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

Modified up to 41st Standing Academic Board held on

The Tamilnadu Dr.M.G.R. Medical University
No.69, Anna Salai, Guindy, Chennai- 6000 032
The University emblem symbolizes various systems of medicine ad Para medical systems. It also depicts the global character of preventive, promotive, and curative medicine. The motto “HEALTH FOR ALL” reflects all the objectives of this medical university.
## CONTENTS

<table>
<thead>
<tr>
<th>SI.NO.</th>
<th>Description</th>
<th>Page No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Philosophy</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Aims and Objectives</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Admission Requirements</td>
<td>4</td>
</tr>
<tr>
<td>4.</td>
<td>Course Duration</td>
<td>6</td>
</tr>
<tr>
<td>5.</td>
<td>Scheme of Examination</td>
<td>11</td>
</tr>
<tr>
<td>6.</td>
<td>English</td>
<td>24</td>
</tr>
<tr>
<td>7.</td>
<td>Anatomy</td>
<td>26</td>
</tr>
<tr>
<td>8.</td>
<td>Physiology</td>
<td>29</td>
</tr>
<tr>
<td>9.</td>
<td>Nutrition</td>
<td>33</td>
</tr>
<tr>
<td>10.</td>
<td>Biochemistry</td>
<td>37</td>
</tr>
<tr>
<td>11.</td>
<td>Nursing Foundations</td>
<td>40</td>
</tr>
<tr>
<td>12.</td>
<td>Nursing Foundations – Practical</td>
<td>54</td>
</tr>
<tr>
<td>13.</td>
<td>Psychology</td>
<td>60</td>
</tr>
<tr>
<td>14.</td>
<td>Microbiology</td>
<td>63</td>
</tr>
<tr>
<td>15.</td>
<td>Introduction to Computer</td>
<td>66</td>
</tr>
<tr>
<td>16.</td>
<td>Sociology</td>
<td>67</td>
</tr>
<tr>
<td>17.</td>
<td>Pharmacology</td>
<td>72</td>
</tr>
<tr>
<td>18.</td>
<td>Pathology &amp; Genetics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Section A – Pathology</td>
<td>77</td>
</tr>
<tr>
<td></td>
<td>Section B – Genetics</td>
<td>81</td>
</tr>
</tbody>
</table>
19. Medical Surgical Nursing (Adult Including Geriatrics) – I . . . . 83

20. Medical Surgical Nursing (Adult Including Geriatrics) – I Practical 96

21. Community Health Nursing – I ................................. 102

22. Community Health Nursing – I Practical ........................ 106

23. Communication & Educational Technology ........................ 107

24. Medical Surgical Nursing (Adult Including Geriatrics) II ...... 112

25. Medical surgical Nursing (Adult & Geriatrics) II Practical... 123

26. Child Health Nursing .................................................. 128

27. Child Health Nursing – Practical .................................. 132

28. Mental Health Nursing .................................................. 135

29. Mental Health Nursing – Practical .................................. 143

30. Midwifery & Obstetrical Nursing. ................................. 145

31. Midwifery & Obstetrical Nursing – Practical .................... 154

32. Community Health Nursing – II ................................. 158

33. Community Health Nursing – II Practical ....................... 164

34. Nursing Research & Statistics ...................................... 166

35. Management of Nursing Services & Education ............. 169
PHILOSOPHY

(Adapted from Indian Nursing Council)

INC believes that:

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

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

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

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

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

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

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

The aim of the undergraduate nursing program is to:

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

- Prepare nurses who can make independent decisions in nursing situations, protect the rights of, and facilitate individuals and groups in pursuit of health, function in the hospital, community nursing services and conduct research studies in the areas of nursing practice. They are also expected to assume the role of teacher, supervisor and manager in a clinical / public health setting.

OBJECTIVES

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

- Apply knowledge from physical, biological and behavioral sciences, medicine, including alternative systems and nursing in providing nursing care to individuals, families and communities.

- Demonstrate understanding of life style and other factors, which affect health of individuals and groups.

- Provide nursing care based on steps of nursing process in collaboration with the individuals and group.

- Demonstrate critical thinking skill in making decisions in all situations in order to provide quality care.

- Utilize the latest trends and technology in providing health care.

- Provide promotive, preventive and restorative health services in line with the national health policies and programs.

- Practice within the framework of code of ethics and professional conduct and acceptable standards of practice within the legal boundaries.

- Communicate effectively with individuals and groups and members of the health team in order to promote effective interpersonal relationships and teamwork.

- Demonstrate skills in teaching to individuals and groups in clinical/ community health settings.

- Participate effectively as members of the health team in health care delivery system.

- Demonstrate leadership and managerial skills in clinical / community health settings.

- Conduct need based research studies in various settings and utilize the research findings to improve the quality of care.

- Demonstrate awareness, interest and contribute towards advancement of self and of the profession.
THE TAMIL NADU Dr. M.G.R. MEDICAL UNIVERSITY, CHENNAI -600 032.

REGULATIONS OF THE UNIVERSITY

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

SHORT TITLE AND COMMENCEMENT:-

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

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

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

1. ELIGIBILITY FOR ADMISSION

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

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

3. **ELIGIBILITY CERTIFICATE:**

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

4. **REGISTRATION:**

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

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

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

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

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

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

7. **COMMENCEMENT OF THE COURSE:**

The course shall commence from 1st August of the academic year.

8. **MEDIUM OF INSTRUCTION:**

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

9. **CURRICULUM:**

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

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

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

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

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

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

(a) No candidate shall be permitted to appear in any one of the parts of B.Sc. in Nursing Degree course (Basic) Examinations unless he/she has attended the course in the subject for the prescribed period in an affiliated institution recognized by this University and produce the necessary certificate of study attendance, satisfactory conduct and progress from the Head of the institution.

(b) A candidate is required to put in a minimum of 90% of attendance in both theory and practical separately in each subject before admission to the examinations.
(c) The classes for Under Graduate students will commence from 1\textsuperscript{st} August of every year and the University examination will commence from 1\textsuperscript{st} August of the subsequent year. Therefore, the attendance will be calculated for the Under Graduate students from 1\textsuperscript{st} August of the same year to 31\textsuperscript{st} July of the next year including examination period.

(d) If the candidate is lacking attendance in any one of the subject(s), he/she will be detained for the subject(s) in which the candidate lacks attendance but will be permitted to appear for the rest of the subjects in which the candidate is having minimum required percentage of attendance.

(e) A candidate must have 100\% attendance in each of the practical areas before award of Degree.

13. **Condonation of Lack of Attendance:**

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

14. **Vacation:**

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

15. **Internal Assessment Marks:**

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

1. Theory
2. Practical & oral
WEIGHTAGE OF MARKS

THEORY  50 MARKS (common to all subjects)

- Term test 30 marks
- Assignment 20 marks

PRACTICAL  50 MARKS (common to all practical)

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

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

- Regular periodic assessment shall be conducted throughout the course. A minimum of three written examinations shall be conducted in each subject during a year. The written examination preceding the University examination may be similar to the pattern of University examination. The average marks of the three performances shall be taken into consideration for the award of internal assessment marks.

- A minimum of one practical examination shall be conducted in each subject (wherever practical have been included in the curriculum) and grades of ongoing clinical evaluation to be considered for the award of internal assessment marks.

- A failed candidate in any subject should be provided an opportunity to improve her/his internal assessment marks by conducting a minimum of two examinations in theory and practical separately and the average may be considered for improvement.

- If a failed candidate does not appear for any “Improvement Mark Examinations” in the failed subject(s) the internal marks awarded for the previous examination shall be carried over for his/her subsequent appearance(s).
The uniform dates for submission of Internal Assessment Marks are as follows:

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

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

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

16. CUT-OFF DATES FOR ADMISSION TO EXAMINATIONS:

(i) 30th September of the academic year concerned.

(ii) The candidates admitted up to 30th September of the academic year shall be registered to take up their First year examinations from 1st August of the ensuing Academic year.

(iii) All kinds of admission shall be completed on or before 30th September of the academic year. There shall not be any admission after 30th September even if seats are vacant.

17. SUBMISSION OF PRACTICAL RECORD BOOKS:

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

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

### First Year

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

### Second Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Theory (In hrs.)</th>
<th>Practical (In hrs.)</th>
<th>In Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sociology</td>
<td>80</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Pharmacology</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Pathology</td>
<td>30</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>4. Genetics</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Medical-Surgical Nursing (Adult including Geriatrics)-I</td>
<td>210</td>
<td>800</td>
<td></td>
</tr>
<tr>
<td>6. Community Health Nursing-I</td>
<td>100</td>
<td>160</td>
<td></td>
</tr>
<tr>
<td>7. Communication and Educational Technology</td>
<td></td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>8. Library Work / Self Study</td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td>9. Co-curricular activities</td>
<td></td>
<td></td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>560</strong></td>
<td><strong>1000</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td><strong>Total Hours = 1660 hrs.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Third Year

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

### Fourth Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Theory (In hrs.) (Class and Lab)</th>
<th>Practical (In hrs) (Clinical)</th>
<th>In Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Midwifery and Obstetrical Nursing</td>
<td>50</td>
<td>170</td>
<td></td>
</tr>
<tr>
<td>2. Community Health Nursing – II</td>
<td>90</td>
<td>140</td>
<td></td>
</tr>
<tr>
<td>3. Nursing Research &amp; Statistics</td>
<td>50</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>4. Management of Nursing Services and Education</td>
<td>60</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours</strong></td>
<td><strong>250</strong></td>
<td><strong>340</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total Hours = 590 hrs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*project work to be carried out during internship*
### Integrated Nursing Training (INTERNSHIP)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Practical (In hrs)</th>
<th>In weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Midwifery and Obstetrical Nursing</td>
<td>240</td>
<td>5</td>
</tr>
<tr>
<td>2. Community Health Nursing – II</td>
<td>195</td>
<td>4</td>
</tr>
<tr>
<td>3. Medical Surgical Nursing (Adult and Geriatric)</td>
<td>430</td>
<td>9</td>
</tr>
<tr>
<td>4. Child Health Nursing</td>
<td>145</td>
<td>3</td>
</tr>
<tr>
<td>5. Mental Health Nursing</td>
<td>95</td>
<td>2</td>
</tr>
<tr>
<td>6. Research Project*</td>
<td>45</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1150</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

*Total Hours = 1740*

*project work to be carried out during internship*

**Note:**

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

First Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hours</td>
</tr>
<tr>
<td><strong>Theory</strong></td>
<td></td>
</tr>
<tr>
<td>1. Anatomy &amp; Physiology*</td>
<td>3</td>
</tr>
<tr>
<td>2. Nutrition &amp; Biochemistry*</td>
<td>3</td>
</tr>
<tr>
<td>3. Nursing Foundations</td>
<td>3</td>
</tr>
<tr>
<td>4. Psychology</td>
<td>3</td>
</tr>
<tr>
<td>5. Microbiology</td>
<td>3</td>
</tr>
<tr>
<td>6. English**</td>
<td>3</td>
</tr>
<tr>
<td>7. Introduction to Computers**</td>
<td>3</td>
</tr>
<tr>
<td><strong>Practical and Viva Voce</strong></td>
<td></td>
</tr>
<tr>
<td>Nursing Foundations</td>
<td></td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessment</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>Hours</td>
<td>Internal</td>
<td>University</td>
<td>Total</td>
</tr>
<tr>
<td>1. Sociology</td>
<td>3</td>
<td>50</td>
<td>100</td>
<td>150</td>
</tr>
<tr>
<td>2. Medical Surgical Nursing-I</td>
<td>3</td>
<td>50</td>
<td>100</td>
<td>150</td>
</tr>
<tr>
<td>3. Pharmacology * Pathology&amp;Genetics*</td>
<td>3</td>
<td>50</td>
<td>100</td>
<td>150</td>
</tr>
<tr>
<td>4. Community Health Nursing-I</td>
<td>3</td>
<td>50</td>
<td>100</td>
<td>150</td>
</tr>
<tr>
<td>5. Communication and Educational Technology</td>
<td>3</td>
<td>50</td>
<td>100</td>
<td>150</td>
</tr>
<tr>
<td>Practical and Viva voce</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Surgical Nursing-I</td>
<td>50</td>
<td>100</td>
<td>150</td>
<td></td>
</tr>
</tbody>
</table>

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

THIRD YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessment</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory</td>
<td>Hours</td>
<td>Internal</td>
<td>University</td>
<td>Total</td>
</tr>
<tr>
<td>1. Medical-Surgical Nursing-II</td>
<td>3</td>
<td>50</td>
<td>100</td>
<td>150</td>
</tr>
<tr>
<td>2. Child Health Nursing</td>
<td>3</td>
<td>50</td>
<td>100</td>
<td>150</td>
</tr>
<tr>
<td>3. Mental Health Nursing</td>
<td>3</td>
<td>50</td>
<td>100</td>
<td>150</td>
</tr>
<tr>
<td>Practical and Viva voce</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Medical Surgical Nursing-II</td>
<td>50</td>
<td>100</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>2. Child Health Nursing</td>
<td>50</td>
<td>100</td>
<td>150</td>
<td></td>
</tr>
<tr>
<td>3. Mental Health Nursing</td>
<td>50</td>
<td>100</td>
<td>150</td>
<td></td>
</tr>
</tbody>
</table>
FOURTH YEAR

<table>
<thead>
<tr>
<th>Subject</th>
<th>Assessment</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hours</td>
<td>Internal</td>
<td>University</td>
<td>Total</td>
</tr>
<tr>
<td>Theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Midwifery and Obstetrical Nursing</td>
<td>3</td>
<td>50</td>
<td>100</td>
<td>150</td>
</tr>
<tr>
<td>2. Community Health Nursing-II</td>
<td>3</td>
<td>50</td>
<td>100</td>
<td>150</td>
</tr>
<tr>
<td>3. Nursing Research &amp; Statistics</td>
<td>3</td>
<td>50</td>
<td>100</td>
<td>150</td>
</tr>
<tr>
<td>4. Management of Nursing Services and Education</td>
<td>3</td>
<td>50</td>
<td>100</td>
<td>150</td>
</tr>
<tr>
<td>Practical and Viva Voce</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Midwifery and Obstetrical Nursing</td>
<td></td>
<td>50</td>
<td>100</td>
<td>150</td>
</tr>
<tr>
<td>2. Community Health Nursing</td>
<td></td>
<td>50</td>
<td>100</td>
<td>150</td>
</tr>
</tbody>
</table>

20. COMMENCEMENT OF THE EXAMINATIONS:

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

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

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

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

Anatomy and Physiology

Section – A – Anatomy – 50 marks
Section – B – Physiology – 50 marks

Anatomy

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

50 marks

Physiology

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

50 marks

Nutrition and Biochemistry

Section – A – Nutrition – 50 marks
Section – B – Biochemistry – 50 marks

Nutrition

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

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

SECOND YEAR - Distribution of Marks
Pharmacology, Pathology & Genetics
Section – A – Pharmacology - 50 marks
Section – B – Pathology & Genetics - 50 marks

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

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

Genetics
Short Answer 5 x 2 = 10 marks
Short Note 2 x 5 = 10 marks
-----------
20 marks
-----------
FOURTH YEAR

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

Distribution and type of question pattern for 100 marks

NURSING RESEARCH

Essay questions 2 x 20 = 40 marks
Short Notes 4 x 5 = 20 marks
Short Answer 5 x 2 = 10 marks

STATISTICS

Short Notes 4 x 5 = 20 marks
Short Answer 5 x 2 = 10 marks

22. MARKS QUALIFYING FOR PASS:

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

- A candidate has to **pass in theory and practical examinations separately** in each of the paper.

- If a candidate fails in either theory or practical examinations, he/she has to **reappear for both (theory and practical)**.

- Only **five attempts are allowed in each subject including 1st attempt**.

- A candidate **failing in more than 3 subjects will not be promoted** to next year.

- Candidate are **permitted to carry over any THREE failed subjects to the 2nd and 3rd year**.

- The candidates who has **failed MORE THAN THREE subjects shall not be permitted to undergo study and training of the next year**.

- The failed candidates in **more than THREE subjects can appear for the ensuing examinations in subsequent February/August**.

- The candidate **shall not be permitted into FINAL year unless she/he has passed all the subjects of the I,II &III year. No arrear can be carried over to FINAL year**.

24. PRACTICAL EXAMINATION

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

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

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

25. EXAMINERS:

One **internal** and one **external** examiner should jointly conduct practical/oral examination for each student.
26. **REVALUATION / RETOTALLING OF ANSWER PAPERS:**

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

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

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

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

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

DECLARATION

I ----------------------------------------------------------Son of / Daughter of -------------------

----------------------Residing at -------------------------------

and admitted to in I year of ---------------------------------

(Name of the Course ) at (Name of the College) do hereby solemnly affirm and sincerely state as follows.

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

Date: signature of candidate

/counter Signed/

(Official date seal) Dean/Principal/ Director
ENGLISH

Placement: First year

Course description:

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>10</td>
<td>Speak &amp; write</td>
<td>Review of Grammar, Remedial study of grammar, Building Vocabulary, Phonetics, Public Speaking</td>
<td>Demonstrate use of dictionary grammar, Class-room Conversation, Exercise on use of Grammar, Practice in Public speaking</td>
<td>Objective type, Fill in the blanks, Para Phrasing</td>
</tr>
<tr>
<td>II</td>
<td>30</td>
<td>Develop ability to read, understand and express meaningfully, the prescribed text.</td>
<td>Read and comprehend prescribed course books</td>
<td>Exercise on: Reading, Summarizing, Comprehension</td>
<td>Short Answers, Essay type.</td>
</tr>
<tr>
<td>III</td>
<td>10</td>
<td>Develop writing skills</td>
<td>Various forms of composition, Letter writing, Note takings, Precise writings, Nurses Notes, Anecdotal records, Diary writing, Reports on health problem etc</td>
<td>Exercise on writing: Letter writing, Nurses Notes, Précis, Diary, Anecdotal, Health problem, Resume /CV, Essay Writing - Discussion on written reports / documents</td>
<td>Assessment of the skills based on the checklist.</td>
</tr>
<tr>
<td>IV</td>
<td>6</td>
<td>Develop skill in spoken English</td>
<td>Spoken English, Oral report, Discussion, Debate, Telephonic Conversion</td>
<td>Exercise on: Debating, Participating in Seminar, Panel, Symposium, Telephonic Conversion, Conversation in different situations, practice in public speaking</td>
<td>Assessment of the skills based on the checklist.</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>-----------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>V</td>
<td>4</td>
<td>➢ Developing skills in listening comprehension</td>
<td>Listening Comprehension ➢ Media, audio, video, speeches etc.</td>
<td>Exercise on: ➢ Listening to audio, video tapes and identify the key points</td>
<td>Assessment of the skills based on the checklist.</td>
</tr>
</tbody>
</table>

**ENGLISH 100 MARKS**

*Internal Examination:* 100

**REFERENCES**


ANATOMY

Placement: First year  
Theory - 60 Hours

Course description:

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| I    | 5          | Describe the anatomical terms, organization of human body and structure of cell, tissues, membranes and glands | Introduction to Anatomical terms organization of the human body  
- Human Cell structure  
- Tissues -Definition, Types, characteristics, classification, location, functions and formation  
- Membranes and glands - classification and structure Alterations in disease Applications and implications nursing | Lecture discussion  
- Explain using charts, microscopic slides, Skeleton & torso  
- Demonstrate cells, types of tissues membranes and glands  
- Record book | Short answer questions  
- Objective type |
| II   | 6          | Describe the structure & function of bones and joints | The Skeletal System  
- Bones- types, structure, Axial & Appendicular Skeleton,  
- Bone formation and growth  
- Description of bones  
- Joints - classification and structure  
- Alterations in disease Applications and implications in nursing | Lecture discussion  
- Explain using charts, skeleton, loose bones, and joints  
- Record book | Short answer questions  
- Objective type |
| III  | 7          | Describe the structure and function of muscles | The Muscular System  
- Types and structure of muscles  
- Muscle groups Alterations in disease Applications and implications in nursing | Lecture discussion  
- Explain using chart, models and films  
- Demonstrate muscular movements  
- Record book | Short answer questions  
- Objective type |
| IV   | 6          | Describe the structure & function of nervous system | The Nervous System  
- Structure of neurologia & neurons  
- Somatic Nervous system  
- Structure of brain, spinal cord, cranial nerves, | Lecture discussion  
- Explain using models, charts, slides, specimens  
- Record book | Short answer questions  
- Objective type |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
|      |            | spinal nerves, peripheral nerves | The Sensory Organs  
- Autonomic Nervous System  
  - sympathetic, parasympathetic  
- Structure, location Alterations in disease  
Applications and implications in nursing | ➢ Lecture discussion  
➢ Explain using models, charts, slides, specimens  
➢ Record book | Short answer questions  
Objective type |
| V    | 6          | Explain the structure & functions of sensory organs | ➢ Structure of skin, eye, ear, nose, tongue, (Auditory and olfactory apparatus)  
Alterations in disease  
Applications and implications in nursing | | |
| VI   | 7          | Describe the structure & function of the circulatory and lymphatic system | Circulatory and lymphatic system  
➢ The Circulatory System  
- Blood — Microscopic structure  
- Structure of Heart  
  - Structure of blood vessels — Arterial & Venous System,  
  - Circulation: systemic, pulmonary, coronary  
  - Lymphatic system  
  - Lymphatic vessels and lymph  
  - Lymphatic tissues  
  - Thymus gland  
  - Lymph nodes  
  - Spleen  
  - Lymphatic nodules  
Alterations in disease  
Applications and implications in nursing | ➢ Lecture discussion  
➢ Explain using models, charts, slides, specimens  
➢ Record book | Short answer questions  
Objective type |
| VII  | 5          | Describe the structure & functions of the respiratory system | The Respiratory System  
- Structure of the organs of respiration  
- Muscles of respiration: Intercostal and Diaphragm  
Alterations in disease  
Applications and implications in nursing | ➢ Lecture discussion  
➢ Explain using models, charts, slides, specimens  
➢ Record book | Short answer questions  
Objective type |
| VIII | 6          | Describe the structure & functions of the digestive system | The Digestive System  
- Structure of Alimentary tract and accessory organs of digestion  
Alterations in disease  
Applications and implications in | ➢ Lecture discussion  
➢ Explain using models, charts, slides, specimens  
➢ Record book | Short answer questions  
Objective type |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>IX</td>
<td>4</td>
<td>Describe the structure &amp; functions of excretory system</td>
<td>The Excretory System (Urinary) • Structure of organs of urinary System: Kidney, ureters, urinary bladder, urethra, structure of skin Alterations in disease Applications and implications in nursing</td>
<td>➢ Lecture discussion ➢ Explain using models, charts, slides, specimens ➢ Record book</td>
<td>➢ Short answer questions ➢ Objective type</td>
</tr>
<tr>
<td>X</td>
<td>4</td>
<td>Describe the structure &amp; functions of endocrine system</td>
<td>The Endocrine System • Structure of Pituitary, Pancreas, thyroid, Parathyroid, thymus and adrenal glands Alterations in disease Applications and implications in nursing</td>
<td>➢ Lecture discussion ➢ Explain using models, charts, slides, specimens ➢ Record book</td>
<td>➢ Short answer questions ➢ Objective type</td>
</tr>
<tr>
<td>XI</td>
<td>4</td>
<td>Describe the structure and functions of reproductive system</td>
<td>The Reproductive system including breast • Structure of female reproductive organs • Structure of male reproductive organs. • Structure of breast Alterations in disease Applications and implications in nursing</td>
<td>➢ Lecture discussion ➢ Explain using models, charts, slides, specimens ➢ Record book</td>
<td>➢ Short answer questions ➢ Objective type</td>
</tr>
</tbody>
</table>

**Prescribed Internal Assessment Weightage:**

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

**Anatomy & Physiology**  
**Recommended Books:**

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

1. Tortora – Anatomy & Physiology, 2007, Wiley
3. Standring - Gray’s Anatomy, 2006, Elsevier
4. Snell – Clinical Anatomy by Regions, WK.
# PHYSIOLOGY

