoprostol - Administration of magnesium sulphate. - Maintenance of labour and birth records - SBA module		
Operation theatre	2 week	• Prepare and assist with caesarean section, MTP, tubectomy and other surgical procedures	- Preparation for caesarean section and other surgical procedures - Assist in caesarean section - Prepare and assist in MTP procedures - Prepare and assist for tubectomy	• Assist with caesarean section – 2 • Case book recording	Assessment of skill with checklist.
Postnatal ward	5 weeks	• Provide nursing care to postnatal mother and the baby • Counsel and teach mother and family for parenthood	- Examination and assessment of mother and the baby - Identification of deviations - Care of postnatal mothers and baby - Perineal care - Breast care - Lactation management - Breast feeding - Kangaroo mother care (KMC) - Immunization - Teaching postnatal mother on mother craft, post natal care, exercise, immunization	• Provide postnatal care to mothers and babies – 20 • Health talks – 1 • Case study – 1 • Case presentation - 1	Assessment of clinical performance with rating scale Assessment of each skill with checklist. Practical examination
NICU	4 weeks	• Provide nursing care to newborns at risk	- Newborn assessment - Admission of neonates - Feeding of high-risk newborn :- katori spoon, paladai, tube feeding, total parenteral nutrition - Thermal management of newborns – kangaroo mother care, care of baby in radiant warmer and incubator. - Monitoring and care of neonates	• Case study - 1 • NSSK Module	Assessment of clinical performance with rating scale Assessment of each skill with checklist. Practical examination

Area	Duration	Objectives	Skills	Assignment	Assessment methods
			- Administration of medications - Intravenous therapy - Assisting in diagnostic procedures - Assist in exchange transfusion - Care of baby in ventilator, phototherapy, - Practice infection control protocols - Health education and counseling of parents - Maintenance of records and reports		
Family welfare clinic	2 week	• Counsel for and provide family welfare services.	- Family planning counsel-ling techniques - Insertion of IUCD - Teaching by demonstration on the use of different family planning methods - Arrange for and assist with family planning operations - Maintenance of records and reports	• IUCD insertion – 5 • Family planning Counseling – 2	- Assessment of clinical performance with rating scale - Assessment of each skill with checklist. - Practical examination
Gynaecology ward	2 weeks	• Provide care for patients with gynecological disorders. • Counsel and educate patient and families.	- Assist with gynecological examination. - Assist and perform diagnostic and therapeutic procedures. - Teach women on breast self examination (BSE) - Health education on perineal hygiene and prevention of sexually transmitted infections - Pre and post operative care of women undergoing gynecological surgeries - Menopause counseling	• Provide care to assigned patients. • Nursing care plan- 1. • Menopause counseling – 1	• Assess each skill with checklist. • Assess performance with rating scale. • Evaluation of care plan.

COMMUNITY HEALTH NURSING-II

Placement: Third Year (Part – I)

Total Hours: 90

Course Description:-

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

General Objective:-

Upon completion of this course, the students shall be able to:

1. Describe the health system and health care services in India.
2. Identify major health problems, national health programmes and specialized community health services.
3. Explain the concept of health team and describe the nurses' role at various levels of health care setting.
4. Demonstrate skills in rendering effective nursing care to the individual, family and groups in all community health settings.

Total Hours: 90

Unit	Learning objective	Contents	Hr	Teaching learning Activities	Assessment methods
I	Explain the health system in India	Health system in India Organization and administration of health system in India at a) Central level - Union Ministry - Directorate General of Health Services - Central Council of Health b) State level - State Health Administration - State Ministry of Health - State Health Directorate c) District level - Sub Divisions - Tehsils/ Talukas - Villages - Municipalities & Corporation - Panchayats	10	Lecture cum discussion Organizational chart of various levels Visit to Municipality Office, Panchayat office, Health block office, CHC	Short answer Objective type Essay type

Unit	Learning objective	Contents	Hr	Teaching learning Activities	Assessment methods
II	Describe the health care services in India and discuss the role of the nurse in these services	Health care delivery system a) Health care concept and trends b) Health care services - Public sector, Rural, Urban c) Private sector d) Public Private Partnership (PPP) e) Other agencies f) Indigenous systems of medicine Ayurvedha, yoga, unani, siddha and homeopathy (AYUSH) g) Voluntary health services h) National Health Programmes i) Nurse role in health care services	8	Lecture cum discussion Visit to different health care agencies	Short answer Objective type Essay type
III	Describe health planning in India	Health planning in India a) National health planning b) Five year plans c) Health Committees and reports d) National health policy	10	Lecture cum discussion and reports	Short answer Essay type
IV	Describe the different specialized community health services and the nurse's role in these services	Specialized community health services and nurse's role a) RCH (reproductive health and child care) b) National Health Mission (rural/ urban) c) Janani Sishu Suraksha Karaykaram (JSSK) d) Emergency ambulance services. e) Government health insurance schemes f) School health Services g) Occupational health nursing (including health care providers) h) Geriatric nursing i) Care of differently abled- Physical and mental j) Rehabilitation nursing	18	Lecture cum discussion Visit to different agencies of specialized services, factory, Old age home, Homes for the differently abled	Short answer Objective type Essay type
V	Describe the major health problems in India	National health problems Health Problems in India a) Communicable diseases b) Non communicable diseases c) Nutritional problems d) Environmental sanitation e) Population	5	Lecture cum discussion Quiz	Short answer Objective type
VI	Describe the national health and family welfare programs in India and the role of the nurse	National Health programme: - National ARI program - Revised national tuberculosis control program (RNTCP) - National anti-malaria program - National filarial control program	15	Lecture cum discussion Government of India program flyers.	Short answer Objective type

Unit	Learning objective	Contents	Hr	Teaching learning Activities	Assessment methods
		- National guinea worm eradication program - National leprosy eradication program - National AIDS control program - STD control program - National program for control of blindness - Iodine deficiency control program - Expanded program of immunization - National family welfare program - National water supply and sanitation program - Minimum needs program - National diabetes control program - Polio eradication : pulse program program, NPSP - National cancer control program - Yaws eradication program - National nutritional anemia prophylaxis program - 20 point program - ICDS program - Mid –day meal program - National mental health program - Adolescent health program - Role of nurse in the national health programme.			
VII	Explain the meaning of demography and describe the national family welfare programmes .	Demography and family welfare a) Demography - Concept - Trends in the world and in India - Concept of fertility and infertility - Small family norm b) Family Welfare - Concept, importance, aims & objectives - Family planning methods - Family planning counseling - National family Welfare Policy - National family Welfare Programme - Role of a nurse in the family planning programme	18	Lecture cum discussion Show and explain family planning devices Role play Demonstration	Short answer Objective type Essay type

Unit	Learning objective	Contents	Hr	Teaching learning Activities	Assessment methods
VIII	Describe the concept and functions of health team and the role of nursing personnel at various levels.	Health Team: a) Concept - Composition - Functions b) Role of Nursing personnel at various levels: - District Public Health Nursing Officer - Block health Nurse - Public Health Nurse - Lady Health Visitor/ health supervisor - Health worker female/ ANM	7	Lecture cum discussion Interaction with health team members: Job description as per the Indian Public Health Standards (IPHS)	Short answer Objective type Essay type
IX	Explain the concept and uses of health information system	Health Information System a) Concepts, components, uses , sources. b) Vital Statistics: - Important rates and indicators c) Vital health records and their uses. d) Basic statistical methods e) Descriptive statistics	6	Lecturer cum discussion Exercises	Short answer Objective type Exercises
X	Describe the national and international health agencies	Health Agencies a) International: - WHO - UNFPA - UNDP - World bank - FAO - UNICEF - DANIDA - European commission (EU) - Red cross - USAID - UNESCO - ILO - CARE b) National: - Indian Red Cross - Indian Council for child welfare - Family Planning association of India - Other NGOs	3	Lecture cum discussion Seminar	Short answer Objective type

