

Programme Byelaws and Syllabus

- 1. Programme Name:** Bachelor of Science in Nursing B. Sc. (Hons.) Nursing
Programme Code: 306
Department Name: Rufaida College of Nursing
School Name: School of Nursing Sciences and Allied health
Byelaws: attached

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1. BOS meeting details

Approval date of Board of Studies(BoS)meeting for the present syllabus

Date:-6/9/2021, 11/03/2022

Approval date and number of Academic council (AC) meeting for the present syllabus:-

2 Vision and mission statements

VISION

To create an institute of national and international repute in Nursing and Midwifery offering state of the art education entailing the finest skills combined with compassionate patient care.

MISSION

MS-1 To provide quality nursing education and prepare compassionate and competent global nursing professionals capable of rendering highest level of quality patientcare, who can make contribution towards clinical nursing practice, education and research in the field of Nursing and Midwifery.

MS-2 We believe in providing quality higher education in nursing so as to prepare the youth to become exemplary citizens by adhering to thecode of ethics and professional conductat all times in fulfilling their professional, personal and social obligations, so as to contribute in upliftment of Nursing profession and nation Building.

Mapping Program Educational Objectives (PEOs) with Mission Statements (MS)

| | MS-1 | MS-11 |
|-----|-------------|--------------|
| PO1 | 3 | 3 |
| PO2 | 3 | 2 |
| PO3 | 2 | 3 |
| PO4 | 3 | 3 |
| PO5 | 2 | 2 |
| PO6 | 3 | 2 |
| PO7 | 3 | 3 |
| PO8 | 2 | 3 |
| PO9 | 2 | 2 |

| | | |
|------|---|---|
| PO10 | 3 | 3 |
| PO11 | 2 | 2 |
| PO12 | 3 | 3 |
| PO13 | 3 | 3 |
| PO14 | 2 | 2 |
| PO15 | 3 | 3 |
| PO16 | 3 | 3 |

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs).

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

3. Program Outcome

The aims of the undergraduate program are to

PO1. Produce knowledgeable competent nurses and midwives with clear critical thinking skills who are caring, motivated, assertive and well-disciplined responding to the changing needs of profession, healthcare delivery system and society.

PO2. Prepare them to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative and rehabilitative healthcare services in any healthcare setting.

PO3. Prepare nurses and midwives who can make independent decisions in nursing situations within the scope of practice, protect the rights of individuals and groups and conduct research in the areas of nursing practice and apply evidence based practice

PO4. Prepare them to assume role of practitioner, teacher, supervisor and manager in all healthcare settings.

PO5. Utilize critical thinking to synthesize knowledge derived from physical, biological, behavioural sciences, and humanities, in the practice of professional nursing and midwifery.

PO6. Practice professional nursing and midwifery competently and safely in diverse settings, utilizing caring, critical thinking and therapeutic nursing interventions with individuals, families, populations and communities at any developmental stage and with varied lived health experiences.

PO7. Provide promotive, preventive and restorative health services in line with national health policies and programs.

PO8.. Integrate professional caring into practice decisions that encompass values, ethical, and moral and legal aspects of nursing.

PO9.. Respect the dignity, worth, and uniqueness of self and others.

PO10.. Apply concepts of leadership, autonomy and management to the practice of nursing and midwifery to enhance quality and safety in health care.

PO11. Utilize the latest knowledge and skills related to information and technology to enhance patient outcomes.

PO12. Communicate effectively with patients, peers, and all health care providers.

PO13. Utilize the requisite knowledge, skills and technologies to practice independently and collaboratively with all health professionals applying the principles of safety and quality improvement.

PO14. Integrate research findings and nursing theory in decision making in evidence-based practice.

PO15. Accept responsibility and accountability for the effectiveness of one's own nursing and midwifery practice and professional growth as a learner, clinician and leader.

PO16. Participate in the advancement of the profession to improve health care for the betterment of the global society.

4. Semester wise Programme Details: B.Sc. Nursing I Year

NURSING FOUNDATION SEM I& II

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits | |
|---|--------------|---|---|--------------------|-------------|------------------|--|
| | | | | | | T | P |
| Semester 1 | N-NF (I) 125 | Nursing Foundations I Including First Aid Module | 25* | | | 6 | Skill Lab: 2 Credits (80 hours) and Clinical: 2 Credits (160 hours) |
| | | Practical | 25* | | | | |
| Semester II | N-NF(II)125 | Nursing Foundations (II) Including Health Assessment Module | 25 I Sem-25 & II Sem-25 (with average of both) 50 (i+ii) | 75 | 100 | 6 | Skill Lab: 3 Credits (120 hours), Clinical: 4 Credits (320 hours) |
| | | Practical(I+II) | I Sem-25 & II Sem-25 | 50 | 100 | | |
| <p>*Will be added to the internal marks of Nursing Foundations II Theory and Practical respectively in the next semester (Total weightage remains the same) Course outcomes:</p> | | | | | | | |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|--------------|-----------------|------------|------------------|--------------------------|-----------------------------|
|--------------|-----------------|------------|------------------|--------------------------|-----------------------------|

| | | | | | |
|--|---|--|--|----|----|
| SEM I & II | | | | | |
| NURSING FOUNDATION SEM I & II | <ol style="list-style-type: none"> 1. Develop understanding about fundamentals of health assessment and perform health assessment in supervised clinical settings. 2. Demonstrate fundamental skills of assessment, planning, implementation and evaluation of nursing care using Nursing process approach in supervised clinical settings 3. Assess the Nutritional needs of patients and provide relevant care under supervision 4. Identify and meet the hygienic needs of patients 5. Identify and meet the elimination needs of patient 6. Interpret findings of specimen testing applying the knowledge of normal values 7. Promote oxygenation based on identified oxygenation needs of patients under supervision 8. Review the concept of fluid, electrolyte balance integrating the knowledge of applied physiology 9. Apply the knowledge of the principles, routes, effects of administration of medications in administering medication 10. Calculate conversions of drugs and dosages within and between systems of measurements 11. Demonstrate knowledge and understanding in caring for patients with altered functioning of sense organs and unconsciousness 12. Explain loss, death and grief 13. Describe sexual development and sexuality 14. Identify stressors and stress adaptation modes 15. Integrate the knowledge of culture and cultural differences in meeting the spiritual needs 16. Explain the introductory concepts relevant to models of health and illness in patient care | 360+560 (Theory+practical+lab practice) | 6+6=12(Theory) Clinical credits=2+4=6 Lab credits =2+3=5 | 25 | 75 |

Applied Anatomy & Applied physiology SEM 1

| Semester | Course Code | Course Title | Sessional Marks | End Semester | Total | Allotted credits |
|----------|-------------|--------------|-----------------|--------------|-------|------------------|
|----------|-------------|--------------|-----------------|--------------|-------|------------------|

| | | | | Marks | Marks | T | P |
|---|--|--|----|-------------------|------------------|--------------------------|-----------------------------|
| Semester 1 | Anat105 Phys110 | Applied Anatomy Applied Physiology | 25 | 75 | 100 | 6 | |
| Course title | Course outcomes | | | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
| Semester1 | | | | | | | |
| Applied Anatomy & Applied physiology | Course outcomes: <ul style="list-style-type: none"> Define the terms relative to the anatomical position Describe the anatomical planes Define and describe the terms used to describe movements Organization of human body and structure of cell, tissues membranes and glands Describe the types of cartilage Compare and contrast the features of skeletal, smooth and cardiac muscle Describe the structure of respiratory system Identify the muscles of respiration and examine their contribution to the mechanism of breathing Describe the structure of digestive system Identify the major endocrine glands and describe the structure of endocrine Glands Describe the structure of various sensory organs Describe anatomical position and structure of bones and joints Identify major bones that make up the axial and appendicular skeleton Classify the joints Identify the application and implications in nursing Describe the structure of muscle Apply the knowledge in performing nursing procedures/skills Describe the structure of nervous system including the distribution of the nerves, nerve plexuses Describe the ventricular system Describe the physiology of cell, tissues, membranes and glands Describe the physiology and mechanism of respiration Identify the muscles of respiration and examine their | | | (60 hours+60 hrs) | 6 | 25 | 75 |

| | | | | | |
|--|--|--|--|--|--|
| | contribution to the mechanism of breathing <ul style="list-style-type: none"> • Describe the functions of digestive system • Explain the functions of the heart, and physiology of circulation • Describe the composition and functions of blood • Identify the major endocrine glands and describe their functions • Describe the structure of various sensory organs • Describe the functions of bones, joints, various types of muscles, its special properties and nerves supplying them • Describe the physiology of renal system • Describe the structure of reproductive system • Describe the functions of brain, physiology of nerve stimulus, reflexes, cranial and spinal nerves | | | | |
|--|--|--|--|--|--|

Communicative English SEM-1

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits | |
|------------|-------------|-----------------------|-----------------|--------------------|-------------|------------------|---|
| | | | | | | T | P |
| Semester 1 | ENGL 101 | Communicative English | 25 | 25 | 50 | 2 | |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|------------------------------|--|------------|------------------|--------------------------|-----------------------------|
| Semester 1 | | | | | |
| Communicative English | Course outcomes: <ul style="list-style-type: none"> • Identify the significance of communicative English • Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence • Demonstrate attentive listening in different hypothetical situations | 40 hours | 2 | 25 | 25 |

| | | | | | |
|--|--|--|--|--|--|
| | <ul style="list-style-type: none"> • Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means Read, • interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes • Apply LSRW Skill in combination to learn, teach, educate and share information, ideas and results | | | | |
|--|--|--|--|--|--|

APPLIED SOCIOLOGY AND APPLIED PSYCHOLOGY SEM 1

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits | |
|------------|----------------------|--|-----------------|--------------------|-------------|------------------|---|
| | | | | | | T | P |
| Semester 1 | SOCI 115 PSYC 120 | Applied sociology and applied psychology | 25 | 75 | 100 | 6 | |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|---|---|-----------------|------------------|--------------------------|-----------------------------|
| Semester1 | | | | | |
| APPLIED SOCIOLOGY AND APPLIED PSYCHOLOGY | Course outcomes: <ul style="list-style-type: none"> • Describe scope, branches and significance of psychology in nursing • Describe biology of human behavior • Explain mentally healthy person and defence mechanisms • Describe psychology of people in different age groups | 60+60=120 hours | 3+3=6 | 25 | 75 |

| | | | | | |
|--|---|--|--|--|--|
| | and role of nurse <ul style="list-style-type: none"> • Explain personality and role of nurse in identification and improvement in altered personality • Explain cognitive process and their applications • Describe motivation, emotion, attitude and role of nurse in emotionally sick client. • Explain psychological assessment and tests and role of nurse • Explain concept of soft skill and its application in work place and society • Explain self empowerment | | | | |
|--|---|--|--|--|--|

APPLIED NUTRITION AND DIETETICS AND APPLIEDS BIOCHEMISTRY SEM II

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits | |
|-------------|--------------------|---|-----------------|--------------------|-------------|------------------|---|
| | | | | | | T | P |
| Semester II | BIOC135 NUTR140 | APPLIED NUTRITION AND DIETETICS AND APPLIEDS BIOCHEMISTRY | 25 | 75 | 100 | (2+3=5) | |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|--|--|-------------------|------------------|--------------------------|-----------------------------|
| Semester 2 | | | | | |
| APPLIED NUTRITION AND DIETETICS AND APPLIEDS BIOCHEMISTRY | Course outcomes: <ul style="list-style-type: none"> • Describe the metabolism of carbohydrates and its alterations • Explain the metabolism of lipids and its alterations • Explain the metabolism of amino acids and proteins Identify alterations in disease • Explain clinical enzymology in various disease conditions • Explain acid base balance, imbalance and its clinical | 40+60hours=100hrs | 2+3=5 | 25 | 75 |

| | | | | | |
|--|---|--|--|--|--|
| | <p>significance</p> <ul style="list-style-type: none"> • Describe the metabolism of hemoglobin and its clinical significance • Explain different function tests and interpret the finding • Illustrate the immunochemistry • Define nutrition and its relationship to Health • Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates Explain BMR and factors affecting BMR • Describe the classification, Functions, sources and RDA of proteins. • Describe the classification on, Functions, sources and RDA of fats • Describe the classification on, functions, sources and RDA of vitamins • Describe the classification on, functions, sources and RDA of minerals • Describe and plan balanced diet for different age groups, pregnancy, and lactation • Classify and describe the common nutritional deficiency disorders and identify nurses' role in assessment, management and prevention | | | | |
|--|---|--|--|--|--|

Health /Nursing Informatics and Technology SEM 2

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits | |
|-------------|-------------|---|-----------------|--------------------|-------------|------------------|---------------------|
| | | | | | | T | P |
| Semester II | HNIT 145 | Health /Nursing informatics and technology | 25 | 25 | 50 | 2 | 1 Credit (40 hours) |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|--------------|-----------------|------------|------------------|--------------------------|-----------------------------|
|--------------|-----------------|------------|------------------|--------------------------|-----------------------------|

| Semester II | | | | | |
|--|--|----------------|-------------------|----|----|
| Health /Nursing informatics and technology | Course outcomes: <ul style="list-style-type: none"> ● Identify and define Various concept use in Computer ● Identify application of computer in nursing ● Use of DISK Operating System ● Multimedia ● Internet and Email ● Describe and use of statistical packages Describe the Hospital management system | 40+40=80 hours | 2+1=3(Theory+Lab) | 25 | 25 |
| | | | | | |

EVS(QUALIFYING) SEM 2

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits | |
|-------------|-------------|-----------------|-----------------|--------------------|-------------|------------------|---|
| | | | | | | T | P |
| Semester II | - | EVS(Qualifying) | 25 | 75 | 100 | 2 | 1 |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|------------------------------|--|------------|------------------|--------------------------|-----------------------------|
| Semester II | | | | | |
| EVS(QUALIFYING) SEM 2 | Course outcomes: <ul style="list-style-type: none"> ● Identify the role of an individual in the conservation of natural resources. ● Describe ecosystem, its structure, types and functions ● Explain the classification, value and threats to biodiversity ● Enumerate the causes, effects and control measures of environmental pollution ● Discuss about climate change, global warming, acid rain, and ozone layer depletion ● Enumerate the role of an individual in creating awareness about the social issues related to environment ● List the Acts related to environmental protection and preservation ● Describe the concept of environmental health and | 32 hours | 2 | 25 | 75 |

| | | | | | |
|--|---|--|--|--|--|
| | sanitation <ul style="list-style-type: none"> ● Describe water conservation, rain water harvesting and water shed management ● Explain waste management | | | | |
|--|---|--|--|--|--|

SSCC

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits | |
|-----------|-------------|--------------------------|-----------------|--------------------|-------------|------------------|---|
| | | | | | | T | P |
| Semester1 | SSCC(I) | Self Study/Co-Curricular | - | - | - | 40+40 | |
| Semester2 | SSCC(II) | Self Study/Co-Curricular | | - | | 18+10 | |

B.Sc. (Hons.) Nursing II year

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|----------|-------------|---|-----------------|--------------------|-------------|------------------|
| SEM III | MICR 201 | Applied Microbiology and Infection Control including Safety | 25 | 75 | 100 | 2(40) Lab 1 |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|--|---|------------|------------------|--------------------------|-----------------------------|
| Third Semester | | | | | |
| Applied Microbiology and Infection Control | SECTION A: APPLIED MICROBIOLOGY On completion of the course, the students will be able to: 1. Identify the ubiquity and diversity of microorganisms in the | 20 hours | 1 | 25 | 75 |

| | | | | | |
|---------------------|--|----------|---|--|--|
| including Safety | <p>human body and the environment.</p> <ol style="list-style-type: none"> 2. Classify and explain the morphology and growth of microbes. 3. Identify various types of microorganisms. 4. Explore mechanisms by which microorganisms cause disease. 5. Develop understanding of how the human immune system counteracts infection by specific and non-specific mechanisms. 6. Apply the principles of preparation and use of vaccines in immunization. 7. Identify the contribution of the microbiologist and the microbiology laboratory to the diagnosis of infection. <p>SECTION B: INFECTION CONTROL & SAFETY</p> <p>The students will be able to:</p> <ol style="list-style-type: none"> 1. Develop knowledge and understanding of Hospital acquired Infections (HAI) and effective practices for prevention. 2. Integrate the knowledge of isolation (Barrier and reverse barrier) techniques in implementing various precautions. 3. Demonstrate and practice steps in Hand washing and appropriate use of different types of PPE. 4. Illustrate various disinfection and sterilization methods and techniques. 5. Demonstrate knowledge and skill in specimen collection, handling and transport to optimize the diagnosis for treatment. 6. Incorporate the principles and guidelines of Bio Medical waste management. 7. Apply the principles of Antibiotic stewardship in performing the nurses' role. 8. Identify patient safety indicators and perform the role of nurse in the patient safety audit process. 9. Apply the knowledge of International Patient Safety Goals (IPSG) in the patient care settings. 10. Identify employee safety indicators and risk of occupational hazards. 11. Develop understanding of the various safety protocols and adhere to those protocols. | 20 hours | 1 | | |
|---------------------|--|----------|---|--|--|

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|----------|--------------|----------------|-----------------|--------------------|-------------|------------------|
| SEM III | PHAR (I) 205 | Pharmacology I | 25* | - | - | 1 |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|----------------|--|------------|------------------|--------------------------|-----------------------------|
| Pharmacology I | <p>On completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Describe pharmacodynamics and pharmacokinetics. 2. Review the principles of drug calculation and administration. 3. Explain the commonly used antiseptics and disinfectants. 4. Describe the pharmacology of drugs acting on the GI system. 5. Describe the pharmacology of drugs acting on the respiratory system. 6. Describe drugs used in the treatment of cardiovascular and blood disorders. 7. Explain the drugs used in the treatment of endocrine system disorders. 8. Describe the drugs acting on skin and drugs used to treat communicable diseases. | 20 hours | 1 | 25* | - |

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|----------|--------------|--------------|-----------------|--------------------|-------------|------------------|
| SEM III | PATH (I) 210 | Pathology I | - | - | - | 1(20) |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional | Allotted End Semester Marks |
|--------------|-----------------|------------|------------------|--------------------|-----------------------------|
|--------------|-----------------|------------|------------------|--------------------|-----------------------------|

| | | | | Marks | |
|-------------|--|----------|---|--------------|---|
| Pathology I | <p>On completion of the course, the students will be able to</p> <ol style="list-style-type: none"> 1. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology. 2. Rationalize the various laboratory investigations in diagnosing pathological disorders. 3. Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for various tests. 4. Apply the knowledge of genetics in understanding the various pathological disorders. 5. Appreciate the various manifestations in patients with diagnosed genetic abnormalities. 6. Rationalize the specific diagnostic tests in the detection of genetic abnormalities. 7. Demonstrate the understanding of various services related to genetics. | 20 hours | 1 | - | - |