**Placement:** First year  
**Theory:** 60 Hours

## Course Description:

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| I    | 4          | Describe the physiology of cell, tissues, membranes and glands | **Cell Physiology**  
- Tissue-formation, repair  
- Membranes & glands — functions  
- Alterations in disease  
- Applications and implications in nursing | Lecture discussion | Short answer questions  
Objective type |
| II   | 4          | Describe the bone formation and growth and movements of skeleton system | **Skeletal System**  
- Bone formation & growth  
- Bones - Functions and movements of bones of axial and appendicular skeleton, bone healing  
- Joints and joint movement  
- Alterations in disease  
- Applications and implications in nursing | Lecture discussion  
- Explain using Charts, models and films  
- Demonstration of joint movements | Short answer questions  
Objective type |
| III  | 4          | Describe the muscle movements and tone and demonstrate muscle contraction and tone | **Muscular System**  
- Muscle movements, Muscle tone, Physiology of muscle contraction, levels and maintenance of posture  
- Alterations in disease  
- Applications and implications in nursing | Lecture discussion  
- Explain using Charts, models slides, specimen and films  
- Demonstration of muscle movements, tone and contraction | Short answer questions  
Objective type |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| IV   | 7          | ➢ Describe the physiology of nerve stimulus, reflexes, brain, cranial and spinal nerves  
➢ Demonstrate reflex action and stimulus | Nervous System  
➢ Functions of Neurolgia & neurons  
➢ Stimulus & nerve-impulse-definitions and mechanism  
➢ Functions of brain, spinal cord, cranial and spinal nerves  
➢ Cerebrospinal fluid-Composition, circulation and function  
➢ Reflex arc, Reflex action and reflexes  
Autonomic functions—Pain: somatic, visceral, and referred  
Autonomic learning and biofeedback  
Alternations in disease  
Applications and implications in nursing. | ➢ Lecture discussion  
➢ Explain using Charts, models and films  
➢ Demonstrate nerve stimulus, reflex action, reflexes | ➢ Short answer questions  
➢ Objective type |
| V    | 8          | Describe the physiology blood and functions of Heart  
Demonstrate blood cell count, coagulation, grouping, Hb: BP and Pulse monitoring | Circulatory System  
➢ Blood formation, composition, blood groups, blood coagulation  
➢ Hemoglobin: Structure, Synthesis and breakdown, Variation of molecules, estimation  
➢ Functions of Heart, Conduction, Cardiac cycle, circulation—Principles, Control, factors influencing BP and Pulse  
➢ Alternations in disease  
Applications and implications in nursing. | ➢ Lecture discussion  
➢ Explain using Charts, films  
➢ Demonstration of Blood cell count, coagulation, grouping, Hemoglobin estimation, Heart conduction system.  
➢ Measurement of pulse, BP | ➢ Short answer questions  
➢ Objective type |
| VI   | 6          | ➢ Describe the physiology and mechanisms of respiration  
➢ Demonstrates spirometry | The Respiratory System  
➢ Functions of respiratory organs  
➢ Physiology of respiration  
➢ Pulmonary ventilation, Volume  
➢ Mechanics of respiration  
➢ Gaseous exchange in lungs  
➢ Carriage of oxygen & carbon-dioxide Exchange of | ➢ Lecture discussion  
➢ Explain using Charts, films  
➢ Demonstration of spirometry | ➢ Short answer questions  
➢ Objective type |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| VII  | 6          | • Describes the physiology of digestive system • Demonstrates BMR | The Digestive System  
• Functions of organs of digestive tract. Movements of alimentary tract, Digestion in mouth, stomach, small intestines, Large intestines, Absorption of food. Functions of liver, gall bladder and pancreas  
• Metabolism of carbohydrates, protein and fat  
Applications and implications in nursing. | ➢ Lecture discussion  
➢ Explain using Charts, Films | ➢ Short answer questions  
➢ Objective type |
| VIII | 5          | Describe the physiology of Excretory System | The Excretory System  
• Functions of kidneys, ureters, urinary bladder & urethra  
• Composition of urine  
• Mechanism of urine formation  
• Functions of skin  
• Regulation of body temperature  
• Fluid and electrolyte balance. Alterations in disease  
Applications and implications in nursing. | ➢ Lecture discussion  
➢ Explain using Charts, Films | ➢ Short answer questions  
➢ Objective type |
| IX   | 4          | • Describe the physiology of sensory organs | The Sensory Organ  
• Functions of skin, eye, ear, nose, tongue,  
• Alterations in disease  
Applications and implications in nursing | ➢ Lecture discussion  
➢ Explain using Charts, films | ➢ Short answer questions  
➢ Objective type |
| X    | 5          | Describe the physiology of endocrine glands | The Endocrine System  
• Functions of Pituitary, pineal body, thymus, Thyroid, parathyroid, pancreas, Supra renal, Placenta and ovaries & Testes  
Alterations in disease  
Applications and implications in nursing | ➢ Lecture discussion  
➢ Explain using Charts, films  
➢ Demonstration of BMR | ➢ Short answer questions  
➢ Objective type |
| XI   | 5          | Describe the physiology of male and female reproductive | The Reproductive System  
• Reproduction of cells — DNA, Mitosis, Meiosis, spermatogenesis, oogenesis. | ➢ Lecture discussion  
➢ Explain using Charts, films | ➢ Short answer questions  
➢ Objective type |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Functions of female reproductive organs; Functions of breast, Female sexual cycle. • Introduction to embryology. • Functions of male reproductive organs, Male function in reproduction, Male fertility system, Alterations in disease Applications and implications in nursing.</td>
<td>models, specimens</td>
<td></td>
</tr>
<tr>
<td>XII</td>
<td>2</td>
<td>Describe the physiology of Lymphatic and Immunological System</td>
<td><strong>Lymphatic and Immunological System</strong> • Circulation of lymph • Immunity Formation of T-cells and cells Types of Immune response Antigens Cytokines Antibodies Applications and implications in nursing.</td>
<td>➢ Lecture discussion  ➢ Explain using Charts, films</td>
<td>➢ Short answer questions ➢ Objective type</td>
</tr>
</tbody>
</table>

**Prescribed Internal Assessment Weightage:**

Internal Assessment : Term Test - 15

Assignment - 5

Record Work - 5

**Anatomy & Physiology**

**Recommended Books:**

3. Venkatesh – Basic Medical Physiology for Nursing, 2009, LWW

**Reference Books:**

Venkatesh – Basic Medical Physiology, 2009, LWW


West – Best & Taylor Physiologic Basis of Disease, Waverly.
# NUTRITION

**Placement:** First year

**Theory - 60 Hours**

## Course Description:

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>4</td>
<td>➢ Describe the relationship between nutrition &amp; Health.</td>
<td><strong>Introduction</strong>&lt;br&gt;• Nutrition:&lt;br&gt;  - History&lt;br&gt;  - Concepts&lt;br&gt;• Role of nutrition in maintaining health&lt;br&gt;• Nutritional problems in India&lt;br&gt;• National nutritional policy&lt;br&gt;• Factors affecting food and nutrition: socio-economic, cultural, tradition, production, system of distribution, life style and food habits etc&lt;br&gt;• Role of food and its medicinal value&lt;br&gt;• Classification of foods&lt;br&gt;• Food standards&lt;br&gt;• Elements of nutrition: macro and micro&lt;br&gt;  • Calorie, BMR</td>
<td>➢ Lecture Discussion&lt;br&gt;➢ Explaining using charts&lt;br&gt;➢ Panel discussion</td>
<td>➢ Short answer questions&lt;br&gt;➢ Objective type</td>
</tr>
<tr>
<td>II</td>
<td>2</td>
<td>➢ Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates</td>
<td><strong>Carbohydrates</strong>&lt;br&gt;• Classification&lt;br&gt;• Caloric value&lt;br&gt;• Recommended daily allowances&lt;br&gt;• Dietary sources.&lt;br&gt;• Functions&lt;br&gt;• Digestion, absorption and storage, metabolism of carbohydrates&lt;br&gt;• Malnutrition: Deficiencies and Over</td>
<td>➢ Lecture Discussion&lt;br&gt;➢ Explaining using charts</td>
<td>➢ Short answer questions&lt;br&gt;➢ Objective type</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>-----------------------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| III  | 2          | Describe the classification, functions, sources and recommended daily allowances (RDA) of Fats | Fats  
  - Classification  
  - Caloric value  
  - Recommended daily allowances  
  - Dietary sources.  
  - Functions.  
  - Digestion, absorption and storage, metabolism  
  - Malnutrition: Deficiencies and Over consumption |  
  - Lecture Discussion  
  - Explaining using charts |  
  - Short answer questions  
  - Objective type |
| IV   | 2          | Describe the classification, functions, sources and recommended daily allowances (RDA) of Proteins | Proteins  
  - Classification  
  - Caloric value  
  - Recommended daily allowances  
  - Dietary sources.  
  - Functions.  
  - Digestion, absorption, metabolism and storage  
  - Malnutrition: Deficiencies and Over consumption |  
  - Lecture Discussion  
  - Explaining using charts |  
  - Short answer questions  
  - Objective type |
| V    | 3          | Describe the daily calorie requirements for different categories of people | Energy  
  - Unit of Energy - Kcal  
  - Energy requirements of different categories of people.  
  - Measurements of energy.  
  - Body Mass Index (BMI) and basic metabolism  
  - Basal Metabolic Rate (BMR) - determination and factors affecting |  
  - Lecture Discussion  
  - Explaining using charts  
  - Exercise  
  - Demonstration |  
  - Short answer questions  
  - Objective type |
| VI   | 4          | Describe the classification, functions, sources and recommended daily allowances (RDA) of Vitamins | Vitamins  
  - Classification  
  - Recommended daily allowances  
  - Dietary sources.  
  - Functions.  
  - Absorption, synthesis, metabolism storage and excretion  
  - Deficiencies |  
  - Lecture Discussion  
  - Explaining using charts |  
  - Short answer questions  
  - Objective type |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>T P</td>
<td></td>
<td></td>
<td>➢ Hypervitaminosis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>-------------------------------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>
| VII  | 4          | Describe the classification, functions, sources and recommended daily allowances (RDA) of Minerals | **Minerals**  
- Classification  
- Recommended daily allowances  
- Dietary sources.  
- Functions.  
- Absorption, synthesis, metabolism storage and excretion  
- Deficiencies  
- Over consumption and toxicity | Lecture Discussion  
Explaining using charts | Short answer questions  
Objective type |
| VIII | 3          | Describe the sources, functions and requirements of Water & electrolytes | **Water ,Metabolism, & Electrolytes**  
- Water: Daily requirement, regulation distribution of body water,  
- Electrolytes: Types, sources, composition of body fluids  
- Maintenance of fluid & electrolyte balance  
- Over hydration, dehydration and water intoxication  
- Electrolyte imbalances | Lecture Discussion  
Explaining using charts | Short answer questions  
Objective type |
| IX   | 5          | Describe the Cookery rules and preservation of nutrients  
Prepare and serve simple beverages and different types of foods | **Cookery rules and preservation of nutrients**  
- Principles, methods of cooking and serving  
- Preservation of nutrients  
- Safe Food handling-toxicity  
- Storage of food  
- Food preservation, food additives and its principles  
- Prevention of food adulteration Act (PFA)  
- Food standards  
- Preparation of simple beverages and different types of food | Lecture Discussion  
Demonstration  
Practice session | Short answer questions  
Objective type  
Assessment of practice sessions |
| X    | 7          | Describe and plan balanced diet for | **Balanced diet**  
- Elements  
- Food groups  
- Recommended Daily | Lecture Discussion  
Explaining using charts | Short answer questions  
Objective type |
<table>
<thead>
<tr>
<th>XI</th>
<th>4</th>
<th>different categories of people</th>
<th>Allowance • Nutritive value of foods • Calculation of balanced diet for different categories of people Planning menu Budgeting of food Introduction to therapeutic diets: Naturopathy --Diet</th>
<th>Practice session Meal planning</th>
<th>Exercise on menu Planning</th>
</tr>
</thead>
</table>

- **Role of nurse in nutritional programmes**
  - National programmes related to nutrition
  - Vitamin A deficiency programme
  - National iodine deficiency disorders (IDD) programme
  - Mid-day meal programme
  - Integrated child development scheme (ICDS)
  - National and International agencies working towards food/nutrition
  - NIPCCD, CARE, FAO, NIN, CFTRI (Central food technology and research institute) etc
  - Assessment of nutritional status
  - Nutrition education and role of nurse

<table>
<thead>
<tr>
<th>XI</th>
<th>4</th>
<th>Describe various national programmes related to nutrition</th>
<th>Describe The role of nurse in assessment of nutritional status and nutrition education</th>
<th>Lecture Discussion Explaining using charts Slide /Film shows Demonstration of Assessment of nutritional status</th>
<th>Short answer questions Objective type</th>
</tr>
</thead>
</table>

**Prescribed Internal Assessment Weightage:**

**NUTRITION**

<table>
<thead>
<tr>
<th>Internal Assessment</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term Test</td>
<td>15</td>
</tr>
<tr>
<td>Assignment</td>
<td>5</td>
</tr>
<tr>
<td>Dietary practical</td>
<td>5</td>
</tr>
</tbody>
</table>
The Course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body and alterations in understand the biochemistry in diseases for practice of nursing.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| I    | 6          | - Describe the structure Composition and functions of cell  | **Introduction**  
  - Definition and significance in nursing  
  - Review of structure, Composition and functions of cell  
  - Prokaryote and Eukaryote cell organization  
  - Microscopy  | Lecture discussion using charts, slides, and slide presentation  
 Demonstrate use of microscope  | ➢ Short answer questions  
 ➢ Objective type |
|      |            | - Differentiate between Prokaryote and Eukaryote cell       |                                                                                 |                                                                                           |                                                                                      |
|      |            | - Identify techniques of Microscopy                          |                                                                                 |                                                                                           |                                                                                      |
| II   | 6          | ➢ Describe the Structure and functions of Cell membrane      | **Structure and functions of Cell membrane**  
  - Fluid mosaic model tight junction, Cytoskeleton  
  - Transport mechanism: diffusion, osmosis, filtration, active channel, sodium pump  
  - Acid base balance-maintenance & diagnostic tests  
  - PH buffers  | Lecture discussion  | ➢ Short answer questions  
 ➢ Objective type |
|      |            |                                                                     |                                                                                 |                                                                                           |                                                                                      |
| III  | 12         | ➢ Explain the metabolism of carbohydrates                    | **Composition and metabolism of Carbohydrates**  
  - Types, structure, composition and uses  
    - Monosaccharides,  
    - Disaccharides,  
    - Polysaccharides,  
    - Oligosaccharides  | Lecture discussion  
 Demonstration of blood glucose monitoring  | Short answer questions  
 Objective type |
|      |            | • Metabolism Pathways of glucose:  
  - Glycolysis  
  - Gluconeogenesis: Cori’s |                                                                                 |                                                                                           |                                                                                      |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>11</td>
<td>Explain the metabolism of Amino acids and Proteins</td>
<td>Composition and metabolism of Amino acids and Proteins  &lt;ul&gt;&lt;li&gt;Types, structure, composition and uses of Amino acids and Proteins&lt;/li&gt;&lt;li&gt;Metabolism of Amino acids and Proteins&lt;/li&gt;&lt;/ul&gt;</td>
<td>Lecture Discussion using charts Demonstration of laboratory tests</td>
<td>Short answer questions Objective type</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Protein synthesis, targeting and glycosylation  &lt;ul&gt;&lt;li&gt;Chromatography&lt;/li&gt;&lt;li&gt;Electrophoresis&lt;/li&gt;&lt;/ul&gt;</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>-----------------------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| VI   | 7          | ➢ Describe types, composition and utilization of Vitamins & minerals | Composition of Vitamins and minerals  
• Vitamins and minerals:  
  - Structure  
  - Classification  
  - Properties  
  - Absorption  
  - Storage & transportation  
  - Normal concentration  
Investigations and their interpretations | Lecture  
Discussion  
Demonstrate laboratory tests | Short answer questions  
Objective type |
| VII  | 8          | ➢ Describe Immunochemistry | Immuno chemistry  
• Immune response,  
• Structure and classification of immunoglobins  
• Mechanism of antibody production  
• Antigens: HLA typing.  
• Free radical and Antioxidants.  
• Specialised Protein: Collagen, Elastin, Keratin, Myosin, Lens Protein.  
• Electrophoretic and Quantitative determination of immunoglobins — ELISA etc. Investigations and their interpretations | Lecture  
Discussion  
Demonstrate laboratory tests | Short Answer questions  
Objective type |

**Prescribed Internal Assessment Weightage:**

- Internal Assessment : Term Test - 15
- Laboratory - 5
- Assignment - 5
NURSING FOUNDATIONS

Placement: First year

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

Course Description:

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment method</th>
</tr>
</thead>
</table>
| I    | 10         | Describe the concept of health, illness and health care agencies | **Introduction**
  - Concept of Health: Health – Illness continuum
  - Factors influencing health
  - Causes and risk factors for developing illness
  - Body defences: Immunity and immunization
  - Illness and illness Behaviour:
    - Impact of illness on patient and family
  - Health Care Services: Health Promotion and prevention and Primary Care, Diagnosis, Treatment, Rehabilitation and Continuing Care
  - Health care teams
  - Types of health care agencies:
    - Hospitals: Types, Organization Functions
  - Health Promotion and Levels of Disease Prevention
  - Primary health care and its delivery: Role of nurse | Lecture discussion
Visit to health care agencies | Essay type
Short answer questions
Objective type |
| II   | 16         | Explain concept and scope of nursing
- Describe values, code of ethics and professional conduct for nurses in India | **Nursing as a profession**
  - Definition and Characteristics of a profession
  - Nursing:
    - Definition, Concepts, philosophy, objectives
    - Characteristics, nature and scope of nursing practice
    - Functions of nurse
  - Qualities of a nurse
  - Categories of nursing personnel | Lecture discussion
Case discussion
Role plays | Essay type
Short answers
Objective type |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment method</th>
</tr>
</thead>
</table>
| III  | 4          | Explain the admission and discharge procedure | Hospital admission and discharge  
- Admission to the hospital  
- Unit and its preparation  
- Admission procedure  
- Special considerations  
- 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  
- Special considerations  
- Medico--legal issues  
- Roles and Responsibilities of the nurse  
- Care of the unit after discharge | Lecture  
- discussion  
- Demonstration  
- Lab Practice  
- Supervised Clinical practice | Essay type  
- Short answers  
- Objective type  
- Assess skills with check list  
- Clinical practical examination |
| IV   | 10         | Communicate effectively with patient, families and team member and maintain effective human | Communication and Nurse patient relationship  
- Communication: Levels, Elements, Types, Modes, Process, Factors influencing Communication  
- Methods of Effective Communication, Attending skills | Lecture  
- discussion  
- Role play and video film on the nurses interacting with the patient  
- Practice session on patient | Essay type  
- Short answers  
- Objective type |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| V    | 17         | relations (projecting professional image) Appreciate the importance of patient teaching in nursing | - Rapport building skills
- Empathy skills
- Barriers to effective communication,
• Communicating effectively with patient, families and team members and maintain effective human relations with special reference to communicating with vulnerable group (children, women, physically and mentally challenged and elderly)
• Patient Teaching: Importance, Purposes, Process, role of nurse and Integrating teaching in Nursing Process | teaching Supervised Clinical practice |
|      |            | ✗ Explain the concept, uses, format and steps of nursing process ✗ Documents nursing process as per the format | **The Nursing Process**
• Critical Thinking and Nursing Judgment
  Critical Thinking: Thinking and Learning,
  o Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing
  • Nursing Process Overview: Application in Practice
  o Nursing process format: INC, current format
  o Assessment Collection of Data: Types, Sources, Methods
  - Formulating Nursing judgment: Data interpretation
  o Nursing diagnosis
  - Identification of client problems
  - Nursing diagnosis statement
  • Difference between medical and nursing diagnosis o Planning | • Lecture discussion
• Demonstration
• Exercise
• Supervised Clinical practice |
<p>|      |            |                       | Attachment type | Essay type Short answers Objective type |</p>
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| VI   | 4          | - Establishing Priorities  
- Establishing Goals and Expected Outcomes,  
- Selection of interventions: Protocols and standing Orders  
- Writing the Nursing Care Plan  
— Implementing the plan of care Evaluation  
- Outcome of care  
- Review and modify Documentation and Reporting | **Documentation and Reporting**  
- Documentation: Purposes of Recording and reporting  
- Communication within the Health Care Team,  
- Types of records; ward records, medical/nursing records,  
- Common Record-keeping forms, Computerized documentation  
- Guidelines for Reporting: Factual Basis, Accuracy, Completeness, currentness, Organization, confidentiality  
- Methods of Recording,  
- Reporting: Change-of shift reports: Transfer reports, Incident reports  
- Minimizing legal Liability through effective record keeping | Lecture discussion  
Demonstration Practice  
Session Supervised Clinical practice | Essay type  
Short answers  
Objective type |
| VII  | 17         | - Establishing Priorities  
- Establishing Goals and Expected Outcomes,  
- Selection of interventions: Protocols and standing Orders  
- Writing the Nursing Care Plan  
— Implementing the plan of care Evaluation  
- Outcome of care  
- Review and modify Documentation and Reporting | **Vital signs**  
- Guidelines for taking vital signs:  
- Body temperature:  
  - Physiology, Regulation, Factors affecting body temperature,  
  - Assessment of body temperature: sites, equipments and technique, special considerations | Lecture  
Discussion  
Demonstration Practice  
Supervised Clinical practice | Essay type  
Short answers  
Objective type  
Assess with check list and clinical practical |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| VIII | 30         | - Describe purpose and process of health assessment  
|      |            | - Describe the health assessment each body system  
|      |            | - Perform health assessment of each body system | - Temperature alterations: Heatstroke, Hypothermia  
|      |            |                                                      | Hot and cold applications  
|      |            |                                                      | Pulse:  
|      |            |                                                      | - Physiology and Regulation, Characteristics of the pulse, Factors affecting pulse  
|      |            |                                                      | - Assessment of pulse: sites, location, equipments and technique, special considerations  
|      |            |                                                      | - Alterations in pulse: Respiration:  
|      |            |                                                      | - Physiology and Regulation, Mechanics of breathing Characteristics of the respiration, Factors affecting respiration  
|      |            |                                                      | - Assessment of respiration: technique, special considerations  
|      |            |                                                      | - Alterations in respiration  
|      |            |                                                      | Blood pressure:  
|      |            |                                                      | - Physiology and Regulation, Characteristics of the blood pressure, Factors affecting blood pressure  
|      |            |                                                      | - Assessment of blood pressure: sites, equipments and technique, special considerations  
|      |            |                                                      | - Alterations in blood pressure  
|      |            |                                                      | Recording of vital signs | Lecture discussion  
|      |            |                                                      | | Essay type |
| IX   | 5          | - Identifies the various Machinery, Equipment and linen | | Lecture discussion  
<p>|      |            |                                                      | | Essay type |</p>
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| X    | 62         |machinery, equipment and linen and their care | Types: Disposables and re-usables- Linen, rubber goods, glass ware, metal, plastics, furniture, machinery  
Introduction:  
- Indent  
- Maintenance  
- Inventory | ➢ Demonstration | ➢ Essay type  
➢ Short  
➢ answers  
➢ Objective type  
➢ Assess with check list and clinical practical examination  
➢ Assess with check list and clinical practical examination |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Sleep Disorders Nutrition: - - Importance - Factors affecting nutritional - Assessment of nutritional needs: Variables - Meeting Nutritional needs: Principles, equipments, procedure and special considerations - Oral - Enteral: Naso/ Orogastric, gastrostomy - Parenteral: - Urinary Elimination - Review of Physiology of Urine Elimination, Composition and characteristics of urine Factors Influencing Urination Alteration in Urinary Elimination Types and Collection of urine specimen: Observation, urine testing Facilitating urine elimination: assessment, types, equipments, procedures and special considerations - Providing urinal / bed pan o Condom drainage o Perineal care o Catheterization o Care of urinary drainage o Care of urinary diversions o Bladder irrigation ▪ Bowel Elimination - Review of Physiology of Bowel Elimination, Composition and characteristics of faeces - Factors affecting Bowel elimination - Alteration in Bowel Elimination - Types and Collection of specimen of faeces: Observation - Facilitating bowel elimination: assessment,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>equipments, procedures and special considerations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Passing of Flatus tube</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Enemas</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Suppository</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sitz bath</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bowel wash</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Care of Ostomies Mobility and Immobility</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Principles of Body Mechanics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Maintenance of normal body alignment and mobility</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Factors affecting body alignment and mobility</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Hazards associated with immobility</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Alteration in body alignment and mobility</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Nursing interventions for impaired Body Alignment and Mobility: assessment, types, devices used, method and special considerations, rehabilitation aspects</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Range of motion exercises o Maintaining body alignment: Positions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Moving</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lifting</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Transferring</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Walking</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Restraints</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Oxygenation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Review of Cardiovascular and respiratory Physiology</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Factors Affecting Oxygenation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Alterations in oxygenation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Nursing interventions in oxygenation: assessment, types, equipment used, procedure and special considerations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maintenance of patent airway</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oxygen administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Suction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Inhalations: dry and moist</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chest physiotherapy and postural drainage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>----------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Care of Chest drainage</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pulse oximetry</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CPR- Basic life support</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Fluid, Electrolyte, and Acid — Base Balances</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Review of Physiological Regulation of Fluid, Electrolyte, and Acid -</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Base Balances</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Factors Affecting Fluid, Electrolyte, and Acid - Base Balances</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Alterations in Fluid, Electrolyte, and Acid - Base Balances</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nursing interventions in Fluid, Electrolyte, and Acid</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Base imbalances: assessment, types, equipment, procedure and special</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>considerations o Measuring fluid intake and output</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Correcting Fluid, Electrolyte Imbalance:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Replacement of fluids: Oral and Parenteral Venipuncture, regulating</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IV Flow rates, changing IV solutions and tubing, Changing IV dressing,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Administering Blood transfusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Restriction of fluids</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Psychosocial Needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Concepts of Cultural Diversity, Stress and Adaptation, Self-concept,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sexuality, Spiritual Health, Coping with loss, death and grieving</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assessment of psychosocial needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Nursing intervention for psychosocial needs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Assist with coping and adaptation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Creating therapeutic environment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>o Recreational and diversional therapies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>----------------------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| XI   | 22         | Describe principles and techniques for infection control and biomedical waste management in Supervised Clinical settings | **Infection control in Clinical settings**  
- Infection control  
- Nature of infection  
- Chain of infection transmission  
- Defenses against infection: natural and acquired  
- Hospital acquired infection (Nosocomial infection)  
- Concept of asepsis: medical asepsis, and surgical asepsis  
- Isolation precautions (Barrier nursing):  
  - Hand washing: simple, hand antisepsis and surgical antisepsis (scrub)  
  - Isolation: source and protective  
  - Personal protecting equipments: types, uses and technique of wearing and removing  
  - Decontamination of equipment and unit  
  - Transportation of infected patients  
  - Standard safety precautions (Universal precautions)  
  - Transmission based precautions  
- Biomedical waste management:  
  - Importance  
  - Types of hospital waste  
  - Hazards associated with hospital waste  
  - Decontamination of hospital waste  
  - Segregation and Transportation and disposal | Lecture discussion  
Demonstration  
Practice session  
Supervised Clinical practice | |
| XII  | 42         | Explain the principles, routes, effects of administration of medications  
Calculate conversions of drugs and dosages within | **Adminstration of Medications:**  
- General  
-Principles / consideration  
-Purposes of Medication  
-Principles: 5 rights; special consideration; Prescriptions; Safety in Administering | Essay type  
Short answers  
Objective type  
Assess with check list and clinical practical examination | |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| XIII | 10         | Describe the pre and post operative care of patients Explain the process of wound healing | Meeting needs of Peri operative patients  
- Definition and concept of Peri operative Nursing  
- Preoperative Phase  
- Preparation of patient for surgery  
- Intra-operative  
- Operation theatre Set up and environment |