COMMUNITY HEALTH NURSING II- PRACTICAL

Placement: Third year- Part I

Time: Practical – 160 hours

Area	Duration	Objectives	Skills	Assignments	Assessment Methods
Community Health Nursing II-	4 wks urban / rural	- Organize and conduct clinics - Antenatal - Postnatal - Family welfare. - Under five. - Diagnose health needs and provide domiciliary care for antenatal and postnatal mothers. - Assess health needs of family; plan and carry out treatment for minor ailments; identify need for referral and refer. - Plan, conduct and follow up health education. - Assist in conducting camps and participate. - Maintain records and reports in PHC. - Assist in family welfare services and conduct need based health education. - Participate in school health programme. - Counsel and educate eligible couple, family and community.	- Assisting in set-up and conduct of the clinics: - Providing domiciliary care to the antenatal and postnatal cases using bag and / or Domiciliary Obstetric Kit. - Performing nursing care at home. - Preparing and conducting Health Teachings on Reproductive and Child Health (RCH) Care Issues. - Assisting in organizing Camps. - Maintaining records and reports at Primary Health Centre. - Assisting in activities of Family Welfare. - Participating in School Health Services.	- Health talk- 2 - Family Health Nursing care plan-2 - Group project-1 - Daily Dairy-1 - Report on school health program	- Internal examination (1st& 2nd term) - Pre Council examination - Assessment of performance with rating scale - Evaluation of - Assignments - Field visit reports - Daily diary

Placement- Internship (Third Year Part-II)

Time- 288 Hours

Area	Duration	Objectives	Skills	Assignments	Assessment Methods
Urban / rural	6 weeks	Provide comprehensive care to individual family and community	Comprehensive nursing care to the individual , family and community	Integrated practice and group project Health talk – 2 Nursing care plan – 2	Assessment of clinical performance with rating scale Evaluation of group project.

NURSING EDUCATION, INTRODUCTION TO RESEARCH, PROFESSIONAL TRENDS & ADJUSTMENT & NURSING ADMINISTRATION & WARD MANAGEMENT

Placement: Internship (3rd years Part II)

Time: 120 Hours

Nursing Education- 20 hours

Introduction to Research- 30 hours

Professional Trends and Adjustment- 30 hours

Nursing Administration and Ward Management- 40 hours

NURSING EDUCATION

Course Description:-

This course is designed to introduce the students to the concept of teaching as an integral part of nursing practice.

General Objective:-

Upon completion of this course, the students shall able to:

1. Explain the concept of teaching
2. Describe techniques used for teaching.

Total Hours: 20

Unit	Learning objectives	Contents	Hr	Teaching learning activities	Method of Assessment
I	Describe the concept of education	Introduction a) Education - Meaning, aims, scope and purposes,	2	Lecture cum discussion	Short answers Objective type
II	Explain the process of teaching and learning	Teaching learning process a) Basic principles b) Characteristics of teaching and learning c) Teaching responsibility of a nurse d) Preparation of teaching plan	4	Lecture cum discussion	Short answers Objective type Evaluation of teaching plan
III	Narrate the methods of teaching Describe the clinical teaching methods	Methods of teaching a) Methods of teaching b) Clinical teaching methods - Case method - Bed side clinic - Nursing rounds - Nursing conference (individual and group) - Process recording.	14	Lecture cum discussion	Short answer Objective type Evaluation of planned as well as incidental health teaching

INTRODUCTION TO RESEARCH

Course Description:-

This course is designed to develop fundamental abilities and attitude in the students towards scientific methods of investigation and utilization of research finding so as to improve practice of nursing.

General Objective:-

Upon completion of this course, the students shall able to:

1. Describe the use of research in the practice of nursing
2. Describe the scientific methods of investigation used in nursing.
3. Participate in research activities in the health care settings.

Total Hours: 30

Unit	Learning Objectives	Contents	Hr.	Teaching learning activities	Assessment Method
I	Discuss the importance of research in Nursing	Introduction a) Definition b) Terminology related to research c) Need and importance of nursing research d) Characteristics of good research	3	Lecture cum discussion	Short answers Objective type
II	Describe the research process	Research process a) Purposes and objectives b) Steps in research process	3	Lecture cum discussion	Short answer Essay type
III	Describe the various research approaches	Research approaches and designs a) Types b) Methods c) Advantages and disadvantages	5	Lecture cum discussion	Short answer Essay type
IV	Describe the various data collection methods	Data collection process a) Meaning b) Methods and instruments of data collection	5	Lecture cum discussion	Short answer Essay type
V	List the steps involved in data analysis	Analysis of data a) Compilation b) Tabulation c) Classification d) Summarization e) Presentation and interpretation of data using descriptive statistic	6	Lecture cum discussion Reading the research articles	Short answer Essay type
VI	Describe the importance of statistics in research	Introduction to statistics a) Definition b) Use of statistics c) Scales of measurement d) Frequency distribution e) Mean, median, mode and standard deviation.	6	Lecture cum discussion	Short answer Essay type
VII	Describe the utilization of research in nursing practice	Utilization of research in nursing practice - Evidence based practice	2	Lecture cum discussion	Short answer Essay type

PROFESSIONAL TRENDS AND ADJUSTMENT

Course Description:-

This course is designed to help students develop an understanding of the career opportunities available for professional development.

General Objective:-

Upon completion of this course, the students shall able to:

1. Describe nursing as a profession.
2. Identify various professional responsibilities of a nurse.
3. Describe various professional organizations related to nursing.
4. Identify the need for in-service and continuing education in nursing
5. Demonstration skills in application of knowledge of professional etiquettes in the practice of nursing in any health care setting.

Total Hours: 30 hours

S. No	Learning objectives	Contents	Hr.	Teaching learning activities	Assessment methods
I	Describe nursing as a profession	Nursing as a profession a) Definition of profession b) Criteria of a profession and nursing profession c) Evolution of Nursing Profession in India d) Educational preparation of a professional nurse e) Qualities/ Characteristics and role of a professional nurse	4	Lecture cum discussion	Short answer Objective type Essay type
II	Explain various aspects of Professional ethics	Professional ethics a) Meaning and relationship of professional ethics and etiquettes b) Code of ethics for nurse by ICN c) Standards for nursing practice (INC) d) Etiquettes for employment: locating posting, applying and accepting a position, resignation from a position.	6	Lecture cum discussion Assignment: Application for job acceptance & job resignation	Short answer Essay type
III	Discuss the importance of continuing education in personal and professional development	Personal and professional development a) Continuing education - Meaning and importance - Scope - Identifying opportunities	10	Lecture cum discussion	Short answer Essay type

S. No	Learning objectives	Contents	Hr.	Teaching learning activities	Assessment methods
		b) Career in Nursing - Opportunities available in Nursing in Hospital, Community teaching and other related special organization. c) In-service education - Definition - Value - Need participation in committee procedures - Nursing in the future		Draw a career ladder in nursing in reference to international influence and financial aid.	
IV	Discuss the significance of legislation in Nursing	Legislation in nursing a) Purpose and importance of laws in Nursing b) Legal Terms c) Common legal hazards in Nursing d) Laws and regulations related to health care providers in India at different levels e) Service and institutional rules f) Regulation of nursing education g) Registration and reciprocities	5	Lecture cum discussion	Assignment
V	List the various organizations related to health and nursing profession and briefly describe their function	Profession and related organizations a) Regulatory bodies: Indian Nursing Council, State Nursing Council b) Professional organizations: - Trained Nurses Association of India, - Students Nurses Association, - Nurses League of the Christian Medical Association of India, - International Council of Nurses (ICN), - International Confederation of Midwives etc. c) Related organization and their contribution to nursing: World Health Organization, Red cross and St. John's Ambulance, Colombo plan, UNICEF, World Bank etc.	5	Lecture cum discussion Observational visits to State Nursing Council and Local TNAI office	Report of visit to the council Short answers Essay type

NURSING ADMINISTRATION AND WARD MANAGEMENT

Course Description:-

This course is designed to help the student to understand the basic principles of administration and its application to the management of ward and health care unit.