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|-----------------|--------------------|--|------------------------|---------------------------|--------------------|-------------------------|
| SEM III | N-AHN (I) 215 | Adult Health Nursing I with integrated pathophysiology including BCLS module | 25 50 | 75 50 | 100 100 | 7(11lab+6 clinical) |
| | SSCC (1)220 | Self –study/ co curricular | | | | 20 |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|-----------------------------|--|-------------------|-------------------------|---------------------------------|------------------------------------|
| Adult Health Nursing I with | On completion of Medical Surgical Nursing I course, students will be able to | 140 hours | 7 | 25 | 75 |

| | | | | | |
|-----------------------------------|--|-----------|---|----|----|
| <p>integrated pathophysiology</p> | <ol style="list-style-type: none"> 1. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of common medical and surgical disorders. 2. Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of anatomy, physiology and diagnostic tests in the process of data collection. 3. Identify nursing diagnoses, list them according to priority and formulate nursing care plan. 4. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients. 5. Integrate knowledge of pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders. 6. Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities. 7. Demonstrate skill in assisting/performing diagnostic and therapeutic procedures. 8. Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders. 9. Identify the drugs used in treating patients with medical surgical conditions. 10. Plan and give relevant individual and group education on significant medical surgical topics. 11. Maintain safe environment for patients and the health care personnel in the hospital. 12. Integrate evidence-based information while giving nursing care to patients. <p>CLINICAL PRACTICUM</p> <p>The students will be competent to:</p> <ol style="list-style-type: none"> 1. Utilize the nursing process in providing care to the sick adults in the hospital: <ol style="list-style-type: none"> a. Perform complete health assessment to establish a data base for providing quality patient care. b. Integrate the knowledge of diagnostic tests in the process of | 480 hours | 6 | 50 | 50 |
| <p>Practical</p> | <ol style="list-style-type: none"> 1. Utilize the nursing process in providing care to the sick adults in the hospital: <ol style="list-style-type: none"> a. Perform complete health assessment to establish a data base for providing quality patient care. b. Integrate the knowledge of diagnostic tests in the process of | | | | |

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

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|----------|---------------|--|-----------------------|--------------------|-------------|------------------|
| SEM IV | PHAR (II) 205 | Pharmacology II including Fundamental of | 25 III Sem-25 & | 75 | 100 | 3 |

| | | | | | | |
|--|---------------|---------------------------|-------------------------------------|--|--|---|
| | | prescribing module | IV Sem-25 (with average of both) | | | |
| | PATH (II) 210 | Pathology II and Genetics | | | | 1 |

| Fourth Semester | | | | | | |
|------------------------|---|----------|---|----|----|--|
| Pharmacology II | On completion of the course, the students will be able to | 60 hours | 3 | 25 | 75 | |
| including | 1. Explain the drugs used in the treatment of ear, nose, throat | | | | | |
| Fundamental of | and eye disorders. | | | | | |
| prescribing | 2. Explain the drugs used in the treatment of urinary system | | | | | |
| module | disorders. | | | | | |
| | 3. Describe the drugs used in the treatment of nervous system | | | | | |
| | disorders. | | | | | |
| | 4. Explain the drugs used for hormonal replacement and for the | | | | | |
| | pregnant women during antenatal, intra natal and postnatal | | | | | |
| | period. | | | | | |
| | 5. Explain the drugs used to treat emergency conditions and | | | | | |
| | immune disorders. | | | | | |
| | 6. Discuss the role and responsibilities of nurses towards safe | | | | | |
| | administration of drugs used to treat disorders of various | | | | | |
| | systems with basic understanding of pharmacology. | | | | | |
| | 7. Demonstrate understanding about the drugs used in | | | | | |
| | alternative system of medicine. | | | | | |
| | 8. Demonstrate understanding about the fundamental | | | | | |
| | principles | | | | | |
| | of prescribing. | | | | | |
| Pathology II and | On completion of the course, the students will be able to | 20 hours | 1 | | | |
| Genetics | 1. Apply the knowledge of pathology in understanding the | | | | | |
| | deviations from normal to abnormal pathology | | | | | |
| | 2. Rationalize the various laboratory investigations in | | | | | |
| | diagnosing pathological disorders | | | | | |
| | 3. Demonstrate the understanding of the methods of collection | | | | | |
| | of blood, body cavity fluids, urine and feces for various | | | | | |
| | tests | | | | | |
| | 4. Apply the knowledge of genetics in understanding the | | | | | |
| | various pathological disorders | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| | 5. Appreciate the various manifestations in patients with | | | | |
| | diagnosed genetic abnormalities | | | | |
| | 6. Rationalize the specific diagnostic tests in the detection of | | | | |

| | | | | | |
|--|---|--|--|--|--|
| | genetic abnormalities. 7. Demonstrate the understanding of various services related to genetics. | | | | |
|--|---|--|--|--|--|

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|----------|-------------------|--|-----------------|--------------------|-------------|------------------|
| SEM IV | N-AHN (II) 225 | Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing + Palliative care module | 25 | 75 | 100 | 7 |
| | | Practical Adult Health Nursing II | 50 | 50 | 100 | |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|--|---|------------|------------------|--------------------------|-----------------------------|
| Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing Palliative care module | At the completion of Adult Health Nursing II course, students will 1. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of selected common medical and surgical disorders. 2. Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of diagnostic tests in the process of data collection. 3. Identify diagnoses, list them according to priority and formulate nursing care plan. 4. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients. 5. Integrate knowledge of anatomy, physiology, pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders. 6. Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities. 7. Demonstrate skill in assisting/performing diagnostic and | 140 hours | 7 | 25 | 100 |

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|-----------|---|-----------|---|----|----|
| Practical | <p>therapeutic procedures.</p> <p>8. Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders.</p> <p>9. Identify the drugs used in treating patients with selected medical surgical conditions.</p> <p>10. Plan and provide relevant individual and group education on significant medical surgical topics.</p> <p>11. Maintain safe environment for patients and the health care personnel in the hospital.</p> <p>CLINICAL PRACTICUM</p> <p>The students will be competent to</p> <ol style="list-style-type: none"> 1. Utilize the nursing process in providing care to the sick adults in the hospital <ol style="list-style-type: none"> a. Perform complete health assessment to establish a data base for providing quality patient care. b. Integrate the knowledge of diagnostic tests in patient assignment. c. Identify nursing diagnoses and list them according to priority. d. Formulate nursing care plan, using problem solving approach. e. Apply scientific principles while giving nursing care to patients. f. Develop skill in performing nursing procedures applying scientific principle. g. Establish/develop interpersonal relationship with patients and family members. h. Evaluate the expected outcomes and modify the plan according to the patient needs. 2. Provide comfort and safety to adult patients in the hospital. 3. Maintain safe environment for patients during hospitalization. 4. Explain nursing actions appropriately to the patients and family members. 5. Ensure patient safety while providing nursing procedures. 6. Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients. | 480 hours | 6 | 50 | 50 |
|-----------|---|-----------|---|----|----|

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

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|----------|-------------|---|---|--------------------|-------------|------------------|
| SEM IV | PROF 230 | Professionalism, Professional Values and Ethics including bioethics | 25 (internal exam) + 25(College exam) | - | 50 | 1 |
| | SSCC(II)220 | Self study/Co curricular | | | | 40hrs |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|---|---|------------|------------------|----------------------------------|-----------------------------|
| Professionalism, Professional Values and Ethics including bioethics | <p>On completion of this course, the students will be able to</p> <ol style="list-style-type: none"> Describe profession and professionalism. Identify the challenges of professionalism. | 20 hours | 1 | 25(internal Exam) + 25 (College | |

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

B.Sc. Nursing III Year

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|----------|--------------|---|-----------------|--------------------|-------------|------------------|
| SEM V | N-CHN(I) 301 | CHILDHEALTHNURSING-I including essential newborn care (ENBC), FBNC, IMNCI and PLS modules. | 25 (INTERNAL) | - | - | 3 |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|--------------|-----------------|------------|------------------|--------------------------|-----------------------------|
| | | | | | |

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|--|---|-----------|----------|---|---|
| <p>CHILD HEALTH NURSING-I</p> <p>including essential newborn care (ENBC), FBNC, IMNCI and PLS modules.</p> | <p>On completion of the course, the students will be able to</p> <ol style="list-style-type: none"> 1. Develop understanding of the history and modern concepts of child health and child-care. 2. Explore the national child welfare services, national programs and legislation in the light of National Health Policy 2017. 3. Describe the role of preventive pediatrics and perform preventive measures towards accidents. 4. Participate in national immunization programs/Universal Immunization Program(UIP). 5. Identify the developmental needs of children and provide parental guidance. 6. Describe the principles of child health nursing and perform child health nursing procedures. 7. Demonstrate competencies in newborn assessment ,planning and implementation of care to normal and high-risk new born including neonatal resuscitation. 8. Apply the principles and strategies of Integrated management of neonatal and childhood illness(IMNCI). 9. Apply the knowledge of pathophysiology and provide nursing care to children with respiratory system disorders. 10. Identify and meet childhood emergencies and perform child CPR. | 60 | 3 | - | - |
|--|---|-----------|----------|---|---|

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|----------|-------------|---|-----------------|--------------------|-------------|------------------|
| SEM V | N-CHN1(301) | CHILD HEALTH NURSING -1 & II PRACTICAL | 25*(INTERNAL) | - | - | 1 |

| Course title | Course outcomes | Hours/ week | Allotted credits | Allotted sessional marks | Allotted End Semester Marks |
|--|--|-----------------|------------------|--------------------------|-----------------------------|
| CHILD HEALTH NURSING -1 & II Clinical | On completion of the course the students will be able to : | 40 Skill lab | 1 | - | - |
| | 1. Perform assessment of children : health , development and anthropometric. | | | | |
| | 2. Provide nursing care to children with various medical disorders. | 160 V sem | 2 | | |
| | 3. Provide pre & post operative care to children with common pediatric surgical conditions/malformation. | 80 Vi sem | 1 | | |
| | 4. Perform immunization as per NIS. | | | | |
| | 5. Provide nursing care to critically ill children. | | | | |
| | 6. Give health education/nutritional education to parents. | | | | |
| | 7. Counsel parents according to identified counseling needs. | | | | |

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|----------|---------------|---|-----------------|--------------------|-------------|------------------|
| SEM V | N-MHN (I) 305 | MENTAL HEALTH NURSING – I Theory | 25* (INTERNAL) | - | - | 3 |

| Course title | Course outcomes | Hours/ week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|--|---|-------------|------------------|--------------------------|-----------------------------|
| MENTAL HEALTH NURSING –I Theory | <ol style="list-style-type: none"> 1. Trace the historical development of mental health nursing and discuss its scope. 2. Identify the classification of the mental disorders. 3. Develop basic understanding of the principles and concepts of mental health nursing. 4. Apply the Indian Nursing Council practice standards for psychiatric mental health nursing in supervised clinical settings. 5. Conduct mental health assessment. 6. Identify and maintain therapeutic communication and nurse patient relationship. 7. Demonstrate knowledge of the various treatment modalities and therapies used in mental disorders. 8. Apply nursing process in delivering care to patients with mental disorders. 9. Provide nursing care to patients with schizophrenia and other psychotic disorders based on assessment findings and | 60 | 3 | | - |

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

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|----------|---------------|--|-----------------|--------------------|-------------|------------------|
| SEM V&VI | N-MHN (I) 305 | MENTALHEALTHNURSING –I Practical Sem V Sem VI | 25 | - | - | - |
| | | | 160 | 2 | - | - |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|--|---|------------|------------------|--------------------------|-----------------------------|
| MENTAL HEALTH NURSING –I Practical Sem V | On completion of the course, the students will be able to: | 80 | 1 | | |
| MENTAL HEALTH NURSING –I Practical Sem VI | <ol style="list-style-type: none"> 1. Assess patients with mental health problems/disorders 2. Observe and assist in various treatment modalities or therapies 3. Counsel and educate patients and families 4. Perform individual and group psychoeducation 5. Provide nursing care to patients with mental health problems/disorders 6. Motivate patients in the community for early treatment and follow up 7. Observe the assess mental and care of patients with | 160 | 2 | | |

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|----------|-------------------|--|-----------------|--------------------|-------------|------------------|
| SEM V | N-COMH (I) 310 | COMMUNITY HEALTH NURSING–I including Environmental Science& Epidemiology (Theory) | 50 | 50 | 100 | 5 |
| | | substance abuse disorders in deaddiction centre. | | | | |

| Course Title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|--|--|------------|------------------|--------------------------|-----------------------------|
| COMMUNITY HEALTH NURSING–I including Environmental Science &Epidemiology (Theory) | <p>On completion of the course, the students will be able to</p> <ol style="list-style-type: none"> 1. Explore the evolution of public health in India and community health nursing 2. Explain the concepts and determinants of health 3. Identify the levels of prevention and health problems of India 4. Develop basic understanding about the health care planning and the present health care delivery system in India at various levels 5. Locate the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus 6. Discuss health care policies and regulations in India 7. Demonstrate understanding about an overview of environmental science, environmental health and sanitation 8. Demonstrate skill in nutritional assessment for different age groups in the community and provide appropriate nutritional counseling 9. Provide health education to individuals and families applying the | 100 | 5 | 50 | 50 |

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|--|--|--|--|--|--|
| | <p>principles and techniques of behavior change appropriate to community settings</p> <p>10. Describe community health nursing approaches and concepts</p> <p>11. Describe the role and responsibilities of community health nursing personnel</p> <p>12. Utilize the knowledge and skills in providing comprehensive primary healthcare across the life span at various settings</p> <p>13. Make effective home visits applying principles and method used for home visiting</p> <p>14. Use epidemiological approach in community diagnosis</p> <p>15. Utilize the knowledge of epidemiology, epidemiological approaches in caring for people with communicable and non-communicable diseases</p> <p>16. Investigate an epidemic of communicable diseases</p> <p>17. Assess, diagnose, manage and refer clients for various communicable and non-communicable diseases appropriately at the primary health care level</p> <p>18. Identify and perform the roles and responsibilities of nurses in implementing various national health programs in the community for the prevention, control and management of communicable and non-communicable diseases particularly in screening, identification, primary management and referral to a health facility/First Referral Unit (FRU)</p> | | | | |
|--|--|--|--|--|--|

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|----------|-------------------|---|-----------------|--------------------|-------------|------------------|
| SEM V | N-COMH (I) 310 | COMMUNITY HEALTH NURSING–I including | 50 | 50 | 100 | 2 |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | Environmental Science &Epidemiology (Practical) | | | | |
|--|--|--|--|--|--|--|

| Course Title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Sememarks |
|--|--|------------|------------------|--------------------------|------------------------|
| COMMUNITY HEALTH NURSING–I including Environmental Science &Epidemiology (Practical | <p>On completion of the course, the students will be able to</p> <ol style="list-style-type: none"> 1. Explore the evolution of public health in India and community health nursing 2. Explain the concepts and determinants of health 3. Identify the levels of prevention and health problems of India 4. Develop basic understanding about the health care planning and the present health care delivery system in India at various levels 5. Locate the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus 6. Discuss health care policies and regulations in India 7. Demonstrate understanding about an overview of environmental science, environmental health and sanitation 8. Demonstrate skill in nutritional assessment for different age groups in the community and provide appropriate nutritional counseling 9. Provide health education to individuals and families applying the principles and techniques of behavior change appropriate to community settings 10. Describe community health nursing approaches and concepts 11. Describe the role and responsibilities of community health nursing personnel 12. Utilize the knowledge and skills in providing comprehensive primary healthcare across the life span at various settings 13. Make effective home visits applying principles and method used for home visiting 14. Use epidemiological approach in community diagnosis | 160 | 2 | - | - |

| | | | | | |
|--|---|--|--|--|--|
| | <p>15. Utilize the knowledge of epidemiology, epidemiological approaches in caring for people with communicable and non-communicable diseases</p> <p>16. Investigate an epidemic of communicable diseases</p> <p>17. Assess, diagnose, manage and refer clients for various communicable and non-communicable diseases appropriately at the primary healthcare level</p> <p>18. Identify and perform the roles and responsibilities of nurses in implementing various national health programs in the community for the prevention, control and management of communicable and non-communicable diseases particularly in screening, identification, primary management and referral to a health facility/First Referral Unit(FRU)</p> | | | | |
|--|---|--|--|--|--|

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|----------|-------------|---|-----------------|--------------------|-------------|------------------|
| SEM V | EDUC 315 | EDUCATIONAL TECHNOLOGY/NURSING EDUCATION | 25 | 75 | 100 | 2 |
| | Sccc(I) 325 | Self study /co-curricular | | | | 20+20 hrs |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|--|---|------------|------------------|--------------------------|-----------------------------|
| EDUCATIONAL TECHNOLOGY/NURSING EDUCATION PLACEMENT: | <p>On completion of the course, the students will be competent to:</p> <ol style="list-style-type: none"> 1. Develop basic understanding of theoretical foundations and principles of teaching and learning 2. Identify the latest approaches to education and learning 3. Initiate self-assessment to identify one's own learning styles 4. Demonstrate understanding of various teaching styles that can be used, based on the learners' readiness and generational needs | 40 | 2 | 25 | 75 |

| | | | | | |
|--|--|--|--|--|--|
| | <ol style="list-style-type: none"> 5. Develop understanding of basics of curriculum planning ,and organizing 6. Analyze and use different teaching methods effectively that are relevant to student population and settings 7. Make appropriate decisions in selection of teaching learning activities integrating basic principles 8. Utilize active learning strategies that enhance critical thinking, team learning and collaboration 9. Engage in team learning and collaboration through interprofessional education 10. Integrate the principles of teaching and learning in selection and use of educational media/technology 11. Apply the principles of assessment in election and use of assessment and evaluation strategies 12. Construct simple assessment tools/tests integrating cognitive, psychomotor rand affective domains of learning that can measure knowledge and competence of students 13. Develop basic understanding of student guidance through mentoring and academic advising 14. Identify difficult situations, crisis and disciplinary/grievanceissues experienced by students and provide appropriate counseling 15. Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards 16. Develop basic understanding of evidence-based teachingpractices. | | | | |
|--|--|--|--|--|--|

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|----------|-------------|---|-----------------|--------------------|-------------|------------------|
| SEM V | N-FORN 320 | INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS | 25 | 25 | 50 | 1 |

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|--|--|--|--|--|--|--|

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|---|---|------------|------------------|--------------------------|-----------------------------|
| INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS PLACEMENT: V SEMESTER | <p>On completion of the course, the students will be able to</p> <ol style="list-style-type: none"> 1. Identify forensic nursing as emerging specialty in health care and nursing practice 2. Explore the history and scope of forensic nursing practice 3. Identify forensic team, role and responsibilities of forensic nurse in total care of victim of violence and in preservation of evidence 4. Develop basic understanding of the Indian judicial system and legal procedures | 20 | 1 | 25 | 25 |

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|----------|--------------|--|---|--------------------|-------------|------------------|
| SEM VI | N-CHN II 301 | CHILD HEALTH NURSING - II VI SEMESTER (THEORY) | 25 (V SEM) 25 (VI SEM) WITH THE AVERAGE OF BOTH | 75 | 100 | 2 |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester |
|--------------|-----------------|------------|------------------|--------------------------|-----------------------|
|--------------|-----------------|------------|------------------|--------------------------|-----------------------|

| | | | | | Marks |
|---|---|-----------|----------|-----------|--------------|
| CHILD HEALTH NURSING -II VI SEMESTER (THEORY) | On completion of the course, the students will be able to 1. Apply the knowledge of pathophysiology and provide nursing care to children with Cardiovascular ,GI, genitourinary, nervous system disorders, ortheopedic disorders, eye, ear and skin disorders and communicable diseases 2. Provide care to children with common behavioural, socialand psychiatric problems 3. Manage challenged children 4. Identify the social and welfare services for challenged children | 40 | 2 | 25 | 75 |