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| | | Lecture discussion  
Demonstration Practice session  
Supervised Clinical practice | Essay type  
Short answers  
Objective type  
Assess with check list and clinical practical |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
|      |            | techniques of care  | - Role of nurse  
|      |            | Perform care of wounds | Postoperative Phase  
|      |            |                        | - Recovery unit  
|      |            |                        | - Post operative unit  
|      |            |                        | - Postoperative care,  
|      |            |                        | Wounds: types, Classifications,  
|      |            |                        | wound Healing Process, Factors affecting Wound, Complications of Wound Healing  
|      |            |                        | Surgical asepsis  
|      |            |                        | Care of the wound: types, equipments, procedure and special considerations  
|      |            |                        | - Dressings, Suture Care,  
|      |            |                        | - Care of Drainage  
|      |            |                        | - Application of Bandages, Binders, Splints & Slings  
|      |            |                        | - Heat and Cold Therapy  
| XIV  | 15         | Explain care of patients having alterations in body functioning | **Meeting special needs of the patient**  
|      |            |                        | - Care of patients having alteration in:  
|      |            |                        | - Temperature (hyper and hypothermia); Types, Assessment, Management  
|      |            |                        | - Sensorium (Unconsciousness); Assessment, Management  
|      |            |                        | - Urinary Elimination (retention and incontinence); Assessment, Management  
|      |            |                        | - Functioning of sensory organs: (Visual & hearing impairment)  
|      |            |                        | - Assessment of Self-Care ability  
|      |            |                        | - Communication Methods and special considerations  
|      |            |                        | - Mobility (physically challenged, cast), assessment of Self-Care ability:  
|      |            |                        | Communication Methods and special considerations  
|      |            |                        | - Mental state (mentally challenged), assessment of Self-Care ability;  
|      |            |                        | - Communication Methods and special considerations  
|      |            |                        | - Respiration (distress); Types, Assessment, Management  
|      |            |                        | Comfort - (Pain) - Nature, Types,  
|      |            |                        | Lecture discussion  
|      |            |                        | Case discussions  
|      |            |                        | Supervised clinical practice  
|      |            |                        | Essay type  
|      |            |                        | Short answers  
<p>|      |            |                        | Objective Type  |</p>
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>XV</td>
<td>5</td>
<td>Explain care of terminally ill patient</td>
<td>Factors influencing Pain, Coping, Assessment, Management; Treatment related to gastrointestinal system: nasogastric suction, gastric irrigation, gastric – analysis</td>
<td>Lecture discussion Demonstration Case discussion / Role play Practice session Supervised Clinical practice</td>
<td>Essay type Short answers Objective Type</td>
</tr>
<tr>
<td>XVI</td>
<td>6</td>
<td>Explain the basic concepts of conceptual and theoretical models of nursing</td>
<td>Professional Nursing concepts and practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Conceptual and theoretical models of nursing practice: Introduction to models- holistic model, health belief model, health promotion model etc Introduction to Theories in Nursing; Peplau’s, Henderson’s, Orem’s, Neuman’s, Roger’s and Roy’s Linking theories with nursing process</td>
<td></td>
<td>Essay type Short Answers</td>
</tr>
</tbody>
</table>

**Prescribed Internal Assessment Weightage:**

- **Internal Assessment**
  - **Term Test** - 30
  - **Assignment** - 20
Fundamentals of Nursing

Recommended Books:


Reference Books:

3. St John’s Ambulance – First AID, 2007, St John’s Ambulance Association
4. LWW – Lippincott’s Nursing Procedure, 2008, LWW
5. Jacob – Clinical Nursing Skills & Procedures, 2008, Jaypee
NURSING FOUNDATIONS- PRACTICAL

Placement: First year
750 hours

Time: Practical -
(200 lab and 550 clinical)

Course Description:

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

<table>
<thead>
<tr>
<th>Areas</th>
<th>Time (Hrs)</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration Lab General Medical and surgery ward</td>
<td>200 550</td>
<td>Performs admission and discharge procedure</td>
<td>Hospital admission and discharge (III)</td>
<td>Practice in Unit Hospital</td>
<td>Evaluate with checklist</td>
</tr>
<tr>
<td></td>
<td>Minimum practice time in clinical area</td>
<td></td>
<td>• Admission</td>
<td>Write nursing process records of patient</td>
<td>Assessment of clinical performance with rating scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Prepare Unit for new patient</td>
<td>Simulated - Actual -</td>
<td>Completion of Practical record</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Prepare admission bed</td>
<td></td>
<td>Assessment of nursing process records with checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Performs admission procedure</td>
<td></td>
<td>Assessment of actual care given with rating scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• New patient</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Transfer in Prepare patient records</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Discharge/Transfer out</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Gives discharge counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Perform discharge procedure (Planned discharge, LAMA and abscond, Referrals and transfers)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Prepare records of discharge/transfer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Dismantle, and disinfect unit and equipment after</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• discharge/transfer</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Perform assessment:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• History taking, Nursing diagnosis, problem list,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prioritization, Goals &amp; Expected Outcomes,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>selection of interventions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Write Nursing Care Plan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas</td>
<td>Time (Hrs)</td>
<td>Objectives</td>
<td>Skills</td>
<td>Assignments</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------------</td>
<td>----------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>---------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Communicate effectively with patient, and team members and Maintain effective human relations Develop plan for patient teaching</td>
<td></td>
<td>• Gives care as per the plan</td>
<td><strong>Communication</strong></td>
<td>Role-plays in simulated situations on communication techniques-I Healthtalk-I</td>
<td>Assess role plays with the checklist on communication techniques Assess health talk with the checklist Assessment of communication techniques by rating scale Assessment of performance by rating scale</td>
</tr>
<tr>
<td>Prepare patient reports Presents reports</td>
<td></td>
<td><strong>Prepare a plan for patient teaching session</strong></td>
<td></td>
<td>Write nurses notes and present the patient report of 2-3 assigned patient</td>
<td></td>
</tr>
<tr>
<td>Monitor vital signs</td>
<td></td>
<td><strong>Write patient report</strong></td>
<td></td>
<td>Lab practice Measure Vital signs of assigned patient</td>
<td>Assessment of each skill with checklist Completion of activity record</td>
</tr>
<tr>
<td>Perform health assessment of each body system</td>
<td></td>
<td><strong>Vital signs</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide basic nursing care to</td>
<td></td>
<td>• Gives care as per the plan</td>
<td><strong>Health assessment</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Prepare Patient’s unit:</td>
<td></td>
<td>• Prepare beds:</td>
<td></td>
<td>Practice in lab &amp; hospital</td>
<td>Assessment of each skill with</td>
</tr>
<tr>
<td>Areas</td>
<td>Time (Hrs)</td>
<td>Objectives</td>
<td>Skills</td>
<td>Assignments</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>patients</td>
<td></td>
<td></td>
<td>▪ Open, closed, occupied,</td>
<td>Simulated exercise on CPR manikin</td>
<td>rating scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Operation, amputation,</td>
<td></td>
<td>Completion of activity record</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Cardiac, fracture, burn, divided &amp; Fowlers bed</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Pain assessment and provision for comfort</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Use comfort devices</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Hygienic care:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Oral hygiene:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Baths and care of pressure points</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Hair wash,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Pediculosis treatment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Feeding:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Oral, Enteral, Naso / OrOGastric, gastrostomy and Parenteral feeding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Naso-gastric insertion, suction, and irrigation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Assisting patient in urinary elimination</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Provides urinal/bed pan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Condom drainage</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Perineal care</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Catheterization</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Care of urinary drainage</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Bladder irrigation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Assisting bowel Elimination:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Insertion of Flatus tube</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Enemas</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Insertion of Suppository</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Bowel wash</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Body Alignment and Mobility:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Range of motion exercises</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Positioning: Recumbent, Lateral (rt/lt), Fowlers, Sims, Lithotomy, Prone,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas</td>
<td>Time (Hrs)</td>
<td>Objectives</td>
<td>Skills</td>
<td>Assignments</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>------------</td>
<td>-----------------</td>
<td>-------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Trendelenburg position</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas</td>
<td>Time (Hrs)</td>
<td>Objectives</td>
<td>Skills</td>
<td>Assignments</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>-------</td>
<td>------------</td>
<td>------------</td>
<td>--------</td>
<td>-------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Assist patient in Moving, lifting, transferring, walking ▪ Restraints</td>
<td>Oxygen administration</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Suctioning: oropharyngeal, nasopharyngeal</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Chest physiotherapy and postural drainage</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Care of Chest drainage</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>CPR- Basic life support</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Intravenous therapy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Blood and blood component therapy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Collect/assist for collection of specimens for investigations Urine, sputum, faeces, vomitus, blood and other body fluids</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Perform lab tests: ▪ Urine: sugar, -albumin, acetone ▪ Blood: sugar (with strip glucometer)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hot and cold applications: local and general Sitz bath</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Communicating and assisting with self-care of visually &amp; hearing impaired patients</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Communicating and assisting with self-care of mentally challenged/disturbed patients</td>
<td></td>
</tr>
<tr>
<td>Areas</td>
<td>Time (Hrs)</td>
<td>Objectives</td>
<td>Skills</td>
<td>Assignments</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------------</td>
<td>----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Recreational and diversional therapies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring of patient with alteration in sensorium</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perform infection control procedures</td>
<td></td>
<td></td>
<td><strong>Infection control</strong></td>
<td>Perform following procedures:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Hand washing techniques</td>
<td>- (Simple, hand antisepsis and surgical antisepsis (scrub)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Prepare isolation unit in lab/ward</td>
<td>- Practice technique of wearing and removing Personal protective equipment (PPE)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Practice Standard safety precautions (Universal precautions)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decontamination of equipment and unit:</td>
<td></td>
<td></td>
<td><strong>Surgical asepsis:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Sterilization</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Handling sterilized equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Calculate strengths of lotions,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Prepare lotions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Care of articles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre and post operative care:</td>
<td></td>
<td></td>
<td><strong>Skin preparations for surgery:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Local</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Preparation of Post operative unit</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Pre &amp; post operative teaching and counseling</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Pre and post operative monitoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Care of the wound</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas</td>
<td>Time (Hrs)</td>
<td>Objectives</td>
<td>Skills</td>
<td>Assignments</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Dressings, Suture Care, care of Drainage, Application of Bandages, Binders, Splints &amp; Slings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Bandaging of various body parts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administer drugs</td>
<td></td>
<td></td>
<td>Administer Medications in different forms and routes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Oral, Sub lingual and Buccal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Parenteral Intra-dermal, subcutaneous, Intramuscular etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Assist with Intra Venous medications</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Drug measurements and dose calculations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Preparation of lotions and solutions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Administers topical applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Insertion of drug into body cavity: Suppository &amp; medicated packing etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Instillation of medicines and spray into Ear, Eye, Nose and throat</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Irrigations: Eye, Ear, Bladder, Vagina and Rectum</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Inhalations: dry and moist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide care to dying and dead</td>
<td></td>
<td></td>
<td>Care of dying patient</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counsel and support relatives</td>
<td></td>
<td></td>
<td>▪ Caring and packing of dead body</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Counseling and supporting grieving relatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>▪ Terminal care of the unit</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Prescribed Internal Assessment Weightage:

NURSING FOUNDATIONS – PRACTICAL

Internal Assessment :  
Practical Examination - 25  
Clinical Evaluation - 10  
Procedural Demonstration - 5  
Practical Record - 5  
Observational Study - 5
# PSYCHOLOGY

**Placement:** First year  
**Time:** Theory - 80 hours

**Course Description:**

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| I    | 2          | Describe the history, scope and methods of psychology | **Introduction**  
• History and origin of science of psychology  
• Definitions & Scope of Psychology  
• Relevance to nursing  
• Methods of Psychology | Lecture discussion | Essay type  
Short answer |
| II   | 7          | Explain the biology of Human behaviour | **Biology of behaviour**  
• Body mind relationship- modulation process in health and illness  
• Genetics and behaviour: Heredity and environment  
• Brain and behaviour: Nervous System,, Neurons and synapse,  
• Association Cortex, Rt and Lt Hemispheres  
• Psychology of Sensations  
• Muscular and glandular controls of behaviour  
• Nature of behaviour of an organism/Integrated responses | Lecture discussion | Essay type  
Short answers |
| III  | 24         | Describe various cognitive processes and their applications | **Cognitive processes**  
• Attention: Types, determinants, Duration & degree, alterations  
• Perception: Meaning, Principles, factors affecting, Errors,  
• Learning: Nature, Types, learner and learning, Factors influencing, laws and theories, process, transfer, study habits  
• Memory: Meaning, Types, Nature Factors influencing, Development Theories and methods of memorizing and Forgetting  
Thinking: Types and levels, stages of development, Relationship with | Lecture Discussion  
Psychometric assessment: Practice sessions | Essay type  
Short answers |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| IV   | 12         | Describe motivation, emotions, stress, attitudes and their influence on behaviour | **Motivation and Emotional Processes:**  
  - Motivation: Meaning, Concepts, Types, Theories, Motives and behaviour, Conflicts and frustration, conflict resolution  
  - Emotions & stress: Emotion: Definition, components, Changes in emotions, theories emotional adjustments, emotions in health and illness  
  - Stress: stressors, cycle, effect, adaptation & coping  
  - Attitude: Meaning, nature, development, factors affecting, Behaviour and attitudes  
  - Attitudinal change  
  - Psychometric assessments of emotions and attitudes  
  - Alterations in emotions | Lecture  
  Discussion  
  Role plays  
  Case Discussion  
  Demonstration | Essay type  
  Short answers |
| V    | 9          | Explain the concepts of personality and its influence on behaviour | **Personality**  
  Definitions, topography, types, Theories  
  Psychometric assessments of personality  
  Alterations in personality | Lecture  
  Discussion  
  Demonstration | Essay type  
  Short answers |
| VI   | 9          | Describe psychology of people during the life cycle | **Developmental Psychology**  
  - Psychology of people at different ages from infancy to old age  
  - Psychology of vulnerable individuals-challenged, women, sick, etc  
  - Psychology of groups | Lecture  
  Discussion  
  Case Discussion | Essay type  
  Short answers |
| VII  | 11         | Describe the characteristics of Mentally healthy Person  
  Explain ego defence mechanisms | **Mental hygiene and mental Health**  
  - Concepts of mental hygiene and mental health  
  - Characteristics of mentally healthy person  
  - Warning signs of poor mental health  
  - Promotive and Preventive mental health- | Lecture  
  Discussion  
  Case Discussion  
  Role play  
  Demonstration | Essay type  
  Short answers |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII</td>
<td>6</td>
<td>Explain the Psychological assessments and role of nurse</td>
<td>Psychological assessment &amp; tests • Types, development, Characteristics, Principles, Uses, Interpretations and Role of nurse in psychological assessment</td>
<td>Lecture Discussion Demonstration Practice sessions</td>
<td>Assessment of practice</td>
</tr>
</tbody>
</table>

**Prescribed Internal Assessment Weightage:**

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

Placement: First year
Time: Theory - 80 hours
(Theory 60+ 20 lab)

Course Description:

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| I    | 5          | Explain concepts and principles of microbiology and their Importance nursing       | **Introduction:**  
  • Importance and relevance to nursing  
  • Historical perspective  
  • Concepts and terminology  
  • Principles of microbiology  | Lecture Discussion                                                          | Short answer questions  
  Objective type                      |
| II   | 14 7       | 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  
  • Staining techniques, Gram staining, Acid fast staining, Hanging drop preparation  
  • Culture; various medias  | Lecture Discussion Demonstration                                              | Short answer questions  
  Objective type                      |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| III  | 14 2       | Describe the methods of infection control Identify the role of nurse in hospital infection control programme | **Infection control**  
- Infection: Sources, portals of entry and exit, transmission  
- Asepsis  
- Disinfection; Types and methods  
- Sterilization; Types and Methods  
Chemotherapy and antibiotics  
- Standard safety measures  
- Biomedical waste management  
- Role of Nurse  
- Hospital acquired infection  
- Hospital infection control programme Protocols, collection of samples, preparation of report and status of rate of infection in the unit/hospital, nurse’s accountability, continuing education etc. | Lecture Discussion Demonstration Visits to CSSD Clinical practice | Short answers Objective type |
| IV   | 16 6       | Describe the different disease producing organisms | **Pathogenic organisms**  
- Micro-organisms  
  - Cocci — gram positive and gram negative  
  - bacilli— gram positive and gram negative  
  - Spirochaete  
  - Mycoplasma  
  - Rickettsiae  
  - Chlamydiae  
- Viruses -  
- Fungi -Superficial and Deep mycoses  
- Parasites  
- Rodents & vectors  
  Characteristics, Source, portal of entry, transmission of infection  
  Identification of disease producing micro-organisms  
  Collection, handling and transportation of various specimens | Lecture Discussion Demonstration | Short answers Objective type |
<p>| V    | 11 5       | Explain the | <strong>Immunity</strong> | Lecture | Short answers |</p>
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
|      | T | P | concept of immunity, hypersensitivity and immunization | • Immunity-Types, classification  
• Antigen and antibody reaction  
• Hypersensitivity — skin test  
• Serological tests  
• Immunoprophylaxis  
Vaccines & sera -Types & Classification, storage and handling, cold chain  
Immunization for various diseases  
-Immunization Schedule | Discussion  
Demonstration  
Clinical practice | Objective type |

**Prescribed Internal Assessment Weightage:**

**MICROBIOLOGY**

- Internal Assessment :  
  - Term Test - 30  
  - Assignment - 20
INTRODUCTION TO COMPUTERS

Placement: First year
Time: Theory - 55 hours
Practical – 20 hours

Course Description:

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>P</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>5</td>
<td>Identify &amp; define various concepts used in computer identify application of computer in nursing</td>
<td><strong>Introduction:</strong> • Concepts of Computers • Hardware and software; trends and technology • Application of computers in nursing</td>
<td>Lecture Discussion Demonstration</td>
<td>Short answers Objective type</td>
</tr>
<tr>
<td></td>
<td>15 10</td>
<td>Describe and Use the Disk Operating System Demonstrate skill in the use of MS Office</td>
<td>• Introduction to disk-operating system DOS c Windows (all version) • Introduction u MS-Word MS-Excel with pictorial presentation MS-Access MS-Power point</td>
<td>Lecture Discussion Demonstration Practice Session</td>
<td>Short answer questions Objective type Practical Exam</td>
</tr>
<tr>
<td>III</td>
<td>10 3</td>
<td>Demonstrate skill in using multi-media Identify features of computer aided teaching and testing</td>
<td>Multimedia; types &amp; uses Computer aided teaching &amp; testing.</td>
<td>Lecture Discussion Demonstration</td>
<td>Short answers Objective type Practical Exam and Viva Voce</td>
</tr>
<tr>
<td>IV</td>
<td>5 3</td>
<td>Demonstrate use of internet and Email</td>
<td>Use of Internet and: e-mail</td>
<td>Lecture Discussion Demonstration Practice Session</td>
<td>Short answers Objective type Practical Exam and Viva Voce</td>
</tr>
<tr>
<td>V</td>
<td>10 2</td>
<td>Describe and use the statistical packages</td>
<td>Statistical packages: types and their features</td>
<td>Lecture Discussion Demonstration Practice Session</td>
<td>Short answers Objective type Practical Exam and Viva Voce</td>
</tr>
<tr>
<td>VI</td>
<td>10 2</td>
<td>Describe the use of Hospital Management System</td>
<td><strong>Hospital Management System: Types and uses</strong></td>
<td>Lecture Discussion Demonstration</td>
<td>Short answer questions Objective type Practical Exam and Viva Voce</td>
</tr>
</tbody>
</table>
INTRODUCTION TO COMPUTERS  100 marks

Internal Examination : 100

References

### SOCIOLOGY

**Placement:** Second year  
**Theory:** 80 Hours

**Course Description:**

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| I    | 1          | State the importance of sociology in Nursing | Introduction  
Definition of Sociology  
Nature and Scope of the discipline  
Importance and application of Sociology in Nursing | ➢ Lecture  
Discussion | ➢ Essay type  
➢ Short answers |
| II   | 3          | Describe the inter-relationship of individual in society and community | Individual & Society  
➢ Society and Community  
➢ Nature of Society  
➢ Difference between Society and Community  
➢ Process of Socialization and individualization  
➢ Personal disorganization | ➢ Lecture  
Discussion | ➢ Essay type  
➢ Short answers |
| III  | 5          | Describe the influence of culture and on health and disease | Culture  
➢ Nature of culture  
➢ Evolution of culture  
➢ Diversity and uniformity of culture  
➢ Culture and socialization  
➢ Transcultural society  
➢ Influence on health and disease | Lecture Discussion  
Panel Discussion | Essay type  
Short answers |
| IV   | 6          | Identify various social groups and their interactions | **Social groups and Processes**  
The meaning and classification of groups Primary & Secondary | Lecture Discussion | Essay type  
Short answers |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>In-group V/s. Out-group,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Class Tribe, Caste</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Economic, Political,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Religious groups, Mob,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Crowd, Public and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Audience Interaction &amp;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Social Processes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Co-operation, Competition,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Conflict</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Accommodation,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assimilation &amp; Isolation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Explain the growth of population in India and its impact on health</td>
<td>Population</td>
<td>Lecture Discussion Community identification</td>
<td>Essay type Short answers Assessment of report on community identification</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Society and population</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Population distribution in India- Demographic characteristics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Malthusian theory of Populations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Population explosion in India and its impact on health status</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Family welfare programmes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>8</td>
<td>Describe the population in India</td>
<td>Family and Marriage</td>
<td>Lecture Discussion Family Case study</td>
<td>Essay type Short answers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Family and marriage in India</td>
<td>• Family- Functions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Types-Joint, Nuclear, Blended and extended family: Characteristics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• The Modern Family — Changes, Problems-Dowry etc., welfare Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Changes &amp; legislations on family and marriage in India - marriage acts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>7</td>
<td>Describe the institutions of family and marriage in India</td>
<td>• Marriage: Forms and functions of marriage,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Marriage and family problems in India</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Family, marriage and their influence on health and health practices</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>7</td>
<td>Describe the Social Stratification</td>
<td>Lecture Discussion Family Case study</td>
<td>Essay type Short answers Assessment of family case study</td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td>9</td>
<td>Describe the Social Stratification</td>
<td>Lecture</td>
<td>Essay type Short answers Assessment of family case study</td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>-----------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>Describe the types of communities in India, their practices and the impact on health</td>
<td><strong>Types of Communities in India</strong> (Rural, Urban and Regional) Features of village community &amp; Characteristics of Indian villages- Panchayat system, social dynamics Community Development project &amp; planning Changes in Indian Rural Life Availability of health facilities in rural and its impact on health and health practices Urban Community features The growth of cities: Urbanisation and its impact on health and health practices Major Urban problems- Urban Slums Region: Problems and impact on Health</td>
<td>Lecture Discussion Visits to rural and urban community Community survey</td>
<td>Essay type Short answers Assessment of report on community survey</td>
</tr>
<tr>
<td>VIII</td>
<td></td>
<td>class and caste system and their influence on health and health practices</td>
<td><strong>Meaning &amp; types of social stratification</strong> The Indian Caste System- origin &amp; features Features of Caste in India Today • Social Class system and status • Social Mobility-Meaning &amp; Types • Race as a biological concept, criteria of racial classification • Salient features of Primary races- Racism • Influence of Class, Caste and Race on health and health practices</td>
<td>Discussion Community survey</td>
<td>Short answers Assessment of report on community survey</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>-----------------------------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>
| IX   | 6          | Explain the process of Social Change | Social Change  
• Nature and process of Social Change  
• Factors influencing Social change: cultural change, Cultural lag.  
• Introduction to Theories of social change: Linear, Cyclical, Marxian, Functional  
Role of nurse-Change agents | Lecture Discussion | Essay type Short answers |
| X    | 6          | Explain the process of Social Change | Social organization and social system  
• Social organization: elements, types  
• Democratic and authoritarian modes of participation,  
• Voluntary associations  
• Social system: Definition and Types of social system  
• Role and Status as structural elements of social system  
Inter-relationship of institutions | Lecture Discussion  
Observation visits | Essay type Short answers  
Assessment of visit reports |
| XI   | 4          | Explain the nature and process of social control | Social Control  
• Nature and process of social control  
• Political, Legal, Religious, Educational, Economic, Industrial and Technological systems, Norms & Values- Folkways & Mores Customs, Laws and Fashion  
Role of Nurse. | Lecture Discussion  
Community survey | Essay type Short answers  
Assessment of report on community survey. |
| XII  | 17         | Describe the role of the nurse in Social Problems | Social Problems  
• Social disorganization | Lecture Discussion | Essay type Short |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>dealing with social problems in India</td>
<td>• Control &amp; planning: poverty, housing, illiteracy, food supplies, prostitution, rights of women &amp; children, vulnerable groups: Elderly, handicapped, minority groups and other marginalized groups, child labour, child abuse, delinquency and crime, substance abuse, HIV/AIDS. • Social Welfare programmes in India Role of nurse</td>
<td>Institutional visits</td>
<td>Answers Assessment of visit reports</td>
</tr>
</tbody>
</table>