General Objective:-

Upon completion of this course, the students shall able to:

1. Describe the meaning and principles of administration.
2. Apply the principles of administration in practice of nursing
3. Plan the nursing service in the ward and community health settings.
4. Describe the importance of good administration in the day to day nursing service in varied health care setting.

Total Hours: 40

Unit	Learning Objectives	Contents	Hr	Teaching learning activities	Assessment methods
I	Describe the meaning , philosophy and principles of administration	Introduction a) Administration and management - Meaning - Philosophy - Elements and principles - Significance	4	Lecture cum discussion	Short answers Objective type Essay type
II	Describe the management process	Management process a) Planning - Importance - Purpose - Types of planning b) Organization - Principles of organization - Organization chart of hospital/ward/ PHC/ Sub center c) Staffing - Scheduling - Recruitment, selection, deployment, retaining, promotion, superannuation - Personnel management - Job description - Job specification - Staff development and staff welfare d) Directing e) Co-ordination and control - Quality management f) Budgeting g) Policies of hospital and various department of the hospital	15	Lecture cum discussion Companion of organization charts	Short answers Essay type Objective type Written test Evaluation of the organization chart prepared by students.

Unit	Learning Objectives	Contents	Hr	Teaching learning activities	Assessment methods
IV	Explain the administration of different health care units	Administration of hospital/department/ unit/ ward a) Health centre/ unit physical layout b) Safety measures for prevention of accidents and infections c) Legal responsibilities of a nurse d) Leadership styles e) Problem solving : process and approach, steps and methods of dealing with complaints of patients and other health team members. f) Records and reports: meaning, types, importance.	9	Lecture cum discussion Role play Group work on physical layout Reading notes	Short answers Objective type Essay type
V	Discuss the importance of maintaining supplies and equipment for effective administration	Management of equipment supplies. a) Maintenance of supplies & equipment (preventive maintenance) b) Handing over and taking over of inventory c) Indent and ordering of supplies and equipment d) Problem solving : process and approach, steps and methods of dealing with supplies and equipment.	7	Lecture cum discussion Role play Group project on problem solving	Short answers Objective type Essay type Evaluation of the report on Group project
VI	Discuss the cost and financing of health services in India	Cost and financing of health care a) Cost of health care b) Health financing c) National health plans (annual and five year plans) and outlays, role of state and central government in allocation of funds d) Health insurance- types, issues etc.	5	Lecture cum discussion	Short answer Test

IIMT COLLEGE OF MEDICAL SCIENCES (NURSING)

ACADEMIC HAND BOOK



+91-9897474598



www.iimtu.edu.in



O-Pocket, Ganga Nagar, Mawana Road, Meerut-250001

**Syllabus and Curriculum of
Diploma in Operation Theatre Technician course
(To be implemented from 2016 - 17 session)
Uttar Pradesh State Medical Faculty, Lucknow.**

Index

- Objectives of the course.....
- Outline of curriculum of ‘Diploma in Operation Theatre Technician’
course.....
- Eligibility criteria & duration of the course.....
- Scheme of examination.....
- Schedule of the course.....
- Details of first year course curriculum.....
- Details of Second year course curriculum.....

OBJECTIVES OF THE COURSE

To prepare a **OT technician** who –

- Can prepare OT before surgery including process of sterilization.
- Can assist common surgeries to respective surgeons as first assistant.
- Can use C-Arm and other imagings effectively.
- Can take care of patient in post operative room.
- Can maintain all records.
- Can do CPR.
- Can perform basic nursing procedures like IV / IM / SC injections, Nebulization, catheterization, Oxygen therapy.
- Can provide Psychological support to the patient & counsel him & his/her relatives.

Outline of Curriculum
of
Diploma in Operation Theatre Technician course

FIRST YEAR

THEORY (Classes: 9 AM to 12 Noon)

First paper : Syllabus covers -

1. General Anatomy & Physiology (Cytology, Histology, Osteology and only basics of all organ systems of body).
2. Only basics of relevant Pathology, Pharmacology (including anaesthetic agents) & Microbiology.

Second paper: Syllabus covers -

1. Detailed Surgical Anatomy.
2. Basics of OT techniques, CSSD techniques and Anaesthesia techniques.
3. Hand hygiene & prevention of cross infection.
4. Basics life support (BLS) & Cardio-pulmonary resuscitation (CPR).

FIRST YEAR

PRACTICAL (Classes: 1 PM to 4 PM)

Practical classes will be after lunch; from 1 PM to 4 PM. Students must present in the hospital/ OT for practical.

During first year, they should be there only as “Observers” in practical classes.

(Observership for Pre-operative preparation, Intra-operative assistance, Post operative care & CSSD techniques).

Following subjects must be taught; though there will not be any exam from these-

1. Basic Computer skills.
2. Basic English.
2. **Soft skills like** - Interpersonal relationship skills & moral education.

Outline of Curriculum
of
Diploma in Operation Theatre Technician course

SECOND YEAR

THEORY (classes:9 AM to 12 Noon)

First paper : Syllabus covers -

1. Only relevant surgical & medical conditions (relevant to O.T. technician).
2. Nursing Procedures like vital recording, IM/IV/SC injection, Oxygen therapy, Nebulization, catheterization, IV infusion.

Second paper : Syllabus covers -

1. Details of common surgeries & applied OT techniques.
2. Basics of CSSD & sterilization practices, biomedical waste management.
3. Basic biomedical engineering physics of OT equipments & instrument.

SECOND YEAR

PRACTICAL (Classes: 9 AM to 12 Noon)

Practical exams syllabus should cover-

- Hands on training of Hand wash/scrubbing & sterilization practices.
- Hands on training of pre operative preparation.
- Assisting surgeries.
- Hands on training of Post operative care.
- Hands on training of biomedical waste management.
- Hands on training of BLS.
- Hands on training of basic anaesthesia techniques.
- Hands on training of use of drugs used in OT.

ELIGIBILITY CRITERIA FOR ADMISSION & DURATION OF THE COURSE

COURSE DURATION:-

- It is 2 years, **full time** Diploma Course.

ELIGIBILITY:-

- Candidate must have passed 12th with Physics, Chemistry, Biology
Or
Physics, Chemistry, Math with 35% marks in Intermediate exams.
(From UP board or any other recognized board).
- Candidate must have completed age of 17 years of age as on 31st December of admission year. There is no maximum age limit for the admission.

SCHEDULE OF EXAMINATION

FIRST YEAR

Paper	Subjects	Mark	Internal Assessment Marks	Total Marks	Pass Marks	Duration of Exam.
First Paper Theory	1. General Anatomy & Physiology (Cytology, Histology, Osteology and only basics of all organ systems of body). 2. Only basics of relevant Pathology, Pharmacology (including anaesthetic agents) & Microbiology.	75	25	100	50	3 Hours
Second Paper Theory	1. Detailed Surgical Anatomy. 2. Basics of OT techniques, CSSD techniques and Anaesthesia techniques. 3. Hand hygiene & prevention of cross infection. 4. Basics life support (BLS) & Cardio- pulmonary resuscitation	75	25	100	50	3 Hours
Practical	Oral & Practical	75	25	100	50	3 Hours

SCHEDULE OF EXAMINATION

SECOND YEAR

Paper	Subjects	Mark	Internal Assessment Marks	Total Marks	Pass Marks	Duration of Exam.
First Paper Theory	1. Only relevant surgical & medical conditions (relevant to OT technician). 2. Nursing Procedures like vital recording, IM/IV/SC injection, Oxygen therapy, Nebulization, IV infusion.	75	25	100	50	3 Hours
Second Paper Theory	1. Details of common surgeries & applied OT techniques. 2. Basics of CSSD & sterilization practices, biomedical waste management. 3. Basic biomedical engineering physics of OT equipments & instrument.	75	25	100	50	3 Hours
Practical	Oral & Practical	75	25	100	50	3 Hours