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|-----------------|--------------------|--|---------------------------------|---------------------------|--------------------|-------------------------|
| SEM VI | N-CHN (II) 301 | CHILD HEALTH NURSING -II VI SEMESTER (PRACTICAL) | 50 (25-V SEM) (25-VI SEM) | 50 | 100 | 1 |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|---------------------|---|-------------------|-------------------------|---------------------------------|------------------------------------|
| CHILD HEALTH | On completion of the course, the students will be able to | 80 | 1 | 50 | 50 |

| | | | | | |
|--|--|--|--|--|--|
| NURSING -II VI SEMESTER (PRACTICAL) | 1. Apply the knowledge of pathophysiology and provide nursing care to children with Cardiovascular ,GI, genitourinary, nervous system disorders, ortheopedic disorders, eye, ear and skin disorders and communicable diseases 2. Provide care to children with common behavioural, socialand psychiatric problems 3. Manage challenged children 4. Identify the social and welfare services for challenged children | | | | |
|--|--|--|--|--|--|

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|----------|------------------|---|--|--------------------|-------------|------------------|
| SEM VI | N-MHN(II) 305 | MENTAL HEALTH NURSING–I &II (THEORY) | 25 (25-SEM -V 25-SEM VI AVERAGE OF BOTH) | 75 | 100 | 3+2=5 |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|--|--|------------|------------------|--------------------------|-----------------------------|
| MENTAL HEALTH NURSING–II (THEORY) | On completion of the course, the students will be able to <ol style="list-style-type: none"> 1. Apply nursing process in providing care to patients with substance use disorders, and personality and sexual disorders. 2. Apply nursing process in providing care to patients with behavioural and emotional disorders occurring during childhood and adolescence. 3. Apply nursing process in providing care to patients with organic brain disorders. 4. Identify and respond to psychiatric emergencies. 5. Carry out crisis interventions during | 40 | 2 | | |

| | | | | | |
|--|---|--|--|--|--|
| | <p>emergencies under supervision.</p> <p>6. Perform admission and discharge procedures as per MHCA 2017.</p> <p>7. Explore the role and responsibilities of community mental health nurse in delivering community mental health services.</p> | | | | |
|--|---|--|--|--|--|

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|----------|---------------|---|-----------------------------|--------------------|-------------|------------------|
| SEM VI | N-MHN(II) 305 | MENTAL HEALTH NURSING–II (PRACTICAL) | 50 SEM V -25 SEMVI-25 | 50 | 100 | 2 |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|---|---|-------------------|-------------------------|---------------------------------|------------------------------------|
| MENTAL HEALTH NURSING–II (PRACTICAL) | <p>On completion of the course, the students will be able to</p> <ol style="list-style-type: none"> 1. Apply nursing process in providing care to patients with substance use disorders, and personality and sexual disorders. 2. Apply nursing process In providing care to patients with behavioural and emotional disorders occurring during childhood and adolescence. 3. Apply nursing process in providing care to patients with organic brain disorders. 4. Identify and respond to psychiatric emergencies. 5. Carry out crisis interventions during emergencies under supervision. 6. Perform admission and discharge procedures as per MHCA 2017. 7. Explore the role sand responsibilities of community mental health nurse in delivering community mental health services. | 160 | 2 | 50 | 50 |

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|-----------------|--------------------|---|------------------------|---------------------------|--------------------|-------------------------|
| SEM VI | NMLE 330 | NURSING MANAGEMENT AND LEADERSHIP (THEORY) | 25 | 75 | 100 | 3 |

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|----------|-------------|--|-----------------|--------------------|-------------|------------------|
| SEM VI | NMLE 330 | NURSING MANAGEMENT AND LEADERSHIP (PRACTICAL) | - | - | - | 1 |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|--|---|------------|------------------|--------------------------|-----------------------------|
| NURSING MANAGEMENT AND LEADERSHIP (PRACTICAL) | <p>Hospital</p> <ol style="list-style-type: none"> 1. Prepare organizational chart of hospital/Nursing services/ nursing department 2. Calculate staffing requirements for a particular nursing unit/ward 3. Formulate Job description at different levels of care 4. Prepare duty roster for staff/ students at different levels 5. Participate in procuring/ purchase of equipment &supplies 6. Prepare logbook/MMF for specific equipment/materials 7. Maintain and store inventory and keep daily records 8. Prepare and maintain various record s& reports of the settings–incident reports/adverse reports/audit reports 9. Prepare and implement protocols &manuals 10. Participate in supervision, evaluation and conducting in service education for the staff <p>College&Hostel</p> <ol style="list-style-type: none"> 1. Prepare organizational chart of college 2. Formulate job description for tutors | 80 | 1 | | |

| | | | | | |
|--|--|--|--|--|--|
| | <ol style="list-style-type: none"> 3. Prepare Masterplan, time table and clinical rotation 4. Prepare student anecdotes 5. Participate in planning, conducting and evaluation of clinical teaching 6. Participate in evaluation of students' clinical experience 7. Participate in planning and conducting practical examination OSCE– end of posting | | | | |
|--|--|--|--|--|--|

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|----------|-------------------|---|-----------------|--------------------|-------------|------------------|
| SEM VI | NMIDW (I)OBGN 335 | MIDWIFERY/OBSTETRICS AND GYNECOLOGY(OBG) NURSING-I Including SBA module THEORY | 25 | - | - | 3 |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|---|--|------------|------------------|--------------------------|-----------------------------|
| MIDWIFERY/ OBSTETRICS AND GYNECOLOGY(OBG) NURSING-I Including SBA module | <p>On completion of the program, the students will be able to</p> <ol style="list-style-type: none"> 1. Demonstrate professional accountability for the delivery of nursing care as per INC standards /ICM competencies that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in midwifery practice. 2. Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes. 3. Recognize the trend and issues in midwifery and obstetrical nursing. | 60 | 3 | 25 | - |

4. Review and describe the anatomy and physiology of human reproductive system and conception.
5. Describe and apply physiology in the management of normal pregnancy ,birth and puerperium.
6. Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal, intranatal and postnatal period.
7. Uphold the fundamental human rights of individuals when providing midwifery care.
8. Promote physiologic labour and birth, and conduct normal childbirth.
9. Provide evidence based essential new born care.
10. Apply nursing process approach in caring for women and their families.
11. Describe the methods of contraception and role of nurse/midwife in family welfare services.
12. Recognize the importance of and actively participate in family welfare programs.
13. Provide youth friendly health services and care for women affected by gender-based violence.

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|----------|----------------------|--|-----------------|--------------------|-------------|------------------|
| SEM VI | NMIDW (I)OBGN 335 | MIDWIFERY /OBSTETRICS AND GYNECOLOGY (OBG)NURSING–I PRACTICAL | 25 | - | - | 3+1(lab) |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|--|---|---|---------------------------------|--------------------------|-----------------------------|
| MIDWIFERY/ OBSTETRICS AND GYNECOLOGY(OBG) NURSING–I PRACTICAL VI&VII SEMESTER | <p>On completion of the course, the students will be able to:</p> <ol style="list-style-type: none"> 1. Counsel women and their families on pre-conception care 2. Demonstrate lab test sex. urine pregnancy test 3. Perform antenatal assessment of pregnant women 4. Assess and care for normal antenatal mothers 5. Assist and perform specific investigations for antenatal mothers 6. Counsel mothers and their families on antenatal care and preparation for parenthood 7. Conduct child birth education classes 8. Organize labour room 9. Prepare and provide respectful maternity care for mothers in labour 10. Perform per-vaginal examination for a woman in labour if indicated 11. Conduct normal childbirth with essential new born care 12. Demonstrate skills in resuscitating the new born 13. Assist women in the transition to motherhood 14. Perform postnatal and new born assessment 15. Provide care for postnatal mothers and their newborn 16. Counsel mother son postnatal and new born care 17. Perform PPIUCD insertion and removal 18. Counsel women on family planning and participate in family welfare services 19. Provide youth friendly health services 20. Identify, assess ,care and refer women affected with gender based violence | <p>SKILL LAB 40</p> <p>CLINICAL 240</p> | <p>1</p> <p>3</p> | | |

| | | | | | |
|--|---|--|--|--|--|
| | <p>SKILLLAB:Procedures/Skills for demonstration and return demonstration:</p> <ol style="list-style-type: none">1. Urine pregnancy test2. Calculation of EDD, Obstetrical score, gestational weeks3. Antenatal assessment4. Counseling antenatal mothers5. Micro birth planning6. PV examination7. Monitoring during first stage of labour–Plotting and interpretation of partograph8. Preparation for delivery–setting up labour room, articles, equipment9. Mechanism of labour –normal10. Conduction of normal child birth with essential new born care11. Active management of third stage of labour12. Placental examination13. New born resuscitation14. Monitoring during fourth stage of labour15. Postnatal assessment16. New born assessment17. Kangaroo mother care18. Family planning counseling19. PPIUCD insertion and removal | | | | |
|--|---|--|--|--|--|

B.Sc. (H) Nursing IV year**NURSING RESEARCH AND STATISTICS:**

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|--------------|-------------|--|-----------------|--------------------|-------------|-----------------------------|
| Semester VII | NRST405 | NURSING RESEARCH AND STATISTICS | 25 | 75 | 100 | 2 (Theory) 2 (Practical) |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|--|--|-------------------------------|------------------|--------------------------|-----------------------------|
| NURSING RESEARCH AND STATISTICS | On completion of the course, the students will be able to: | 40(Theory) | 2 | 25 | 75 |
| | <ol style="list-style-type: none"> 1. Understand the origin and history of Unani Medicine. 2. To identify and understand different compounds and forms of Unani drugs 3. To understand the pharmacology of the Unani drugs 4. To classify and explain the different forms of drugs 5. To understand different modes of administration of Unani drugs 6. To understand the preparation of some indoor and emergency medicines | 80(Practical) (PROJECT 40) | 2 | - | - |

Midwifery/Obstetrics and Gynecology-II:

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|--------------|----------------------|--|---|--------------------|-------------|------------------|
| Semester VII | N-MIDW (II)/OBGN 410 | Midwifery/Obstetrics and gynecology (OBG) Nursing-including safe delivery app module Midwifery/Obstetrics and | 25 (SEM VI-25) SEM VII 25 WITH AVERAGE OF BOTH | 75 | 100 | 3 (1 Lab) |

| | | | | | | |
|--|--|--|-------------------------------------|----|-----|---|
| | | gynecology (OBG) Nursing-(I&II) Practical | 50 (SERM VI -25 & SEM VII-25) | 50 | 100 | 4 |
|--|--|--|-------------------------------------|----|-----|---|

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|---|---|---------------------------------------|------------------------------|--------------------------|-----------------------------|
| Midwifery/Obstetrics and Gynecology Nursing-1 | <p>On completion of the program, the students will be able to</p> <ol style="list-style-type: none"> 1. Demonstrate professional accountability for the delivery of nursing care as per INC standards/ICM competencies that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in midwifery practice. 2. Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes. 3. Recognize the trends and issues in midwifery and obstetrical nursing 4. Review and describe the anatomy and physiology of human reproductive system and conception. 5. Describe and apply physiology in the management of normal pregnancy, birth and puerperium. 6. Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal, intranatal and postnatal period. 7. Uphold the fundamental human rights of individuals when providing midwifery care. 8. Promote physiologic labour and birth, and conduct normal childbirth. 9. Provide evidence based essential newborn care. 10. Apply nursing process approach in caring for women and their families. 11. Describe the methods of contraception and role of nurse/midwife in family welfare services. 12. Recognize the importance of and actively participate in family welfare programs. 13. Provide youth friendly health services and care for women affected by gender-based violence. | <p>Theory-60</p> <p>Practical-320</p> | <p>3</p> <p>4 1(Lab)</p> | <p>25</p> <p>50</p> | <p>75</p> <p>50</p> |

COMMUNITY HEALTH NURSING – II

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|--------------|----------------|---|-----------------|--------------------|-------------|------------------|
| Semester VII | N-COMH(II) 401 | COMMUNITY HEALTH NURSING – II (THEORY) | 25 | 75 | 100 | 5 |
| | | COMMUNITY HEALTH NURSING – II (PRACTICAL) | 50 | 50 | 100 | 2 |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|---|---|--|-------------------|--------------------------|-----------------------------|
| COMMUNITY HEALTH NURSING – II (THEORY) | <ol style="list-style-type: none"> 1. Demonstrate beginning practice competencies/skills relevant to provide comprehensive primary health care/community based care to clients with common diseases and disorders including emergency and first aid care at home/clinics/centres as per predetermined protocols/drug standing orders approved by MOH&FW 2. Provide maternal, newborn and child care, and reproductive health including adolescent care in the urban and rural health care settings 3. Describe the methods of collection and interpretation of demographic data 4. Explain population control and its impact on the society and describe the approaches towards limiting family size 5. Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programs 6. Identify health problems of older adults and provide primary care, counseling and supportive health services 7. Participate in screening for mental health problems in the community and providing appropriate referral services 8. Discuss the methods of data collection for HMIS, analysis and interpretation of data 9. Discuss about effective management of health information in community diagnosis and intervention | <p>Theory-100</p> <p>Practical-160</p> | <p>5</p> <p>2</p> | 25 | 75 |

| | | | | | |
|--|--|--|--|--|--|
| | <p>10. Describe the management system of delivery of community health services in rural and urban areas</p> <p>11. Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management and maintenance of records & reports</p> <p>12. Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs)</p> <p>13. Identify the roles and responsibilities of health team members and explain their job description</p> <p>14. Demonstrate initiative in preparing themselves and the community for disaster preparedness and management</p> <p>15. Demonstrate skills in proper bio-medical waste management as per protocols</p> <p>16. Explain the roles and functions of various national and international health agencies</p> | | | | |
|--|--|--|--|--|--|

SEMESTER VIII (INTERNSHIP)

| | |
|-----------------|---|
| INTE415 | COMMUNITY HEALTH NURSING – 4 WEEKS |
| INTE 420 | ADULT HEALTH NURSING – 6 WEEKS |
| INTE 425 | CHILD HEALTH NURSING- 4 WEEKS |
| INTE 430 | MENTAL HEALTH NURSING – 4 WEEKS |
| INTE 435 | MIDWIFERY 4 WEEKS |

INTRODUCTION TO UNANI MEDICINE:

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|-----------------|--------------------|---------------------------------------|------------------------|---------------------------|--------------------|-------------------------|
| Semester VIII | Nil | INTRODUCTION TO UNANI MEDICINE | 25 | 75 | 100 | 2 |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|---------------------------------------|---|------------|------------------|--------------------------|-----------------------------|
| INTRODUCTION TO UNANI MEDICINE | On completion of the course, the students will be able to: <ol style="list-style-type: none"> 1. Understand the origin and history of Unani Medicine. 2. To identify and understand different compounds and forms of Unani drugs 3. To understand the pharmacology of the Unani drugs 4. To classify and explain the different forms of drugs 5. To understand different modes of administration of Unani drugs 6. To understand the preparation of some indoor and emergency medicines | 40 | 2 | 25 | 75 |

INTRODUCTION TO UNANI MEDICINE

PLACEMENT: IV Year (Semester VII)

Theory-40 Hrs

| UNIT | TIME (Hours) | | LEARNING OUTCOMES | CONTENT | TEACHING/ LEARNING ACTIVITIES | ASSESSMENT METHODS |
|------|--------------|---|--|--|---|--------------------------------------|
| | T | P | | | | |
| I | 5 | | <ul style="list-style-type: none"> •To explain the brief history of Unani medicine. | Introduction to Unani Medicine: <ul style="list-style-type: none"> • Introduction to subject, brief history of Unani Tibb; Introduction of Umoor-e-Tabia, particularly Miraj, Akhlat, etc | Lecture cum discussion, lab work, practical work. | Term Exams, Assignments, Class Tests |

| | | | | | |
|-----|----|--|--|--|--------------------------------------|
| II | 10 | <ul style="list-style-type: none"> To introduce Unani medicines- its history, classification, mode of administration and treatment and its action | <p>ILMUL ADVIA, MURAKKABAT (Pharmacology/ Pharmacy)</p> <ol style="list-style-type: none"> Introduction of the subject; shapes of compound Unani drugs; Forms of drugs according to mode of administration and treatment; name of some common Unani compounds, their drugs and general actions. Introduction of IlmulAdvia/Murakkabat Shapes of compound Unani drugs: <ul style="list-style-type: none"> Solids: Habb, Qurs, Safeef, Shiyaf Semi-solids: Itrifal, Aneshadru, Tiryag, Jawarish, Khamirah, Harirah, Zimad, Tila, Qairuti, Karham Liquids: Rooh, Saoot, Luat, Ka-ul- Shaeer, Kaul-Labalm, Joshanda, Kheesanda, Sheera, Murawwaq, Zulal, Shikanjbeen, Sharbat, Kaul-Asl Forms of drugs according to modes of administration and some modes of treatment. Abzan, Nutool, Takmeed, Zimad, Tila, Dalak, Indabab, QaiIsha, Ishal, Huqna, Utoos, Hamool, Fatila, Zareer, Kazmazah | Lecture cum discussion, lab work, practical work | Term Exams, Assignments, Class Tests |
| III | 10 | <ul style="list-style-type: none"> To understand the method of preparation of Unani medicine in indoor and emergency | <p>BEDSIDE MEDICINE</p> <p>Methods of preparation of some Unani medicines in the indoor, some emergency medicines and their action, commonly used in bed-sides terminology of common diseases Method of preparation of common drugs: Joshan, Kheesanda, Sheera, Zimad, Inkabab</p> | Lecture cum discussion, lab work, practical work | Term Exams, Assignments, Class Tests |

| | | | | | |
|----|----|--|--|--|--|
| | | <p>medicines</p> <ul style="list-style-type: none"> To understand their actions and common terminologies used for common medicines. | <p>a. Some medicines and their actions commonly used in bedside medicines: Barshash, Qulzum, Sayyal-e-Sheereen, Habb-Kabid, Sharbat-e-Sadr, KhameeraAsbresham, KhameeraAsbresh, Habb-e-Zeequnafas, Iksir-e-Shifa, Aujai, Qurs-e-Habis, QursHabisQai, Qurs-e-Bandish-e-Khoon</p> <p>b. Terminologies of some common disease: Suda, Sarsaam, Faliij, Sara Nazla, Zikam, Sual, Zeequnafas, Zaturriya, Zatul-Janb, Warm-e-ShobShahiqa, Nafakh, Warm-e-Meda, Warm-e-Jigar and mirara, Zaheer Ishal, Warm-e-Kuliya, Zof-e-Baah, JarbBusoor, Waj-ul-Uan, Selanul-Uzn, Waj-ul Mufasil, Sailan ul Reham</p> | | |
| IV | 20 | To identify and practice the preparation and administration of the compound drugs. | <p>PRACTICALS</p> <p>IDENTIFICATION OF SOME COMPOUND DRUGS (Unit-2); Identification of some single drugs; Practical demonstration of some modes of treatment (Unit-2); Method of preparation of indoor medicines (Unit-3)</p> | | |

DISASTER MANAGEMENT:

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|---------------|-------------|----------------------------|-----------------|--------------------|-------------|------------------|
| Semester VIII | Nil | DISASTER MANAGEMENT | 25 | 75 | 100 | 2 |

| Course title | Course outcomes | Hours/week | Allotted credits | Allotted Sessional Marks | Allotted End Semester Marks |
|----------------------------|--|------------|------------------|--------------------------|-----------------------------|
| DISASTER MANAGEMENT | At the end of course students are able to: 1. To Understand basic concepts in DisasterManagement 2. To Understand Definitions and Terminologies used i DisasterManagement 3. To Understand Types and Categories ofDisasters 4. To Understand the Challenges posed byDisasters 5. To understand Impacts ofDisasters 6. 6.To promote Prevention and Preparedness fordisaster 7. 7.To undertake Mitigation & Risk Reductionsteps 8. 8.To prioritize Rescue and Reliefoperation 9. 9.To understand Rehabilitation &Reconstruction | 40 | 2 | 25 | 75 |

DISTRIBUTION OF CREDITS AND HOURS BY COURSES, INTERNSHIP AND ELECTIVES

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

| S.No. | Credits | Theory (Cr/Hrs) | Lab (Cr/Hrs) | Clinical (Cr/Hrs) | Total credits | Hours |
|-------|----------------|--------------------------|--------------|-------------------|---------------|-------|
| 1 | Course credits | 96 credit per 1912 hours | 15/600 | 36/2880 | 147 | 5392 |
| 2 | Internship | | | | 12 | 1056 |
| 3 | Electives | | | | 3 | 60 |

| | | | | | | |
|--|-------|--|--|--|-----|------|
| | Total | | | | 156 | 6396 |
|--|-------|--|--|--|-----|------|

| Semester | Course Code | Course Title | Sessional Marks | End Semester Marks | Total Marks | Allotted credits |
|---------------|-------------|-----------------------|-----------------|--------------------|-------------|------------------|
| Semester VIII | Nil | COMPETENCY ASSESSMENT | 100 | 100 | 200 | - |

5.