**Prescribed Internal assessment weightage:**

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

Placement: Second year

Course Description:

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>8</td>
<td>Describe pharmaco-</td>
<td>Introduction to pharmaco-</td>
<td>Lecture Discussion</td>
<td>Short answers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>dynamics, pharma-</td>
<td>dynamics, pharmacokinetics,</td>
<td></td>
<td>Objective type</td>
</tr>
<tr>
<td></td>
<td></td>
<td>sterics, classifi-</td>
<td>classification and the</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>cation and the</td>
<td>principles of drug</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>administration</td>
<td>administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Definitions</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Terminology used</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Types: Classification</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Pharmacodynamics:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Actions, therapeutic,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Adverse, toxic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Pharmacokinetics:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• absorption, distribution,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• metabolism, interaction,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• excretion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Review: Routes and</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• principles of</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• administration of drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Indian pharmacopoeia:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Legal issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Rational use of drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Principles of therapeutics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>6</td>
<td>Explain chemothera-</td>
<td>Chemotherapy</td>
<td>Lecture Discussion Drug</td>
<td>Short answers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>my of specific</td>
<td>Pharmacology of commonly</td>
<td>study/presentation</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>infections and</td>
<td>used;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>infestations and</td>
<td>• Penicillin</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>nurse’s responsibil-</td>
<td>• Cephalosporins.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>ies</td>
<td>• Aminoglycosides</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Macrolide &amp; Broad</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Spectrum Antibiotics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Sulfonamides</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Quinolones</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Antiamoebic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Antimalarials</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Anthelmintics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Antiscabies agents</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Antiviral &amp; anti-fungal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>agents.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>III</td>
<td>2</td>
<td>Describe Antiseptics, disinfectants, insecticides and nurse’s responsibilities</td>
<td>Pharmacology of commonly used antiseptics, disinfectants and insecticides  &lt;br&gt;• Antiseptics; Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse  &lt;br&gt;• Disinfectants  &lt;br&gt;• Insecticides</td>
<td>Lecture Discussion Drug study / presentation</td>
<td>Short answers Objective type</td>
</tr>
<tr>
<td>IV</td>
<td>2</td>
<td>Describe Drugs acting on Gastro Intestinal system and nurse’s responsibilities</td>
<td>Drugs acting on G.I. system  &lt;br&gt;• Pharmacology of commonly used-  &lt;br&gt;- Antiemetics,  &lt;br&gt;- Emetics  &lt;br&gt;- Purgatives  &lt;br&gt;- Antacids  &lt;br&gt;- Cholinergic  &lt;br&gt;- Anticholinergics  &lt;br&gt;- Fluid and electrolyte therapy  &lt;br&gt;- Anti diarrhoeals  &lt;br&gt;- Histamines Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</td>
<td>Lecture Discussion Drug study/presentation</td>
<td>Short answers Objective type</td>
</tr>
<tr>
<td>V</td>
<td>2</td>
<td>Describe Drugs used on Respiratory Systems and nurse’s responsibilities</td>
<td>Drugs used on Respiratory Systems  &lt;br&gt;• Pharmacology of commonly used-  &lt;br&gt;- Antiasthmatics  &lt;br&gt;Mucolytics  &lt;br&gt;Decongestants  &lt;br&gt;Expectorants  &lt;br&gt;Antitussives</td>
<td>Lecture Discussion Drug study/presentation</td>
<td>Short answers Objective type</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>-----------------------------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>
| VI   | 2          | Describe Drugs used on Urinary System and nurse’s responsibilities | **Drugs used on Urinary System**  
**Pharmacology of commonly used-**  
- Diuretics and antidiuretics  
- Urinary antiseptics  
- Cholinergic and anticholinergics  
- Acidifiers and alkalanizes  
- Composition, action, dosage, route,  
- indications, contraindications, drug  
- interactions, side effects, adverse  
- effects, toxicity and role of nurse | Lecture Discussion  
Drug study/presentation | Short’ answers  
Objective type |
| VII  | 4          | Describe Drugs used in De-addiction, emergency, deficiency of vitamins & minerals, poisoning, for immunization and immuno suppression and nurse’s responsibilities | **Miscellaneous**  
- Drugs used in de-addiction  
- Drugs used in CPR and emergency  
- Vitamins and minerals  
- Immunosuppressant  
- Antidotes  
- Antivenom  
- Vaccines and sera | Lecture  
Discussion  
Drug study / presentation | Short answers  
Objective type |
| VIII | 1          | Describe Drugs used on skin and mucous membranes and nurse’s responsibilities | **Drugs used on skin and mucous membranes**  
- Topical applications for skin, eye, ear, nose and buccal cavity  
Antipruritics | Lecture  
Discussion,  
Drug study / presentation | Short answers  
Objective Type |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>IX</td>
<td>8</td>
<td>Describe Drugs used on Nervous System and nurses responsibilities</td>
<td><strong>Drugs acting on Nervous system</strong>&lt;br&gt;Basic &amp; applied pharmacology of commonly used: /)&lt;br&gt;Analgesics and Anaesthetics&lt;br&gt;Analgesics&lt;br&gt;- Non steroidal anti Inflammatory (NSAID) drugs&lt;br&gt;Antipyretics&lt;br&gt;Hypnotics and Sedatives&lt;br&gt;- Opioids&lt;br&gt;- Non-Opioids&lt;br&gt;- Tranquilizers&lt;br&gt;- General l &amp; local anesthetics&lt;br&gt;- Gases: oxygen, nitrousoxide,carbon dioxide&lt;br&gt;Cholinergic and anti-cholinergic:&lt;br&gt;Muscle relaxants&lt;br&gt;Major tranquilizers&lt;br&gt;Anti-psychotics&lt;br&gt;Antidepressants&lt;br&gt;Anticonvulsants.&lt;br&gt;Adrenergics&lt;br&gt;Noradrenergics&lt;br&gt;Mood stabilizers&lt;br&gt;Acetylcholine&lt;br&gt;Stimulants&lt;br&gt;Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</td>
<td>Lecture&lt;br&gt;Discussion, Drug study / Presentation</td>
<td>Short answers Objective type</td>
</tr>
<tr>
<td>X</td>
<td>5</td>
<td>Describe Drugs used on Cardiovascular System and nurse’s responsibilities</td>
<td><strong>Cardiovascular drugs</strong>&lt;br&gt;• Haematinics&lt;br&gt;• Cardiotonics,&lt;br&gt;• Anti anginals&lt;br&gt;• Anti-hypertensives &amp; Vasodilators&lt;br&gt;• Anti-arrhythmics</td>
<td>Lecture&lt;br&gt;Discussion&lt;br&gt;Drug study Presentation</td>
<td>Short answers Objective Type</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>----------------------------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>
| XI   | 4          | Describe drugs used for hormonal disorders and supplementation, contraception and medical termination of pregnancy and nurse’s responsibilities | **Drugs used for hormonal disorders and supplementation, contraception and medical termination of pregnancy**  
- Insulins & Oral hypoglycemics  
- Thyroid supplements and suppressants  
- Steroids, Anabolics  
- Uterine stimulants and relaxants  
- Oral contraceptives  
- Other estrogen-progesterone preparations  
- Corticotrophine & Gonadotropines  
- Adrenaline.  
- Prostaglandins -  
- Calcitonins  
- Calcium salts  
- Calcium regulators Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse | Lecture  
Discussion  
Drug study / presentation | Short answers  
Objective type |
| XII  | 6          | Demonstrate awareness of the common drugs used in alternative systems of medicine | **Introduction to Drugs used in alternative systems of medicine:**  
- Ayurveda, Homeopathy, Unani and Siddha etc | Lecture Discussion  
Observational Visits | Short answers  
Objective type |
Prescribed Internal assessment weightage:

Internal Assessment : Term Test - 15
Assignment - 10
# PATHOLOGY AND GENETICS

**Placement:** Second year  
**Time:** Theory — 60 hours

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

## Course Description:

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| I    | 5          | Define the common terms used in pathology. Appreciate the deviations from normal to abnormal structure and functions of the body system. | **Introduction**  
- Importance of the study of pathology  
- Definition of terms  
- Methods and techniques  
- Cellular and Tissue changes  
- Infiltration and regeneration  
- Inflammations and Infections  
- Wound healing  
- Vascular changes  
- Cellular growth, Neoplasms  
- Normal and Cancer cell  
- Benign and Malignant growths  
- In situ carcinoma  
Disturbances of fluid and electrolyte imbalance. | Lecture Discussion  
Explain using Charts | Short answer questions  
Objective type |
| II   | 14 5      | Explain Pathological changes in disease conditions of various systems | **Special pathology**  
- Pathological changes in disease conditions of various systems:  
  - Respiratory tract  
    - Tuberculosis, Bronchitis, Pleural effusion and pneumonia,  
    - Lung abscess, emphysema, bronchiectasis, Bronchial asthma, Chronic obstructive Pulmonary disease & tumours | Lecture Discussion  
Explain using Charts, slides, specimen, X-rays and Scans  
Visit to Pathology lab, endoscopy unit and OT | Short answer  
Objective type |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T</td>
<td>P</td>
<td>Cardiovascular system</td>
<td>Pericardial effusion</td>
<td>Rheumatic heart disease</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>----------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>P</td>
<td>gliomas Metastatic tumour skeletal system Bone healing, osteoporosis, osteomyelitis Arthritis &amp; tumours.</td>
<td>Clinical pathology Various blood and bone marrow tests in assessment and monitoring of disease conditions Hemoglobin, RBC. White cell &amp; platelet counts Bleeding time, clotting time and prothrombine time - Blood grouping and cross matching - Blood chemistry Blood culture - Serological and immunological tests - Other blood tests - Examination of Bone marrow - Methods of collection of blood specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values</td>
<td>Lecture Discussion Demonstration Visit to Clinical Pathology &amp; Biochemistry lab and Blood bank</td>
</tr>
<tr>
<td>III</td>
<td>6</td>
<td>3</td>
<td>Describe various laboratory tests in assessment and monitoring of disease conditions</td>
<td>Examination of body cavity fluids, transudates and exudates The laboratories tests used in CSF analysis Examination of other body cavity fluids, transudates and exudates sputum, wound discharge etc • Analysis of gastric and duodenal contents Analysis of semen-sperm count, motility and morphology and their importance in infertility Methods of collection of CSF and other cavity fluids specimen</td>
<td>Lecture Discussion Demonstration</td>
</tr>
<tr>
<td>IV</td>
<td>4</td>
<td>1</td>
<td>Describe the laboratory tests for examination of body cavity fluids, transudates and exudates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>----------------------</td>
<td>---------</td>
<td>-----------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td>T</td>
<td>P</td>
<td></td>
<td>for various clinical pathology, biochemistry, microbiology tests, inference and normal values</td>
<td></td>
</tr>
</tbody>
</table>
| V    | 1 | 1 | Describe the laboratory tests for examination of Urine and faeces | **Urine and faeces**  
   - Urine  
   - Physical characteristics  
   - Analysis  
   - Culture and sensitivity  
   - Faeces Characteristics  
   - Stool examination: occult blood, ova, parasite and cyst, reducing substance etc.  
   - Methods of collection for various tests, inference and normal values | Lecture Discussion  
Demonstration | Short answers  
Objective type |
**Section- B Genetics**  
*Placement: Second*  
*Time: Theory — 20 hours*

**Course Description:**

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| I    | 4          | Explain nature,    | **Introduction:**  
|      |            | principles and     | • Practical application of genetics in Nursing  
|      |            | perspectives of    | • Impact of genetic condition on families  
|      |            | heredity           | • 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) |
|      |            | Explain using      | Lecture Discussion  
|      |            | charts, slides     | Explain using charts, slides |
|      |            | Short answers      | Objective type |

| II   | 4          | 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 |
| Lecture Discussion  
| Explain using charts, slides |
| Short answers  
<p>| Objective Type |</p>
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Neural Tube Defects and the role of folic acid in lowering the risks Down syndrome (Trisomy 21)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| III  | 3          | 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 charts, slides | Short Answers Objective type |
| IV   | 3          | 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 haematological disorder  
- Genetic haemochromatosis  
- Huntington’s disease  
- Mental illness | Lecture  
Discussion  
Explain using charts, slides | Short answers Objective Type |
| V    | 6          | Describe the role of nurse in genetic services and counselling | **Services related to Genetics**  
- Genetic testing  
- Human genome project  
- Gene therapy  
- The Eugenics movement  
- Genetic Counselling  
- Legal and Ethical issues  
- Role of nurse | Lecture  
Discussion | Short answers Objective Type |

**Prescribed Internal Assessment Weightage:**

**Internal Assessment :** Term Test - 15  
Assignment - 10
MEDICAL SURGICAL NURSING
(ADULT INCLUDING GERIATRICS)-I

Placement: Second year
Theory - 210 Hours
Practical - 800 hours

Course Description:

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| I    | 15         | Appreciate the trends in medical and surgical nursing. Describe the role of a nurse in caring for adult patient in hospital and community. Describe the concepts of Medical Surgical asepsis | **Introduction:**  
- Introduction to medical surgical nursing- Evolution and trends of medical and surgical nursing  
- Review of Concepts of Health and illness Disease-concepts, causations, classification-International Classification Diseases (ICD- 10 or later version), Acute illness Chronic illness & Terminal illness, stages of illness  
- Review of concepts of comprehensive nursing care in medical surgical conditions based on nursing process.  
- Role of Nurse, patient and family in care of adult patient  
- Role and responsibilities of a nurse in medical surgical settings:  
  - Outpatient department.  
  - In-patient unit  
  - Intensive care unit.  
  - Home and Community settings  
- Introduction to Medical Surgical asepsis  
- Inflammation and Infection  
- Immunity  
- Wound healing  
Care of Surgical Patient  
- Pre-operative  
- Intra operative  
- Post Operative | Lecture discussion  
Demonstration  
Practice session  
Supervised clinical practice | Short answers  
Objective Type  
Assessment of skills with checklist |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| II   | 15         | Describe the common signs, symptoms, problems and their Specific nursing interventions | **Common signs and symptoms and management**  
• Fluid and electrolyte imbalance.  
• Vomiting  
• Dyspnea and cough, respiratory obstruction  
• Fever  
• Shock  
• Unconsciousness, Syncope  
• Pain  
• Incontinence  
• Edema  
• Age related problems-geriatric | Lecture discussion  
Seminar  
Case discussion | Short answers  
Objective type |
| III  | 20         | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of respiratory systems | **Nursing management of patients (adults including elderly) with respiratory problems**  
• Review of anatomy and physiology of respiratory system,  
• Nursing Assessment-History and Physical assessment  
• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of adults including elderly with –  
Upper Respirator’ that infection  
Bronchitis  
Asthma  
Emphysema  
Empyema  
Atelectasis  
Chronic Obstructive Pulmonary Diseases (COPD)  
Bronchiectasis  
Pneumonia | Lecture discussion  
Explain using Charts, graphs  
Models, films, slides  
Demonstration  
Practice session  
Case discussions/Seminar  
Health education  
Supervised clinical practice book /presentation | Essay type  
Short answers  
Objective type  
Assessment of skills with checklist  
Assessment of patient management problem |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| IV   | 30         | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of digestive systems | **Nursing management of patient (adults including elderly) with disorders of digestive system**  
- Review of anatomy and physiology of digestive system  
- Nursing Assessment-History and Physical assessment  
- Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management  
- Disorders of  
  - Oral cavity- lips, gums, and teeth  
  - Oesophagus —inflammation? stricture, obstruction, bleeding and tumours  
  - Stomach and duodenumhhiatus hernia, gastritis, peptic and duodenal ulcer, bleeding, tumours, pyloric stenosis  
  - Small intestinal disorders inflammation and infection, entritis, malabsorption, obstruction, tumour and perforation  
  - Large intestinal disorders-Colitis, inflammation and infection, obstruction and tumour and lump | Lecture discussion  
Explain using Charts, graphs  
Models, films, slides  
Demonstration  
Practice session  
Case discussions/Seminar  
Health education  
Supervised clinical practice  
Drug book /presentation | Essay type  
Short answers  
Objective type  
Assessment of skills with check list  
Assessment of patient management problem |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| V    | 30         | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with blood and cardiovascular problems Describes the vascular conditions and its nursing management | **Nursing management of patient (adults including elderly) with blood and cardio vascular problems**  
- Review of anatomy and physiology of blood and cardio vascular system,  
- Nursing Assessment-History and Physical assessment  
- Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of-  
  - Vascular system  
  - Hypertension, Hypotension  
  - Artherio sclerosis  
  - Raynaud’s disease  
  - Aneurism and Peripheral vascular disorders  
  - Heart  
  - Coronary artery diseases  
  - Ischemic Heart Disease  
  - Coronary atherosclerosis | Lecture discussion  
Explain using Charts, graphs  
Models, films, slides  
Demonstration  
Practice session  
Case discussions / Seminar  
Health education  
Supervised clinical practice  
Drug book/presentation  
Visit to blood bank  
Participation in blood donation camps  
Counseling | Essay type  
Short answers  
Objective type  
Assessment of skills with check list  
Assessment of patient management problem |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Angina pectoris&lt;br&gt;• Myocardial infarction&lt;br&gt;• Valvular disorders of the heart&lt;br&gt;  - Congenital and acquired&lt;br&gt;  - Rheumatic Heart diseases&lt;br&gt;• Endocarditis, Pericarditis&lt;br&gt;• Myocarditis&lt;br&gt;• Cardiac Myopathies&lt;br&gt;• Cardiac dysrhythmias, Heart Block&lt;br&gt;• Congestive cardiac failure&lt;br&gt;Cor-pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade&lt;br&gt;• Cardiac emergencies and arrest&lt;br&gt;• Cardio Pulmonary Resuscitation (CPR)&lt;br&gt;• Blood&lt;br&gt;• Anaemias&lt;br&gt;• Polycythemia&lt;br&gt;• Bleeding disorders; clotting factor defects and platelets defects&lt;br&gt;• Thalassemia&lt;br&gt;• Leukaemias&lt;br&gt;• Leukopenias and agranulocytosis&lt;br&gt;• Lymphornas&lt;br&gt;• Myelornas&lt;br&gt;• Special therapies&lt;br&gt;• Blood transfusion, safety checks, procedure and requirements, management of adverse transfusion reactions; records for blood transfusion.&lt;br&gt;• 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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI</td>
<td>10</td>
<td>Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of genito-urinary system</td>
<td>Nursing management of patient (adults including elderly) with genito-urinary problems&lt;br&gt;• Review of anatomy and physiology of genito-urinary system&lt;br&gt;• Nursing Assessment-History and Physical assessment&lt;br&gt;• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of:-&lt;br&gt;• Nephritis&lt;br&gt;• Nephrotic syndrome&lt;br&gt;• Nephrosis&lt;br&gt;• Renal calculus&lt;br&gt;• Tumours&lt;br&gt;• Acute renal failure&lt;br&gt;• Chronic renal failure&lt;br&gt;• End stage renal disease&lt;br&gt;• Dialysis, renal transplant&lt;br&gt;• Congenital disorders, urinary infections&lt;br&gt;• Benign prostate hypertrophy.&lt;br&gt;• Disorders of ureter, urinary bladder and urethera inflammation, infection, stricture, obstruction, tumour, prostrate&lt;br&gt;Special therapies, alternative therapies&lt;br&gt;Nursing procedures&lt;br&gt;Drugs used in treatment of genitourinary disorders.</td>
<td>Lecture discussion&lt;br&gt;Explain using Charts, graphs Models, films, slides Demonstration Practice session Case discussions/Seminar Health education Supervised clinical practice Drug book/presentation</td>
<td>Essay type&lt;br&gt;Short answers&lt;br&gt;Objective type&lt;br&gt;Assessment of skills with check list Assessment of patient management problem</td>
</tr>
<tr>
<td>VII</td>
<td>5</td>
<td>Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of male reproductive system</td>
<td>Nursing Management of disorders of male(adults including elderly) reproductive system</td>
<td>Lecture discussion Explain using</td>
<td>Essay type Short answers</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Nursing Management of disorders of male(adults including elderly) reproductive system</td>
<td>Review of anatomy and physiology of male reproductive system  Nursing Assessment-History and Physical assessment  Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of disorders of male reproductive system  Congenital malformations; Hypospadiasis  A1ospadiasis, Epispadiasis  Infections  Testis and adjacent structures Penis  Prostate: inflammation, infection, hypertrophy, tumour  Sexual Dysfunction Infertility  Contraception  Breast; gynecomastia, tumour  Climacteric changes Special therapies, alternative therapies Nursing procedures Drugs used in treatment of disorders of male reproductive system.</td>
<td>Charts, graphs Models, films, slides Demonstration Practice session Case discussions/Seminar Health education Supervised clinical practice Drug book / presentation</td>
<td>Objective type Assessment of skills with check list Assessment of patient management problem</td>
</tr>
</tbody>
</table>