SCHEDULE OF COURSE

(List of holidays, Total hours, Subject wise allotment of hours)

- **List of Holidays:-**

Sundays	- 52 days
Summer vacation	- 10 days
Winter vacation	- 10 days
Gazetted holidays	- 23 days
Preparatory holidays	- 10 days
Total Holidays	- 105 days

- **Total Hours :-**

Theory classes per day	- 3 Hours
Practical classes per day	- 3 Hours
Total hours per day	- 6 Hours
Total days & hours in One year (after deduction of holidays)	- 260 days or - 1560 Hours

SCHEDULE OF COURSE

Subject wise allotment of hours

FIRST YEAR

Theory (780 Hours) Practical (780 Hours)

First Paper Theory	1. General Anatomy & Physiology (Cytology, Histology, Osteology and only basics of all organ systems of body).	300 Hrs
	2. Only basics of relevant Pathology, Pharmacology (including anaesthetic agents) & Microbiology.	120 Hrs
Second Paper Theory	1. Detailed Surgical Anatomy.	50 Hrs
	2. Basics of OT techniques, CSSD techniques and Anaesthesia	140 Hrs
	3. Hand hygiene & prevention of cross infection.	30 Hrs
	4. Basics life support (BLS) & Cardio-pulmonary resuscitation (CPR).	40 Hrs
Third Paper Practical	As described in curriculum	780 Hrs
Theory: Other Subjects (These subjects must be taught; though there will not be any exam from	1. Basic Computer skills.	30 Hrs
	2. Basic English.	30 Hrs
	3. Soft skills like - Interpersonal relationship skills & moral education	10 Hrs

SCHEDULE OF COURSE

Subject wise allotment of hours

SECOND YEAR

Theory (780 Hours) Practical (780 Hours)

First Paper Theory	1. Only relevant surgical & medical conditions (relevant to OT technician).	450 Hrs
	2. Nursing Procedures like vital recording, IM/IV/SC injection, Oxygen therapy, Nebulization, IV infusion	20 Hrs
Second Paper Theory	1. Details of common surgeries & applied OT techniques.	190 Hrs
	2. Basics of CSSD & sterilization practices, biomedical waste	60 Hrs
	3. Basic biomedical engineering physics of OT equipments & instrument.	60 Hrs
Third Paper Practical	As described in curriculum	780 Hrs

Details of Curriculum for First Year
Diploma in Operation Theatre Technician

Details of Curriculum for First Year Diploma in Operation Theatre Technician		
PAPER 1st Theory	Topics	Hours.
General Anatomy & Physiology (Cytology, Histology, Osteology and only basics of all organ systems of body).	1. General Orientation about parts of human body. Various terms used in Anatomy. Total numbers of bones, their names & location. Basic idea about organization of body, from cell to	06 Hrs
	2. Structure of Animal cell, Cell organelles & their functions	06 Hrs
	3. Human tissue, types, structure & functions.	10 Hrs
	4. Osteology: Names, location, identification and basic details of all bones. (Details of skull bones is not required).	20 Hrs
	5. Joints: types, basic structure & examples.	06 Hrs
	6. Skin & appendages.	02 Hrs
	7. GIT: Location, Gross structure, various parts & their functions.	30 Hrs
	8. Details of process of food ingestion, digestion, absorption &	
	9. Respiratory tract: Location, Gross structure, various parts & their functions. Details of breathing mechanism, different respiratory volumes. (Microscopic structure is not required.)	30 Hrs
	10. Urinary tract: Gross structure, various parts & their functions. (Microscopic structure is not required.) Process of urine formation & voiding.	20 Hrs
	11. Male reproductive system: Only gross structure & functions of different parts. (Microscopic structure is not required.)	10 Hrs
	12. Female reproductive system: Only gross structure & functions of different parts. (Microscopic structure is not required.) Menstrual cycle.	10 Hrs

Details of Curriculum for First Year
Diploma in Operation Theatre Technician

PAPER 1st Theory	Topics	Hours.
1.General Anatomy & Physiology (Cytology, Histology, Osteology and only basics of all organ systems of body).	13. Endocrine system: Hormones secreted by Pituitary, Thyroid, Parathyroid, Pancreas, Adrenal cortex, Adrenal medulla, Gonads & functions of different hormones. (Details of structure of these glands not required).	20 Hrs
	14. Gross structure of brain & spinal cord. Functions of different parts of brain & spinal cord.(Details not required.)	30 Hrs
	15. Blood: Composition & Functions. Details about Plasma, RBCs, WBCs, Platelets, Clotting system.	30 Hrs
	16. Gross structure & functions of sensory Organs - Eye, Ear, Nose, Tongue.(Details not required).	20 Hrs
	17. Basic gross structure of heart, vessels opening into heart & Leaving the heart. Arterial & Venous tree of body.	20 Hrs
	18. Lymphatic system: Structure & Functions.	10 Hrs
	19. Immune system: Components & various mechanisms of defense.	20 Hrs

Details of Curriculum for First Year
Diploma in Operation Theatre Technician

PAPER 1st Theory	Topics	Hours.
2. Only basics of relevant Pathology, Pharmacology (including anaesthetic agents) & Microbiology.	1. Basic steps of Acute & chronic inflammation and Healing of wound.	05 Hrs
	2. Basics of Necrosis & apoptosis.	02 Hrs
	3. Basics of Shock.	02 Hrs
	4. Basics of Disorders of blood coagulation system.	08 Hrs
	5. Basics of Disorders of Immune system of body.	05 Hrs
	6. Modes of disease transmission & prevention of infection.	05 Hrs
	7. Sterilization & methods of sterilization used in hospitals.	10 Hrs
	8. Basic idea about types of Bacteria, Virus, Fungi.	20 Hrs
	9. Routes of drug administration.	02 Hrs
	10. Adverse effects & side effects of drugs.	02 Hrs
	11. Basic idea of Analgesics: Opioid & NSAIDs.	02 Hrs
	12. Basic idea of Drugs use in Cough & expectoration.	01 Hrs
	13. Basic idea of Drugs used in B. Asthma & COPD.	02 Hrs
	14. Basic idea of Drugs used in GIT.	03 Hrs
	15. Basic idea of Anti Microbial.	20 Hrs
	16. Basic idea of Anti H-1 Histaminic & Corticosteroids.	01 Hrs
	17. Drugs used in anemia.	02 Hrs
	18. Anaesthetic agents (LA&GA).	25 Hrs
	19. Muscle relaxants.	05 Hrs

Details of Curriculum for First Year
Diploma in Operation Theatre Technician

PAPER 2nd Theory	Topics	Hours.
1. Detailed Surgical Anatomy	1. Detailed Structure of Anterior abdominal wall including clinical anatomy of Hernia.	10 Hrs
	2. Detailed Structure of Posterior abdominal wall.	03 Hrs
	3. Detailed Structure of thoracic wall.	03 Hrs
	4. Concept of meninges & SCALP.	03 Hrs
	5. Surface anatomy & important bony land marks.	13 Hrs
	6. Concept of Mediastinum.	03 Hrs.
	7. Skin as sensory organ.	03 Hrs
	8. Applied Ocular anatomy.	02 Hrs
	9. Location of major muscles of body.	10 Hrs