RULES AND REGULATIONS**EXAMINATION REGULATIONS****Note:**

1. Applied Anatomy and Applied Physiology: Question paper will consist of Section-A Applied Anatomy of 37 marks and Section-B Applied Physiology of 38 marks.
2. Applied Sociology and Applied Psychology: Question paper will consist of Section-A Applied Sociology of 37 marks and Section-B Applied Psychology of 38 marks.
3. Applied Microbiology and Infection Control including Safety: Question paper will consist of Section-A Applied Microbiology of 37 marks and Section-B Infection Control including Safety of 38 marks.

4. Applied Nutrition and Dietetics and Applied Biochemistry: Question paper will consist of Section-A Applied Nutrition and Dietetics of 50 marks and Section-B Biochemistry of 25 marks.
5. Pharmacology, Genetics and Pathology: Question paper will consist of Section-A of Pharmacology with 38 marks, Section-B of Pathology with 25 marks and Genetics with 12 marks.
6. Nursing Research and Statistics: Nursing Research should be of 55 marks and Statistics of 20 marks.
7. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each course/subject for appearing for examination.
8. A candidate must have 100% attendance in each of the practical areas before award of degree.
9. Following exams shall be conducted as College exam and minimum pass is 50% (C Grade) and to be sent to the University for inclusion in the marks sheet and shall be considered for calculating aggregate.
 - i. Communicative English
 - ii. Health/Nursing Informatics and Technology
 - iii. Professionalism, Professional Values and Ethics including Bioethics
 - iv. Introduction to Forensic Nursing & Indian Laws
10. Minimum pass marks shall be 40% (P grade/4 point) for EVS, Unani Medicine, Disaster Management and elective modules.
11. Minimum pass marks shall be 50% in each of the Theory and practical papers including English.
12. The student has to pass in all **mandatory modules** placed within courses and the pass mark for each module is 50% (C Grade). The allotted percentage of marks will be included in the internal assessment of College/University Examination
13. A candidate has to pass in theory and practical exam separately in each of the paper.
14. If a candidate fails in either theory or practical, he/she has to re-appear for both the papers (Theory and Practical).

15. If the student has failed in only one subject and has passed in all the other subjects of a particular semester and Grace marks of up to 5 marks to theory marks can be added for one course/subject only, provided that by such an addition the student passes the semester examination.

16. The candidate shall appear for exams in each semester:

i. The candidate shall have cleared all the previous examinations before appearing for fifth semester examination. However, the candidates shall be permitted to attend the consecutive semesters.

ii. The candidate shall have cleared all the previous examinations before appearing for seventh semester examination. However, the candidates shall be permitted to attend the consecutive semesters.

iii. The candidate shall have cleared all the previous examination before appearing for final year examination.

iv. The maximum period to complete the course successfully should not exceed 8 years.

17. The candidate has to pass separately in internal and external examination (shall be reflected in the marks sheet). No institution shall submit average internal marks of the students not more than 75% (i.e. if 40 students are admitted in a course the average score of the 40 students shall not exceed 75% of total internal marks).

18. At least 50% of the Non-nursing subjects like Applied Anatomy & Physiology, Applied Biochemistry, Applied Psychology & Sociology, Applied Microbiology, Pharmacology, Genetics, Nutrition & Dietetics, Communicative English and Health/Nursing Informatics & Technology should be taught by the Nursing teachers. Teachers who are involved in teaching non-nursing subjects can be the examiners for the program.

19. Maximum number of candidates for practical examination should not exceed 20 per day. Particular year and of same institution batch shall be examined by the same set of examiners.

20. All practical examinations must be held in the respective clinical areas.

21. One internal and one external examiner should jointly conduct practical examination for each student.

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

7. Internal Assessment

- (a) For the purpose of internal assessment, there will be continuous assessment and sessional examinations. The teacher may conduct additional class tests and quizzes as they may deem necessary.
- (b) Each test will be of 2 hours duration. These will be conducted by the respective teachers as per a notified schedule during the regular teaching slots. There will be no provision for special or additional internal assessment tests.
- (c) The answer books of the semester tests shall be shown to the students and taken back with their signatures on these. The semester answer books shall be retained in the department till the end of the academic term.
- (d) The students shall be required to maintain the observation visit reports/ other such assessments, including diary, for assessment by the teachers concerned in each case. Besides the class tests, marks will be given for day to day work and assignments in the following:
 - (a) Case presentation
 - (b) Nursing Care plan
 - (c) Case study
 - (d) Seminar
 - (e) Daily Diary
 - (f) Return demonstrations
 - (g) Monthly clinical evaluation
 - (h) Maintenance of Midwifery Case book
 - (i) Practice Practical exams.
- (e) A regular record of Theory and Practical class work and examinations conducted in a semester shall be maintained by the teachers for each student.

- (f) Twenty five marks shall be awarded for Internal Assessment in theory papers. The candidates must secure a minimum of 50% marks in each paper in internal assessment. Otherwise the student shall not be allowed to take up the end semester examination. For subsidiary/ qualifying papers and elective modules, a student must secure a minimum of 40% marks. Fifty marks shall be awarded in Practical subjects as given in the Scheme of Examination.
- (g) The semester test marks awarded by the teacher on internal assessment will be submitted to the Principal/Dean. These would also be displayed on the Notice Board and sent to students homes.
- (h) The average internal marks of the test students shall not be more than 75%.

INTERNAL ASSESSMENT GUIDELINES

Theory

I. Continuous Assessment: 10 marks

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

Total = 30/3 = 10

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

Total = 40/4 = 10 marks

II. Sessional Examinations: 15 marks

Two sessional exams per course

Exam pattern:

MCQ – $4 \times 1 = 4$

Essay – $1 \times 10 = 10$

Short – $2 \times 5 = 10$

Very Short – $3 \times 2 = 6$

$$30 \text{ marks} \times 2 = 60/4 = 15$$

Practical

I. Continuous Assessment: 10 marks

1. Attendance – **2 marks** (95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)

2. Clinical assignments – **10 marks**

(Clinical presentation – 3, drug presentation & report – 2, case study report – 5)

3. Continuous evaluation of clinical performance – **10 marks**

4. End of posting OSCE – **5 marks**

5. Completion of procedures and clinical requirements – **3 marks**

$$\text{Total} = 30/3 = 10$$

II. Sessional Examinations: 15 marks

Exam pattern:

OSCE – 10 marks (2-3 hours)

DOP – 20 marks (4-5 hours)

{DOP – Directly observed practical in the clinical setting}

$$\text{Total} = 30/2 = 15$$

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

Competency Assessment: (VIII Semester)

Internal assessment

Clinical performance evaluation – $10 \times 5 \text{ specialty} = 50 \text{ marks}$

OSCE = 10×5 specialty = 50 marks

Total = 5 specialty \times 20 marks = 100

8. Attendance

- (a) All students must attend every lecture and practical class. However, to account for late joining or other such contingencies, the attendance requirement for appearing in the examinations shall be a minimum of 80% of the classes actually held.
- (b) In order to maintain the attendance record of a particular course, a roll call will be taken by the teacher in every scheduled lecture and practical class. For the purposes of attendance, every scheduled practical class will count as one attendance unit, irrespective of the number of contact hours.
- (c) The teacher incharge will consolidate the attendance record for the lectures and practicals for each semester. Attendance on account of participation in the prescribed functions of NCC, NSS, Inter-university sports, and educational tours/field work shall be credited to the aggregate, provided the attendance record, duly countersigned by the Officer incharge, is sent to the Dean of Faculty within two weeks of the function/activity, etc. The student shall be apprised of her attendance status every month by teacher.
- (d) The statements of attendance of students shall be displayed on the department notice board at the close of each semester as given in the university calendar. A copy of the same shall be sent to the Head of Department/ Office of Dean of Faculty for record. Notice displayed on notice board shall be deemed to be a proper notification, and no individual notice shall be sent to students.
- (e) If a student is found to be continuously absent from the classes without information for a period of 30 days, the teacher incharge shall report it to the Head of Department/ Dean for appropriate disciplinary action according to the university rules.
- (f) A student with less than 80 %attendance of the lectures and practicals separately in each subject/course in a semester shall be detained from appearing in the end semester examination. The Dean of Faculty concerned may consider application for the condonation of attendance up to 5% on account of sickness, provided the application for condonation of attendance, duly certified by a Registered Medical practitioner/Public Hospital had been submitted within 5 days from the recovery from illness. Condonation of attendance on account of any other extenuating circumstances may also be considered, provided the request is duly supported by documentary evidence.
- (g) A student detained on account of attendance will be re-admitted to the same class in the next academic year on payment of current fees except enrolment fee and security deposits.

9. Eligibility for appearing in Examination

A student seeking to appear in examination to be held at the end of each semester must have pursued the course of study for the semester, and must have completed the prescribed attendance requirements. Candidate shall be required to pass separately in both sections (theory and practical).

10. Scheme of examination

- a) English shall be the medium of instruction and examination.
- b) Examinations shall be conducted at the end of each semester as per the academic calendar.
- c) Each theory paper will carry 100 marks and will have following components

| | |
|-----------------------------|----------|
| 1) Internal assessment | 25 marks |
| ➤ Continuous Assessment | 10 marks |
| ➤ Sessional examination | 15 marks |
| 2) End semester examination | 75 marks |
- d) The theory and practical paper marks allocation shall be as per the scheme of examination
- e) The duration of end semester examination in theory as well as practical papers will be 3-hours, and 2 hours for the specified subjects.
- f) Examiners shall examine students orally during the Practical examination and take cognizance of their performance when marking their papers.
- g) A student shall not be declared to have passed the examination unless he/she secures at least 50% marks in each of the subjects separately in the theory as well as practical examinations, including internal assessment marks. Each theory paper or practical examination shall be considered as a separate paper. For elective modules and qualifying/subsidiary subjects the pass marks shall be 40 % and above.
- h) One week leave shall be given as preparatory leave before the commencement of end semester examinations.
- i) No candidate shall be awarded the B.Sc. degree unless: (i) she has passed in all the qualifying subjects as stated in Scheme of examination; (ii) the total clinical experience prescribed has been completed before Final year; and (iii) Compulsory Internship for 22 weeks has been completed as integrated internship practice, as per INC syllabus.

11. Credit scheme

Each course in a semester shall have a certain number of credits assigned to it depending upon the number of lecture, tutorial and practical periods per week. Two credit hours are equal to 40 hours of teaching for theory, one credit hour is equal to 40 hours for practical or lab practice and one credit hour is equal to 80 hours of clinical. Credits for theory and practical are given against the subject in the course syllabus.

Grading of Performance

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

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

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

For English and electives – Pass is at P Grade (4 grade point) 40% and above

Evaluation of performance

Computation of Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA) SGPA is the weighted average of the grade points obtained in all courses by the student during the semester (All courses excluding English and electives)

Ex. SGPA Computation

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

| | | | | |
|---|--------|---|--------|-------------------|
| 3 | 3 (C3) | B | 6 (G3) | $3 \times 6 = 18$ |
|---|--------|---|--------|-------------------|

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

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

Computation of CGPA

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

| Semester I | Semester 2 | Semester 3 | Semester 4 |
|--|---------------------|---------------------|---------------------|
| Credit – Cr Cr: 20 SGPA: 6.5 $\text{Cr} \times \text{SGPA} = 20 \times 6.5$ | Cr: 22 SGPA: 7.0 | Cr: 25 SGPA: 5.5 | Cr: 26 SGPA: 6.0 |

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

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

12. Pass percentage and promotion criteria

- Minimum pass marks shall be 40% (P grade/4 point) for subsidiary/ qualifying papers and elective modules.
- Minimum pass marks shall be 50% in each of the Theory and practical papers including English.
- The student has to pass in all mandatory modules placed within courses and the pass mark for each module is 50% (C Grade). The allotted percentage of marks will be included in the internal assessment of College/University Examination
- Following exams shall be conducted as College exam and minimum pass is 50% (C Grade) and to be sent to the University for inclusion in the marks sheet and shall be considered for calculating aggregate.
 - i. Communicative English
 - ii. Health/Nursing Informatics and Technology
 - iii. Professionalism, Professional Values and Ethics including Bioethics
 - iv. Introduction to Forensic Nursing & Indian Laws
- A candidate has to pass in theory and practical exam separately in each of the paper.
- If a candidate fails in either theory or practical, he/she has to re-appear for both the papers (Theory and Practical).

- If the student has failed in only one subject and has passed in all the other subjects of a particular semester and Grace marks of up to 5 marks to theory marks can be added for one course/subject only, provided that by such an addition the student passes the semester examination.
- The candidate shall appear for exams in each semester:
 - i. The candidate shall have cleared all the previous examinations before appearing for fifth semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
 - ii. The candidate shall have cleared all the previous examinations before appearing for seventh semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
 - iii. The candidate shall have cleared all the previous examination before appearing for final year examination. iv

The maximum period to complete the course successfully should not exceed 8 years.
- The candidate has to pass separately in internal and external examination (shall be reflected in the marks sheet). No institution shall submit average internal marks of the students not more than 75% (i.e. if 40 students are admitted in a course the average score of the 40 students shall not exceed 75% of total internal marks).

Reappearance in passed papers for improvement

- a) A student may reappear in any theory paper prescribed for a semester for improvement, on foregoing in writing her/his previous performance in the paper(s) concerned. This can be done in the immediate subsequent semester examination only (for example, a student reappearing in a paper prescribed for semester I examination, may do so along with subsequent semester III examination and not along with papers for semester V).
- b) A candidate who has cleared the papers of III year (V & VI semesters) may reappear for improvement in any paper of V & VI semester only once, at the immediate subsequent examination on foregoing in writing her/his previous performance in the paper(s) concerned, within the prescribed span period.
- c) In the case of reappearance in a paper, the result will be prepared on the basis of candidate's current performance in the examination.
- d) In the case of a candidate, who opts to re-appear in any paper(s) under to aforesaid provisions, on surrendering her/his earlier performance but fails to re-appear in the paper(s) concerned, the marks previously secured by the candidate in the paper(s) in which she/he has failed to re-appear shall be taken into account while determining her/his result of the examination held currently.
- e) Reappearance in practical examinations shall not be allowed.
- f) A student who reappears in paper shall carry forward the internal assessment marks, originally awarded.

13. Classification of Successful Candidates

The result of successful candidates who fulfill the criteria for the award of degree shall be classified at the end of last semester, on the basis of his/her CGPA.

Classification shall be done on the basis of his/her CGPA

- She/he shall be awarded "Distinction" if her/his final CGPA is 7.5 and above and passed all the semester examinations in the first attempt.
- She/he shall be awarded "First Division" if her/his final CGPA is 6.00-7.49 and above but less than 7.5

- Se/he shall be awarded “ Second Division” if her/his final CGPA is 5.00-5.99 and above but less than 6.00

(a) A student shall be eligible for award of Gold Medal, subject to the following criteria:

- He (she) has secured the highest marks in aggregate of examinations of all the semesters of the programme of study.
- He (she) has obtained a minimum of 7.5 and above as the CGPA, as stated in (i) above.
- He (she) has passed all examinations, including qualifying courses, if any, in first attempt.

14. Span Period

The span period is 8 years, that is total period to complete the course shall be maximum of 8(eight) years only.

15. Supplementary examinations

There will be supplementary /improvement examination after each semester/annual examination.

16. Failed students

Failed students shall appear in the examination as per rules prescribed for ex-students.

17. Other Conditions

(a) A minimum of 6 weeks’ vacation shall be given each year.

6.Syllabus details

B.SC FIRST YEAR

Program Outcome

The aims of the undergraduate program are to

PO1. Produce knowledgeable competent nurses and midwives with clear critical thinking skills who are caring, motivated, assertive and well-disciplined responding to the changing needs of profession, healthcare delivery system and society.

PO2. Prepare them to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative and rehabilitative healthcare services in any healthcare setting.

PO3. Prepare nurses and midwives who can make independent decisions in nursing situations within the scope of practice,

protect the rights of individuals and groups and conduct research in the areas of nursing practice and apply evidence based practice.

PO4. Prepare them to assume role of practitioner, teacher, supervisor and manager in all healthcare settings.

PO5. Utilize critical thinking to synthesize knowledge derived from physical, biological, behavioural sciences, and humanities, in the practice of professional nursing and midwifery.

PO6. Practice professional nursing and midwifery competently and safely in diverse settings, utilizing caring, critical thinking and therapeutic nursing interventions with individuals, families, populations and communities at any developmental stage and with varied lived health experiences.

PO7. Provide promotive, preventive and restorative health services in line with national health policies and programs.

PO8. Integrate professional caring into practice decisions that encompass values, ethical, and moral and legal aspects of nursing.

PO9. Respect the dignity, worth, and uniqueness of self and others.

PO10. Apply concepts of leadership, autonomy and management to the practice of nursing and midwifery to enhance quality and safety in health care.

PO11. Utilize the latest knowledge and skills related to information and technology to enhance patient outcomes.

PO12. Communicate effectively with patients, peers, and all health care providers.

PO13. Utilize the requisite knowledge, skills and technologies to practice independently and collaboratively with all health professionals applying the principles of safety and quality improvement.

PO14. Integrate research findings and nursing theory in decision making in evidence-based practice.

PO15. Accept responsibility and accountability for the effectiveness of one's own nursing and midwifery practice and professional growth as a learner, clinician and leader.

PO16. Participate in the advancement of the profession to improve health care for the betterment of the global society.