<p>| VIII | 10 | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of endocrine system | Nursing management of patient(adults including elderly) with disorders of endocrine system | Lecture discussion Explain using Charts, graphs Models, films, slides Demonstration Practice session Case discussions / Seminar Health education Supervised clinical practice | Essay type Short answers Objective type Assessment of skills with check list Assessment of patient management problem |</p>
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| IIX  | 10 | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of Skin | • Nursing management of patient (adults including elderly) with disorders of Integumentary system  
  - Review of anatomy and physiology of Skin and its appendages  
  - Nursing Assessment-History and Physical assessment  
  - Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of disorders of skin and its appendages –  
  - Lesions and abrasions  
  - Infection and infestations; Dermatitis  
  - Dermatoses; infect mis and Non infectious “inflammatory dermatoses”  
  - Acne Vulgaris  
  - Allergies and Eczema  
  - Psoriasis  
  - Malignant melanoma  
  - Alopecia  
  Special therapies, alternative therapies  
 Nursing procedures Drugs used in treatment of disorders of Integumentary system. | Lecture discussion  
 Explain using Charts.  
 graphs Models, films, slides  
 Demonstration  
 Practice session  
 Case discussions / Seminar  
 Health education  
 Supervised clinical practice  
 Drug book / presentation | Essay type  
 Short answers  
 Objective type  
 Assessment of skills with check list  
 Assessment of patient management problem |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| X    | 15         | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of musculoskeletal system | Nursing management of patient (adults including elderly) with musculoskeletal problems  
- Review of anatomy and physiology of musculoskeletal system,  
- Nursing Assessment-History and Physical assessment  
- Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of -  
  - Disorders of:  
    - Muscles, Ligaments and Joints - inflammation, infection, trauma  
    - Bones-inflammation, infection, dislocation, fracture, tumor and trauma  
    - Osteomalacia and osteoporosis  
    - Arthritis  
    - Congenital deformities  
    - Spinal column- defects and deformities, Tumor, Prolapsed inter vertebral disc, pott’s spine Paget’s disease  
    - Amputation  
    - Prosthesis  
    - Transplant & replacement surgeries  
    - Rehabilitation. Special therapies, alternative therapies  
    - Nursing procedures Drugs used in treatment of disorders of musculoskeletal system. | Lecture discussion  
Explain using Charts, graphs  
Models, films, slides  
Demonstration  
Practice session  
Case discussions/Seminar  
Health education  
Supervised clinical practice  
Drug book/presentation | Essay type  
Short answers  
Objective type  
Assessment of skills with check list  
Assessment of patient management problem |
| XI   | 10         | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of musculoskeletal system | Nursing management of patient (adults including elderly) with Immunological problems  
- Review of Immune system,  
- Nursing Assessment-History and Physical assessment | Lecture discussion  
Explain using Charts, graphs  
Models, films, slides | Essay type  
Short answers  
Objective type  
Assessment |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
|      |            | measures and management of patients (adults including elderly) with disorders of Immunological system | - Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of-  
  - Immunodeficiency disorder.  
  - Primary immuno deficiency.  
  - Phagocytic dysfunction B-cell and T-cell deficiencies  
  - Secondary immunodeficiencies Acquired immunodeficiency syndrome (AIDS)  
  - Incidence of HIV & AIDS Epidemiology Transmission-Prevention of Transmission  
  - Standard Safety precautions  
  - Role of Nurse; Counseling  
  - Health education and home care consideration.  
  - National AIDS Control Program - NACO, various national and international agencies  
  - Infection control program  
  - Rehabilitation. Special therapies, alternative therapies Nursing procedures Drugs used in treatment of disorders of immune logical system. | Demonstration  
  Practice session  
  Case  
  Discussions/Seminar  
  Health education  
  Supervised clinical practice  
  Drug hook /presentation  
  Orientation visit to Hospital  
  Control system | of skills with check list  
  Assessment of patient management problem |

|      |            | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with Communicable Diseases. | Nursing management of patient (adults including elderly) with Communicable Diseases  
  - Overview of infectious disease, the infectious process  
  - Nursing Assessment-History and Physical assessment  
  - Epidemiology, infectious process, clinical manifestations, diagnosis, treatment, prevention and dietics. Control and eradication of common Communicable Diseases | Lecture  
  discussion  
  Explain using Charts, graphs  
  Models, films, slides  
  Demonstration  
  Practice session  
  Case  
  discussions/Seminar  
  Health education | Essay type  
  Short answers  
  Objective type  
  Assessment of skills with check list  
  Assessment of patient Management Problem |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| XIII | 20         | Describe the Organization and physical set up of operation theatre Identify the various instruments and equipments used for | • Tuberculosis  
• diarrhoeal diseases  
• hepatitis A - E  
• herpes  
• chickenpox  
• smallpox  
• typhoid  
• meningitis  
• gas gangrene  
• leprosy.  
• Dengue  
• Plague  
• Malaria  
• Diphtheria  
• Pertussis  
• Poliomyelitis  
• Measles  
• Mumps  
• Influenza  
• Tetanus  
• Yellow fever  
• Filariasis  
• HIV, AIDS  
• Reproductive Tract Infections  
• Special infection control measures: Notification, Isolation, Quarantine, Immunization, Infectious Disease Hospitals Special therapies, alternative therapies Nursing procedures Drugs used in treatment of Communicable diseases. | Supervised clinical practice  
Drug book/presentation | problem |
|      |            | Peri operative nursing:  
• Organization and Physical set up of the Operation Theatre (OT):  
- Classifications  
- O.T. DESIGN  
- Staffing  
- Members of the OT team.  
- Duties and responsibilities of nurse in O.T.  
- Principles of Health and operating room attire. | Lecture discussion  
Explain using Charts, graphs  
Models, films, slides  
Demonstration  
Practice session  
Supervised clinical practice  
Drug book/presentation | Essay type  
Short answers  
Objective type  
Assessment of skills with check list |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
|      |            | used for common surgical procedures | • Instruments,  
• Sutures and suture materials  
• Equipments  
• O.T. tables and sets for common surgical procedures  
• Positions and draping for common surgical procedures  
• Scrubbing procedures  
• Gowning and gloving  
• Preparation of O.T. Sets  
• Monitoring the patient during surgical procedures  
• Maintenance of therapeutic environment in O.T.  
• Standard Safety measures  
Infection control; fumigation, disinfection and sterilization  
Biomedical waste management  
• Prevention of accidents and hazards in O.T.  
• Anaesthesia  
• Types  
• Methods of administration  
Effects and Stages  
• Equipments  
• Drugs  
• Cardio Pulmonary Resuscitation (CPR)  
• Pain management techniques  
• Legal Aspects | | | |

**Prescribed Internal assessment weightage:**

*Internal Assessment : Term Test  - 30  
Assignment      - 20*
**Medical Surgical Nursing**

**Recommended Books:**

- Smeltzer – Brunner & Suddharth Textbook of Medical Surgical Nursing, 2010, LWW
- Black – Medical Surgical Nursing, 2009, Elsevier
- Lewis – Medical Surgical Nursing, 2008, Elsevier

**Reference Books:**

- Davidson’s Principles & Practice of Medicine, 2010, Elsevier
- Bailey & Love Short Practice of Surgery, 2008, Hodder Arnold
- Timby – Introductory Medical Surgical Nursing, 2009, WK
- Das – Textbook of Surgery, SD Publishers
- Woods – Cardiac Nursing, 2010, LWW
- Hickey – Neurologic & Neurosurgical Nursing, 2009, LWW
- Morton – Critical Care Nursing, 2009, LWW
- Thelan’s Critical care Nursing, 2008, Elsevier
- Spring House – Medical Surgical Nursing Made Incredibly Easy, 2008, LWW
- Gulanick – Nursing care Plans, 2008, Elsevier
- Carpenito – Nursing Care Plans & Documentation
- Carlpenito – Nursing Diagnosis, 2009, LWW
- Webber – Health assessment In Nursing, 2010, WK
- Nettina – Lippincott manual of Nursing Practice, 2009, LWW
# Medical Surgical Nursing
*(Adult including Geriatrics) - I*

**Placement:** Second year  
**Time:** 800 hours

<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration in hours</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Medical Ward</td>
<td>180 hrs</td>
<td>Provide nursing care to adult patients with medical disorders</td>
<td>• Assessment of the patient</td>
<td>Plan and give care to 3-4 assigned patients</td>
<td>Assess performance with rating scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counsel and educate patients and families</td>
<td>Taking history</td>
<td>Nursing care plan-2</td>
<td>Assess each skill with checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Perform general and specific physical examination.</td>
<td>Nursing case study!</td>
<td>Evaluation of case study!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identify alterations and deviations</td>
<td>Drug presentation- I</td>
<td>presentation!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Practice medical surgical asepsis- Standard safety measures</td>
<td>Maintain drug book</td>
<td>Completion of practical record.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Administer medications</td>
<td>Maintain</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Oral, IV, IM, Subcutaneous</td>
<td>Practical record book</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• IV therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>IV canulation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maintenance and monitoring</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Oxygen therapy by different methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Nebulization</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Chest physio therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Naso gastric feeding</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Assist in common diagnostic</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Perform Assist in therapeutic procedures</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Blood and component therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Throat Suctioning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Collect specimens for common investigations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maintain elimination</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Caricaturisation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bowel wash</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration in hours</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| General Surgical Ward (GI, Urinary, CTVS) | 180 hrs           | Provide pre and post operative nursing care to adult patients with surgical disorders Counsel and educate patients and families | • Practice medical surgical asepsis-Standard safety measures  
• Pre operative preparation of patients  
• Post operative care — Receiving Pt, assessment, monitoring, care  
• Care of wounds and drainage  
• Suture removal  
• Ambulation and exercise  
• Naso gastric aspiration  
• Care of chest drainage  
• Ostomy care Gastrostomy Colostomy Enterostomy  
• Blood and component therapy  
• Practice universal precautions | Plan and give care to 3-4 assigned patients  
Nursing care plan - 2  
Nursing case study! presentation - I  
Maintain drug book | Assess performance with rating scale  
Assess each skill with checklist  
Evaluation of case study! presentation  
Completion of activity record |
| Cardiology ward             | 150 hrs           | Provide nursing care to patients with cardiac disorders Counsel and educate patients and families | Physical examination of the cardio vascular system  
Recording and interpreting ECG  
Monitoring of patients  
Preparation and assisting in non-invasive and invasive diagnostic procedures.  
Administer cardiac drugs Cardio pulmonary Resuscitation | Plan and give care to 2-3 assigned patients  
Nursing care plan - 1  
Nursing case study! Presentation Health talk - I  
Maintain drug book | Assess performance with rating scale  
Assess each skill with checklist  
Evaluation of case study! presentation  
Completion of activity record |
<p>| Skin &amp; Commu                | 30 hrs            | Identify skin problems                                                    | Assessment of patients with skin disorders                                                        | Plan and give care to 2-3 assigned patients                                  | Assess performance                                                               |</p>
<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration in hours</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>NIC Kare units</td>
<td></td>
<td>Provide nursing care to patients with Skin disorders &amp; Communicable diseases</td>
<td>Assist in diagnostic and therapeutic procedures</td>
<td>Health talk</td>
<td>with rating scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counsel and educate patients and families</td>
<td>Administer topical medication</td>
<td>Counseling HIV positive patients and families</td>
<td></td>
</tr>
<tr>
<td>Orthopedic Ward</td>
<td>80 hrs</td>
<td>Provide nursing care to patients with musculo skeletal disorders</td>
<td>Practice medical surgical asepsis - Standard safety measures</td>
<td>Teach prevention of infectious diseases.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counsel and educate patients and families</td>
<td>Use of personal protective equipment (PPE)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Give Medicated baths</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Counseling HIV positive patients</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teach prevention of infectious diseases.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operation Theatre</td>
<td>180 hrs</td>
<td>Identify instruments used in common operations</td>
<td>Scrubbing, gowning, gloving</td>
<td>Assist as a circulatory nurse in</td>
<td>Assess performance with rating scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Participate in Infection control practice in the Operation Theatre</td>
<td>Identify instruments, suturing materials for common operations</td>
<td>Major cases — 10</td>
<td>Completion of activity record</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Set up the table/trolleys for common</td>
<td>Disinfection, Carbolization, fumigation</td>
<td>Minor cases-5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Preparation of instrument sets for common operations</td>
<td>Assist as a scrub nurse in</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Sterilization of sharps and other instruments</td>
<td>Major cases-10</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Prepare the OT table</td>
<td>Maintain drug book</td>
<td></td>
</tr>
<tr>
<td>Areas</td>
<td>Duration in weeks</td>
<td>Objectives</td>
<td>Skills</td>
<td>Assignments</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>operative procedures&lt;br&gt;Assist in giving anesthesia&lt;br&gt;Assist in the operative procedures&lt;br&gt;Provide pen operative nursing care</td>
<td>depending upon the operation Positioning and monitoring of patients&lt;br&gt;Endotracheal intubation&lt;br&gt;Assisting in minor and major operations.&lt;br&gt;Handling specimens&lt;br&gt;Disposal of waste as per the guidelines</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Internship</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ICU, CCU, CARDIAC OT.</td>
<td>2</td>
<td>To gain proficiency in ICU nursing&lt;br&gt;Develop advance skill in special procedures used in critical care unit.&lt;br&gt;Identify potential problems and provide accordingly.&lt;br&gt;Skill in setting and handling ventilator</td>
<td>Assist in arterial puncture for blood gas analysis.&lt;br&gt;Perform ECG and interpret accordingly.&lt;br&gt;Conduct and analysis pulse oximetry.&lt;br&gt;Care with artificial airway.&lt;br&gt;Assist in endotracheal intubation.&lt;br&gt;Setting up ventilator,&lt;br&gt;Giving care in ventilator.</td>
<td>Arterial puncture-5&lt;br&gt;Taking out ECG stripe-5&lt;br&gt;Tracheal suction-5&lt;br&gt;For all assigned patients.&lt;br&gt;Oxygen administration by CPAP mask and use Ambu bag.&lt;br&gt;Assessment for all assigned patients</td>
<td>Record hook. Checking with supervisor.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Administration of injection in infusion pump.&lt;br&gt;Record accurately findings and medications.&lt;br&gt;Develop IPR with family members.&lt;br&gt;Acquint with OT technique.</td>
<td>Drug sheet.&lt;br&gt;Observation of special procedure in OT.</td>
<td>Nursing care of Ventilator patients&lt;br&gt;Drug sheet.</td>
<td></td>
</tr>
<tr>
<td>Neuro ICU, ITU, OT</td>
<td>2</td>
<td>Develop skill in neurological assessment: Give care to the</td>
<td>Assess neurological status.&lt;br&gt;Implement care to head injury spinal injury patients.</td>
<td>Assessment for all assigned patients.&lt;br&gt;Nursing care plan-2</td>
<td>Record book Observation Checklist</td>
</tr>
<tr>
<td>Areas</td>
<td>Duration in hours</td>
<td>Objectives</td>
<td>Skills</td>
<td>Assignments</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>-------</td>
<td>------------------</td>
<td>------------</td>
<td>--------</td>
<td>-------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Burns and plastic reconstructive surgery</td>
<td>2</td>
<td>Assess the severity of burns. Administer rehydration therapy. Observe reconstructive surgery.</td>
<td>Nursing care</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Prescribed Internal assessment weightage:**

<table>
<thead>
<tr>
<th>Internal Assessment</th>
<th>Weightage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practical Examination</td>
<td>25</td>
</tr>
<tr>
<td>Clinical Evaluation</td>
<td>10</td>
</tr>
<tr>
<td>Care Study</td>
<td>5</td>
</tr>
<tr>
<td>Practical Record</td>
<td>5</td>
</tr>
<tr>
<td>Observational Visit</td>
<td>5</td>
</tr>
</tbody>
</table>
Community Health Nursing - I

Placement: Second year

Theory - 100 Hours
Practical - 160 hours

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>2</td>
<td>Describe concept and dimensions of health</td>
<td>Introduction • community health nursing definition, concept and dimensions of health emotion of health Measurement of health &amp; diseases, vital statistics ▪ Maintenance of health</td>
<td>Lecture discussion</td>
<td>Short answers</td>
</tr>
<tr>
<td>II</td>
<td>20</td>
<td>Describe determinants of health</td>
<td><strong>Determinants of health</strong>  • Eugenics • Environment: Physical: Air, light, ventilation, Water, Housing, Sanitation; disposal of waste disposal of dead bodies, Forestation, Noise, Climate, communication infrastructure facilities arid Linkages <strong>Acts regulating the environment:</strong> National Pollution control board <strong>Bacterial &amp; viral:</strong> Agents, host carriers and immunity Arthropods and Rodents, <strong>Food hygiene:</strong> Production, Preservation, Purchase, preparation, consumption Acts regulating food hygiene-Prevention of food adulteration act, Drugs and cosmetic act Sociocultural Customs, taboos “Marriage system family structure of Status of special</td>
<td>Lecture discussion Explain using Charts, graphs, Models, films, slides Visits to water supply, sewage disposal milk plant house etc</td>
<td>Essay type Short answers Objective type</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>---------------------</td>
<td>---------</td>
<td>-----------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>III</td>
<td>13</td>
<td>Describe concept, scope, uses methods and approaches of epidemiology</td>
<td><strong>Epidemiology</strong>&lt;br&gt;Definition&lt;concept, aims, scope, uses and terminology used in epidemiology&lt;br&gt;Epidemiological investigation&lt;br&gt;International classification of diseases.&lt;br&gt;Medical entomology&lt;br&gt;Dynamics of disease transmission: epidemiological triad 17 .&lt;br&gt;Morbidity and mortality: measurements&lt;br&gt;Levels of prevention&lt;br&gt;Methods of epidemiology of&lt;br&gt;Descriptive&lt;br&gt;Analytical: Epidemic investigation&lt;br&gt;o Experimental</td>
<td>Lecture discussion&lt;br&gt;Explain using Charts, graphs&lt;br&gt;Models, films, slides</td>
<td>Essay type&lt;br&gt;Short answers</td>
</tr>
<tr>
<td>IV</td>
<td>30</td>
<td>Describe Epidemiology and nursing management of common Communicable Diseases</td>
<td><strong>Epidemiology and nursing management of common Communicable Diseases</strong>&lt;br&gt;❖ Respiratory infections Small Pox&lt;br&gt;❖ Chicken Pox&lt;br&gt;❖ Measles&lt;br&gt;f influenza&lt;br&gt;❖ Rubella&lt;br&gt;❖ ARI’s &amp; Pneumonia&lt;br&gt;❖ Mumps</td>
<td>Lecture discussion&lt;br&gt;Explain using Charts, graphs&lt;br&gt;Models, films, slides&lt;br&gt;Seminar&lt;br&gt;Supervised field practice-health centers, clinics and homes .&lt;br&gt;Group projects&lt;br&gt;Health education</td>
<td>Essay type&lt;br&gt;Short answers&lt;br&gt;Objective type</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Whooping cough&lt;br&gt;• Meningococcal&lt;br&gt;• meningitis u.&lt;br&gt;• Tuberculosis&lt;br&gt;• SARS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Intestinal Infections&lt;br&gt;Poliomyelitis Viral Hepatitis&lt;br&gt;Cholera&lt;br&gt;Diarrohoical diseases&lt;br&gt;Typhoid Fever&lt;br&gt;Food poisoning&lt;br&gt;Amoebiasis&lt;br&gt;Hook worm infection&lt;br&gt;Ascariasis&lt;br&gt;Dracunculiasis&lt;br&gt;Arthropod infections&lt;br&gt;Dengue&lt;br&gt;Malaria&lt;br&gt;Filarisiasis&lt;br&gt;Zoonoses&lt;br&gt;Viral&lt;br&gt;Rabies&lt;br&gt;Yellow fever&lt;br&gt;Japanese encephalitis&lt;br&gt;• Kyasnur Forest Disease&lt;br&gt;• Bacterial&lt;br&gt;• Brucellosis&lt;br&gt;• Plague&lt;br&gt;• Human Salmonellosis&lt;br&gt;• Anthrax&lt;br&gt;• Leptospirosis&lt;br&gt;• Rickettsial diseases&lt;br&gt;• U Rickettsial Zoonoses&lt;br&gt;• Scrub typhus&lt;br&gt;• Murine typhus.&lt;br&gt;• Tick typhus&lt;br&gt;• fever&lt;br&gt;• Parasitic zoonoses&lt;br&gt;• Taeniasis&lt;br&gt;• Hydatid disease&lt;br&gt;• Leishmaniasis&lt;br&gt;• Surface infection&lt;br&gt;• Trachoma&lt;br&gt;• Tetanus&lt;br&gt;• Leprosy&lt;br&gt;• STD &amp; RTI&lt;br&gt;• Yaws&lt;br&gt;HIV/AIDS</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>----------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>V</td>
<td>12</td>
<td>Describe Epidemiology and nursing management of common Non communicable diseases</td>
<td><strong>Epidemiology and Nursing management of Non communicable diseases</strong>&lt;br&gt;Malnutrition: under nutrition, over nutrition, nutritional deficiencies&lt;br&gt;Anaemia&lt;br&gt;Hypertension&lt;br&gt;Stroke&lt;br&gt;Rheumatic Heart Disease&lt;br&gt;Coronary Heart Disease&lt;br&gt;Cancer&lt;br&gt;Diabetes mellitus&lt;br&gt;Blindness&lt;br&gt;Accidents&lt;br&gt;Mental illness&lt;br&gt;Obesity&lt;br&gt;Iodine Deficiency&lt;br&gt;Fluorosis&lt;br&gt;Epilepsy</td>
<td>Seminar Supervised field practice-health centers, clinics and homes Group projects! Health education Lecture discussion. Explain using Charts, graphs Models, films, slides</td>
<td>Essay type Short answers Objective type</td>
</tr>
<tr>
<td>VI</td>
<td>6</td>
<td>Describe the concepts and scope of demography Describe methods of data collection, analysis and interpretation of demographic data</td>
<td><strong>Demography</strong>&lt;br&gt;- Definition, concept and scope&lt;br&gt;- Methods of collection, analysis and interpretation of demographic data&lt;br&gt;- Demographic rates and ratios</td>
<td>Lecture discussion Community identification survey</td>
<td>Essay type Short answers Objective type Assessment of Survey report</td>
</tr>
<tr>
<td>VII</td>
<td>17</td>
<td>Identify the impact of population explosion in India Describe methods of population control</td>
<td><strong>Population and its control</strong>&lt;br&gt;- Population explosion and its impact on social, economic development of individual, society ad country&lt;br&gt;- Population control: Overall development: Women empowerment, social, economic and educational development Limiting family size: Promotion of small family norm Methods: spacing (natural, biological, chemical, mechanical methods etc) Terminal: surgical methods</td>
<td>Lecture discussion Population survey Counseling Demonstration Practice session Supervised field practice</td>
<td>Essay type Short answers Objective type Assessment of Survey report</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>--------------------------</td>
<td>----------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Emergency contraception</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Prescribed Internal Assessment Weightage:**

*Internal Assessment*:  
- Term Test - 30  
- Assignment - 20
## Community Health Nursing I – Practical

**Placement:** Second year  
**Time:** 160 hours

<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration in hours</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| Communit y health nursing     | Urban– 60 hrs  
Rural–100 hrs | • Build and Maintain rapport  
• Identify demographic characteristics, health determinants and community health resources  
• Diagnose health needs of individual and families  
• Provide primary care in health centre  
• Counsel and educate individual, family and community | • Use Techniques of interpersonal relationship  
• Identification of health determinants of community  
• History taking  
• Physical examination  
• Collect specimens- sputum, malaria smear  
• Perform simple lab tests at centre- blood for Hemoglobin and sugar, urine for albumin and sugar  
• Administer vaccines and medications to adults  
• Counsel and teach individual, family and community Nutrition  
Hygiene  
Self health monitoring  
Seeking health services  
Healthy life style  
Family welfare methods  
Health promotion | • To work with 2 assigned families each in urban and rural /  
• Family Study  
• Observation report of community -l  
• Health talks 2 (1 in urban and in rural) | • Assess clinical performance with rating scale  
• Assess each skill with checklist  
• Evaluation of family study, observation report and health talk  
• Completion of activity record. |

**Prescribed Internal Assessment Weightage**

- **Practical Internal Assessment**
  - Practical Examination: 25
  - Clinical Evaluation: 10
  - Family Care study: 5
  - Practical Record: 5
  - Field Visit: 5
Communication & Educational Technology

Placement: Second year

Hours – 100 hrs

Theory - 70 Hours

Practice Teaching - 30 hours

Course Description:

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| I    | 6          | Describe the communica tion process identify techniques of effective communication | **Review of Communication Process**  
Process; elements And channel  
Facilitators  
Barriers and methods of overcoming  
Techniques | ➢ Lecture Discussion  
➢ Role plays  
➢ Exercises with audio/video tapes | ➢ Respond to critical incidents  
➢ Short answers  
➢ Objective type |
| II   | 6          | Establish effective interpersonal relations with patients, families & co-workers | **Interpersonal relations**  
Purpose & types  
Phases  
Barriers & methods of overcoming  
Johari Window | Lecture Discussion  
Role Plays  
Exercises with audio/video tapes  
Process recording | Short Answer Objective type |
| III  | 6          | Develop effective human relations in context of nursing | **Human relations**  
• Understanding self  
• Social behaviour, motivation, social attitudes  
• Individual and groups  
• Groups & individual  
• Human relations in context of nursing  
• Group dynamics  
Team work | Lecture Discussion  
Sociometry  
Group games  
Psychometric exercise followed by discussion | Short Answer Objective type  
Respond to test based on critical incidents |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| IV   | 12         | Develop basic skill of counseling and guidance | **Guidance & counseling**  
Definition  
Purpose, scope and need  
Basic principles  
Organization of counseling services  
Types of counseling approaches  
Role and preparation of counselor  
Issues for counseling in nursing: students and practitioners  
Counseling process — steps & techniques, tools of counselor  
Managing disciplinary problems  
Management of crisis & referral | Lecture Discussion  
Role play on counseling in different situations followed by discussion | Short Answer  
Objective type  
Assess performance in role play situations |
| V    | 6          | Describe the philosophy & principles of Education  
Explain the teaching learning process | **Principles of education & teaching learning process**  
• Education: meaning, philosophy, aims, functions & principles  
• Nature and Characteristics of learn  
• Principles and maxims of teaching,  
• Formulating objectives; general and specific  
• Lesson planning  
• Classroom management | Lecture. Discussion  
Prepare lesson plan  
Micro teaching  
Exercise on writing Objectives | Short Answer  
Objective type  
Assess lesson plans & teaching sessions |
<p>| VI   | 11         | Demonstrate | <strong>Methods of teaching</strong> | Lecture Discussion | Short Answer |</p>
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>T</td>
<td>P</td>
<td>teaching skill using various teaching. methods in clinical, classroom and community settings</td>
<td>Lecture, demonstration, group discussion, seminar symposium, panel discussion, role play, project, field trip, workshop, exhibition, programmed instruction, computer assisted learning, micro teaching problem based learning, Self instructional module and simulation etc. • Clinical teaching methods: case method, nursing round &amp; reports, bedside clinic, conference (individual &amp; group) process recording.</td>
<td>Conduct 5 teaching sessions using different methods &amp; media</td>
</tr>
<tr>
<td>VII</td>
<td>11</td>
<td>8</td>
<td>Prepare and use different type of educational media effectively</td>
<td><strong>Educational Media</strong> Purposes and types of A.V. Aids, Principles &amp; Sources etc., Graphic aids: chalk board, chart, graphs, posters, flash cards, flannel graph, bulletin, cartoon. 3 Dimensional Aids: Objects, Specimens, Models, Puppets Printed Aids: Pamphlets &amp; leaflets. Projected Aids: Slides, OHP, Films, TV, VCR/ VCD, Camera, Microscope, LCD. Audio Aids: Tape recorder, public address system. Computer</td>
<td>Lecture, discussions, Demonstration Prepare different teaching aids- Projected and non-projected.</td>
</tr>
<tr>
<td>VIII</td>
<td>6</td>
<td>7</td>
<td>Prepare different</td>
<td><strong>Assessment:</strong> Lecture, Discussions,</td>
<td>Short answers</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>----------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>types of questions for assessment of knowledge, skills and attitudes</td>
<td>Purpose and scope of evaluation and assessment Criteria for selection of assessment techniques and methods Assessment of knowledge: Essay type questions Short answer questions (SAQ). Multiple Choice Questions (MCQ). Assessment of skills: Observation Check List, Practical Exam, Viva, Objective Structured clinical examination (OSCE) Assessment of attitude: Attitude scales.</td>
<td>Exercise on writing different types of assessment tools.</td>
<td>Objective types Assess the strategies used in practice teaching sessions and exercise sessions</td>
</tr>
<tr>
<td>IX</td>
<td>6</td>
<td>Teach individuals, groups and communities about health with their active participation</td>
<td><strong>Information, Education &amp; communication for health (IEC)</strong> o Health behaviour &amp; health education Planning for health education Health education with individuals, groups &amp; communities Communicating health messages Methods &amp; media for communicating health messages Using mass media</td>
<td>Lecture Discussion Plan &amp; conduct health education, sessions for individuals, group &amp; communities</td>
<td>Short Answer Objective type Assess the planning &amp; conduct of the educational session</td>
</tr>
</tbody>
</table>
Prescribed Internal Assessment Weightage:

**Internal Assessment** : Term Test - 30

**Practice Teaching/Assignment** - 20

---

**Nursing Education**

**Recommended Books:**

2. Young – Teaching Nursing, 2008, LWW
3. Neeraja – Nursing Education, 2008, Jaypee

**Reference Books:**

1. Bosek – Ethical Component of Nursing Education, LWW
3. Smith - The Legal, Professional and Ethical Dimensions of Higher Education, Kluwer in
Medical Surgical Nursing (Adult including Geriatrics) II

Placement: Third year

Time: Theory - 120 hours
Practical - 300 hours

Course Description:

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| 1    | 15         | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of Ear Nose and Throat | Nursing management of Patient with disorders of Ear Nose and Throat  
- Review of anatomy and physiology of the Ear Nose and Throat  
- Nursing Assessment-History and Physical assessment  
- Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of Ear Nose and Throat disorders:  
  - External ear: deformities, otalgia, foreign bodies, and tumours  
  - Middle Ear- Impacted wax, Tympanic membrane perforation, otitis media, otosclerosis, mastoiditis, tumours  
  - Inner ear- Meniere’s Disease, labyrinthitis, ototoxicity, tumours  
  - Upper airway infections — Common cold, sinusitis, ethinitis, rhinitis, pharyngitis, tonsillitis and adenoiditis, peritonsilar abscess, laryngitis  
  - Upper respiratory airway — epistaxis,  
  - Nasal obstruction, laryngeal | Lecture discussion  
- Explain using Charts, graphs  
- Models, films, slides  
- Demonstration  
- Practice session  
- Case discussions / Seminar  
- Health education  
- Supervised clinical practice  
- Drug book /presentation | Essay type  
- Short answers  
- Objective type  
- Assessment of skills with check list  
- Assessment of patient management problem |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| I    | 15         | Describe the Etiology, Pathophysiology, clinical manifestations diagnostic measures and management of patients with disorders of eye. | obstruction, cancer of the larynx  
- Cancer of the oral cavity  
- Speech defects and speech therapy  
- Deafness - Prevention, control and rehabilitation  
- Hearing Aids, implanted hearing devices  
- Special therapies nursing procedures  Drugs used in treatment of disorders of Ear Nose and Throat  Role of nurse  Communicating with hearing impaired and muteness. | Nursing management of patient with disorders of eye  
- Review of anatomy and physiology of the eye- 
- Nursing Assessment-History and Physical assessment  
- Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of eye disorders:  
  - Refractive errors  
  - Eyelids-infection, tumours and deformities  
  - Conjunctiva- inflammation and infection, bleeding  
  - Cornea- inflammation and infection  
  - Lens-Cataracts  
  - Glaucoma  
  - Disorder of the urinary tract,  
  - Ocular tumours  
  - Disorders of posterior chamber and retina: Retinal and vitreous problems.  
  - Retinal detachment  
  - Ocular emergencies and their prevention  
  - Blindness  
  - National blindness control. Program Eye Banking  
  - Eye prostheses and Rehabilitation  Role of a nurse- Communication with visually impaired Patient, Eye camps | Lecture discussion  
- Explain using Charts, graphs  
- Models, films, slides  
-Demonstration  
- Practice session  
-Case discussions / Seminar  
- Health education  
-Supervised clinical practice  
- Drug book /presentation  
- Visit to eye bank  
- Participation in eye-camps | Essay type  
- Short answers  
- Objective type  
- Assessment of skills with checklist  
- Assessment of patient management problem |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| III  | 16         | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients with neurological disorders | Nursing management of patient with neurological disorders  
- Review of anatomy and physiology of the neurological system  
- Nursing Assessment-History and Physical and neurological assessment and Glasgow coma scale  
- Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of neurological disorders  
- Congenital malformations  
- Headache  
- Head Injuries  
- Spinal Injuries: Paraplegia, Hemiplegia  
- Quadruplegia  
- Spinal cord compression- herniation of intervertebral disc  
- Tumors of the brain & spinal cord  
- Intracranial and cerebral aneurysms  
- Infections: - Meningitis, Encephalitis, Brain abscess, neurocysticercosis  
- Movement disorders: - Chorea  
- Seizures  
- Epilepsies  
- Cerebro Vascular Accidents (CVA)  
- Cranial, Spinal Neuropathies — Bell’s palsy, trigeminal neuralgia  
- Peripheral Neuropathies; GuillainBarré Syndrome  
- Myasthenia gravis  
- Multiple sclerosis  
- Degenerative diseases | Lecture discussion  
- Explain using Charts, graphs  
- Models, films, slides  
- Demonstration  
- Practice session  
- Case discussions / Seminar  
- Health education  
- Supervised clinical practice  
- Drug book / presentation  
- Visit to rehabilitation centre. | Essay type  
- Short answers  
- Objective type  
- Assessment of skills with check list  
- Assessment of patient management problem |
|     |            | Delirium  
- Dementia  
- Alzheimer’s disease  
- Parkinson’s disease  
- Management of unconscious | | | |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>16</td>
<td>Describe the etiology, pathophysiology, clinical manifestations diagnostic measures and nursing management of patients with disorders of female reproductive system Describe concepts of reproductive health and family welfare programme</td>
<td><strong>Nursing management of patients with disorders of female reproductive system</strong> Review of anatomy and physiology of the female reproductive system Nursing Assessment-History and Physical assessment Breast Self Examination Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management disorder of female reproductive system Congenital abnormalities of female reproductive system Sexuality and Reproductive Health Sexual Health Assessment Menstrual Disorders; Dysmenorrhea, Amenorrhea, Premenstrual Syndrome Abnormal Uterine Bleeding; Menorrhagia, Metrorrhagia Pelvic Inflammatory Disease-Ovarian and fallopian tube disorders; infections, cysts, tumours Uterine and cervical disorders; Endometriosis, polyps, Fibroids, Cervical and uterine tumours, uterine displacement, Cystocele/UrethroceleRectocele Vaginal disorders; Infections and Discharges,Fistu las Vulvar disorders; Infections, cysts, tumours Diseases of breasts; Deformities, Infections, Cysts and Tumours Menopause and Hormonal</td>
<td>Practice session Case Discussions / Seminar Health education Supervised clinical practice Drug book/presentation Lecture discussion Explain using Charts, graphs Models, films, slides Demonstration</td>
<td>Essay type Short answers Objective type Assessment of skills with check list Assessment of patient management problem</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>------------------------------------------</td>
</tr>
</tbody>
</table>
| V    | 10         | Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients with Burns, reconstructive and cosmetic surgery | Replacement Therapy  
• Infertility  
• Contraception; Types Methods, Risk and effectiveness  
Spacing Methods  
- Barrier methods, Intra Uterine Devices, Hormonal, Post Conceptional Methods, Terminal methods  
- Sterilization  
• Emergency Contraception methods  
• Abortion - Natural, Medical and surgical abortion - MTP Act  
• Toxic Shock Syndrome  
• Injuries and Trauma; Sexual violence  
Special therapies Nursing procedures Drugs used in treatment of gynaecological disorders National family welfare programme etc | Lecture discussion  
Explain using  
• Charts, graphs  
Models, films, slides  
Demonstration  
Practice session  
Case discussions!  
Seminar  
Health education  
Supervised clinical practice | Essay type  
Short answers  
Objective type  
Assessment of skills with check list  
Assessment of patient management problem |
|      |            | Nursing management of patients with Burns, reconstructive and cosmetic surgery | • Review of anatomy and physiology of the skin and connective tissues and various deformities  
• Nursing Assessment-History and Physical assessment and Assessment of burns and fluid and electrolyte loss  
• Etiology, Classification, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical | | |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>VI</td>
<td>10</td>
<td>Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients with oncology</td>
<td>Nursing management of patients with oncological conditions&lt;br&gt;- Structure &amp; characteristics of normal &amp; cancer cells&lt;br&gt;- Nursing Assessment-History and Physical assessment&lt;br&gt;- Prevention, Screening, Early detection, Warning signs of cancer&lt;br&gt;- Epidemiology, Etiology, Classification, Pathophysiology, Staging, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of oncological conditions&lt;br&gt;- 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 Oncological emergences&lt;br&gt;- Modalities of treatment Immunotherapy&lt;br&gt;- Chemotherapy&lt;br&gt;- Radiotherapy&lt;br&gt;- Surgical Interventions Stem cell and Bone marrow transplants&lt;br&gt;- Gene therapy&lt;br&gt;- Other forms of treatment&lt;br&gt;- Psychosocial aspects of cancer.&lt;br&gt;- Rehabilitation</td>
<td>Lecture discussion&lt;br&gt;- Explain using Charts, graphs Models, films, slides Demonstration Practice session Case Discussions / Seminar Health education Supervised clinical practice Drug book /presentation</td>
<td>Essay type Short answers Objective type Assessment of skills with check list Assessment of patient management problem</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>-------------------------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| VII  | 10         | Describe organization of emergency and disaster care services | Nursing management of patient in EMERGENCY & DISASTER situations  
**Disaster Nursing:**  
Concepts and principles of Disaster Nursing  
Causes and Types of Disaster: Natural and Man-made  
Earthquakes, Floods, Epidemics, Cyclones  
Fire, Explosion, Accidents Violence, Terrorism; bio-chemical, War  
Policies related to emergency/disaster management; International, national, state, institutional  
Disaster preparedness: Team, Guidelines, protocols, Equipments, Resources  
Coordination and involvement of: Community, various govt. departments, non-Government organizations and International agencies  
Role of nurse: working  
Legal Aspects of Disaster Nursing  
Impact on Health and after effects; Post Traumatic Stress Disorder  
Rehabilitation; physical, psychosocial, Financial, Relocation  
Emergency Nursing  
Concept, priorities, principles and Scope of emergency nursing | Lecture discussion  
Explain using Charts, graphs  
Models, films, slides  
Demonstration  
Practice session  
Case discussions / Seminar education  
Supervised clinical practice  
Disaster management Drills  
Drug book /presentation | Essay type  
Short answers  
Objective type  
Assessment of skills with check list  
Assessment of patient Management problem |
|      |            | Describe the role of nurse in disaster management | Organization of emergency services: physical setup, staffing, equipment and supplies, protocols, Concepts of triage and role of triage nurse  
Coordination and involvement of different departments and facilities  
Nursing Assessment-History and Physical assessment | | |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of patient with medical and surgical Emergency Principles of emergency management Common Emergencies; Respiratory Emergencies Cardiac Emergencies Shock and Haemorrhage Pain Poly-Trauma, road accidents, crush injuries, wound Bites Poisoning: Food, Gas, Drugs &amp; chemical poisoning Seizures Thermal Emergencies; Heat stroke &amp; Cold injuries Pediatric Emergencies Psychiatric Emergencies Obstetrical Emergencies Violence, Abuse, Sexual assault Cardio Pulmonary Resuscitation Crisis Intervention Role of the nurse; Communication and Inter Personal Relations •Medico-Legal Aspects</td>
<td>Lecture discussion Explain using Charts, graphs Models, films, slides</td>
<td>Essay type Short answers Objective type Assessment</td>
</tr>
<tr>
<td>VIII</td>
<td>10</td>
<td>Explain the concept and problems of aging</td>
<td>Nursing care of the elderly • Nursing Assessment-History and Physical assessment Aging; • Demography; Myths and realities • Concepts and theories of aging</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Describe nursing care of the elderly</td>
<td>Cognitive Aspects of Aging Normal biological aging Age related body systems changes Psychosocial Aspects of Aging Medications and elderly Stress &amp; coping in older adults Common Health Problems &amp; Nursing Management; Cardiovascular, Respiratory, Musculoskeletal, Endocrine, genito-urinary, gastrointestinal Neurological, Skin and other</td>
<td>Demonstration Practice session Case discussions/Seminar Health education Supervised clinical practice Drug book/presentation</td>
<td>of skills with check list Assessment of patient management problem</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| IX   | 10         | Describe organization of critical care units Describe the role of nurse in management of patients critical care units | **Nursing management of patient in critical care units**  
- Nursing Assessment-History and Physical assessment  
- Classification  
- Principles of critical care nursing  
- Organization; Physical setup, Policies, staffing norms,  
- Protocols, equipment and supplies  
- Special equipments; ventilators, cardiac monitors, defibrillator,  
- Resuscitation equipments  
- Infection Control Protocols | Lecture discussion  
- Explain using Charts, graphs  
- Models, films, slides  
- Demonstration  
- Role plays  
- Counseling  
- Practice session  
- Case discussions/ Seminar | Assessment of patient management problem  
- Essay type  
- Short answers  
- Objective type  
- Assessment of skills with check list |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nursing management of critically ill patient; Monitoring of critically ill patient CPR-Advance Cardiac Life support Treatments and procedures. Transitional care Ethical and Legal Aspects Communication with patient and family Intensive care records Crisis Intervention Death and Dying-coping with Drugs used in critical</td>
<td>Health education Supervised clinical practice Drug book / presentation</td>
<td></td>
</tr>
<tr>
<td>X</td>
<td>8</td>
<td>Describe the etiology, pathophysiology, clinical manifestations, assessment, diagnostic measures and management of patients with occupational and industrial health disorder</td>
<td><strong>Nursing management of patients adults including elderly with Occupational and Industrial Disorders</strong>&lt;br&gt;Nursing Assessment-History and Physical assessment Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of occupational and industrial health disorders Role of nurse Special therapies, alternative therapies Nursing procedures Drugs used in treatment of Occupational and Industrial disorders</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Prescribed Internal Assessment Weightage:**

*Internal Assessment : Term Test - 30<br>Assignment - 20*
Medical Surgical Nursing

Recommended Books:

1. Smeltzer – Brunner & Suddharth Textbook of Medical Surgical Nursing, 2010, LWW
2. Black – Medical Surgical Nursing, 2009, Elsevier
4. Lewis – Medical Surgical Nursing, 2008, Elsevier

Reference Books:

1. Davidson’s Principles & Practice of Medicine, 2010, Elsevier
3. Timby – Introductory Medical Surgical Nursing, 2009, WK
4. Das – Textbook of Surgery, SD Publishers
5. Woods – Cardiac Nursing, 2010, LWW
7. Morton – Critical Care Nursing, 2009, LWW
8. Thelan’s Critical care Nursing, 2008, Elsevier
9. Spring House – Medical Surgical Nursing Made Incredibly Easy, 2008, LWW
11. Carpenito – Nursing Care Plans & Documentation, 2009, LWW
12. Carlpenito – Nursing Diagnosis, 2009, LWW
### Medical Surgical Nursing
**(Adult including Geriatrics) - II Practical**

**Placement: Third Year**

**Time:** Theory - 120 hrs  
Practical - 300 hrs  
Internship - 430 hrs

<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration in hours</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENT</td>
<td>30 hrs</td>
<td>Provide care to patients with ENT disorders</td>
<td>Provide examination of ear, nose and throat</td>
<td>Provide care to 2-3 assigned patients</td>
<td>Assess each skill with checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counsel and educate patient and families</td>
<td>Assist with diagnostic procedures</td>
<td>Nursing care plan — I</td>
<td>Assess performance with rating scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assist with therapeutic procedures</td>
<td>Observation reports of OPD</td>
<td>Evaluation of observation report</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Instillation of drops</td>
<td>Maintain drug book</td>
<td>Completion of activity record</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Perform/assist with irrigations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Apply ear bandage</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Perform tracheotomy care</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teach patients and families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ophthalmology</td>
<td>30 hours</td>
<td>Provide care to patients with Eye disorders</td>
<td>Provide examination of eye</td>
<td>Provide care to 2-3 assigned patients</td>
<td>Assess each skill with checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counsel and educate patient and families</td>
<td>Assist with diagnostic procedures</td>
<td>Nursing care plan — I</td>
<td>Assess performance with rating scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assist with therapeutic procedures</td>
<td>Observation reports of OPD &amp; Eye bank</td>
<td>Evaluation of observation report</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Perform/assist with irrigations.</td>
<td>Maintain drug book</td>
<td>Completion of activity record</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Apply eye bandage</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Apply eye drops! ointments</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assist with foreign body removal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teach patients and families</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas</td>
<td>Duration in hours</td>
<td>Objectives</td>
<td>Skills</td>
<td>Assignments</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------------</td>
<td>------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Neurology</td>
<td>60 hours</td>
<td>Provide care to patients with neurological disorders.</td>
<td>Perform Neurological Examination Use Glasgow coma scale Assist with diagnostic procedures Assist with therapeutic procedures Teach patients &amp; families Participate in rehabilitation program</td>
<td>Provide care to assigned 2-patients with neurological disorders. Case study/Case presentation- Maintains drug book Health Teaching- I</td>
<td>Assess each skill with checklist Assess performance with rating scale 3. Evaluation of case study &amp; health teaching Completion of activity record</td>
</tr>
<tr>
<td>Gynecology ward</td>
<td>30 hours</td>
<td>Provide care to patients with gynecological disorders.</td>
<td>Assist with gynecological Examination Assist with diagnostic procedures: Assist with therapeutic procedures Teach patients families Teaching self Breast Examination Assist with PAP smear collection.</td>
<td>Provide care to 2-3 assigned patients Nursing care plan— i Maintain drug book</td>
<td>Assess each skill with checklist Assess performance with rating scale Evaluation of care plan Completion of activity record</td>
</tr>
<tr>
<td>Burns Unit</td>
<td>25 hours</td>
<td>Provide care to patients with Burns</td>
<td>Assessment of the burns patient Percentage of burns Degree of burns Fluid &amp; electrolyte replacement therapy • Assess • Calculate • Replace • Record intake/output Care of Bum wounds</td>
<td>Provide care to 1-2 assigned patients Nursing care plan -1 Observation report of Burns unit</td>
<td>Assess each skill with checklist Assess performance with rating scale Evaluation of care plan an observation report Completion of activity record</td>
</tr>
<tr>
<td>Areas</td>
<td>Duration in hours</td>
<td>Objectives</td>
<td>Skills</td>
<td>Assignments</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------------</td>
<td>------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Oncology Unit | 50 hours         | Provide care to patients with cancer and counsel and educate patient and families | • Bathing  
• Dressing  
Perform active & passive exercises  
Practice medical & surgical asepsis  
Counsel & Teach patients and families  
Participate in rehabilitation program | Provide care to 2-3 assigned patients  
Nursing care plan 1  
Observation report of cancer unit | Assess each skill with checklist  
Assess performance with rating scale  
Evaluation of care plan and observation report  
Completion of activity record |
<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration in hours</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical care unit</td>
<td>50 hours</td>
<td>Provide care to critically ill patients</td>
<td>Chest physiotherapy</td>
<td>Provide care to I assigned patient</td>
<td>Assess each skill with checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Counsel patient and families for grief and bereavement</td>
<td>Perform active &amp; passive exercises</td>
<td>Observation report of Critical care unit</td>
<td>Assess performance with rating scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Monitoring of patients in ICU</td>
<td>Drugs book.</td>
<td>Evaluation of observation report</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maintain flow sheet</td>
<td></td>
<td>Completion of activity record</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Care of patient on ventilators</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Perform Endotracheal suction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Demonstrates use of ventilators, cardiac monitors etc.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Collect specimens and interprets ABG analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assist with arterial puncture</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Maintain CVP line</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pulse oximetry</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CPR-ALS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Defibrillator</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Pace makers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Bag-mask ventilation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Emergency tray/ Crash Cart</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Administration of drugs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Infusion pump</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Epidural</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Intrathecal</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Intra cardiac</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total parenteral therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas</td>
<td>Duration in weeks</td>
<td>Objectives</td>
<td>Skills</td>
<td>Assignments</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chest physiotherapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Perform active &amp; passive exercises</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Counsel the patient and family in dealing with grieving and bereavement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement: Internship (weeks)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medical Ward</td>
<td>2</td>
<td>Provide comprehensive care to patients with medical and surgical conditions including emergencies</td>
<td>Integrated Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surgical Ward</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical care unit /ICCU</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Casualty/Emergency</td>
<td>2</td>
<td>Assist with common operations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Operation Theatre (Eye. ENT, Neuro)</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Prescribed Internal Assessment Weightage:**

<table>
<thead>
<tr>
<th>Internal Assessment</th>
<th>Practical Examination</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Evaluation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Care Study</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Practical Record</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Observational Visit</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Assess clinical performance with rating scale
Child Health Nursing

Placement: Third year
hours

Time: Theory - 100

Practical - 300 hours
Internship 145
hours

Course Description:

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>10</td>
<td>Explain the modern concept of child care &amp; principles of child health nursing Describe national policy programs and legislation in relation to child health and welfare. List major causes of death during infancy, early &amp; late childhood Describe the major functions and role of the paediatric nurse in caring for a hospitalized child. Describe the principles of child health nursing</td>
<td>Introduction Modern concepts of childcare Internationally accepted rights of the Child National policy and legislation in relation to child health and welfare National programmes related to child health and welfare Agencies related to welfare services to the children Changing trends in hospital care, preventive, promotive and curative aspects of child health. Child morbidity and mortality rates. Differences between an adult and child Hospital environment for a sick child Impact of hospitalization on the child and family. Grief and bereavement The role of a Child health nurse in caring for a hospitalized child Principles of pre and post operative care of infants and children Child health nursing procedures.</td>
<td>Lecture Discussion Demonstration of common paediatric procedures</td>
<td>Short answers Objective type Assessment of skills with checklist</td>
</tr>
<tr>
<td>II</td>
<td>20</td>
<td>Describe the The healthy child</td>
<td></td>
<td>Lecture Discussion</td>
<td>Short answers</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>----------------------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
|     |            | normal growth & development of children at different ages | • Principles of growth and development  
• Factors affecting growth & development  
• Growth and development from birth to adolescence  
• The needs of normal children through the stages of developmental and parental guidance  
• Nutritional needs of children & infants: breast feeding, exclusive breastfeeding supplementary! artificial feeding and weaning, Baby friendly hospital concept  
Accidents: causes and prevention Value of play and selection of play material  
Preventive immunization, immunization programme and cold chain  
Preventive paediatrics  
Care of under five & under five clinics/ well baby clinics | Developmental study of infant and children  
Observation study of normal and sick child  
Field visit to Anganwadi, child guidance clinic  
Film show on breast feeding  
Clinical practice/field | Objective type Assessment of field visits and developmental study reports |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| V    | 43         | Identify measures to prevent common childhood diseases including immunization. Provide nursing care in common childhood diseases. | Nursing management in common childhood diseases  
Nutritional deficiency disorders  
Respiratory disorders and infections  
Gastrointestinal infections, infestations and congenital disorders  
Cardiovascular problem: congenital defects and rheumatic fever, rheumatic heart disease  
Neurological infections and disorders: convulsions, epilepsy, meningitis, hydrocephalus, spina-bifida.  
Hematological disorders: Anemias, thalassemia, ITP, Leukemia, hemophilia  
Endocrine disorders: Juvenile Diabetes Mellitus -  
Orthopedic disorders: club feet, hip dislocation and fracture.  
Disorders of skin, eye, and ears  
Common communicable diseases in children, their identification, nursing management in hospital and home and prevention.  
Child health emergencies: poisoning, foreign bodies, hemorrhage, burns and drowning.  
Nursing care of infant and children with HIV/AIDS. | Lecture  
Discussion  
Demonstration  
Practice session  
Clinical practice | Objective type  
Assessment of skills with checklist  
Short answers |
| VI   | 07         | Manage the child with behavioral social problems. Identify the social & welfare services for challenged children. | Management of behavioral & social problems in children  
• Management of common behavioral disorders  
• Management of common psychiatric problems  
• Management of challenged children: Mentally, Physically, & Socially challenged  
• Welfare services for challenged children in India.  
Child guidance clinics | Lecture discussion  
Field visits to child guidance clinics, school for mentally & physically, socially challenged | Short answers  
Objective type  
Assessment of field Reports |
Prescribed Internal Assessment Weightage:

Internal Assessment : Theory - 30
Assignment - 20

Pediatric Nursing

Recommended Books:

4. Potts – Pediatric Nursing, 2007, Thomson Learning
5. Bowden – Pediatric Nursing Procedure, 2009, LWW

Reference Books:

2. Ricci – Maternal & pediatric nursing, 2009, LWW
3. Hatfield – Broadribb’s Introductory Pediatric Nursing, 2007, LWW
4. Lakshmana’s – Clinical Pediatrics, Lakshmana Publications
5. Bowden – Children and Their Families, 2010, LWW
8. Avery’s Neonatology, 2006, LWW
9. Fleisher – Pediatric emergency Medicine, 2006,
# Child Health Nursing Practical

**Placement: Third Year**  
**Time: 300 hrs (9 weeks)**

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

<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration in hours</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| Paediatric Medicine Ward | 120 hours         | Provide nursing care to children with various medical disorders            | Taking Paediatric History’  
Physical examination and assessment of children  
Administer of oral, J/M & IV medicine/ fluids  
Calculation of fluid requirements  
Prepare different strengths of I. V. fluids  
Apply restraints  
Administer 02 inhalation by different methods  
Give baby bath  
Feed children by Katori spoon, etc.  
Collect specimens for common investigations  
Assist with common diagnostic procedures  
Teach mothers/parents  
Malnutrition Oral rehydration therapy  
• Feeding & Weaning Immunization schedule  
• Play therapy  
• Specific Disease conditions | Give care to three assigned paediatric patients  
Nursing Care Plan -I  
Case study/ presentation - I  
Health Talk -I | Assess clinical performance with rating scale  
Assess each skill with checklist OSCE/OSPE  
Evaluation of case study! presentation and Health education session  
Completion of activity record. |
| Pediatric Surgery Ward | 90 hrs            | Recognize different pediatric surgical conditions/ Malformations           | Calculate, prepare and administer I/V fluids  
• bowel wash  
Care for ostomies:  
• Colostomy irrigation  
Ureterostomy  
\textbullet Gastrostomy  
Enterostomy  
Urinary catheterization and drainage | Give care to three assigned paediatric surgical patients  
Nursing Care Plan - I  
Case study / Presentation - 1 | Assess clinical performance with rating scale  
Assess each skill with checklist OSCE/OSPE  
Evaluation of case study! |
<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration in hours</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>to children with common paediatric surgical conditions/ Malformation</td>
<td></td>
<td>Feeding</td>
<td>Naso-gastric</td>
<td></td>
<td>presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gastrostomy</td>
<td></td>
<td>Completion of activity record.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Jejunostomy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Care of surgical wounds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dressing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Suture removal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pediatric OPD/ Immunization room</td>
<td>30 hrs</td>
<td>Perform assessment of children: Health, Developmental and Anthropometric</td>
<td>Assessment of children</td>
<td>Developmental study - I</td>
<td>Assess clinical performance with rating scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Perform Immunization</td>
<td>- Health assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Give Health Education / Nutritional Education</td>
<td>- Developmental assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Anthropometric assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Immunization</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Health/Nutritional Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paediatric medicine and surgery ICU</td>
<td>Surgery - 30 hours</td>
<td>Provide nursing care to critically ill children</td>
<td>Care of a baby in incubator/warmer</td>
<td>Nursing care plan I</td>
<td>Assess clinical performance with rating scale</td>
</tr>
<tr>
<td></td>
<td>NICU/Nursery – 30 hours</td>
<td></td>
<td>Care of a child on ventilator</td>
<td>Observation report 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Endotracheal suction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chest physiotherapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Administer fluids with infusion pump</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Total parenteral nutrition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Phototherapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Monitoring of babies</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Cardio Pulmonary Resuscitation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Internship**

<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration in weeks</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pediatric medicine ward/ICU</td>
<td>1</td>
<td>Provide comprehensive care to children with medical conditions</td>
<td>Integrated Practice</td>
<td></td>
<td>Assess clinical performance with rating scale</td>
</tr>
<tr>
<td>Pediatric</td>
<td>1</td>
<td>Provide</td>
<td>Integrated Practice</td>
<td></td>
<td>Assess clinical</td>
</tr>
<tr>
<td>Surgery ward/ICU</td>
<td>comprehensive care to children with surgical conditions</td>
<td></td>
<td>performance with rating scale</td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------------------------</td>
<td>----------------</td>
<td>-------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NICU</td>
<td>1</td>
<td>Provide intensive care to neonates</td>
<td>Integrated Practice</td>
<td>Assess clinical performance with rating scale</td>
<td></td>
</tr>
</tbody>
</table>

**Prescribed Internal Assessment Weightage:**

**Internal Assessment**: Practical Examination 25  
Clinical Evaluation 10  
Care Study 5  
Practical Record 5  
Observational Visit 5
Mental Health Nursing

Placement: Third Year                                                                 Theory —100 Hours
Practical — 300 Hours                                                                 Internship- 95 hours (2 weeks)

Course Description:

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| 1    | 5          | Describes the historical development & current trends in mental health nursing Describe the epidemiology of mental health problems Describe the National Mental Health Act, programmes and mental health policy Discusses 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.  
- Prevalence and incidence of mental health problems and disorders.  
- Mental Health Act  
- National Mental health policy vis a vis National Health Policy  
- National Mental Health programme  
- Mental health team  
- Nature and scope of mental health nursing  
- Role and functions of mental health nurse in various settings and factors affecting the level of nursing practice  
- Concepts of normal and abnormal behaviour | Lecture Discussion | Objective type  
Short answer  
Assessment of the field visit reports |
| 2    | 7          | Defines the various terms used in mental health Nursing | **Principles and Concepts of Mental Health Nursing**  
Definition: mental health nursing and terminology used Classification of mental disorders: ICD | Lecture discussion  
Explain using Charts  
Review of personality development | Essay type  
Short answer  
Objective type |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Explains the classification of mental disorders</td>
<td>Review of personality development, defense mechanisms Maladaptive behaviour of individuals and groups: stress, crisis and disaster(s) Etiology: bio-psycho-social factors Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neuro transmission Principles of Mental health Nursing Standards of Mental health Nursing practice Conceptual models and the role of nurse: • Existential Model • Psycho-analytical models • Behavioural model • Interpersonal model</td>
<td>Lecture discussion Demonstration Practice session Clinical practice</td>
<td>Short answer Objective type Assessment of skills with check list</td>
</tr>
<tr>
<td>III</td>
<td>8</td>
<td>Describe nature, purpose and process of assessment of mental health status</td>
<td><strong>Assessment of mental health status</strong> • History taking • Mental status examination • Mini mental status examination • Neurological examination: Review • Investigations: Related Blood chemistry, EEG, CT &amp; MRI • Psychological tests Role and responsibilities of nurse</td>
<td>Lecture discussion Demonstration Practice session Clinical practice</td>
<td>Short answer Objective type Assessment of skills with check list</td>
</tr>
<tr>
<td>IV</td>
<td>8</td>
<td>Identify therapeutic communication techniques Describe therapeutic relationship Describe therapeutic impasse and its</td>
<td><strong>Therapeutic communication and nurse-patient relationship</strong> • Therapeutic communication: Types, techniques, characteristics Types of relationship, Ethics and responsibilities Elements of nurse patient contract Review of technique of IPR-Johari Window Goals, phases, tasks, therapeutic techniques Therapeutic impasse and its</td>
<td>Lecture discussion Demonstration Role play Process recording</td>
<td>Short answer Objective Type</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>-----------------------------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| V    | 15         | Explain treatment modalities and therapies used in mental disorders and role of the nurse | Treatment modalities and therapies used in mental disorders  
- Psycho Pharmacology  
- Psychological therapies: Therapeutic community, psycho therapy-Individual: psycho-analytical, cognitive and supportive, Family, Group, Behavioural, Play, Psycho-drama, Music, Dance, Recreational and Light therapy, Relaxation therapies: Yoga, Meditation, bio feedback  
- Alternative systems of medicine  
- Occupational therapy  
- Physical Therapy: electro convulsive therapy  
- Geriatric considerations  
Role of nurse in above therapies | Lecture discussion  
Demonstration  
Group work  
Practice session  
Clinical practice | Essay type  
Short answers  
Objective Type |
| VI   | 7          | Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders | Nursing management of patient with Schizophrenia, and other psychotic disorders  
Classification: ICD  
Etiology, psycho-pathology, types, clinical manifestations, diagnosis  
Nursing Assessment-History, Physical and mental assessment  
Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders  
Geriatric considerations  
Follow-up and home care and Rehabilitation | Lecture discussion  
Case discussion  
Case presentation  
Clinical practice | Essay type  
Short answers  
Assessment of patient management problems. |
| VII  | 5          | Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients | Nursing management of patient with mood disorders  
- Mood disorders: Bipolar affective disorder, Mania depression and dysthamaia etc  
- Etiology, psycho-pathology, clinical manifestations, diagnosis,  
- Nursing Assessment-History, Physical and mental assessment | Lecture discussion  
Case discussion  
Case presentation  
Clinical practice | Essay type  
Short answers  
Assessment of patient management problems |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII</td>
<td>8</td>
<td>Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with mood disorders, stress related and somatization disorders</td>
<td>Nursing management of patient with mood disorders • Treatment modalities and nursing management of patients with mood disorders • Geriatric considerations • Follow-up and home care and rehabilitation</td>
<td>Lecture discussion Case discussion Case presentation Clinical practice</td>
<td>Essay type Short answers Assessment of patient management problems</td>
</tr>
<tr>
<td>IX</td>
<td>5</td>
<td>Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with substance use disorders</td>
<td>Nursing management of patient with Substance use disorders Commonly, used psychotropic substance: Classification, forms, routes, action, intoxication and withdrawal Etiology of dependence: tolerance, psychological and physical dependence, withdrawal syndrome, diagnosis, Nursing Assessment-History, Physical, mental assessment and drug assay. Treatment (detoxification, anti abuse and narcotic antagonist therapy and harm reduction) and nursing management of patients with substance use disorders Geriatric considerations Follow-up and home care and rehabilitation</td>
<td>Lecture discussion Case discussion Case presentation Clinical practice</td>
<td>Essay type Short answers Assessment of patient management problems</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>-----------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>X</td>
<td>4</td>
<td>Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with personality, Sexual and Eating disorders</td>
<td>Nursing management of patient with Personality, Sexual and Eating disorders • Classification of disorders • Etiology, psycho-pathology, characteristics, diagnosis, • Nursing Assessment-History, Physical and mental assessment • Treatment modalities and nursing management of patients with Personality, Sexual and Eating disorders • Geriatric considerations • Follow-up and home care and rehabilitation</td>
<td>Lecture discussion Case discussion Case presentation Clinical practice</td>
<td>Essay type Short answers Assessment of patient management Problems</td>
</tr>
<tr>
<td>XI</td>
<td>8</td>
<td>Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency</td>
<td>Nursing management of childhood and adolescent disorders including mental deficiency Classification Etiology, psycho-pathology, characteristics, diagnosis Nursing Assessment-History, Physical, mental and IQ assessment Treatment modalities and nursing management of childhood disorders including mental deficiency Follow-up and home care and rehabilitation</td>
<td>Lecture discussion Case discussion Case presentation</td>
<td>Essay type Short answers Assessment of patient</td>
</tr>
<tr>
<td>XII</td>
<td>5</td>
<td>Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of organic brain disorders.</td>
<td>Nursing management of organic brain disorders • Classification: ICD? • Etiology, psycho-pathology, clinical features, diagnosis and Differential diagnosis (parkinsons and alzheimers) • Nursing Assessment-History, Physical, mental and neurological assessment • Treatment modalities and nursing management of organic brain disorders • Geriatric considerations • Follow-up and home care and rehabilitation</td>
<td>Lecture discussion Case discussion Case presentation Clinical practice</td>
<td>Essay type Short answers Assessment of patient management problems</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>-----------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>XIII</td>
<td>6</td>
<td>Identify psychiatric emergencies and carry out crisis intervention</td>
<td><strong>Psychiatric emergencies and crisis intervention</strong>&lt;br&gt;Types of psychiatric emergencies and their management&lt;br&gt;Stress adaptation Model: stress and stressor, coping, resources and mechanism&lt;br&gt;Grief: Theories of grieving process, principles, techniques of counseling&lt;br&gt;Types of crisis&lt;br&gt;Crisis Intervention: Principles, Techniques and Process&lt;br&gt;Geriatric considerations&lt;br&gt;Role and responsibilities of nurse</td>
<td>Lecture discussion&lt;br&gt;Demonstration&lt;br&gt;Practice session&lt;br&gt;Clinical practice</td>
<td>Short answers Objective type</td>
</tr>
<tr>
<td>XIV</td>
<td>4</td>
<td>Explain legal aspects applied in mental health settings and role of the nurse</td>
<td><strong>Legal issues in Mental Health Nursing</strong>&lt;br&gt;• The Mental Health Act 1987: Act, Sections, Articles and their implications etc.&lt;br&gt;• Indian Lunacy Act.1912&lt;br&gt;• Rights of mentally ill clients&lt;br&gt;• Forensic psychiatry&lt;br&gt;• Acts related to narcotic and psychotropic substances and illegal drug trafficking&lt;br&gt;• Admission and discharge procedures&lt;br&gt;Role and responsibilities of nurse</td>
<td>Lecture discussion&lt;br&gt;Case discussion</td>
<td>Short answers Objective Type</td>
</tr>
<tr>
<td>XV</td>
<td>5</td>
<td>Describe the model of preventive psychiatry&lt;br&gt;Describes Community Mental health services and role of the nurse</td>
<td><strong>Community Mental Health Nursing</strong>&lt;br&gt;• Development of Community Mental Health Services:&lt;br&gt;• National Mental Health Programme&lt;br&gt;• Institutionalization Versus Deinstitutionalization&lt;br&gt;• Model of Preventive psychiatry: Levels of Prevention&lt;br&gt;• Mental Health Services available at the primary,</td>
<td>Lecture discussion&lt;br&gt;Clinical / field practice&lt;br&gt;Field visits to mental health service agencies</td>
<td>Short answers Objective type Assessment of the field visit reports</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>-----------------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>secondary, tertiary levels including rehabilitation and Role of nurse • 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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Prescribed Internal Assessment Weightage:**

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

**Psychiatric Nursing**

**Recommended Books:**

1. Townsend – Psychiatric Mental Health Nursing,2007,F.A.Davis  
2. Shives – Basic Concepts in Psychiatric Mental Health Nursing,2007,LWW  

**Reference Books:**

5. Lalitha - Psychiatric Mental Health Nursing ,VMG Publishers  
### Mental Health Nursing-Practical

**Placement:** Third Year  
(10 weeks)  
**Time:** Practical - 300 hours  
**Internship:** 95 hours (2 weeks)

<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration in hours</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child Guidance clinic</td>
<td>60</td>
<td>Assessment of children with various mental health problems</td>
<td>History taking，Perform psychometric assessment，Observe and assist in various therapies，Teach family and significant others</td>
<td>Case work-1，Observation report of different therapies-I</td>
<td>Assess performance with rating scale，Assess each skill with checklist，Evaluation of the observation report.</td>
</tr>
<tr>
<td>Inpatient ward</td>
<td>180</td>
<td>Assess patients with mental health problems To provide nursing care for patients with various mental health problems</td>
<td>History taking，Perform mental status examination（MSE），Perform Neurological examination，Assist in psychometric assessment，Record therapeutic，communication，Administer medications，Assist in Electro-convulsive Therapy（ECT），Participate in all therapies，Prepare patients for Activities of Daily</td>
<td>Give care to 2-3 patients with various mental disorders，Case study-1，Care plan-2，Clinical presentation-1，Process recording-2，Maintain drug book</td>
<td>Assess performance with rating scale，Assess each skill with checklist，Evaluation of the case study, care plan, clinical presentation, process recording，Completion of activity record.</td>
</tr>
<tr>
<td>Areas</td>
<td>Duration in hours</td>
<td>Objectives</td>
<td>Skills</td>
<td>Assignments</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Community Psychiatry</td>
<td>30</td>
<td>To identify patients with various mental disorders</td>
<td>Conduct case work</td>
<td>Case work-1</td>
<td>• Assess performance with rating scale • Evaluation of case work and observation report • Completion of activity record</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To motivate patients for early treatment and follow up</td>
<td>Identify individuals with mental health problems</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To assist in follow up clinic</td>
<td>Assist in mental health camps and clinics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>To counsel and educate patient, family and community</td>
<td>Counsel and Teach</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>family members, patients and community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychiatry ward</td>
<td>2 weeks</td>
<td>Provide comprehensive care to patients with mental health problems</td>
<td>Assisted Integrated Practice</td>
<td></td>
<td>Assess clinical performance with rating scale</td>
</tr>
</tbody>
</table>

**Prescribed Internal Assessment Weightage:**

<table>
<thead>
<tr>
<th>Internal Assessment : Practical Examination</th>
<th>25</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Evaluation</td>
<td>10</td>
</tr>
<tr>
<td>Care Study</td>
<td>5</td>
</tr>
<tr>
<td>Practical Record</td>
<td>5</td>
</tr>
<tr>
<td>Observational Visit</td>
<td>5</td>
</tr>
</tbody>
</table>
Midwifery and Obstetrical Nursing

Placement: Third year & Fourth year  
Time: Theory -80 + 50 hours  
Practical - 260+170 hours

Course Description:

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| I    | 5          | Recognize the trends and issues in midwifery and obstetrical nursing | **Introduction to midwifery and obstetrical Nursing**  
Introduction to concepts of midwifery and obstetrical Nursing  
Trends in midwifery and obstetrical nursing  
Historical perspectives and current trends  
Legal and ethical aspects  
Preconception care and preparing for parenthood  
Role of nurse in midwifery and obstetrical care.  
National policy and legislation in relation to maternal health and welfare.  
Maternal, morbidity, mortality and fertility rates  
Perinatal, morbidity and mortality rates | Lecture discussion  
Explain using Charts and graphs | Short answers  
Objective type |
| II   | 10         | Describe the anatomy and physiology of female reproductive system | **Review of anatomy and physiology of female reproductive system and foetal development**  
Female pelvis — general description of the bones joints, ligaments, planes of the pelvis diameters of the true pelvis, important landmarks, variations in pelvis shape.  
Female organs of reproduction - external genitalia, internal genital organs and their anatomical | Lecture discussion  
Review with Charts and models | Short answers  
Objective type |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| III  | 10         | Describe the diagnosis and management of women during antenatal period. | - relations, musculature — blood- supply, nerves, lymphatics, pelvic cellular tissue, pelvic peritoneum.  
- Physiology of menstrual cycle  
- Human sexuality  
- Foetal development  
- Conception  
- Review of fertilization, implantation (embedding of the ovum), development of the embryo and placenta at term — functions, abnormalities, the foetal sac, amniotic fluid, the umbilical chord,  
- Foetal circulation, foetal skull, bones, sutures and measurements.  
- Review of Genetics | Lecture discussion  
Demonstration  
Case discussion! presentation  
Health talk  
Practice session  
Counseling session  
Supervised Clinical practice | Short answers  
Objective type  
Assessment of skills with check list  
Assessment of patient management problems |

**Assessment and management of pregnancy (ante-natal)**  
- Normal pregnancy  
- Physiological changes during pregnancy.  
- Reproductive system  
- Cardio vascular system  
- Respiratory system  
- Urinary system  
- Gastro intestinal system  
- Metabolic changes  
- Skeletal changes  
- Skin changes  
- Endocrine system  
- Psychological changes  
- Discomforts of pregnancy  
- Diagnosis of pregnancy  
- Signs  
- Differential diagnosis  
- Confirmatory tests  
- Ante-natal care C Objectives  
- Assessment  
- History and physical examination  
- Antenatal Examination  
- Signs of previous child-birth
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| IV   | 15         | Describe the physiology and stages of labour. Describe the management of women during intra-natal period | **Assessment and management of intra-natal period,**  
- Physiology of labour, mechanism of labour  
- Management of labour. First stage  
- Signs and symptoms of onset of labour; normal and abnormal  
- Duration  
- Preparation of:  
  - Labour room  
  - Woman  
- Assessment and observation of women in labour; partogram-maternal and foetal monitoring | Lecture discussion  
Demonstration  
Case discussion! presentation  
Simulated practice  
Supervised Clinical practice | Essay type  
Short answers  
Objective type  
Assessment of skills with check list  
Assessment of patient management problems |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| V    | 15         | Describe the physiology of puerperium. Describe the management of women during post-natal period | **Assessment and management of women during post natal period**  
- Normal puerperium; Physiology  
- Duration  
- Postnatal assessment and management  
- Promoting physical and emotional well-being  
- Lactation management  
- Immunization | Lecture discussion  
Demonstration  
Health talk - Practice Session  
Supervised Clinical practice | Essay type  
Short answers  
Objective type  
Assessment of skills with check list  
Assessment |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Family dynamics after child-birth, Family welfare services; methods, counseling Follow-up Records and reports</td>
<td>Assessment and management of normal neonates Normal Neonate; - Physiological adaptation, -Initial &amp; Daily assessment - Essential newborn care; Thermal control, - Breast feeding, prevention of infections Immunization Minor disorders of newborn and its management Levels of Neonatal care (level I, II, &amp; III) At primary, secondary and tertiary levels Maintenance of Reports and Records</td>
<td>Lecture discussion Demonstration Practice Session Supervised Clinical practice</td>
<td>Essay type Short answers Objective type Assessment of skills with check list Assessment of patient management problems</td>
</tr>
<tr>
<td>VI</td>
<td>10</td>
<td>Describe the assessment and management of normal neonate</td>
<td>High-risk pregnancy - assessment &amp; management • Screening and assessment - Ultrasonics, cardiotomography, NST, CST, non-invasive &amp; invasive, - Newer modalities of diagnosis • High-risk approach • Levels of care; primary, secondary and tertiary levels • Disorders of pregnancy - Hyper-emesis gravidum, bleeding in early pregnancy, abortion, ectopic - Pregnancy, vesicular mole, - Ante-partum haemorrhage. • Uterine abnormality and displacement. • Diseases complicating pregnancy - Medical and surgical conditions - Infections, RTI (STD), UTI, HIV, TORCH</td>
<td>Lecture discussion Demonstrate using video films, scan reports, partograph etc Case discussion/presentation Health talk Practice Session Supervised Clinical practice</td>
<td>Essay type Short answers Objective type Assessment of skills with check list Assessment of patient management problems</td>
</tr>
<tr>
<td>VII</td>
<td>20</td>
<td>Describe the Identification and management of women with high risk pregnancy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>-----------------------------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>
|     | 15         | Describe management of abnormal labour, And obstetrical emergencies | **Abnormal Labour - assessment and management**  
- Disorders in labour  
- CPD and contracted pelvis  
- Malpositions and malpresentations  
- Premature labour, disorders of uterine actions - precipitate labour, prolonged labour  
- Complications of third stage: injuries to birth canal  
- Obstetrical emergencies and their management;  
- Presentation and prolapse of cord, Vasa praevia, amniotic fluid embolism, rupture of uterus, shoulder dystocia, obstetrical shock  
- Obstetrical procedures and operations;  
- Induction of labour, forceps, vacuum version, manual removal of placenta, cesarean section, destructive operations  
- Nursing management of women undergoing Obstetrical operations and procedures | Lecture discussion  
Demonstration  
Case discussion!  
presentation  
Practice Session  
Supervised Clinical practice | Essay type  
Short answers  
Objective type  
Assessment of skills with checklist. Assessment of patient management problems |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| IX   | 5          | Describe management of post natal complications | **Abnormalities during Postnatal Periods**  
Assessment and management of woman with postnatal complications  
Puerperal infections, breast engorgement & infections, thrombo-Embolic disorders, post-partum haemorrhage, Eclampsia and subinvolution,  
Psychological complications:  
- Post partum Blues  
- Post partum Depression  
- Post partum Psychosis | Lecture discussion  
Demonstration  
Case discussion presentation  
Supervised Clinical practice | Essay type  
Short answers  
Objective type  
Assessment of skills with checklist. Assessment of patient management problems |
| X    | 10         | Identify the high risk neonates and their nursing management | **Assessment and management of High risk newborn**  
- Admission of neonates in the neonatal intensive care units- protocols  
Nursing management of:  
- Low birth weight babies  
- Infections  
- Respiratory problems  
- haemolytic disorders  
- Birth injuries  
- Malformations  
- Monitoring of high risk neonates  
- Feeding of high risk neonates  
- Organization and management of neonatal intensive care units  
- Infection control in neonatal intensive care units  
- Maintenance of reports and records | Lecture discussion  
Demonstration  
-Practice session  
Case discussion! presentation  
Supervised Clinical practice | Essay type  
Short answers  
Objective type  
Assessment of skills with checklist. Assessment of patient management problems |
| XI   | 5          | Describe indication, dosage, action, side effects and nurses responsibilities in the administration of drugs used for mothers | **Pharmaco-therapeutics in obstetrics**  
Indication, dosage, action, contra indication and side effects of drugs  
Effect of drugs on pregnancy, labour & puerperium,  
Nursing responsibilities in the administration of drug in Obstetrics  
- oxytocins, antihypertensives, diuretics, tocolytic agents, anti convulsants; Analgesics and anesthetics in | Lecture discussion  
Drug book  
Drug presentation | Short answers  
Objective type |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| XII  | 10         | Appreciate the importance of family welfare programme Describe the methods of contraception and role of nurse in family welfare programme | **Family Welfare Programme**  
- Population trends and problems in India  
- Concepts, aims, importance and history of family welfare programme  
- National Population: dynamics, policy and education  
- National family welfare programme; RCH, ICDS, MCH. Safe motherhood  
- Organization and administration; at national, state, district, block and village levels  
- Methods of contraception; spacing, temporary and permanent, Emergency contraception  
- Infertility and its management  
- Counseling for family welfare  
- Latest research in contraception  
- Maintenance of vital statistics  
- Role of national, international and voluntary organizations  
- Role of a nurse in family welfare programme  
- Training / Supervision / Collaboration with other functionaries in community like ANMs. LHV, Anganwadi workers, TBAs (Traditional birth attendant - Dai) | Lecture discussion  
Demonstration  
Practice session  
Supervised practice  
Group project  
Counseling session  
Field visits | Essay type  
Short answers  
Objective type  
Assessment of skills with check list, project and field visits reports |