Details of Curriculum for First
Year Diploma in Operation
Theatre Technician

PAPER 2nd Theory	Topics	Hours.
2.Basics of OT techniques, CSSD techniques and Anaesthesia techniques.	1. Hand wash & surgical scrubbing.	03Hrs.
	2. Pre-operative preparation of patient including surgery site.	07 Hrs
	3. Post operative care including dressing.	05 Hrs
	4. Basic idea of various methods of sterilization & basic functioning of CSSD.	15 Hrs
	5. Various positions used in different surgeries.	15 Hrs
	6. Types of anaesthesia, Boyle's machine & anaesthesia work station.	10 Hrs
	7. Gases used in anaesthesia.	08 Hrs
	8. Triage of patients.	02 Hrs
	9. Diagram & details of hand instruments used in common surgeries.	40 Hrs
	10. Pre anaesthetic check up	03 Hrs
	11. Infection control in OT	05 Hrs
	12. Basic idea of different IV fluids	05 Hrs
	13. Needles, sutures and knots.	15 Hrs
	14. Cautery.	05 Hrs

Details of Curriculum for First Year
Diploma in Operation Theatre Technician

PAPER 2nd Theory	Topics	Hours.
3. Hand hygiene & prevention of cross infection.	1. Hand hygiene & method of Hand washing.	15 Hrs
	2. Prevention of cross infection.	15 Hrs

PAPER 2nd Theory	Topics	Hours.
4. Basic life support (BLS) & Cardio-pulmonary resuscitation (CPR).	1. Code blue.	05 Hrs
	2. Details of basic life support (BLS) & Cardio-pulmonary resuscitation (CPR).	35 Hrs

Curriculum for Practical :- First Year
Diploma in Operation Theatre Technician

Practical	Topics
	1. Hand wash & scrubbing.
	2. Basics of various methods of sterilization.
	3. Care & identification of all equipments, instruments & hand instruments related to OT.
	4. Pre-operative care & preparation.
	5. Post-operative care of patient.
	6. BLS.
	7. Using medical gases.
	8. Working as second assistant.
	9. Details about sutures, needles, knots.
	10. IV fluids use.
	11. Recording vitals.
	12. IV, IM injection, Urinary catheterization.
	13. Glove, Gown, Personal protection equipments.

Details of Curriculum for Second Year
Diploma in Operation Theatre Technician

PAPER 1st	Topics	Hours.
Theory		
1.Only relevant surgical & medical conditions (relevant to OT Technician).	1. History taking. General examination of the patient. Filling Case-sheet. Common clinical words.	15 Hrs
	2. Hypertension:- Def, Causes, Pathology, Clinical features, Investigation & Management.	05 Hrs
	3. Hypotension :- Def, Causes, Pathology, Clinical features, Investigation & Management.	02 Hrs
	4. Diabetes mellitus :- Def, Causes, Pathology, Clinical features, Investigation & Management.	10 Hrs
	5. <u>Diseases of blood</u> :- Anemia, Basics of coagulation Bleeding disorders & Hemophilia.	20 Hrs
	6. <u>Respiratory Tract</u> :- Pneumonia, Tuberculosis, B.asthma, COPD, Bronchiectasis, Collapse of lung, Pneumonitis, Pleural effusion, Pneumothorax, Empyema thoracis, Cancer	30 Hrs
	7. <u>Diseases of GIT & Liver & GB</u> :-Reflux Oesophagitis, Peptic ulcers, Gastritis, Intestinal Obstruction, Hepatitis, Cirrhosis of liver, Cholecystitis, appendicitis, Hernia, Piles, Fissure, Fistula, Pancreatitis, Pancreatic Cancer.	60 Hrs
	8. <u>Diseases of Nervous system</u> :- Stroke, Meningo-encephalitis, Glasgow coma scale, Epilepsy, Head Injury.	30 Hrs
	9. <u>Diseases of Urinary tract</u> :- Urolithiasis, Benign prostatic hyperplasia, Hydrocoel, Cancer prostate, urethral stricture, Hypo & epi-spadias.	40 Hrs
	10. <u>Endocrine system</u> :- Diabetes mellitus, hypo & Hyper thyroidism.	10 Hrs
	11. <u>Miscellaneous</u> :- Hypo & Hyper Natraemia, Hypo & Hyper Kalaemia, Hypo & Hyper Calcaemia.	10 Hrs
	12. <u>Infectious diseases</u> :- TB, Typhoid, Malaria, Dengue fever, Leprosy, AIDS, Amoebiasis.	30 Hrs

Details of Curriculum for Second Year
 Diploma in Operation Theatre Technician

PAPER 1st Theory	Topics	Hours.
1.Only relevant surgical & medical conditions (relevant to OT technician).	13. Head injury & Intracranial bleed.	20 Hrs
	14. D's of G& O: Caesarian section, fibroid uterus, Cancer uterus, prolapse uterus, PID.	20 Hrs
	15. Basics about fracture & management.	50 Hrs
	16. PIVD, Potts spine.	10 Hrs
	17. Oral cavity tumors.	10 Hrs
	18. Eye d's : Cataract, Glaucoma.	10 Hrs
	19. ENT:.. CSOM, ASOM, Laryngeal tumor, Nasal polyp, DNS.	20 Hrs
	20. <u>Paediatric surgery:-</u> Diaphragmatic Hernia, Meningo-Myelocoele & Spina bifida, Cystic hygroma, Basic of Congenital Heart d's, Hirsch sprung d's, Ano-rectal malformation.	40 Hrs

Details of Curriculum for Second Year
Diploma in Operation Theatre Technician

PAPER 1st	Topics	Hours.
Theory		
2.Nursing Procedures like vital recording, IM/IV/SC injection, Oxygen therapy, Nebulization, IV infusion	1. Temperature monitoring & Fever.	02 Hrs
	2. Pulse monitoring.	01 Hr
	3. BP monitoring.	01 Hr
	4. Respiration monitoring.	01 Hr
	5. Types of Injection routes.	01 Hr
	6. IM Injection.	01 Hr
	7. IV Injection.	01Hr
	8. SC Injection.	01 Hr
	9. Oxygen Therapy.	03 Hrs
	10. Nebulization	01 Hr
	11. IV Infusion (Also with infusion pump).	01 Hr
	12. Care of Unconscious patient.	02 Hrs
	13. Urinary Catheterization.	03 Hrs

Details of Curriculum for Second Year
Diploma in Operation Theatre Technician

PAPER 2nd Theory	Topics	Hours.
1. Details of common surgeries & applied OT techniques.	1. Various Incisions and Suturing.	10 Hrs
	2. Use of Cautery machine.	05 Hrs
	3. Incision & drainage.	05 Hrs
	4. Mastectomy & MRM.	05 Hrs
	5. Open reduction & internal fixation.	15 Hrs
	6. Laboratory.	10 Hrs
	7. Craniotomy.	05 Hrs
	8. EDH, SDH & Intra parenchymal bleed drainage.	05 Hrs
	9. Cholecystectomy : Open & Laparoscopic.	10 Hrs
	10. Appendectomy: Open & Laparoscopic.	10 Hrs
	11. Hernioplasty & Herniotomy.	10 Hrs
	12. Haemorrhoidectomy : Conventional & stapler.	10 Hrs
	13. Lower segment caesarian section.	10 Hrs
	14. Hysterectomy : Abdominal, Vaginal & laparoscopic.	10 Hrs
	15. Surgery for fistula in ano.	05 Hrs
	16. Surgery for Rectal prolapse.	05 Hrs
	17. Surgery for Intestinal perforation.	10 Hrs
	18. Surgery for Gastric perforation.	05 Hrs
	19. ureteroscopic removal of urinary stone.	05 Hrs
	20. TURP.	05 Hrs
	21. Surgery for Cataract.	05 Hrs
PAPER 2nd Theory	Topics	Hours.
1.Details of common surgeries & applied OT techniques	22. Surgery for Glaucoma.	05 Hrs
	23. Surgery for DNS.	05 Hrs
	24. Thyroid surgery.	05 Hrs
	25. Thoracotomy.	10 Hrs
PAPER 2nd Theory	Topics	Hours.