Course Design

Typical Course Design

Name of the Academic Program ... B.Sc (H)Nursing

Course Code:ENGL 101

Title Course: Communicative English

LTT0P0 Credits...Theory...2 Credits (40 hours)

L-T-P.....(L=Lecture hours, T=Tutorial hours, P=Practical hour

COURSE OUTCOMES (COs)

After completing this Course, the students should be able to

CO-1. Identify the significance of Communicative English for healthcare professionals.

CO-2 Apply the concepts and principles of English Language use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, Spelling, pause and silence.

CO-3. Demonstrate attentive listening in different hypothetical situations.

CO-4 Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or by other means.

CO-5 Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes etc.

CO-6. Analyse the situation and apply critical thinking strategies.

CO-7. Enhance expressions through writing skills.

CO-8. Apply LSRW (Listening, Speaking, Reading and Writing) Skill in combination to learn, teach, educate and share information, ideas and results.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs)

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

Mapping with PSOs, where applicable.

| | P O 1 | P O 2 | P O 3 | P O 4 | P O 6 | P O 7 | P O 8 | P O 9 | P O 10 | P O 11 | P O 12 | P O 13 | P O 14 | P O 15 | PO16 | |
|-----------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|------|---|
| CO 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 |
| CO 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 |
| CO 3 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 |
| CO 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 |
| CO 5 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 |
| CO 6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| C07 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 |
| C08 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 |

Detailed Syllabus**Unit I****3 Hours****Communication**

What is communication? What are communication roles of listeners, speakers, readers and writers as healthcare professionals?

Unit II**5 Hours****Introduction to LSRGW**

L – Listening: Different types of listening

S – Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation

R – Reading: Medical vocabulary,

Gr – Grammar: Understanding tenses, linkers

W – Writing simple sentences and short paragraphs – emphasis on correct grammar

Unit III **5 Hours**

Attentive Listening

- Focusing on listening in different situations
– announcements, descriptions, narratives, instructions, discussions, demonstrations
 - Reproducing Verbatim
 - Listening to academic talks/ lectures
- Listening to presentation

Unit IV **9 Hours**

Speaking – Effective Conversation

- Conversation situations – informal, formal and neutral
 - Factors influencing way of speaking – setting, topic, social relationship, attitude and language
 - Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations
 - Asking for information, giving instructions and directions
 - Agreeing and disagreeing, giving opinions
 - Describing people, places, events and things, narrating, reporting & reaching conclusions
 - Evaluating and comparing
 - Complaints and suggestions
 - Telephone conversations
- Delivering presentation

Unit V **5 Hours**

Reading

- Reading strategies, reading notes and messages
 - Reading relevant articles and news item
 - Vocabulary for everyday activities, abbreviations and medical vocabulary
 - Understanding visuals, graphs, figures and notes on instructions, Reading reports and interpreting them
 - Using idioms and phrases, spotting errors, vocabulary for presentations
- Remedial Grammar

Unit VI **5 Hours**

Writing Skills

- Writing patient history
 - Note taking
 - Summarising
 - Anecdotal records
 - Letter writing
 - Diary/Journal writing
 - Report writing
 - Paper writing skills
- Abstract writing

Unit VII **8 Hours**

LSRW Skills

- Critical thinking strategies for listening and reading
 - Oral reports, presentations
 - Writing instructions, letters and reports
- Error analysis regarding LSRW

Reference:

1. Communicative English for Nurses ,Liza sharma,CBS Publishers and distributors PVT.Ltd,New Delhi.
2. Communicative English for BSC Nursing ,Bandana,Jaypee Brothers Medical Publishers ,New Delhi.

Teaching-Learning Strategies in brief

The teaching learning strategies, followed are board and chalk teaching, Demonstration – individually and in groups, Group Discussion, Presentation, Role Play, Writing reports, Scenario based learning tasks, Video demonstrations etc.

Assessment methods and weightages in brief

There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams. The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 15 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (2 marks), Written assignments (Two) – **10 marks**, Seminar/microteaching/individual presentation (Two) – **12 marks**, Group project/work/report – **6 marks**, **Total = 30/3 = 10**. End semester exams is of 25 marks.

Total Marks are 50 for the subject (Internal Assessment: 25 Marks and End semester examination: 25 marks)

Name of the Academic Program ...B.Sc (H)Nursing

Course Code: ...ANAT 105.....

Title of the Course: ...Applied Anatomy

L-T-P... ..L60

Credits..... 3 Credits (60 hours)

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE OUTCOMES (COs)

After completing this Course, the students should be able to

CO-1.Describe anatomical terms.

CO-2.Explain the general and microscopic structure of each system of the body.

CO 3.Identify relative positions of the major body organs as well as their general anatomic locations.

CO 4.Explore the effect of alterations in structure.

CO 5.Apply knowledge of anatomic structures to analyze clinical situations and therapeutic applications.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO15 | PO16 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 | 2 | 1 | 2 | 2 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO2 | 2 | 1 | 2 | 2 | 1 | 3 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO3 | 2 | 1 | 2 | 2 | 2 | 3 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO4 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 1 | 1 | 1 | 1 | 3 | 2 | 2 | 2 | 1 |
| CO5 | 1 | 1 | 2 | 1 | 3 | 3 | 1 | 1 | 1 | 1 | 3 | 1 | 3 | 1 | 1 | 1 |

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping. **T – Theory**

Unit I Introduction to anatomical terms and organization of the human body 8 Hours

- Introduction to anatomical terms relative to position – anterior, ventral, posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar
- Anatomical planes (axial/ transverse/horizontal, sagittal/vertical plane and coronal/frontal/oblique plane)
- Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction)
- Cell structure, Cell division
- Tissue – definition, types, characteristics, classification, location
- Membrane, glands – classification and structure

4. Gerard J. Tortora, John Wiley & Sons, 12th Edition
Teaching-Learning Strategies in brief

The teaching learning strategies, followed are board and chalk teaching, Demonstration – individually and in groups, Group Discussion Presentation, Role Play, Writing reports, Scenario based learning tasks, Video demonstrations etc

Assessment methods and weightages in brief

Applied Anatomy and Applied Physiology are combined for the assessment. There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams. The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 15 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (2 marks), Written assignments (Two) – **10 marks**, Seminar/microteaching/individual presentation (Two) – **12 marks**, Group project/work/report – **6 marks**, **Total = 30/3 = 10**. End semester exams is of 75 marks.

Total Marks are 100 for the subject (Internal Assessment: 25 Marks and End semester examination: 75 Marks)

Name of the Academic Program ...B.Sc (H)Nursing

Course Code:PHYS 110 Title of the Course: ...Applied Physiology

L-T-P.....L60 T0P0 Credits3 Credits (60 hours)
 (L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE OUTCOMES (COs)

After completing this Course, the students should be able to

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs)

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

| | P O 1 | P O 2 | P O 3 | P O 4 | P O 5 | P O 6 | P O 7 | P O 8 | P O 9 | P O1 0 | P O1 1 | P O1 2 | P O1 3 | P O1 4 | P O1 5 | PO16 |
|-----------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-------------|
| CO 1 | 2 | 1 | 2 | 2 | 3 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |
| CO 2 | 2 | 1 | 2 | 2 | 3 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 |
| CO 3 | 2 | 1 | 2 | 2 | 3 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 1 | 1 |
| CO 4 | 3 | 1 | 1 | 3 | 3 | 3 | 1 | 1 | 1 | 1 | 3 | 2 | 3 | 2 | 1 | 2 |

Mapping with PSOs, where applicable.

Unit I General Physiology – Basic concepts

4 (Hours)

- Cell physiology including transportation across cell membrane
- Body fluid compartments, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis
- Cell cycle
- Tissue – formation, repair
- Membranes and glands – functions
- Application and implication in nursing

Unit II Respiratory system

6 (Hours)

- Functions of respiratory organs
- Physiology of respiration
- Pulmonary circulation – functional feature
- Pulmonary ventilation, exchange of gases
- Carriage of oxygen and carbon-dioxide, Exchange of gases in tissue

- Regulation of respiration
- Hypoxia, cyanosis, dyspnea, periodic breathing
- Respiratory changes during exercise
- Application and implication in nursing

Unit III Digestive system

8 (Hours)

- Functions of the organs of digestive tract
- Saliva – composition, regulation of secretion and functions of saliva
- Composition and function of gastric juice, mechanism and regulation of gastric secretion
- Composition of pancreatic juice, function, regulation of pancreatic secretion
- Functions of liver, gall bladder and pancreas
- Composition of bile and function
- Secretion and function of small and large intestine
- Movements of alimentary tract

Unit IV Circulatory and Lymphatic system

6 Hours

- Functions of heart, conduction system,

cardiac cycle, Stroke volume and cardiac output

- Blood pressure and Pulse
- Circulation – principles, factors influencing blood pressure, pulse
- Coronary circulation, Pulmonary and systemic circulation
- Heart rate – regulation of heart rate
- Normal value and variations
- Cardiovascular homeostasis in exercise and posture
- Application and implication in nursing

Unit V Blood

5 Hours

- Blood – Functions, Physical characteristics
- Formation of blood cells
- Erythropoiesis – Functions of RBC, RBC lifecycle

- WBC – types, functions
- Platelets – Function and production of platelets
- Clotting mechanism of blood, clotting time, bleeding time, PTT
- Hemostasis – role of vasoconstriction, platelet plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation
- Blood groups and types
- Functions of reticuloendothelial system, immunity
- Application in nursing

Unit VI The Endocrine system

5 Hours

- Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands.
- Other hormones
- Alterations in disease
- Application and implication in nursing

Unit VII The Sensory Organs

4 Hours

- Functions of skin
- Vision, hearing, taste and smell Errors of refraction, aging changes
- Application and implications in nursing

Unit VIII Musculoskeletal system

6 Hours

- Bones – Functions, movements of bones of axial and appendicular skeleton, Bone healing
- Joints and joint movements
 - Alteration of joint disease
 - Properties and Functions of skeletal muscles – mechanism of muscle contraction
 - Structure and properties of cardiac muscles and smooth muscles
 - Application and implication in nursing

Unit IX Renal system

4 Hours

- Functions of kidney in maintaining homeostasis
- GFR
- Functions of ureters, bladder and urethra
- Micturition

- Regulation of renal function
- Application and implication in nursing

Unit X The Reproductive system

4 Hours

- Female reproductive system – Menstrual cycle, function and hormones of ovary, oogenesis, fertilization, implantation, Functions of breast
- Male reproductive system – Spermatogenesis, hormones and its functions, semen
- Application and implication in providing nursing care

Unit XI Nervous system

8 Hours

- Overview of nervous system
- Review of types, structure and functions of neurons
- Nerve impulse
- Review functions of Brain-Medulla, Pons, Cerebrum, Cerebellum
- Sensory and Motor Nervous system
- Peripheral Nervous system
- Autonomic Nervous system
- Limbic system and higher mental Functions-Hippocampus, Thalamus, Hypothalamus
- Vestibular apparatus
- Functions of cranial nerves
- Autonomic functions
- Physiology of Pain-somatic, visceral and referred Reflexes
- CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier
- Application and implication in nursing

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

Reference books:

1. B.D. Chaurasia, CBS publications, 1st hybrid edition as per new INC Syllabus
2. Ross and Wilson, Elsevier, 12th edition
3. PR Ashalatha, Jaypee Brothers Medical Publishers, 5th Edition
4. Gerard J. Tortora, John Wiley & Sons, 12th Edition

Teaching-Learning Strategies in brief

The teaching learning strategies, followed are board and chalk teaching, Demonstration – individually and in groups, Group Discussion Presentation, Role Play, Writing reports, Scenario based learning tasks, Video demonstrations

Assessment methods and weightages in brief

Applied Anatomy and Applied Physiology are combined for the assessment.. There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams , The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 15 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (2 marks), Written assignments (Two) – **10 marks** , Seminar/microteaching/individual presentation (Two) – **12 marks** , Group project/work/report – **6 marks** , **Total = 30/3 = 10** . End semester exams is of 75 marks. Total Marks are 100 for the subject (Internal Assessment: 25 Marks and End semester examination: 75 Marks)

Course Code: ...SOCI 115 Title of the Course: ...Applied Sociology

L60 T0P0..... Credits..... 3 Credits (60 hours)

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE OUTCOMES (COs)

After completing this Course, the students should be able to

CO- 1. Identify the scope and significance of sociology in nursing.

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO 10 | PO 11 | PO12 | PO1 3 | PO 14 | PO1 5 | PO16 |
|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-------|-------|------|-------|-------|-------|------|
| CO 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| CO 2 | 3 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| CO 3 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO 5 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| CO 6 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| C07 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 3 |

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping. **Mapping with PSOs, where applicable.**

Detailed Syllabus**Unit I Introduction 1 Hours**

- Definition, nature and scope of sociology
- Significance of sociology in nursing

Unit IISocial structure 15 Hours

- Basic concept of society, community, association and institution

- Indian caste system – origin and characteristics
- Positive and negative impact of caste in society.
- Class system and status
- Social mobility-meaning and types

Unit VI Social organization and disorganization 15 Hours

- Social organization – meaning, elements and types
- Voluntary associations
- Social system – definition, types, role and status as structural element of social system.
- Interrelationship of institutions
- Social control – meaning, aims and process of social control
Social norms, moral and values
- Social disorganization – definition, causes, Control and planning
- Major social problems – poverty, housing, food supplies, illiteracy, prostitution, dowry, Child labour, child abuse, delinquency, crime, substance abuse, HIV/AIDS, COVID-19
- Vulnerable group – elderly, handicapped, minority and other marginal group.
- Fundamental rights of individual, women and children
- Role of nurse in reducing social problem and enhance coping
- Social welfare programs in India

Unit VII Clinical sociology (5 Hours)

- Introduction to clinical sociology
- Sociological strategies for developing services for the abused
- Use of clinical sociology in crisis intervention

Reference:

1. R. Sreevani, Applied Sociology for Nurses, Jaypee Publications, New Delhi.

Teaching-Learning Strategies in brief

- The teaching learning strategies, followed are board and chalk teaching, Demonstration – individually and in groups, Group Discussion

| | | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|---|---|
| CO2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO3 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| CO4 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO5 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 |
| CO6 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 3 |
| CO7 | 2 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 |
| CO8 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO9 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 1 |

Detailed Syllabus

Unit I Introduction (2 Hours)

- Meaning of Psychology
- Development of psychology – Scope, branches and methods of psychology
- Relationship with other subjects
- Significance of psychology in nursing
- Applied psychology to solve everyday issues

Unit II Biological basis of behavior –Introduction 4 Hours

- Body mind relationship
- Genetics and behaviour
- Inheritance of behaviour
- Brain and behaviour.
- Psychology and sensation – sensory process

– normal and abnormal

Unit III Mental health and mental hygiene 5 Hours

- Concept of mental health and mental hygiene
- Characteristic of mentally healthy person
- Warning signs of poor mental health
- Promotive and preventive mental health strategies and services
- Defense mechanism and its implication
- Frustration and conflict – types of conflicts and measurements to overcome
- Role of nurse in reducing frustration and conflict and enhancing coping
- Dealing with ego

Unit IV Developmental psychology 7 Hours

- Physical, psychosocial and cognitive development across life span – Prenatal through early childhood, middle to late childhood through adolescence, early and mid-adulthood, late adulthood, death and dying
- Role of nurse in supporting normal growth and development across the life span
- Psychological needs of various groups in health and sickness – Infancy, childhood, adolescence, adulthood and older adult
- Introduction to child psychology and role of nurse

Unit V Personality 4 Hours

- Meaning, definition of personality
 - Classification of personality
 - Measurement and evaluation of personality
- Introduction
- Alteration in personality

Role of nurse in identification of individual personality and improvement in altered personality

Unit VI Cognitive process 16 Hours

- **Attention** – definition, types, determinants, duration, degree and alteration in attention
- **Perception** – Meaning of Perception, principles, factor affecting perception,
- **Intelligence** – Meaning of intelligence – Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence

tests – Mental deficiencies

- **Learning** – Definition of learning, types of learning, Factors influencing learning – Learning process, Habit formation
- **Memory** – meaning and nature of memory, factors influencing memory, methods to improve memory, forgetting
- **Thinking** – types, level, reasoning and problem solving.
- **Aptitude** – concept, types, individual differences and variability
- Psychometric assessment of cognitive processes – Introduction
Alteration in cognitive processes

Unit VII Motivation and emotional processes

6 Hours

- **Motivation** – meaning, concept, types, theories of motivation, motivation cycle, biological and special motives
- **Emotions** – Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness – handling emotions in self and other
Stress and adaptation – stress, stressor, cycle, effect, adaptation and coping
- **Attitudes** – Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness
- Psychometric assessment of emotions and attitude – Introduction
Role of nurse in caring for emotionally sick client

Unit VIII Psychological assessment and tests – introduction

4 Hours

- Types, development, characteristics, principles, uses, interpretation
Role of nurse in psychological assessment

Unit IX Application of soft skill

10 Hours

- Concept of soft skill
- Types of soft skill – visual, aural and communication skill
- The way of communication
- Building relationship with client and society
- Interpersonal Relationships (IPR)
- Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers
- Survival strategies – managing time, coping stress, resilience, work – life balance

- Applying soft skill to workplace and society
– Presentation skills, social etiquette, telephone etiquette, motivational skills, teamwork etc.

Use of soft skill in nursing

Unit X Self-empowerment

2 Hours

- Dimensions of self-empowerment
- Self-empowerment development
- Importance of women's empowerment in society
- Professional etiquette and personal grooming
- Role of nurse in empowering others

Reference Books:

1. P Prakash, Textbook of Applied Psychology, Edition 1st, CBS Publishers and Distributors Pvt Limited, Delhi .
2. R Sreevani, Applied Psychology, 3rd Edition, Jaypee Publishers, Delhi

Teaching-Learning Strategies in brief

- The teaching learning strategies, followed are board and chalk teaching, Demonstration – individually and in groups, Group Discussion, Presentation, Role Play, Writing reports, Scenario based learning tasks, Video demonstrations etc.

Assessment methods and weightages in brief

Applied Sociology & Applied Psychology are combined for the assessment. There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams. The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 15 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (2 marks), Written assignments (Two) – **10 marks**, Seminar/microteaching/individual presentation (Two) – **12 marks**, Group project/work/report – **6 marks**, **Total = 30/3 = 10**. End semester exams is of 75 marks.

Total Marks are 100 for the subject (Internal Assessment: 25 Marks and End semester examination: 75 Marks)

Course Code:N-NF (I) 125.....