**Prescribed Internal Assessment Weightage:**

- **Internal Assessment** :  
  - **Term Test** - 30  
  - **Assignment** - 20
MIDWIFERY & OBSTETRICAL NURSING:

Recommended Books:

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

Reference Books:

1. Orshan – Maternity Nursing, 2009, LWW
3. William’s Obstetrics, 2009, Mcgrahill
5. Berek - Novak’s Gynecology, 2008, LWW
7. Dutta – Obstetrics, NCBA
## Midwifery and Obstetrical Nursing - Practical

**Placement:** Third Year & Fourth year  
**Practical:** 260 hours (Third year)  
**170 hours (Fourth year)**

<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration in hours</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| Antenatal clinic/OPD         | 60 hours          | Assessment of pregnant women                    | Antenatal history taking, Physical examination, Recording of Weight & B.P, Hb.
                                          |                   |                                               | Urine testing for sugar and albumin, Antenatal examination, abdomen and breast, Immunization, Assessment of risk status, Teaching antenatal mothers, Maintenance of Antenatal records | *Conduct Antenatal Examinations 30*  
                                          |                   |                                               |                                          | Health talk - 1 Case book recordings     | Verification of findings of Antenatal examinations, Completion of casebook recordings |
| Labour room O.T.             | 150 hours         | Assess woman in labour, Carry out per-vaginal examinations, Conduct normal deliveries, Perform episiotomy and suture it, Resuscitate newborns, Assist with Cesarean Sections, | Assessment of Woman in labour, Per vaginal examinations and interpretation, Monitoring and caring of woman in labour, Maintenance of partograph, Conduct normal delivery, Newborn assessment and immediate care, Resuscitation of newborns | *Conduct normal deliveries - 20*  
                                          |                   |                                               |                                          | *Per vaginal examinations 5*  
                                          |                   |                                               |                                          | *Perform and Suture the episiotomies - 5*  
                                          |                   |                                               |                                          | *Resuscitate newborns - 5*  
                                          |                   |                                               |                                          | *Assist with Cesarean Sections - 2*  
                                          |                   |                                               |                                          | *Witness abnormal deliveries - 5*  
<pre><code>                                      |                   |                                               |                                          | Assessment of clinical performance with rating scale, Assessment of each skill With checklists, Completion of Case book recordings |
</code></pre>
<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration in hours</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post natal ward</td>
<td>120 hours</td>
<td>Provide nursing care to post natal mother and baby</td>
<td>Examination and assessment of mother and Baby Identification of deviations Care of postnatal mother and baby Perineal care Lactation. management Breast feeding Babybath Immunization Teaching postnatal mother: Mother craft Post natal care &amp; Exercises Immunization</td>
<td>Case presentation - I Case book recordings *Give care to Post natal - mothers - 20 Health talks-I Case study —</td>
<td>Assessment of clinical performance Assessment of each skill With checklists Completion of Case book recording Evaluation of case study and presentation and health education sessions</td>
</tr>
<tr>
<td>Newborn nursery</td>
<td>70 hours</td>
<td>Provide nursing care to newborn at risk</td>
<td>Newborn assessment Admission of neonates Feeding of at neonates risk</td>
<td>Case study-1 Observation Study – I</td>
<td>Assessment of clinical performance Assessment of each skill With checklists Evaluation</td>
</tr>
<tr>
<td>Areas</td>
<td>Duration in hours</td>
<td>Objectives</td>
<td>Skills</td>
<td>Assignments</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------</td>
<td>------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>Areas</td>
<td></td>
<td></td>
<td>• Katori spoon, paladi, tube feeding, total parenteral nutrition</td>
<td></td>
<td>of and observation study</td>
</tr>
<tr>
<td>Areas</td>
<td></td>
<td></td>
<td>• Thermal management of neonates-kangaroo mother care, care of baby in incubator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas</td>
<td></td>
<td></td>
<td>• Monitoring and care of neonates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas</td>
<td></td>
<td></td>
<td>• Administering medications</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas</td>
<td></td>
<td></td>
<td>• Intravenous therapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas</td>
<td></td>
<td></td>
<td>• Assisting with diagnostic procedure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas</td>
<td></td>
<td></td>
<td>• Assisting with exchange transfusion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas</td>
<td></td>
<td></td>
<td>• Care of baby on ventilator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas</td>
<td></td>
<td></td>
<td>• Phototherapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas</td>
<td></td>
<td></td>
<td>• Infection control protocols in the nursery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas</td>
<td></td>
<td></td>
<td>Teaching and counseling of parents</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas</td>
<td></td>
<td></td>
<td>Maintenance of Neonatal records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family Planning Clinic</td>
<td>Rotation from postnatal ward – 30 hours</td>
<td>Counsel for and provide family welfare services</td>
<td>Counseling technique Insertion of IUD Teaching on use of family planning methods Arrange for and Assist with family planning operations Maintenance of records and reports</td>
<td>* IUD insertion-5 Observation Study-i Counseling- 2 Simulation exercise on recording and reporting - 1</td>
<td>Assessment of each skill With checklists Evaluation of and observation study</td>
</tr>
</tbody>
</table>
* Essential Requirements for registration as midwife

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

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

**Internship Obstetrical Nursing**
Duration- 5 weeks

<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration in weeks</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labour Ward</td>
<td>2</td>
<td>Provide comprehensive care to mothers and neonates</td>
<td>integrated Practice</td>
<td>Completion of other essential requirements</td>
<td>Assess clinical performance with rating scale</td>
</tr>
<tr>
<td>Neonatal intensive care unit</td>
<td>1</td>
<td></td>
<td></td>
<td>Case book recordings</td>
<td>Completion of case book recordings</td>
</tr>
<tr>
<td>NICU</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Antenatal</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Prescribed Internal Assessment Weightage:**

*Internal Assessment*: Practical Examination 25

  *Clinical Evaluation* 10
  *Care Study/Case book* 5
  *Practical Record* 5
  *Observational Visit* 5
Community Health Nursing-II

Placement: Fourth year
Time: Theory - 90 hours
Practical - 140 hours

Course description:

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| I    | 4          | Define concepts, scope, principles and historical development of Community Health and community health Nursing | **Introduction**  
- Definition, concept & scope of Community Health and Community Health Nursing  
- Historical development of Community health  
- Community health Nursing.  
- Pre-independence  
- Post-independence | Lecture discussion | Essay type  
Short answers |
| II   | 6          | Describe health plans, policies, various health committees and health problems in India | **Health planning and policies and problems**  
- National health planning in India-Five Year Plans  
- Various committees and commissions on health and family welfare  
- Central council for health and family welfare (CCH and FW)  
- National population policy  
- Health problems in India | Lecture discussion  
Panel discussion | Essay type  
Short answers |
| III  | 15         | Describe the system of delivery of community health services in rural and urban areas | **Delivery of community health services**  
Planning, budgeting and material management of SCs, PHC and, CHC  
Rural: Organization, staffing and functions of rural health services provided by government at: | Lecture discussion  
Visits to various health delivery systems  
Supervised field practice  
Panel discussion | Essay type  
Short answers |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
|      |            | List the functions of various levels and their staffing pattern | • Village  
• Sub centre  
• Primary health centre  
• Community health center / sub divisional  
• Hospitals  
• District  
• State  
• Center  
• Urban: Organization, staffing and functions of urban health services provided by government at:  
• Slums  
• Dispensaries  
• Maternal and child health centers  
• Special Clinics  
• Hospitals  
• Corporation / Municipality / Board  
• Components of health services  
• Environmental sanitation  
• Health education  
• Vital statistics  
• M.C.H.-antenatal, natal, postnatal, MTP Act, female foeticide act, child adoption act  
• Family Welfare  
• National health programmes  
• School health services  
• Occupational health  
• Defence services  
• Institutional services  
• Systems of medicine and health care  
• Allopathy  
• Indian System of Medicine and Homeopathy  
• Alternative health care systems like yoga, meditation, social and spiritual healing etc  
• Referral system | |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>25</td>
<td>Describe Community health Nursing approaches and concepts Describe the roles and responsibilities of Community health nursing personnel</td>
<td>Community health nursing approaches, concepts and roles and responsibilities of nursing personnel  • Approaches  • Nursing theories And Nursing process  • Epidemiological approach  • Problem solving approach  • Evidence based approach  • Empowering people to care for themselves  • Concepts of Primary Health Care:  • Equitable distribution  • Community participation  • Focus on prevention  • Use of appropriate technology  • Multi-sectoral approach  • Roles and responsibilities of Community health nursing personnel in  • Family health services  • Information Education Communication (IEC)  • Management Information System (Mis): Maintenance of Records &amp; reports  • Training and supervision of various categories of health workers  • National Health Programmes  • Environmental sanitation  • Maternal and child health and Family welfare  • Treatment of Minor ailments  • School Health Services  • Occupational Health  • Organization of clinics, camps: Types, Preparation, planning, conduct and evaluation  • Waste management in the center, clinics etc. Home visit: Concept, Principles, Process, Techniques: Bag technique home visit Qualities of Community Health Nurse</td>
<td>Lecture discussion Demonstration Practice session Supervised field practice Participation in camps Group Project</td>
<td>Essay type Short answers</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>-----------------------------</td>
<td>--------------------</td>
</tr>
</tbody>
</table>
| V    | 15         | Describe and appreciate the activities of community health nurse in assisting individuals and groups to promote and maintain their health | Assisting individuals and groups to promote and maintain their health  
Empowerment for self care of individuals, families and groups in  
A. Assessment of self and family  
• Monitoring growth and development  
  Milestones  
  Weight measurement  
  Social development  
  • Temperature and Blood pressure monitoring  
  • Menstrual cycle  
  • Breast self examination and testicles  
  • Warning Signs of various diseases  
  • Tests : Urine for sugar and albumin, blood sugar  
B. Seek health services for  
• Routine checkup  
• Immunization  
• Counseling  
• Diagnosis  
• Treatment  
• Follow up  
• Maintenance of health records for self and family  
• Continue medical care and follow up in community for various diseases and disabilities  
E. Carryout therapeutic procedures as prescribed! required for self and family  
F. Waste Management  
• Collection and disposable of waste at home and community  
G. Sensitize and handle social issues affecting health and development for self and family  
• Women Empowerment  
• Women and child abuse  
• Abuse of elders  
• Female Foeticide  
• Commercial sex workers | Lecture discussion  
Demonstration  
Practice session  
Supervised field practice  
Individual group/family  
community health education | Essay type  
Short answers |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| VI   | 20         | Describe National Health and Family Welfare Programmes and Role of Nurse | • Food adulteration  
• Substance abuse  
H. Utilize community resources for self and family  
Trauma services  
• Old age homes  
• Orphanage  
• Homes for physically and mentally challenged individuals  
• Homes for destitute | Lecture, Discussions Participation in National Health Programmes Field Visits | Essay Type Short Answers |
|      |            | Describe the various health schemes in India | National Health & Family Welfare Programmes and the Role of Nurse | National ARI Programme  
Revised National Tuberculosis Control Programme (RNTCP)  
National Anti-Malaria Programme  
National Filaria control Programme  
National Guinea worm eradication Programme  
National Leprosy Eradication Programme  
National AIDS Control Programme  
STD Control Programme  
National Programme for Control of Blindness  
Iodine Deficiency Disorder Programme  
Expanded Programme on Immunization  
National Family Welfare Programme – RCH Programme  
Historical Development, Organization, Administration, Research, Constraints  
National Water Supply & Sanitation Programme  
Minimum need programme  
National Diabetics Control Programme  
Polio Eradication: Pulse Polio Programme  
National Cancer Control Programme  
Yaws eradication programme  
National Nutritional Anemia | Lecture, Discussions Participation in National Health Programmes Field Visits | Essay Type Short Answers |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| VII  | 5          | Explain the roles and functions of various national and international health agencies | **Health Agencies**  
National - Indian Red Cross, Indian Council for child welfare, Family Planning Association of India (FPAI), Tuberculosis Association India, Hindu Kusht Nivaran Sangh, Central Social Welfare Board, All India women’s conference, Blind Association of India etc. | Lecture discussion  
Field visits | Essay type  
Short answers |

**Prescribed Internal Assessment Weightage:**

*Internal Assessment*:  
- **Term Test** - 30  
- **Assignment** - 20
Community Health Nursing

Recommended Books

Park – Social and Preventive Medicine, Bannott Publishers

Reference Books

1. Allender – Community Health Nursing, 2009, LWW
2. Stanhope – Community Health Nursing, 2008, Elsevier
3. Anderson – Community as Partner, 2009, LWW
4. Deim – Community Health Projects, 2006, Lippincott
<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration in weeks</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community health nursing</td>
<td>Urban – 40 hours</td>
<td>Identify community profile, Identify prevalent communicable and non-communicable diseases, Diagnose health needs of Individual, families and community Plan, provide and evaluate care</td>
<td>Community health survey, Community diagnosis, Family care: Home adaptation of common procedures, Home visit: Bag technique Organize and conduct clinics- antenatal, post natal, well baby clinic, camps etc Screen manage and referrals for: High risk mothers and neonates Accidents and emergencies Illnesses: Physical and mental Disabilities Conduct delivery at centre/home: episiotomy and suturing Resuscitate newborn School Health programme Screen, manage, refer children Collaborate with health and allied agencies Train and Supervise health workers</td>
<td>Community survey report-I, Family care study- I, Project-I, Health talk-I</td>
<td>Assess clinical performance with rating scale Evaluation of community survey report, family care study, project and health talk Completion of activity record, Completion of case book recording</td>
</tr>
<tr>
<td></td>
<td>Rural – 100 hours</td>
<td>Participate in school health program, Participate in national health programs Organize group for self help and involve clients in their own health activities Provide family welfare services Counsel and educate individual, family and community Collect Vital health statistics Maintain Records &amp; Reports</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assess clinical performance with rating scale Evaluation of community survey report, family care study, project and health talk Completion of activity record, Completion of case book recording</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Areas</td>
<td>Duration in weeks</td>
<td>Objectives</td>
<td>Skills</td>
<td>Assignments</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>physically and mentally challenged individuals etc</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Collect and Calculate Vital health statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Document and maintain Individual, family and administrative records.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Write reports-center, disease, national health programme/ projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement: Internship Time: 4 Weeks</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Urban</td>
<td>4 weeks</td>
<td>Provide comprehensive care to individual, family and community</td>
<td>Integrated Practice and group project- l in each rural and urban</td>
<td></td>
<td>Assess clinical performance with rating scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Evaluation of project</td>
</tr>
</tbody>
</table>

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

**Prescribed Internal Assessment Weightage:**

- Internal Assessment : Practical Examination 25
- Clinical Evaluation 10
- Family Care Study 5
- Practical Record 5
- Field/Observational Visit 5
# NURSING RESEARCH AND STATISTICS

**Placement:** Fourth year  
**Internship**  
**Time:** Theory - 50 hours  
**Practical - 45 hours**

## Course Description:

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| I    | 5          | Describe the concept of research, terms, need and areas of research in nursing.  
Explain the steps of research process. | **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 | Lecture  
Discussion  
Narrate steps of research process followed from examples of published studies | Short answer Objective type |
| II   | 4          | 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 | Lecture Discussion  
Exercise on writing statement of problem and objectives | Short answer Objective type |
| III  | 4          | Review the related literature | **Review of Literature**  
• Location  
• Sources  
• On line search; CINHAL, COCHRANE etc  
• Purposes  
• Method of review | Lecture Discussion  
Exercise on reviewing one research report/article for a selected research problem. Prepare annotated bibliography | Short answer Objective type |
| IV   | 6          | Describe the research approaches and designs | **Research approaches anti designs:**  
• Historical, survey and experimental  
• Qualitative and Quantitative designs | Lecture Discussion  
Explain types of research approaches used from examples of published and unpublished research | Short answer Objective type |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>8</td>
<td>Explain the sampling process Describe the methods of data collection</td>
<td><strong>Sampling and data collection:</strong> • 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 &amp; Reliability of the Instrument Pilot study Data collection procedure</td>
<td>Lecture Discussion Reading Conduct assignment on examples of data collection tools. Preparation of sample data collection tool group research project</td>
<td>Short answer Objective type</td>
</tr>
<tr>
<td>VI</td>
<td>4</td>
<td>Analyze, Interpret and summarize the research data</td>
<td><strong>Analysis of data:</strong> Compilation, Tabulation, classification, summarization, presentation, interpretation of data</td>
<td>Lecture Discussion Preparation of sample tables.</td>
<td>Short answer Objective type</td>
</tr>
<tr>
<td>VII</td>
<td>15</td>
<td>Explain the use of statistics, scales of measurement and graphical presentation of data Describe the measures of central tendency and variability and methods of correlation.</td>
<td><strong>Introduction to statistics:</strong> • Definition, use of statistics, scales of measurement. • 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</td>
<td>Lecture Discussion Practice on graphical presentations Practice on computation of measures of central tendency, variability &amp; correlation</td>
<td>Short answer Objective type</td>
</tr>
<tr>
<td>VIII</td>
<td>4</td>
<td>Communicate and utilize the research findings.</td>
<td><strong>Communication and utilization of Research:</strong> • Communication of research findings • Verbal report • Writing research report • Writing scientific article/paper</td>
<td>Lecture, Discussion Read/Presentations of sample published / unpublished research report. Writing group research project</td>
<td>Short answer Objective type Oral presentation Assessment of group research Project.</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>----------------------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
|      |            |                     | - Critical review of published research  
- Utilization of research findings |                              |                   |

**Prescribed Weightage for Internal Assessment:**

- **Internal Assessment** : Term Test - 30
- **Research Project** - 20
Nursing Research & Statistics

Recommended Books:

  Polit – Nursing Research, 2007, LWW
  Polit – Essentials of Nursing Research, 2009, LWW
  Basvanthappa – Nursing Research, Jaypee Publications

Reference Books:

  Macnee – Understanding Nursing Research, 2007, LWW
  Burns – Practice of Nursing Research, 2009, Elsevier
  Plitcha – Statistics for Nursing & allied Health Sciences, Lippincott.
  Munro – Statistical Method for Health care Research, 2006
  Stubert – Qualitative Research in nursing, 2010, LWW.
MANAGEMENT OF NURSING SERVICES AND EDUCATION

Placement: Fourth year

Hours- 90 Hours

Theory: 60 hours

Practical: 30 hours

Course Description:

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| I    | 4          | Explain the principles and functions of management. | **Introduction to management in nursing**  
- Definition, concepts and theories  
- Functions of management  
- Principles of Management  
- Role of Nurse as a manager | Lecture Discussion  
Explain using organization chart | Short answers |
| II   | 5          | Describe the elements and process of management | Management process  
Planning: mission, philosophy, objectives, operational plan  
Staffing: philosophy, staffing study, norms, activities, patient classification systems, scheduling  
Human resource management: recruiting, selecting, deployment, retaining, promoting, superannuation etc  
Budgeting: concept, principles, types, cost benefit analysis, audit  
Material management: equipment and supplies  
Directing process (Leading )Controlling: Quality management  
Program Evaluation | Lecture Discussion  
Simulated Exercises  
Case studies | Essay type  
Short answers |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>8</td>
<td>Review Technique</td>
<td>(PERT), Benchmarking, Activity Plan (Gantt Chart),</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>20</td>
<td>Describe the</td>
<td>Management of nursing services in the hospital and Community:</td>
<td>Lecture Discussion</td>
<td>Essay type</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Management of nursing services in the hospital and Community:</td>
<td>• Planning: Hospital and patient care units including ward management</td>
<td>Demonstration</td>
<td>Short answers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Emergency and disaster management</td>
<td>Simulated Exercises</td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Human resource management: Recruiting, selecting, deployment, retaining, promoting, superannuation etc</td>
<td>Case studies</td>
<td>of problem solving exercises,</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Categories of nursing personnel including job description of all levels</td>
<td>Supervised practice in ward writing indents, preparing duty roaster, ward supervision</td>
<td>Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Patient/population classification systems</td>
<td>Assignment on duties and responsibilities of ward sister</td>
<td>of the assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Patients/population assignment and Nursing care responsibilities</td>
<td>Writing report</td>
<td>Performance evaluation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Staff development and welfare</td>
<td></td>
<td>by ward sister with rating scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Budgeting: proposal, projecting requirements for staff, equipments and supplies for 1-hospital and patient care units</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Emergency and disaster management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Material Management; procurement, inventory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>-----------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td></td>
<td>T P</td>
<td>Control, auditing and maintenance in Hospital and patient care units  • Emergency and disaster management  • Directing and leading: delegation, participatory management  • Assignments, rotations, delegations  • Supervision &amp; guidance  • Implement Standards, policies, procedures and practices  • Staff development and welfare  • Maintenance of discipline  Controlling / Evaluation:  • Nursing Rounds/Visits, Nursing protocols, Manuals  • Quality Assurance Model, documentation - a Records and reports  • Performance appraisal</td>
<td>Organizational behaviour and human relations:  • Concepts and theories of organizational behaviours  • Review of Channels of communication  • Leadership styles  • Review of Motivation; concepts and theories  • Group dynamics  • Techniques of Communication;  • Interpersonal relationships  • Human relations;  • Public relations in context of nursing  • Relations with professional associations and employee unions and Collective</td>
<td>Lecture Discussion  Role plays  Group games  Self assessment  Case discussion  Practice Session</td>
<td>Essay type  Short answers  Assessment of problem solving</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs)</td>
<td>Learning Objectives</td>
<td>Content</td>
<td>Teaching Learning Activities</td>
<td>Assessment methods</td>
</tr>
<tr>
<td>------</td>
<td>------------</td>
<td>---------------------</td>
<td>---------</td>
<td>-----------------------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| V    | 5          | Partake in planning and organizing in service education program | **In service education:**  
+ Nature & scope of in-service education program,  
+ Organization of in-service education  
+ Principles of adult learning,  
+ Planning for in-service education program, techniques, methods & evaluation of staff education program  
+ Preparation of report | Lecture Discussion Plan & conduct an educational session for in service nursing personnel | Short Answer  
Objective type  
Assess the planning & conduct of the educational session |
| VI   | 10         | Describe management of Nursing educational institutions | Management of nursing educational institutions  
• Establishment of Nursing educational institution-INC norms and guidelines  
• Co-ordination with  
• Regulatory bodies  
• Accreditation  
• Affiliation  
- Philosophy! objectives  
- Organization  
• Structure  
• Committees  
- Physical facilities  
• College/School  
• Hostel  
- Students  
• Selection  
• Admission  
• Guidance and Counseling  
• Maintaining discipline  
- Faculty and staff  
• Selection  
• Recruitment  
• Job description  
• Placement  
• Performance appraisal  
• Development and welfare  
Budgeting  
Equipments and supplies: audio visual equipments, laboratory equipment, books, journals etc  
Curriculum; Planning, | Lecture Discussion  
Role plays  
Counseling session  
Group Exercises | Essay type  
Short answers |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objectives</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment methods</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Nursing as a profession: • Philosophy; nursing practice • Aims and objectives • Characteristics of a professional nurse • Regulatory bodies; INC. SNC Acts; - constitution, functions • Current trends and issues in Nursing Professional ethics • Code of ethics; INC, • Code of Professional conduct; INC,ICN Practice standards for Nursing; INC Consumer protection act Legal Aspects in Nursing • Legal terms related to practice; registration and licensing • Laws related to nursing practice; Breach and penalties • Malpractice and negligence ICN</td>
<td>Lecture Discussion Case discussion Panel discussion Role plays Critical incidents Visit to INC/SNC</td>
<td>Short answers Assessment of critical incidents</td>
</tr>
<tr>
<td>VII</td>
<td>15</td>
<td>Describe the ethical and legal responsibilities of a professional nurse. Explain the nursing practice standards</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>3</td>
<td>Explain the various opportunities for professional advancement</td>
<td>Professional Advancement: Continuing education Career Opportunities Collective bargaining Membership with Professional organizations; National. and International Participation in research activities Publications; Journals, Newspapers etc.</td>
<td>Lecture Discussion Review! Presentation of published articles</td>
<td>Short answers</td>
</tr>
</tbody>
</table>
Prescribed Weightage for Internal Assessment:

**Internal Assessment** :  
- **Term Test** - 30  
- **Assignment** - 10  
- **Observational visit** - 10

Nursing Management

**Recommended Books:**


**Reference Books:**

- Huber – Nursing Management & Leadership, 2008, Elsevier  
- Powell – Case Management, 2009, LWW  
- Ellis – Managing and coordinating Nursing, 2009, WK