2.Basics of CSSD & sterilization practices, biomedical waste management.	1. Various methods of Sterilization.	20 Hrs
	2. Aseptic practices.	20 Hrs
	3. Basics of Biomedical waste management.	20 Hrs
PAPER 2nd Theory	Topics	Hours.
3.Basic biomedical engineering physics of OT equipments & instrument.	1. Boyle's apparatus.	05 Hrs
	2. Anaesthesia work station.	20 Hrs
	3. Cautery machine.	10 Hrs
	4. Surgical endoscopes & Laparoscopes.	15 Hrs
	5. Monitors	05 Hrs
	6. C- Arm.	05 Hrs

Curriculum for Practical :- Second Year
Diploma in Operation Theatre Technician

Practical	Topics
	1. Hand on training as first assistant in common surgeries as listed in paper second.
	2. Hand on training of maintaining Asepsis in OT.
	3. Hand on training of biomedical waste management.
	4. Hand on training on taking various consents & keeping records.

IIMT COLLEGE OF MEDICAL SCIENCES (NURSING)

ACADEMIC HAND BOOK



+91-9897474598



www.iimtu.edu.in



O-Pocket, Ganga Nagar, Mawana Road, Meerut-250001

**Syllabus and Curriculum of
Diploma in X-Ray Technician course
(To be implemented From 2015 - 16 session)
Uttar Pradesh State Medical Faculty, Lucknow.**

Index

➤ Objectives of the course.....	3-3
➤ Outline of curriculum of ‘Diploma in X-Ray Technician’ course.....	4-7
➤ Eligibility criteria & duration of the course.....	8-8
➤ Scheme of examination.....	9-10
➤ Schedule of the course.....	11-13
➤ Details of first year course curriculum.....	14-22
➤ Details of Second year course curriculum.....	23-27

OBJECTIVES OF THE COURSE

To prepare a **X-Ray technician** who –

- Can perform X-rays of all parts precisely.
- Is able to develop film.
- Can administer contrast & is able to handle adverse reactions to it.
- Is well aware of Radiation Hazards & protection measures.
- Can read basics of various X-rays.

Outline of Curriculum of Diploma in X-Ray Technician course

FIRST YEAR

THEORY (Classes: 9 AM to 12 Noon)

First paper : Syllabus covers -

1. General Anatomy & Physiology (Cytology, Histology, Osteology and basics of all organ systems of body).
2. Only basics of relevant Pathology, Pharmacology & Microbiology & drugs used during X-ray.

Second paper : Syllabus covers -

1. Details of radiological Anatomy & surface making.
2. Radiophysics, Radiographic positions & Radiation hazards.
3. Hand hygiene & prevention of cross infection.
4. Basic life support (BLS) & Cardio-pulmonary resuscitation (CPR).

FIRST YEAR

PRACTICAL (Classes: 1 PM to 4 PM)

Practical classes will be after lunch; from 1 PM to 4 PM.

Students must present in the hospital/X-ray unit for practical.

During first year, they should be there only as “Observers” in practical classes.

Following subjects must be taught; though there will not be any exam from these-

1. Basic Computer skills.
2. Basic English.
3. **Soft skills like** - Interpersonal relationship skills & moral education.

Outline of Curriculum
of
Diploma in X-Ray Technician course

SECOND YEAR

THEORY (classes:9 AM to 12 Noon)

First paper : Syllabus covers -

1. Details of Only relevant surgical & medical conditions.
2. Nursing Procedures like vital recording, IM/IV/SC injection, Oxygen therapy, Nebulization, IV infusion.

Second paper : Syllabus covers -

1. Radiological imaging techniques & patient care.
2. Bio-medical physics of X-ray machine & development of X-ray film etc.

SECOND YEAR

PRACTICAL (classes:9 AM to 12 Noon)

Practical exams syllabus should cover-

Hands on training of :-

- Preparation of patient for X-ray.
- Performing all types of X-ray.
- Contrast administration & management of adverse reactions to it.
- Protection from radiation hazards.
- Developing film.
- Record keeping.

ELIGIBILITY CRITERIA FOR ADMISSION & DURATION OF THE COURSE

COURSE DURATION:-

- It is 2 years, **full time** Diploma Course.

ELIGIBILITY:-

- Candidate must have passed 12th with Physics, Chemistry, Biology
Or
Physics, Chemistry, Math with 35% marks in Intermediate exams.
(From UP board or any other recognized board).
- Candidate must have completed age of 17 years of age as on 31st December of admission year. There is no maximum age limit for the admission.

SCHEDULE OF EXAMINATION

FIRST YEAR

Paper	<u>Subjects</u>	Mark	Internal Assessment Marks	Total Marks	Pass Marks	Duration of Exam.
First Paper Theory	1. General Anatomy & Physiology (Cytology, Histology, Osteology and basics of all organ systems of body). 2. Only basics of relevant Pathology, Pharmacology & Microbiology & drugs used during X-ray.	75	25	100	50	3 Hours
Second Paper Theory	1. Details of radiological Anatomy & surface making. 2. Radiophysics, Radiographic positions & Radiation hazards. 3. Hand hygiene & prevention of cross infection. 4. Basic life support (BLS) & Cardio- pulmonary resuscitation (CPR)	75	25	100	50	3 Hours
Practical	Oral & Practical	75	25	100	50	3 Hours

SCHEDULE OF EXAMINATION

SECOND YEAR

Paper	Subjects	Mark	Internal Assessment Marks	Total Marks	Pass Marks	Duration of Exam.
First Paper Theory	1. Details of Only relevant surgical & medical conditions. 2. Nursing Procedures like vital recording, IM/IV/SC injection, Oxygen therapy, Nebulization, IV infusion.	75	25	100	50	3 Hours
Second Paper Theory	1. Radiological imaging techniques & patient care. 2. Bio-medical physics of X-ray machine & development of X-ray film etc.	75	25	100	50	3 Hours
Practical	Oral & Practical	75	25	100	50	3 Hours

SCHEDULE OF COURSE

(List of holidays, Total hours, Subject wise allotment of hours)

- **List of Holidays:-**

Sundays	- 52 days
Summer vacation	- 10 days
Winter vacation	- 10 days
Gazetted holidays	- 23 days
Preparatory holidays	- 10 days
Total Holidays	- 105 days

- **Total Hours :-**

Theory classes per day	- 3 Hours
Practical classes per day	- 3 Hours
Total hours per day	- 6 Hours
Total days & hours in One year	- 260
days (after deduction of holidays)	or
	- 1560 Hours

SCHEDULE OF COURSE

Subject wise allotment of hours

FIRST YEAR

Theory (780 Hours) Practical (780 Hours)

First Paper Theory	1. General Anatomy & Physiology (Cytology, Histology, Osteology and basics of all organ systems of body).	200 Hrs
	2. Only basics of relevant Pathology, Pharmacology & Microbiology & drugs used during X-ray.	100 Hrs
Second Paper Theory	1. Details of radiological Anatomy & surface making.	100 Hrs
	2. Radiophysics, Radiographic positions & Radiation hazards.	
	3. Hand hygiene & prevention of cross infection.	30 Hrs
	4. Basic life support (BLS) & Cardio-pulmonary resuscitation (CPR).	40 Hrs
Third Paper Practical	As described in curriculum	780 Hrs
Theory: Other Subjects (These subjects must be taught; though there will not be any exam from these)	1. Basic Computer skills.	30 Hrs
	2. Basic English.	30 Hrs
	3. Soft skills like - Interpersonal relationship skills & moral education	10 Hrs

SCHEDULE OF COURSE

Subject wise allotment of hours

SECOND YEAR

Theory (780 Hours) Practical (780 Hours)

First Paper Theory	1 . Details of Only relevant surgical & medical conditions.	350 Hrs
	2. Nursing Procedures like vital recording, IM/IV/SC injection, Oxygen therapy, Nebulization, IV infusion.	20 Hrs
Second Paper Theory	1. Radiological imaging techniques & patient care.	330 Hrs
	2. Bio-medical physics of X-ray machine & development of X-ray film etc.	80 Hrs
Third Paper Practical	As described in curriculum	780 Hrs