Title of the Course: ...Nursing Foundation - I (including First Aid module)

L 120 T 0 P 240 Credits.....THEORY: 6 Credits (120 hours)

PRACTICUM: Skill Lab: 2 Credits (80 hours) and Clinical: 2 Credits (160 hours)(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE OUTCOMES (COs)

After completing this Course, the students should be able to

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs)

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

| | P O 1 | P O 2 | P O 3 | P O 4 | P O 5 | P O 6 | P O 7 | P O 8 | P O 0 | P O 1 0 | P O 1 1 | P O 1 2 | P O 1 3 | P O 1 4 | P O 1 5 | P O 1 6 |
|----------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| CO1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 |
| CO4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO9 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO1 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO1 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 |

Detailed Syllabus

Unit I Introduction to health and illness

5 Hours

- Concept of Health – Definitions (WHO),Dimensions
- Maslow's hierarchy of needs
- Health – Illness continuum
- Factors influencing health
- Causes and risk factors for developing illnesses
- Illness – Types, illness behavior
- Impact of illness on patient and family

Unit II Health Care Delivery Systems –

5 Hours

Introduction of Basic Concepts & Meanings

- Levels of Illness Prevention – Primary(Health Promotion), Secondary and Tertiary
- Levels of Care – Primary, Secondary and Tertiary
- Types of health care agencies/ services –Hospitals, clinics, Hospice, rehabilitation centres, extended care facilities

Hospitals – Types, Organization and Health care teams in hospitals – members and their role

Unit III History of Nursing and Nursing as a profession 12 Hours

- History of Nursing, History of Nursing in India
- Contributions of Florence Nightingale
- Nursing – Definition – Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel
- Nursing as a profession – definition and characteristics/criteria of profession
- Values – Introduction – meaning and importance
- Code of ethics and professional conduct for nurses – Introduction

Unit IV Communication and Nurse Patient Relationship 8 Hours T, 3 Hours Skill lab

- Communication – Levels, Elements and Process, Types, Modes, Factors influencing communication
- Methods of effective communication/therapeutic communication techniques
- Barriers to effective communication/non-therapeutic communication techniques
- Professional communication
- Helping Relationships (Nurse Patient Relationship) – Purposes and Phases
- Communicating effectively with patient, families and team members
- Maintaining effective human relations and communication with vulnerable groups (children, women, physically and mentally challenged and elderly)

Unit V Documentation and Reporting 4 Hours T, 2 Hours skill lab

- Documentation – Purposes of Reports and Records
- Confidentiality
- Types of Client records/Common Record-keeping forms
- Methods/Systems of documentation/Recording
- Guidelines for documentation
- Do's and Don'ts of documentation/Legal guidelines for Documentation/Recording
- Reporting – Change of shift reports, Transfer reports, Incident report

Guidelines for taking vital signs

Body temperature –

- Definition, Physiology, Regulation, Factors affecting body temperature
- Assessment of body temperature – sites, equipment and technique
- Temperature alterations – Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia
- Fever/Pyrexia – Definition, Causes, Stages, Types

Nursing Management

- Hot and Cold applications

Pulse:

- Definition, Physiology and Regulation, Characteristics, Factors affecting pulse
- Assessment of pulse – sites, equipment and technique
- Alterations in pulse

Respiration:

- Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration
- Assessment of respirations – technique
- Arterial Oxygen saturation
- Alterations in respiration

Blood pressure:

- Definition, Physiology and Regulation, Characteristics, Factors affecting BP
- Assessment of BP – sites, equipment and technique, Common Errors in BP Assessment
- Alterations in Blood Pressure

Documenting Vital Signs

Unit VII Equipment and Linen

3 Hours

- Types – Disposables and reusable

- Types – Disposables and reusable
- Linen, rubber goods, glassware, metal, plastics, furniture
- Introduction – Indent, maintenance, Inventory

Unit VIII Introduction to Infection Control in Clinical setting Infection 10 Hours T, 3 Skill Lab

- Nature of infection
- Chain of infection
- Types of infection
- Stages of infection
- Factors increasing susceptibility to infection
- Body defenses against infection – Inflammatory response & Immuneresponse
- Health care associated infection (Nosocomial infection)
- **Introductory concept of Asepsis – Medical & Surgical asepsis**

Precautions

- Hand Hygiene
- (Hand washing and use of hand Rub)
- Use of Personal Protective Equipment (PPE)
- Standard precautions

Biomedical Waste management

- Types of hospital waste, waste segregation and hazards – Introduction
-

Unit IX *Comfort, Rest & Sleep and Pain* 15 Hours T, 15 Skill Lab

- Comfort
 - Factors Influencing Comfort
 - Types of beds including latest beds, purposes & bed making
 - Therapeutic positions
 - Comfort devices
- Sleep and Rest

- Physiology of sleep
- Factors affecting sleep
- Promoting Rest and sleep
- Sleep Disorders
- Pain (Discomfort)
 - Physiology
 - Common cause of pain
 - Types
 - Assessment – pain scales and narcotics scale Pharmacological and Non- pharmacological pain relieving measures – Use of narcotics, TENS devices, PCA
 - Invasive techniques of pain management
 - Any other newer measures
 - CAM (Complementary & Alternative healing Modalities)

Unit X Promoting Safety in Health Care Environment 5 Hours T, 3 Hours Skill Lab

- Physical environment – Temperature, Humidity, Noise, Ventilation, Light, Odor, Pest control
- Reduction of Physical hazards – fire, accidents
- Fall Risk Assessment
- Role of nurse in providing safe and clean environment
- Safety devices –
 - Restraints – Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints- Skill and Practice guidelines
 - Other Safety Devices – Side rails, Grabbars, Ambu alarms, non-skid slippers etc

Unit XI Hospital Admission and discharge 6 Hours 2 Hours Skill Lab

- Admission to the hospital Unit and preparation of unit
 - Admission bed
 - Admission procedure
 - Medico-legal issues

- o Roles and Responsibilities of the nurse
 - Discharge from the hospital
- o Types – Planned discharge, LAMA and Abscond, Referrals and transfers
- o Discharge Planning
 - Principles of body mechanics
 - Factors affecting Body Alignment and activity
 - Exercise – Types and benefits
 - Effects of Immobility
 - Maintenance of normal Body Alignment and Activity
 - Alteration in Body Alignment and mobility
 - Nursing interventions for impaired Body Alignment and Mobility – assessment, types, devices used, method
- o Range of motion exercises
- o Muscle strengthening exercises
- o Maintaining body alignment – positions
- o Moving
- o Lifting
- o Transferring
- o Walking
 - Assisting clients with ambulation
 - Care of patients with Immobility using Nursing process approach
 - Care of patients with casts and splints

Unit XIII Patient education 4 Hours T, 2 Hours Skill Lab

- Patient Teaching – Importance, Purposes, Process
- Integrating nursing process in patient teaching

Unit XIV First Aid* 20 Hours T, 20 Hours Skill Lab

- Definition, Basic Principles, Scope & Rules
- First Aid Management

- Wounds, Hemorrhage & Shock
- Musculoskeletal Injuries – Fractures, Dislocation, Muscle injuries
- Transportation of Injured persons
- Respiratory Emergencies & Basic CPR
- Unconsciousness
- Foreign Bodies – Skin, Eye, Ear, Nose, Throat & Stomach
- Burns & Scalds
- Poisoning, Bites & Stings
- Frostbite & Effects of Heat
- Community Emergencies
- *Mandatory module

CLINICAL PRACTICUM

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

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

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

SKILL LAB**Use of Mannequins and Simulators**

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

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

| Clinical Unit | Duration (in Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills (Supervised Clinical Practice) | Clinical Requirements | Assessment Methods |
|------------------------------------|----------------------------|--|---|------------------------------|---------------------------|
| General Medical/ Surgical wards | 2 | Maintain effective human relations (projecting professional image) | Communication and Nurse patient relationship • Maintaining Communication with patient and family and interpersonal relationship | | • OSCE |

| | | | | | |
|---|--|---|--|--|--|
| | | <p>Communicate effectively with patient, families and team members</p> <p>Demonstrate skills in techniques of recording and reporting</p> | <p>Documentation and Reporting</p> <p>Documenting patient care and procedures</p> <p>Verbal report</p> <p>Written report</p> | | |
| 2 | <p>Demonstrate skill in monitoring vital signs</p> <p>Care for patients with altered vital signs</p> <p>Demonstrate skill in implementing standard</p> | <p><i>Vital signs</i></p> <ul style="list-style-type: none"> • Monitor/measure and document vital signs in a graphic sheet <p>Temperature (oral, tympanic, axillary)</p> <p>Pulse (Apical and peripheral pulses)</p> <p>Respiration</p> <p>Blood pressure</p> <p>Pulse oximetry</p> <p>Interpret and report alteration</p> <ul style="list-style-type: none"> • Cold Applications – Cold Compress, Ice cap, Tepid Sponging • Care of | <p>Care of patients with alterations in vital signs- 1</p> | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist OSCE | |

| | | | | | |
|---|--|--|--|---|--|
| | precautions and use of PPE | <p>equipment – thermometer, BP apparatus, Stethoscope, Pulse oximeter</p> <p><i>Infection control in Clinical settings</i></p> <p>Hand hygiene Use of PPE</p> | | | |
| 3 | Demonstrate skill in meeting the comfort needs of the patients | <p>Comfort, Rest & Sleep, Pain and Promoting Safety in Health Care Environment</p> <p><i>Comfort, Rest & Sleep</i></p> <p>Bed making- Open Closed Occupied Post-operative</p> | | <ul style="list-style-type: none"> • Assessment of clinical skills using checklist • OSCE | |

| | | | | |
|--|--|--|--|--|
| | | <p>Cardiac bed</p> <p>Fracture bed</p> <p>Comfort devices</p> <p>Pillows</p> <p>Over bed table/cardiac table</p> <p>Back rest</p> <p>Bed Cradle</p> <p>Therapeutic Positions</p> <p>Supine</p> <p>Fowlers (low, semi, high)</p> <p>Lateral</p> <p>Prone</p> <p>Sim's</p> <p>Trendelenburg</p> <p>Dorsal recumbent</p> <p>Lithotomy</p> <p>Knee chest</p> <p><i>Pain</i></p> <p>Pain assessment and provision for comfort</p> <p><i>Promoting Safety in Health Care Environment</i></p> <p>Care of Patient's Unit</p> <p>Provide safe and clean environment</p> <p>Use of Safety devices:</p> <p>Side Rails</p> <p>Restraints (Physical)</p> <p>Fall risk assessment and Post Fall Assessment</p> | | |
|--|--|--|--|--|

Fall risk assessment-1

| | | | | | |
|--|---|--|--|--|---|
| | 2 | Demonstrate skill in admission, transfer, and discharge of a patient | Hospital Admission and discharge, Mobility and Immobility and Patient education <i>Hospital Admission and discharge</i> Perform & Document: Admission Transfer Planned Discharge | | Assessment of clinical skills using checklist OSCE |
|--|---|--|--|--|---|

| Clinical Unit | Duration (in Weeks) | Learning Outcomes | Procedural Competencies/ Clinical Skills (Supervised Clinical Practice) | Clinical Requirements | Assessment Methods |
|---------------|---------------------|-------------------|---|-----------------------|--------------------|
|---------------|---------------------|-------------------|---|-----------------------|--------------------|

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

Reference Books

1. I Clement, Nursing Foundation-I, 1st edition, as per the Revised INC Syllabus for B.Sc. Nursing, 2021. Jaypee Brothers Medical Publisher, The Health Sciences Publisher, New Delhi, 2022.

2. I Clement, Nursing Foundation-I, 3rd edition, as per the Revised INC Syllabus, Jaypee Brothers Medical Publisher, The Health Sciences Publisher, New Delhi, 2021.
3. Annamma Jacob, Rekha R and Jadhav Sonali Tarachand, Clinical Nursing Procedures, 4th edition, Jaypee Brothers Medical Publisher, The Health Sciences Publisher, New Delhi, 2020.
4. **Harindarjeet Goyal, Textbook of Nursing Foundations for BSc Nursing Student, 1st edition, CBS publisher, New Delhi, 2020**
5. **Carol Taylor, Pamela Lynn, Jennifer L.B. Wolters Kluwer, Fundamentals of Nursing, Volume I & 11**

Teaching-Learning Strategies in brief

- The teaching learning strategies, followed are board and chalk teaching, Demonstration – individually and in groups, Group Discussion Presentation, Role Play, Writing reports, Scenario based learning tasks, Video demonstrations etc.

Assessment methods and weightages in brief

There are two components of assessment: Internal assessment and End semester examination. End semester exam is combined with Nursing Foundation II. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams .. The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 15 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (2 marks), Written assignments (Two) – **10 marks** , Seminar/microteaching/individual presentation (Two) – **12 marks** , Group project/work/report – **6 marks** , **Total = 30/3 = 10** .End semester exams is of 75 marks,

Total Marks are 100 for the subject (Internal Assessment: 25* Marks and End semester examination: 75 Marks)

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

Course Code: ...BIOC 135.....

Title of the Course:Applied Biochemistry

L-T-P.....L40... Credits.....2 credits (40 hours) (includes lab hours also) (L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE OUTCOMES (COs)

After completing this Course, the students should be able to

CO-1. Describe the metabolism of carbohydrates and its alterations.

CO-2. Explain the metabolism of lipids and its alterations.

CO-3. Explain the metabolism of proteins and amino acids and its alterations.

CO-4.Explain clinical enzymology in various disease conditions.

CO-5.Explain acid base balance, imbalance and its clinical significance.

CO-6.Describe the metabolism of hemoglobin and its clinical significance.

CO-7.Explain different function tests and interpret the findings.

CO-8.Illustrate the immunochemistry.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs) Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

Mapping with PSOs, where applicable.

| | P O 1 | P O 2 | P O 3 | P O 4 | P O 6 | P O 7 | P O 8 | P O 9 | P O 10 | P O 11 | P O 12 | P O 13 | P O 14 | P O 15 | PO16 |
|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|--------------|--------------|--------------|--------------|--------------|--------------|------|
| C O 1 | 2 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 2 | 3 | 1 |
| C O 2 | 1 | 1 | 3 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 3 | 2 | 3 | 1 |
| C O 3 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 2 | 3 | 1 |
| C O 4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 2 | 3 | 1 |
| C O 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 2 | 3 | 1 |
| C O 6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 2 | 3 | 1 |

| | | | | | | | | | | | | | | | |
|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| C 0 7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 2 | 3 | 1 |
| C 0 8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 2 | 3 | 1 |

Detailed Syllabus

Unit I

Carbohydrates

8 Hours

- Digestion, absorption and metabolism of carbohydrates and related disorders
- Regulation of blood glucose
- Diabetes Mellitus – type 1 and type 2, symptoms, complications & management in brief
- Investigations of Diabetes Mellitus
 - OGTT – Indications, Procedure, Interpretation and types of GTT curve
 - Mini GTT, extended GTT, GCT, IVGTT
 - HbA1c (Only definition)
- Hypoglycemia – Definition & causes

Unit II Lipids

8 Hours

- Fatty acids – Definition, classification
- Definition & Clinical significance of MUFA & PUFA, Essential fatty acids, Trans fatty acids
- Digestion, absorption & metabolism of lipids & related disorders
- Compounds formed from cholesterol
- Ketone bodies (name, types & significance only)
- Lipoproteins – types & functions (metabolism not required)
- Lipid profile
- Atherosclerosis (in brief)

Unit III Proteins**9 Hours**

- Classification of amino acids based on nutrition, metabolic rate with examples
- Digestion, absorption & metabolism of protein & related disorders
- Biologically important compounds synthesized from various amino acids (only names)
- In born errors of amino acid metabolism
– only aromatic amino acids (in brief)
- Plasma protein – types, function & normal values
- Causes of proteinuria, hypoproteinemia, hyper-gamma globulinemia
- Principle of electrophoresis, normal & abnormal electrophoretic patterns (i

Unit IV 4 Hours**Clinical Enzymology**

- Isoenzymes – Definition & properties
- Enzymes of diagnostic importance in
 - Liver Diseases – ALT, AST, ALP,GGT
 - Myocardial infarction – CK, cardiactroponins, AST, LDH
 - Muscle diseases – CK, Aldolase
 - Bone diseases – ALP
 - Prostate cancer – PSA, ACP

Unit V Acid base maintenance 3 Hours

- pH – definition, normal value
- Regulation of blood pH – blood buffer, respiratory & renal
- ABG – normal values
- Acid base disorders – types, definition & causes

Unit VI Heme catabolism 2 Hours

- Heme degradation pathway
- Jaundice – type, causes, urine & blood investigations (van den berg test)

Unit VII Organ function tests (biochemical parameters & normal values only) 3 Hours

- Renal
- Liver
- Thyroid

Unit VIII Immunochemistry 3 Hours

- Structure & functions of immunoglobulin
- Investigations & interpretation – ELISA

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

Reference Books:

- 1..Harbans lal, Textbook of Applied Biochemistry and Nutrition and Dietetics, 2021-22, CBS, New Delhi.

Teaching-Learning Strategies in brief

- The teaching learning strategies, followed are board and chalk teaching, Demonstration – individually and in groups, Group Discussion Presentation, Role Play, Writing reports, Scenario based learning tasks, Video demonstrations etc.

Assessment methods and weightages in brief

Applied Biochemistry and Applied Nutrition & Dietetics are combined for the assessment. There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams. The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 15 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (2 marks), Written assignments (Two) – **10 marks**, Seminar/microteaching/individual presentation (Two) – **12 marks**, Group project/work/report – **6 marks**, **Total = 30/3 = 10**. End semester exams is of 75 marks.

Total Marks are 100 for the subject (Internal Assessment: 25 Marks and End semester examination: 75 Marks)

Name of the Academic ProgramB.Sc (Hons) Nursing

Course Code:NUTR 140 Title of the Course : Applied Nutrition and Dietetics

L 45 T 0 P 15 Credits : 3 (60 Hours) (L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE OUTCOMES (COs)

(5 to 8 in case 3 or 4 credit courses)

After completing this Course, the students should be able to

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs)

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

Mapping with PSOs, where applicable.