Details of Curriculum for First Year Diploma in X-Ray Technician

PAPER 1st Theory	Topics	Hours.
1.General Anatomy & Physiology (Cytology, Histology, Osteology and basics of all organ systems of body).	1. General Orientation about parts of human body. Various terms used in Anatomy. Total numbers of bones, their names & location. Basic idea about organization of body, from cell to organ systems.	10 Hrs
	2. Structure of Animal cell, Cell organelles & their functions	05 Hrs
	3. Human tissue, types, structure & functions.	10 Hrs
	4. Osteology: Names, location, identification and basic details of all bones.	10 Hrs
	5. Joints: types, basic structure & examples.	15 Hrs
	6. Skin & appendages.	02 Hrs
	7. GIT: Location, Gross structure, various parts & their functions.	20 Hrs
	8. Respiratory tract: Location, Gross structure, various parts & their functions.	20 Hrs
	9. Urinary tract: Gross structure, various parts & their functions. (Microscopic structure is not required.)	10 Hrs
	10. Male reproductive system: Only gross structure & functions of different parts. (Microscopic structure is not required.)	05 Hrs
	11. Female reproductive system: Only gross structure & functions of different parts. (Microscopic structure is not required.)	05 Hrs

Details of Curriculum for First Year Diploma in X-Ray Technician

PAPER 1st Theory	Topics	Hours.
1.General Anatomy & Physiology (Cytology, Histology, Osteology and basics of all organ systems of body).	12. Endocrine system: Hormones secreted by Pituitary, Thyroid, Parathyroid, Pancreas, Adrenal cortex, Adrenal medulla, Gonads & functions of different hormones. (Details of structure of these glands not required).	10 Hrs
	13. Details of Gross structure of brain & spinal cord. Functions of different parts of brain & spinal cord.	20 Hrs
	14. Blood: Composition & Functions. Details about Plasma, RBCs, WBCs, Platelets, Clotting system.	20 Hrs
	15. Gross structure & functions of sensory Organs - Eye, Ear, Nose, Tongue.(Details not required).	10 Hrs
	16. Basic gross structure of heart, vessels opening into heart & Leaving the heart. Arterial & Venous tree of body.	20 Hrs
	17. Lymphatic system: Structure & Functions.	05 Hrs
	18. Immune system: Components & various mechanisms of defense.	05 Hrs

Details of Curriculum for First Year Diploma in X-Ray Technician

PAPER 1st Theory	Topics	Hours.
2.Only basics of relevant Pathology, Pharmacology & Microbiology & drugs used during X-ray Scan.	1. Basic steps of Acute & chronic inflammation.	05 Hrs
	2. Basics of Necrosis & apoptosis.	02 Hrs
	3. Basics of Shock.	02 Hrs
	4. Basics of Disorders of blood coagulation system.	04 Hrs
	5. Basics of Disorders of Immune system of body.	05 Hrs
	6. Modes of disease transmission & prevention of infection.	05 Hrs
	7. Sterilization & methods of sterilization used in hospitals.	10 Hrs
	8. Basic idea about types of Bacteria, Virus, Fungi.	15 Hrs
	9. Routes of drug administration.	02 Hrs
	10. Adverse effects & side effects of drugs.	02 Hrs
	11. Basic idea of Analgesics : Opioid & NSAIDs.	02 Hrs
	12. Basic idea of Drugs use in Cough & expectoration.	01 Hrs
	13. Basic idea of Drugs used in B.asthma & COPD.	02 Hrs
	14. Basic idea of Drugs used in GIT.	08 Hrs
	15. Basic idea of Anti Microbials.	20 Hrs
	16. Basic idea of Anti H-1 Histaminics & Corticosteroids.	02 Hrs
	17. Contrasts & drugs used in radiography.	15 Hrs

Details of Curriculum for First Year Diploma in X-Ray Technician

PAPER 2nd Theory	Topics	Hours.
1.Details of radiological Anatomy & surface making.	1. Radiological and surface Anatomy of Skull.	15 Hrs
	2. Radiological and surface Anatomy of Vertebral column.	05 Hrs
	3. Radiological and surface Anatomy of Ribs & sternum.	05 Hrs
	4. Radiological and surface Anatomy of Upper limb.	10 Hrs
	5. Radiological and surface Anatomy of Lower limb.	10 Hrs
	6. Radiological and surface Anatomy of Abdomen.	15 Hrs
	7. Radiological and surface Anatomy of Thorax.	15 Hrs
	8. Radiological and surface Anatomy of Breast.	05 Hrs
	9. Radiological and surface Anatomy of Para nasal sinuses.	05 Hrs
	10. Radiological and surface Anatomy of maxillo-facial region.	05 Hrs
	11. Radiological and surface Anatomy of various joints of body.	10 Hrs

Details of Curriculum for First Year Diploma in X-Ray Technician

PAPER 2nd Theory	Topics	Hours.
2. Radiophysics, Radiographic positions & Radiation hazards.	INTRODUCTION TO Physics	
	1. Radiologic Physics, Electromagnetic radiation, Neil's Bohr Atomic model, Atomic number, Mass number, Isotopes,	07 Hrs
	2. Ionization.	03 Hrs
	3. Principles of thermionic emission and rectification in x-ray technology. High voltage circuits in x-ray Units. Effects of variation of tube voltage, current, filtration, HT waveform and target material on X-ray production.	10 Hrs
	4. Attenuation, absorption and scattering phenomenon. Photoelectric absorption, Compton scattering, pair production and annihilation process.	05 Hrs
	5. X-Ray Physics, Discovery of X-Ray, Roentgenology, Fluoroscopy, Nature of X-Ray, Wave length and Frequency Sources of X-Ray, X-Ray Tube & X-ray control panel X ray circuit.	15 Hrs
	6. Necessary Conditions for the production of X-Ray.	02 Hrs
	7. Efficiency of X-Ray Production, properties of X-Ray, Quality and Quantity of X-Ray.	03 Hrs
	8. Transmission of X-ray through body tissues. Linear energy transfer. Range of secondary electrons and electrons build up. Relative amounts of scatter from homogeneous and heterogeneous beam during the passage through a patient.	05 Hrs
	9. Exponential and trigonometric functions used in radiological calculations.	05 Hrs
	10. Physical requirement of beam defining devices e.g. cones, diaphragm, collimators etc	05 Hrs
	11. Units of radiation measurements.	05 Hrs
	12. Specification of quality and half-value thickness (HVT) and its measurements	05 Hrs
	13. Filters and filtration.	05 Hrs

Details of Curriculum for First Year Diploma in X-Ray Technician

PAPER 2nd Theory	Topics	Hours.
2. Radiophysics, Radiographic positions & Radiation hazards.	14. Measurement of radiation and dosimetric procedures. Radiation detectors and their principles of working. Physical properties of phantoms, phantom materials.	10 Hrs
	15. Details of X-ray machines.	25 Hrs
	16. <u>Detection and measurement of Ionizing/radiation:</u> Field survey instrument, GM survey instruments, personnel Monitoring devices film badge, TLD, pocket dosimeter, pulsed optically stimulated Luminerce dosimeter (POSL) etc.	10 Hrs
	17. <u>Protection of Personnel</u> - Principles of personnel exposure. reduction - Time, distance, shielding, protective barriers, protective devices.	05 Hrs
	18. <u>Protection of the patient</u> Beam limitation, technique selection, general shielding, grids, image receptors, projection, repeat radiography etc.	05 Hrs
	19. <u>Radiation exposure and pregnancy</u> - ALARA and Pregnancy, the pregnant. radiation worker, patient and radiation exposure standards.	05 Hrs
	20. Film materials in X-ray departments, history, structure of an x-ray film, single and double emulsion films, types of films, cross over effect.	15 Hrs
	21. Spectral sensitivity of film material, graininess of film material, speed and contrast of photographic materials.	10 Hrs
	22. Sensitometry: Photographic density, characteristic curves, features of the characteristic curve. Variation in the characteristic curve with the development. Comparison of emulsions by their characteristic curves. Information from the	10 Hrs
	23. The storage of film materials and radiograph; Storage of unprocessed films, storing of radiographs - expiry date, shelflife, storage condition, stock control.	05 Hrs

Details of Curriculum for First Year Diploma in X-Ray Technician

PAPER 2nd Theory	Topics	Hours.
2. Radiophysics, Radiographic positions & Radiation hazards.	24. Intensifying screens and cassettes. Luminescence: fluorescence and phosphorescence. Construction of an intensifying screen. The fluorescent materials. Types of intensifying screens, intensification factor. The influence of KV, scattered radiation. Detail, sharpness and speed, size of the crystals, reciprocity failure, quantum mottle	15 Hrs
	25. Cassette design, care of cassettes, types of cassettes, mounting of intensifying screens, loading and unloading of	05 Hrs
	26. Film processing: Development. The nature of development-manual or automatic. The PH scale. The constitution of developing solutions both in manual and automatic processing and properties of developing chemicals. The development time, factors in the use of a developer, developer activity. Film processing: Fixing and role of a fixing solution. Constitution of the fixing solutions and properties of the constituents. Fixer used in automatic processors. Factors affecting the use of the fixer. Regeneration of fixing solution. Silver recovery from waste fixer or from scrap film and its various methods. Rinsing, washing and drying. Objects of rinsing and washing, methods employed. Methods of drying films.	25 Hrs
	27. Dark Room: Layout and planning. Dark room construction Nature of floor, walls, ceiling and radiation protection. Type of entry, door design. Dark room illuminations - white light and safe lighting Dark room equipment and its layout. Location of pass through boxes or cassette hatches. Systems for daylight film handling. Daylight systems using cassettes and without cassettes.	10 Hrs
	28. Viewing accessories: Viewing boxes, magnifiers, viewing conditions.	05 Hrs
	29. Barium Studies.	05 Hrs
	30. IVP	05 Hrs

31. MCU/RGU/ T tube cholangiogram / HSG.	02 Hrs
32. Sinogram.	02 Hrs

Details of Curriculum for First Year Diploma in X-Ray Technician

PAPER 2nd Theory	Topics	Hours.
3. Hand hygiene & prevention of cross infection.	1. Hand hygiene & method of Hand washing.	15 Hrs
	2. Prevention of cross infection.	15 Hrs

PAPER 2nd Theory	Topics	Hours.
4. Basic life support (BLS) & Cardio-pulmonary resuscitation (CPR).	1. Code blue.	05 Hrs
	2. Details of basic life support (BLS) & Cardio-pulmonary resuscitation (CPR).	35 Hrs

Curriculum for Practical :- First Year Diploma in X-Ray Technician

Practical	Topics
	<u>Observership for :-</u>
	1. Preparation of patient for X-ray.
	2. Performing all types of X-rays.
	3. Contrast administration & management of adverse reactions to it.
	4. Protection from radiation hazards.
	5. Performing contrast X rays.
	6. Developing film.
	7. Record keeping.

Details of Curriculum for Second Year Diploma in X-Ray Technician

1.Details of Only relevant surgical & medical conditions.	13. Head injury & Intra-cranial bleed.	20 Hrs
	14. D's of G & O: Caesarian section, fibroid uterus, Cancer uterus, prolapse uterus, PID.	20 Hrs
	15. Basics about fracture & management.	20 Hrs
	16. PIVD, Potts spine.	10 Hrs
	17. Oral cavity tumors.	10 Hrs
	18. ENT: CSOM, ASOM, Laryngeal tumor, Nasal polyp, DNS, Sinusitis.	10 Hrs

PAPER 1st Theory	Topics	Hours.
2.Nursing Procedures like vital recording, IM/IV/SC injection, Oxygen therapy, Nebulization, IV infusion	1. Temperature monitoring & Fever.	02 Hrs
	2. Pulse monitoring.	02 Hrs
	3. BP monitoring.	02 Hrs
	4. Respiration monitoring.	01 Hrs
	5. Types of Injection routes.	01 Hrs
	6. IM Injection.	01 Hrs
	7. IV Injection.	01Hrs
	8. SC Injection.	01 Hrs
	9. Oxygen Therapy.	03 Hrs
	10. Nebulization	03 Hrs
	11. IV Infusion (Also with infusion pump).	01 Hrs
	12. Care of Unconscious patient.	02 Hrs

Details of Curriculum for Second Year Diploma in X-Ray Technician

PAPER 2nd Theory	Topics	Hours.
1 .Radiological imaging techniques & patient care.	1. Concepts of Radiographic Positioning.	20 Hrs
	2. Positioning & Procedure of X-ray of Scaphoid & hand.	05 Hrs
	3. Positioning & Procedure of X-ray of Elbow & shoulder joint.	15 Hrs
	4. Positioning & Procedure of X-ray of Foot AP & oblique.	15 Hrs
	5. Positioning & Procedure of X-ray of Hip & Knee joint AP.	15 Hrs
	6. Positioning & Procedure of X-ray of Pelvis AP.	15 Hrs
	7. Positioning & Procedure of X-ray of Chest AP, PA & Lat.	15 Hrs
	8. Positioning & Procedure of X-ray of Sub Mento vertical & PNS.	10 Hrs
	9. Positioning & Procedure of X-ray of Skull and Towne's.	15 Hrs
	10. Positioning & Procedure of X-ray of Abdomen Erect.	15 Hrs
	11. Positioning & Procedure of X-ray of Barium Studies.	10 Hrs
	12. Positioning & Procedure of X-ray of IVP	10 Hrs
	13. Positioning & Procedure of X-ray of MCU/RGU/ T tube cholangiogram/ HSG.	10 Hrs
	14. Positioning & Procedure of X-ray of Sinogram.	10 Hrs
	15. <u>Dental Radiography</u> : Radiography of teeth-intra oral, extraoral and Occlusal view.	10 Hrs
	16. <u>Macroradiography</u> : Principle, advantage, technique and applications.	10 Hrs
	17. <u>Tomography</u> - Principle and applications	20 Hrs
	18. <u>Stereography</u> - Procedure - presentation, for viewing, stereoscopes, stereometry. High KV techniques principle and its applications.	20 Hrs

Details of Curriculum for Second Year Diploma in X-Ray Technician

PAPER 2nd Theory	Topics	Hours.
1. Radiological imaging techniques & patient care.	19. <u>Soft tissue Radiography</u> including Mammography - its techniques, equipment and applications.	10 Hrs
	20. <u>Localization of foreign bodies.</u> Various techniques	10 Hrs
	21. <u>Ward /mobile radiography</u> - electrical supply, radiation protection, equipment and instructions to be followed for portable/ward radiography.	10 Hrs
	22. <u>Operation theatre techniques:</u> General precautions, Aspesis in techniques - Checking of mains supply and functions of equipment, selection of exposure factors, explosion risk, radiation protection and rapid processing techniques.	30 Hrs
	23. Trauma radiography/Emergency radiography and Paediatric Radiography	25 Hrs
	24. Mammography.	05 Hrs

PAPER 2nd Theory	Topics	Hours.
2.Bio-medical physics of X-ray machine & development of X-ray film etc.	1. Basic Bio-medical physics of X ray machine & Dark room.	50 Hrs
	2. Types of film, cassette, screen, Developer, fixer etc.	30 Hrs

Curriculum for
Practical :- Second Year Diploma in X-Ray Technician

Practical	Topics
	<u>Hands on training of :-</u>
	1. Preparation of patient for X-ray.
	2. Performing all types of X-rays.
	3. Contrast administration & management of adverse reactions to it.
	4. Protection from radiation hazards.
	5. Performing contrast X rays.
	6. Developing film.
	7. Reading different X rays.
	8. Record keeping.