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|
| CO1 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 |
| CO3 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 2 |
| CO4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 3 | 3 | 3 | 3 | 3 | 3 | 2 | 2 | 1 | 2 | 2 |
| CO6 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO7 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 2 |

Detailed Syllabus

Unit I

Introduction to Nutrition

2 Hours

Concepts

- Definition of Nutrition & Health
- Malnutrition – Under Nutrition & OverNutrition
- Role of Nutrition in maintaining health
- Factors affecting food and nutrition

Nutrients

- Classification
- Macro & Micronutrients
- Organic & Inorganic
- Energy Yielding & Non-Energy Yielding

Food

- Classification – Food groups

- Origin

Unit II Carbohydrates 3 Hour

- Composition – Starches, sugar and cellulose
- Recommended Daily Allowance (RDA)
- Dietary sources
- Functions

Energy

- Unit of energy – Kcal
- Basal Metabolic Rate (BMR)
- Factors affecting BMR

Unit III Proteins 3 Hours

- Functions
- Dietary sources
- Protein requirements – RDA

Unit IV Fats 2 Hours

- Classification – Saturated & unsaturated
- Calorie value
- Functions
- Dietary sources of fats and fatty acid
- Fat requirements – RDA

Unit V Vitamins 3 Hours

- Classification – fat soluble & watersoluble
- Fat soluble – Vitamins A, D, E, and K
- Water soluble – Thiamine (vitamin B1), Riboflavin (vitamin B2), Nicotinic acid, Pyridoxine (vitamin B6), Pantothenic acid, Folic acid, Vitamin B12, Ascorbic acid (vitamin C)
- Functions, Dietary Sources & Requirements – RDA of every vitamin

Unit VI Minerals 3 Hours

- Classification – Major minerals (Calcium, phosphorus, sodium, potassium and magnesium) and Trace elements

- Functions
- Dietary Sources
- Requirements – RDA

Unit VII Balanced diet

7 Hours 8 Lab

- Definition, principles, steps
- Food guides – Basic Four Food Group
- RDA – Definition, limitations, uses

Nutrition across life cycle

- Meal planning/Menu planning –Definition, principles, steps
- Infant and Young Child Feeding (IYCF)guidelines – breast feeding, infant foods
- Diet plan for different age groups

Diet in pregnancy – nutritional requirements and balanced diet plan

- Anemia in pregnancy – diagnosis, diet foranemic pregnant women, iron & folic acid supplementation and counseling
- Nutrition in lactation – nutritional requirements, diet for lactating mothers,complementary feeding/ weaning

Unit VIII Nutritional deficiency disorders 6 Hours

- Protein energy malnutrition – magnitudeof the problem, causes, classification, signs & symptoms, Severe acute malnutrition (SAM), management & prevention and nurses‘ role
- Childhood obesity – signs & symptoms,assessment, management & prevention and nurses‘ role
- Vitamin deficiency disorders – vitamin A,B, C & D deficiency disorders –causes, signs & symptoms, management & prevention and nurses‘ role
- Mineral deficiency diseases – iron, iodineand calcium deficiencies –causes, signs &symptoms, management & prevention and nurses‘ role

Unit IX Therapeutic diets

4 Hours 7 (L)

- Definition, Objectives, Principles
- Modifications – Consistency, Nutrients,
- Feeding techniques.
- Diet in Diseases – Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders Constipation,Diarrhea, Pre and Post-operative period

Unit X Cookery rules and preservation ofnutrients

3 Hours

- Cooking – Methods, Advantages and Disadvantages

- Preservation of nutrients

Unit XI Nutrition assessment and nutrition education

4 Hours

- Objectives of nutritional assessment

- Methods of assessment – clinical examination, anthropometry, laboratory & biochemical assessment, assessment of dietary intake including Food frequency questionnaire (FFQ) method

- Nutrition education – purposes, principles and methods

Unit XII National Nutritional Programs and role of nurse

3 Hours

- Nutritional problems in India

- National nutritional policy

- *National nutritional programs* – Vitamin A Supplementation, Anemia Mukt Bharat Program, Integrated Child Development Services (ICDS), Mid-day Meal Scheme (MDMS), National Iodine Deficiency Disorders Control Program (NIDDCP), Weekly Iron Folic Acid Supplementation (WIFS) and others as introduced

- Role of nurse in every program

Unit XIII Food safety

2 Hours

- Definition, Food safety considerations & measures

- Food safety regulatory measures in India
– Relevant Acts

- Five keys to safer food

- Food storage, food handling and cooking

- General principles of food storage of food items (ex. milk, meat)

- Role of food handlers in food borne diseases

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

Reference Books:

1. Harbans Lal, Textbook of Applied Biochemistry and Nutrition and Dietetics, 2021-22, CBS, New Delhi.
2. Monika Sharma, Textbook of Nutrition and Dietetics, 3rd edition, CBS, New Delhi.

Teaching-Learning Strategies in brief

- The teaching learning strategies, followed are board and chalk teaching, Demonstration – individually and in groups, Group Discussion, Presentation, Role Play, Writing reports, Scenario based learning tasks, Video demonstrations etc.

Assessment methods and weightages in brief

| | | | | | | | | | | | | | | | |
|-------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 1 | 2 | 3 | 3 | 2 | 3 | 2 | 1 | 1 | 3 | 1 | 2 | 3 | 3 | 3 |
| CO2 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 3 | 3 | 3 | 1 | 2 | 1 |
| CO3 | 1 | 2 | 3 | 2 | 1 | 2 | 1 | 1 | 3 | 2 | 1 | 2 | 1 | 2 | 1 |
| CO4 | 2 | 3 | 1 | 1 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 1 |
| CO5 | 1 | 2 | 3 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 3 | 1 | 2 | 3 |
| CO6 | 1 | 1 | 2 | 1 | 1 | 3 | 1 | 2 | 2 | 3 | 2 | 3 | 2 | 3 | 1 |
| CO7 | 1 | 2 | 3 | 3 | 2 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 |
| CO8 | 1 | 2 | 3 | 3 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 2 |
| CO9 | 1 | 2 | 2 | 2 | 3 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 2 | 3 | 3 |
| CO10 | 1 | 2 | 2 | 3 | 3 | 2 | 2 | 1 | 1 | 3 | 2 | 2 | 1 | 1 | 2 |
| CO11 | 1 | 2 | 3 | 1 | 1 | 2 | 1 | 2 | 3 | 2 | 1 | 2 | 1 | 3 | 2 |
| CO12 | 1 | 2 | 3 | 2 | 2 | 2 | 3 | 1 | 2 | 3 | 1 | 1 | 2 | 3 | 2 |
| CO13 | 1 | 2 | 3 | 3 | 2 | 2 | 1 | 2 | 1 | 2 | 3 | 2 | 1 | 2 | 2 |
| CO14 | 2 | 1 | 2 | 2 | 3 | 2 | 3 | 3 | 2 | 2 | 1 | 2 | 3 | 2 | 2 |
| CO15 | 1 | 2 | 3 | 3 | 2 | 2 | 1 | 3 | 2 | 3 | 3 | 1 | 2 | 2 | 1 |
| CO16 | 2 | 1 | 3 | 1 | 2 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 3 | 2 | 2 |

Detailed Syllabus

UNIT I Health Assessment

20 Hours T , 20 Hours Skill Lab

- Interview techniques
- Observation techniques
- Purposes of health assessment
- Process of Health assessment
 - oHealth history
 - o Physical examination:
 - Methods: Inspection, Palpation, Percussion, Auscultation, Olfaction
 - Preparation for examination:patient and unit
 - General assessment

- Assessment of each body system
- Documenting health assessment findings

Unit II The Nursing Process

13 Hours T, 8 Hours skill Lab

- Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing
- Nursing Process Overview

- Collection of Data: Types, Sources, Methods
- Organizing Data
- Validating Data
- Documenting Data

○ **Nursing Diagnosis**

- Identification of client problems, risks and strengths
- Nursing diagnosis statement – parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis
- NANDA approved diagnoses
- Difference between medical and nursing diagnosis

○ **Planning**

- Types of planning
- Establishing Priorities
- Establishing Goals and Expected Outcomes – Purposes, types, guidelines, Components of goals and outcome statements
- Types of Nursing Interventions, Selecting interventions: Protocols and Standing Orders
- Introduction to Nursing Intervention Classification and Nursing Outcome Classification
- Guidelines for writing care plan

○ **Implementation**

- Process of Implementing the plan of care
- Types of care – Direct and Indirect

○ **Evaluation**

- Evaluation Process, Documentation and Reporting

Unit III Nutritional needs**5 Hours T, 5 Hours Skill Lab**

- Importance
- Factors affecting nutritional needs
- Assessment of nutritional status
- *Review*: special diets – Solid, Liquid, Soft
- *Review* on therapeutic diets
- Care of patient with Dysphagia
Anorexia, Nausea, Vomiting
- Meeting Nutritional needs: Principles, equipment, procedure, indications
 - Oral
 - Enteral: Nasogastric/Orogastric
 - Introduction to other enteral feeds – types, indications, Gastrostomy, Jejunostomy
 - Parenteral – TPN (Total Parenteral Nutrition)

Unit IV Hygiene**5 hours T, 15 Hours skill Lab**

- Factors Influencing Hygienic Practice
- Hygienic care: Indications and purposes, effects of neglected care
 - Care of the Skin – (Bath, feet and nail, Hair Care)
 - Care of pressure points
 - Assessment of Pressure Ulcers using Braden Scale and Norton Scale
 - Pressure ulcers – causes, stages and manifestations, care and prevention
 - Perineal care/Meatal care
 - Oral care, Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, dentures, hearing aid)

Unit V Elimination needs**10 Hours T, 10 Hours Skill lab**

- Urinary Elimination
 - Review of Physiology of Urine Elimination, Composition and characteristics of urine
 - Factors Influencing Urination

- Alteration in Urinary Elimination
 - Facilitating urine elimination: assessment, types, equipment, procedures and special considerations
 - Providing urinal/bed pan
 - Care of patients with
 - Condom drainage
 - Intermittent Catheterization
 - Indwelling Urinary catheter and urinary drainage
 - Urinary diversions
 - Bladder irrigation
- Bowel Elimination

- Review of Physiology of Bowel Elimination, Composition and characteristics of feces
- Factors affecting Bowel elimination
- Alteration in Bowel Elimination
- Facilitating bowel elimination: Assessment, equipment, procedures
 - Enemas
 - Suppository
 - Bowel wash
 - Digital Evacuation of impacted feces
 - Care of patients with Ostomies (Bowel Diversion Procedures)

Unit VI Diagnostic testing

3 Hours T, 4 Hours Skill Lab

- Phases of diagnostic testing (pre-test, intra-test & post-test) in Common investigations and clinical implications
 - Complete Blood Count
 - Serum Electrolytes
 - LFT
 - Lipid/Lipoprotein profile
 - Serum Glucose – AC, PC, HbA1c
 - Monitoring Capillary Blood Glucose (Glucometer Random Blood Sugar – GRBS)

- Stool Routine Examination
- Urine Testing – Albumin, Acetone, pH, Specific Gravity
- Urine Culture, Routine, Timed Urine Specimen
- Sputum culture
- Overview of Radiologic & Endoscopic Procedures

Unit VII

11 Hours T, 10 Hrs Skill Lab

Oxygenation needs

- Review of Cardiovascular and Respiratory Physiology
- Factors affecting respiratory functioning
- Alterations in Respiratory Functioning
- Conditions affecting
 - Airway
 - Movement of air
 - Diffusion
 - Oxygen transport
- Alterations in oxygenation
- Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure
 - Maintenance of patent airway
 - Oxygen administration
 - Suctioning – oral, tracheal
- Chest physiotherapy – Percussion, Vibration & Postural drainage
- Care of Chest drainage – principles & purposes
- Pulse Oximetry – Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation
- Restorative & continuing care
 - Hydration
 - Humidification
 - Coughing techniques

- Breathing exercises
- Incentive spirometry

Unit VIII Fluid, Electrolyte, and Acid – Base Balances 5 Theory, 10 Hrs Skill Lab

- Review of Physiological Regulation of Fluid, Electrolyte and Acid-Base Balances
- Factors Affecting Fluid, Electrolyte and Acid-Base Balances
- Disturbances in fluid volume:
 - Deficit
 - Hypovolemia
 - Dehydration
 - Excess
 - Fluid overload
 - Edema
- Electrolyte imbalances (hypo and hyper)
 - Acid-base imbalances
 - Metabolic – acidosis & alkalosis
 - Respiratory – acidosis & alkalosis
 - Intravenous therapy
 - Peripheral venipuncture sites
 - Types of IV fluids
 - Calculation for making IV fluid plan
 - Complications of IV fluid therapy
 - Measuring fluid intake and output
 - Administering Blood and Blood components
 - Restricting fluid intake
 - Enhancing Fluid intake

Unit IX Administration of Medications

20 Hours T, 22 Hours Skill Lab

Introduction – Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and

Pharmacokinetics

- Factors influencing Medication Action
- Medication orders and Prescriptions
- Systems of measurement
- Medication dose calculation
- Principles, 10 rights of Medication Administration
- Errors in Medication administration
- Routes of administration
- Storage and maintenance of drugs and Nurses responsibility
- Terminologies and abbreviations used in prescriptions and medications orders
- Developmental considerations
- Oral, Sublingual and Buccal routes: Equipment, procedure
- Introduction to Parenteral Administration of Drugs – Intramuscular, Intravenous, Subcutaneous, Intradermal: Location of site, Advantages and disadvantages of the specific sites, Indication and contraindications for the different routes and sites.
- Equipment – Syringes & needles, cannulas, Infusion sets – parts, types, sizes
- Types of vials and ampoules, Preparing Injectable medicines from vials and ampoules
- o Care of equipment: decontamination and disposal of syringes, needles,
 - Prevention of Needle-Stick Injuries
- Topical Administration: Types, purposes, site, equipment, procedure
 - o Application to skin & mucous membrane
 - o Direct application of liquids, Gargle and swabbing the throat
 - o Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina
 - o Instillations: Ear, Eye, Nasal, Bladder, and Rectal
 - o Irrigations: Eye, Ear, Bladder, Vaginal and Rectal
 - o Spraying: Nose and throat
- Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications) – purposes, types, equipment, procedure, recording and reporting of medications administered
- Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intra-pleural, intra-arterial

Unit X Sensory needs**5 Hours T, 6 Hours Skill Lab**

- Introduction
- Components of sensory experience –Reception, Perception & Reaction
- Arousal Mechanism
- Factors affecting sensory function
- Assessment of Sensory alterations – sensory deficit, deprivation, overload & sensory poverty
- Management

oPromoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment)

Care of Unconscious Patients

- Unconsciousness: Definition, causes & risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations
- Assessment and nursing management of patient with unconsciousness, complications

UNIT XI Care of Terminally ill, death and dying**4 Hours T, 6 Hours Skill Lab**

- Loss – Types
- Grief, Bereavement & Mourning
- Types of Grief responses
- Manifestations of Grief
- Factors influencing Loss & Grief Responses
- Theories of Grief & Loss – Kubler-Ross
- 5 Stages of Dying
- The R Process model (Rando's)
- Death – Definition, Meaning, Types (Brain & Circulatory Deaths)
- Signs of Impending Death
- Dying patient's Bill of Rights
- Care of Dying Patient
- Physiological changes occurring after Death
- Death Declaration, Certification

5. Plan and Implement care to meet the elimination needs of patient
6. Develop skills in instructing and collecting samples for investigation.
7. Perform simple lab tests and analyze & interpret common diagnostic values
8. Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation
9. Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances
10. Assess, plan, implement & evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness
11. Care for terminally ill and dying patients

SKILL LAB

Use of Mannequins and Simulators

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

| | | |
|-----|-------------|-----------|
| | SC, ID, IV | |
| 10. | Last Office | Mannequin |

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

| Clinical Unit | Duration (Weeks) | Learning Outcomes | Procedural Competencies/Clinical Skills (Supervised Clinical Practice) | Clinical Requirements | Assessment Methods |
|--------------------------------|-------------------------|--|--|--|---|
| General Medical/Surgical wards | 3 | Perform health assessment of eachbody system | Health Assessment Nursing/Health history taking Perform physical examination: oGeneral | History Taking – 2 Physical examination – 2 | Assessment of clinical skills using checklist OSCE |

| Clinical Unit | Duration (Weeks) | Learning Outcomes | Procedural Competencies/Clinical Skills (Supervised Clinical Practice) | Clinical Requirements | Assessment Methods |
|----------------------|-------------------------|--------------------------|---|------------------------------|---------------------------|
| | | | oBody systems Use various methods of physical examination – Inspection, Palpation, Percussion, Auscultation, Olfaction Identification of system wise deviations <ul style="list-style-type: none"> • Documentation of findings | | |

| | | | | | |
|--|---|---|--|--|---|
| | 1 | Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach | The Nursing Process Prepare Nursing care plan for the patient based on the given case scenario | Nursing process – 1 | Evaluation of Nursing process with criteria |
| | 2 | Identify and meet the Nutritional needs of patients Implement basic nursing techniques in meeting hygienic needs of patients | Nutritional needs, Elimination needs & Diagnostic testing <i>Nutritional needs</i> Nutritional Assessment Preparation of Nasogastric tube feed Nasogastric tube feeding <i>Hygiene</i> Care of Skin & Hair: <ul style="list-style-type: none"> • Sponge Bath/ Bed bath • Care of pressure points & back massage Pressure sore risk assessment using Braden/Norton scale <ul style="list-style-type: none"> • Hair wash • Pediculosis treatment Oral Hygiene <ul style="list-style-type: none"> • Perineal Hygiene • Catheter care | Nutritional Assessment and Clinical Presentation – 1 Pressure sore assessment – 1 | Assessment of clinical skills using checklist OSCE |

| | | | | | |
|--|---|---|--|---|---|
| | 2 | Plan and Implement care to meet the elimination needs of patient Develop skills in instructing and collecting samples for investigation. | Elimination needs Providing Urinal Bedpan Insertion of Suppository Enema Urinary Catheter care Care of urinary drainage Diagnostic testing | Clinical Presentation on Care of patient with Constipation – 1 Lab values – interpretation | Assessment of clinical skills using checklist OSCE |
|--|---|---|--|---|---|

| Clinical Unit | Duration (Weeks) | Learning Outcomes | Procedural Competencies/Clinical Skills (Supervised Clinical Practice) | Clinical Requirements | Assessment Methods |
|---------------|------------------|---|--|-----------------------|--------------------|
| | | Perform simple lab tests and analyze & interpret common diagnostic values | Specimen Collection o Urine routine and culture o Stool routine o Sputum Culture Perform simple Lab Tests using reagent strips Urine – Glucose, Albumin, Acetone, pH, Specific gravity Blood – GRBS Monitoring | | |

| | | | | | |
|--|---|---|--|--|---|
| | 3 | <p>Identify patients with impaired oxygenation and demonstrate skill in caring for patients with impaired oxygenation</p> <p>Identify and demonstrate skill in caring for patients with fluid, electrolyte and acid – base imbalances</p> | <p>Oxygenation needs, Fluid, Electrolyte, and Acid – Base Balances</p> <p><i>Oxygenation needs</i></p> <p>Oxygen administration methods</p> <ul style="list-style-type: none"> • Nasal Prongs • Face Mask/Venturi Mask • Steam inhalation • Chest Physiotherapy <p>Deep Breathing & Coughing Exercises</p> <ul style="list-style-type: none"> • Oral Suctioning <p><i>Fluid, Electrolyte, and Acid – Base Balances</i></p> <ul style="list-style-type: none"> • Maintaining intake output chart <p>Identify & report complications of IV therapy</p> <p>Observe Blood & Blood Component therapy</p> <p>Identify & Report Complications of Blood & Blood Component therapy</p> | | <p>Assessment of clinical skills using checklist</p> <p>OSCE</p> <p>Assessment of clinical skills using checklist</p> <p>OSCE</p> |
|--|---|---|--|--|---|

| | | | | | |
|--|---|---|---|--|--|
| | 3 | <p>Explain the principles, routes, effects of administration of medications</p> <p>Calculate conversions of drugs and dosages within and between systems of Measurements</p> <p>Administer drugs by the following routes-Oral, Intradermal,</p> | <p>Administration of Medications</p> <ul style="list-style-type: none"> • Calculate Drug Dosages <p>Preparation of lotions & solutions</p> <ul style="list-style-type: none"> • Administer Medications <ul style="list-style-type: none"> o Oral o Topical o Inhalation o Parenteral <ul style="list-style-type: none"> • Intradermal • Subcutaneous | | <p>Assessment of clinical skills using checklist</p> <p>OSCE</p> |
|--|---|---|---|--|--|

| Clinical Unit | Duration (Weeks) | Learning Outcomes | Procedural Competencies/Clinical Skills (Supervised Clinical Practice) | Clinical Requirements | Assessment Methods |
|---------------|------------------|--|---|-----------------------|--------------------|
| | | Subcutaneous, Intramuscular, IntraVenous Topical, inhalation | <p>-Intramuscular</p> <ul style="list-style-type: none"> • Instillations <p>Eye, Ear, Nose –instillation of medicated drops, nasal sprays, irrigations</p> | | |

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

Reference Books:

1. I Clement, Nursing Foundation-I, 1st edition, as per the Revised INC Syllabus for B.Sc. Nursing, 2021. Jaypee Brothers Medical Publisher, The Health Sciences Publisher, New Delhi, 2022.
2. I Clement, Nursing Foundation-I, 3rd edition, as per the Revised INC Syllabus, Jaypee Brothers Medical Publisher, The Health Sciences Publisher, New Delhi, 2021.
3. Annamma Jacob, Rekha R and Jadhav Sonali Tarachand, Clinical Nursing Procedures, 4th edition, Jaypee Brothers Medical Publisher, The Health Sciences Publisher, New Delhi, 2020.
4. **4. Harindarjeet Goyal, Textbook of Nursing Foundations for BSc Nursing Student, 1st edition, CBS**
5. **publisher, New Delhi, 2020**
6. **5. Carol Taylor, Pamela Lynn, Jennifer L.B. Wolters Kluwer, Fundamentals of Nursing, Volume I & 11**

Teaching-Learning Strategies in brief

- The teaching learning strategies, followed are board and chalk teaching, Demonstration – individually and in groups, Group Discussion

Presentation, Role Play, Writing reports, Scenario based learning tasks, Video demonstrations etc.

Assessment methods and weightages in brief

Nursing Foundations (I & II) are combined for the assessment. There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams and one improvement exam. The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 15 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (2 marks), Written assignments (Two) – **10 marks**, Seminar/microteaching/individual presentation (Two) – **12 marks**, Group project/work/report – **6 marks**, **Total = 30/3 = 10**. End semester exams is of 75 marks.

Total Marks are 100 for the subject (Internal Assessment: 25* Marks and End semester examination: 75 Marks)

* 25 I Sem-25 & II Sem-25 (with average of both)

Nursing Foundations (I & II) practicals internal marks is of 50 marks I Sem-25 & II Sem-25 and end semester exam is of 50 marks.

Name of the Academic Program ...B.Sc (H)Nursing

Course Code: ...HNIT 145.....**Title of the Course:Health/Nursing Informatics And Technology**

LTP...L40 T0 P 40 (L=Lecture hours, T=Tutorial hours, P=Practical hours)

Credits:THEORY: 2 Credits (40 hours) **PRACTICAL/LAB:** 1 Credit (40 hour)

COURSE OUTCOMES (COs)

After completing this Course, the students should be able to

CO-1.Develop a basic understanding of computer application in patient care and nursing practice.

CO-2.Apply the knowledge of computer and information technology in patient care and nursing education, practice,administration and research.

CO3.Describe the principles of health informatics and its use in developing efficient healthcare.

CO-4.Demonstrate the use of information system in healthcare for patient care and utilization of nursing data.

CO 5.**Demonstrate the knowledge of using Electronic Health Records (EHR) system in clinical practice.**

CO6.Apply the knowledge of interoperability standards in clinical setting.

CO-7.Apply the knowledge of information and communication technology in public health promotion.

CO-8.Utilize the functionalities of Nursing Information System (NIS) system in nursing.

CO-9.**Demonstrate the skills of using data in management of health care.**

CO 10.Apply the knowledge of the principles of digital ethical and legal issues in clinical practice.

CO-11.Utilize evidence-based practices in informatics and technology for providing quality patient care.

Update and utilize evidence-based practices in nursing education, administration, and practice

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs)

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO1 0 | PO1 1 | PO1 2 | PO1 3 | PO1 4 | PO1 5 | PO1 6 |
|--------------|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|
| CO1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 3 | 1 | 1 | 1 | 2 |
| CO2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 3 | 1 | 2 | 1 | 1 | 2 |
| CO3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 |
| CO4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 3 | 1 | 1 | 1 |
| CO6 | 2 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | | 1 | 1 | 1 |
| CO7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 3 | 1 | 1 | 1 |
| CO8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 3 | 1 | 1 | 1 |
| CO9 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 |
| CO1 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO1 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 3 | 1 | 1 |
| CO1 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 3 | 1 | 1 |

COURSE OUTLINE

Unit I

Introduction to computer applications for patient care delivery system and nursing practice 10 Hrs T,

15 Hrs Lab

- Use of computers in teaching, learning, research and nursing practice windows, MS office: Word, Excel, Power Point
- Internet
- Literature search
- Statistical packages
- Hospital management information system

Unit II Principles of Health Informatics**4 Hrs T, 5 Hrs Lab**

- Health informatics – needs, objectives and limitations
- Use of data, information and knowledge for more effective healthcare and better health

Unit III Information Systems in Healthcare**3 Hrs 5 T, 5 Hrs Lab**

- Introduction to the role and architecture of information systems in modern healthcare environments
- Clinical Information System (CIS)/Hospital Information System (HIS)

Unit IV Shared Care & Electronic Health Records**4 Hrs T, 4 Hrs Lab**

- Challenges of capturing rich patient histories in a computable form
- Latest global developments and standards to enable lifelong electronic health records to be integrated from disparate systems.

Unit V Patient Safety & Clinical Risk**3 Hrs**

- Relationship between patient safety and informatics

Function and application of the risk management process

Unit VI Clinical Knowledge & Decision Making**3 Hours T, 6 Hrs Lab**

- Role of knowledge management in improving decision-making in both the clinical and policy contexts
- Systematized Nomenclature of Medicine, Clinical Terms, SNOMED CT to ICD-10-CM Map, standardized nursing terminologies (NANDA, NOC), Omaha system.

Unit VII eHealth: Patients and the Internet**3 Hrs**

- Use of information and communication technology to improve or enable personal and public healthcare
- Introduction to public health informatics and role of nurses

Unit VIII Using Information in Healthcare Management 3Hours T,5Hrs Lab

- Components of Nursing Information system(NIS)
- Evaluation, analysis and presentation of healthcare data to inform decisions in the management of health-care organizations

Unit IX Information Law & Governance in Clinical Practice 4 Hrs

- Ethical-legal issues pertaining to healthcare information in contemporary clinical practice
- Ethical-legal issues related to

After completing this Course, the students should be able to

1. Gain in depth knowledge on natural processes and resources that sustain life .
2. Understanding and predicting the consequences of human actions on the web of life ,global health and quality of human life.
3. Demonstrate understanding about an overview of environmental science, environmental health and sanitation
4. Development of critical thinking for shaping strategies (scientific,social,economic,administrative and legal).for environmental protection ,conservation of biodiversity ,environmental equity and sustainable development.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO15 | PO16 |
|------------|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| CO1 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 3 |
| CO2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 3 |
| CO3 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 3 |
| CO4 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 3 |

Detailed Syllabus

UNIT I MULTIDISCIPLINARY NATURE OF ENVIRONMENTAL STUDIES

Definition ,Scope and importance

Need for public awareness

UNIT II:NATURAL RESOURCES:RENEWABLE AND NON-RENEWABLE RESOURCES

natural resources and associated problems: Forest resources, water resources, mineral resources, food resources, energy resources and land resources ,Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles

UNIT III:ECOSYSTEM

Concept, structure and functions of ecosystems, Types & Characteristics – Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem Food chains,food webs and ecological pyramids Ecological succession

UNIT IV:BIODIVERSITY AND ITS CONSERVATION

Classification, value of bio-diversity, threats to biodiversity, conservation of biodiversity

UNIT V:ENVIRONMENTAL POLLUTION

Introduction, causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards & their impact on health

- Climate change, global warming:* ex. heat wave, acid rain, ozone layer depletion, waste land reclamation & its impact on health
- Social issues and environment:* sustainable development, urban problems related to energy, water and environmental ethics
- Acts related to environmental protection and preservation

Teaching-Learning Strategies in brief

- The teaching learning strategies, followed are board and chalk teaching, Demonstration – individually and in groups, Group Discussion Presentation, Role Play, Writing reports, Scenario based learning tasks, Video demonstrations etc.

Assessment methods and weightages in brief

There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams. The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 15 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (2 marks), Written assignments (Two) – **10 marks**, Seminar/microteaching/individual presentation (Two) – **12 marks**, Group project/work/report – **6 marks**, **Total = 30/3 = 10**. End semester exams is of 25 marks.

Total Marks are 50 for the subject (Internal Assessment: 25 Marks and End semester examination: 25 marks)

Course Design

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Name of the Academic Program: B.Sc. (Hons.) Nursing II YEAR

Course Code: MICR 201

Title of the Course: APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY

L- 40 hours -P 40 hours Credits THEORY: 2 Credits (40 hours) PRACTICAL: 1 Credit (40 hours) (L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE OUTCOMES (COs)

SECTION A: APPLIED MICROBIOLOGY

THEORY: 20 hours

After completing this Course, the students should be able to:

CO-1 Identify the ubiquity and diversity of microorganisms in the human body and the environment.

CO-2 Classify and explain the morphology and growth of microbes.

CO-3 Identify various types of microorganisms.

CO-4 Explore mechanisms by which microorganisms cause disease.

CO-5 Develop understanding of how the human immune system counteracts infection by specific and non-specific mechanisms.

CO- 6 Apply the principles of preparation and use of vaccines in immunization.

CO- 7 Identify the contribution of the microbiologist and the microbiology laboratory to the diagnosis of infection.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO15 | PO16 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO2 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

Detailed Syllabus:

Unit I

3 Hours

Introduction:

- Importance and relevance to nursing
- Historical perspective
- Concepts and terminology
- Principles of microbiology

Unit II

20 Hours

General characteristics of Microbes:

- Structure and classification of Microbes
- Morphological types
 - Size and form of bacteria
 - Motility
 - Colonization
 - Growth and nutrition of microbes
 - Temperature
 - Moisture
 - Blood and body fluids
- Laboratory methods for Identification of Microorganisms
- Types of Staining – simple, differential (Gram’s, AFB), special – capsular staining (negative), spore, LPCB, KOH mount.
- Culture and media preparation –solid and liquid. Types of media – semi synthetic, synthetic, enriched, enrichment, selective and differential media. Pure culture techniques – tube dilution, pour, spread, streak plate. Anaerobic cultivation of bacteria

Unit III

20 Hours

Pathogenic organisms

- Micro-organisms - Cocci — gram positive and gram negative; Bacilli— gram positive and gramnegative
- Viruses
- Fungi -Superficial and Deep mycoses
- Parasites
- Rodents &vectors
 - o Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms, collection, handling, and transportation of various specimens

Unit IV

7 Hours

Immunity

- Immunity-Types, classification
- Antigen and antibody reaction
- Hypersensitivity reactions
- Serological tests
- Immunoglobulins – structure, types & properties
- Vaccines -types & Classification, storage and handling, cold chain
- Immunization for various diseases
- Immunization Schedule

SECTION B: INFECTION CONTROL & SAFETY

THEORY: (20hrs)

PRACTICAL: (20 hrs) (Lab/experiential learning -L/E)

After completing this Course, the students should be able to:

CO-1 Develop knowledge and understanding of Hospital acquired Infections (HAI) and effective practices for prevention.

CO-2 Integrate the knowledge of isolation (Barrier and reverse barrier) techniques in implementing various precautions.

CO-3 Demonstrate and practice steps in Hand washing and appropriate use of different types of PPE.

CO-4 Illustrate various disinfection and sterilization methods and techniques.

CO-5 Demonstrate knowledge and skill in specimen collection, handling and transport to optimize the diagnosis for treatment.

CO-6 Incorporate the principles and guidelines of Bio Medical waste management.

CO-7 Apply the principles of Antibiotic stewardship in performing the nurses' role.

CO-8 Identify patient safety indicators and perform the role of nurse in the patient safety audit process.

CO-9 Apply the knowledge of International Patient Safety Goals (IPSG) in the patient care settings.

CO-10 Identify employee safety indicators and risk of occupational hazards.

CO-11 Develop understanding of the various safety protocols and adhere to those protocols.

Mapping of Course Outcomes (COs) with Program Outcomes (POs)

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO1 0 | PO1 1 | PO1 2 | PO1 3 | PO1 4 | PO1 5 | P O 16 |
|------|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|--------|
| CO1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO3 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO4 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO8 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO9 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO10 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO11 | 2 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

Detailed Syllabus:**Unit I****4 Hours****HAI (Hospital acquired Infection)**

- Hospital acquired infection
- Bundle approach
 - Prevention of Urinary Tract Infection (UTI)
 - Prevention of Surgical Site Infection (SSI)
 - Prevention of Ventilator Associated events (VAE)
 - Prevention of Central Line Associated Blood Stream Infection (CLABSI)
- Surveillance of HAI – Infection control team & Infection control committee

Unit II**7 Hours****Isolation Precautions and use of Personal Protective Equipment (PPE)**

- Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect)
- Epidemiology & Infection prevention – CDC guidelines
- Effective use of PPE

Unit III**3 Hours****Hand Hygiene**

- Types of Handhygiene.
- Hand washing and use of alcohol handrub
- Moments of HandHygiene
- WHO hand hygiene promotion

Unit IV**3 Hours****Disinfection and sterilization**

- Definitions
Types of disinfectionand sterilization
- Environmentcleaning
- EquipmentCleaning
- Guides on use ofdisinfectants
- Spaulding'sprinciple

Unit V**1 Hours****Specimen Collection (Review)**

- Principle of specimen collection
- Types ofspecimens
- Collection techniques and specialconsiderations
- Appropriate containers
- Transportation of thesample
- Staff precautions in handling specimens

Unit VI**6 Hours****BMW (Bio Medical Waste Management)***Laundry management process and infection control and prevention*

- Waste management process and infection prevention
- Staffprecautions
- Laundrymanagement
- Country ordinance and BMW National guidelines 2017: Segration of wastes, Colour coded waste containers, waste collection & storage, Packaging

Antibiotic stewardship

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- Importance of Antibiotic Stewardship
 - Anti-MicrobialResistance
 - Prevention of MRSA, MDRO in healthcaresetting

VII

Patient Safety Indicators

- Care of Vulnerablepatients
 - Prevention of Iatrogenic injury
 - Care of lines, drains and tubing's
 - Restrain policy and care –Physical andChemical
 - Blood & blood transfusion policy
 - Prevention of IV Complication
 - Prevention ofFall
 - Prevention ofDVT
 - Shifting and transporting of patients
 - Surgicalsafty
-
- Care coordination event related to medication reconciliation and administration
 - Prevention of communication errors
 - Prevention ofHAI

Documentation

Incidents and adverse Events

- Capturing of incidents
- RCA
- CAPA

Reportwriting

IPSG (International Patient safety Goals)

- Identify patientcorrectly
 - Improve effective communication
 - Improve safety of HighAlert medication
 - Ensure safesurgery
 - Reduce the risk of health care associatedinfection
 - Reduce the risk of patient harm resulting fromfalls
- Reduce the harm associated with clinical alarmsystem

Antibiotic stewardship

X

(L/E)

145

Safety protocol

- 5S (Sort, Set in order, Shine, Standardize, Sustain)
- Radiation safety
- Lasersafety
- Firesafety
 - Types and classification of fire
 - Firealarms
 - Firefightingequipment
- HAZMATsafety
 - Types ofspill
 - Spillagemanagement
 - MSDS
- Environmentalsafety
 - Riskassessment
 - Aspect impactanalysis
 - Maintenance of Temp and Humidity (Departmentwise)
 - Audits
- EmergencyCodes

Role of Nurse in times of disaster

2

XI

Employee Safety Indicators

- Vaccination
- NSIprevention
- Fallprevention
- Radiation safety

Annual healthcheck

Healthcare Worker Immunization Program and management of occupational exposure

- Occupational healthordinance
- Vaccination program for healthcarestaff
- Needle stick injuries and prevention

Post exposureprophylaxis

Unit VII**2 Hours****Antibiotic stewardship**

- Importance of Antibiotic Stewardship
- Anti-Microbial Resistance

Prevention of MRSA, MDRO in healthcare setting

Unit VIII**8 Hours****Patient Safety Indicators**

- Care of Vulnerable patients
- Prevention of Iatrogenic injury
- Care of lines, drains and tubing's
- Restrain policy and care – Physical and Chemical
- Blood & blood transfusion policy
- Prevention of IV Complication
- Prevention of Fall
- Prevention of DVT
- Shifting and transporting of patients
- Surgical safety
- Care coordination event related to medication reconciliation and administration
- Prevention of communication errors
- Prevention of HAI
- Documentation

Incidents and adverse Events

- Capturing of incidents
- RCA
- CAPA

Report writing

Unit IX**1 Hours****IPSG (International Patient safety Goals)**

- Identify patient correctly
- Improve effective communication
- Improve safety of High Alert medication
- Ensure safe surgery
- Reduce the risk of health care associated infection
- Reduce the risk of patient harm resulting from falls

Reduce the harm associated with clinical alarm system

Healthcare Worker Immunization Program and management of occupational exposure

- Occupational health ordinance
 - Vaccination program for healthcare staff
 - Needle stick injuries and prevention

Post exposure prophylaxis

Reference Books:

1. Ananthnarayan: Textbook of Microbiology
2. Chakravarti: Textbook of Microbiology
3. Chattergey K.D.: Text book of Parasitology
4. Panikar: Textbook of Parasitology
5. Konemen: Textbook of Medical Microbiology
6. Marion E. Wilson: Microbiology in Nursing Practice.
7. Bhatia(R),Essentialsof Medical Microbiology,J.PBrotheresPublishers,NewDelhi,3rdEdition, 2004.
8. Ichhpujani (RL), Microbiology for Nurses, J.P Brotheres Publishers, New Delhi, 2ndEdition, 2003

Teaching-Learning Strategies in brief:

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning.

Assessment methods and weightages in brief for Applied Microbiology and Infection Control including Safety:

There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams and one improvement exam. The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 15 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (4 marks), Academic activities (Average of any 3 activities e.g., Class test, assignment, open book test, field work, group discussion and seminar) (3 marks) and student teacher interaction (3 marks). End semester exams is of 75 marks.

Total Marks are 100 for the subject (Internal Assessment: 25 Marks and End semester examination: 75 Marks).

Course Code: PHAR (I) 205

Title of the Course: PHARMACOLOGY – I

L= 20 hours, P= 0

CREDIT: Theory: 1

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE OUTCOMES (COs)

After completing this Course, the students should be able to:

CO-1 Describe pharmacodynamics and pharmacokinetics.

CO- 2 Review the principles of drug calculation and administration.

CO- 3 Explain the commonly used antiseptics and disinfectants.

CO- 4 Describe the pharmacology of drugs acting on the GI system.

CO- 5 Describe the pharmacology of drugs acting on the respiratory system.

CO- 6 Describe drugs used in the treatment of cardiovascular and blood disorders.

CO- 7 Explain the drugs used in the treatment of endocrine system disorders.

CO- 8 Describe the drugs acting on skin and drugs used to treat communicable diseases.

| | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 8 | | | | | | | | | | | | | | | | | | | |
|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs).

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

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Detailed Syllabus:

Unit I

3 Hours

Introduction to pharmacology

- Definitions & Branches
- Nature & Sources of drugs
- Dosage Forms and Routes of drug administration
- Terminology used
- Classification, Abbreviations, Prescription, Drug Calculation, Weights and Measures
- *Pharmacodynamics*: Actions, Drug Antagonism, Synergism, Tolerance, Receptors, Therapeutic, adverse, toxic effects, pharmacovigilance
- *Pharmacokinetics*: Absorption, Bioavailability, Distribution, Metabolism, Interaction, Excretion
- Review-Principles of drug administration and treatment individualization
 - o Factors affecting dose, route etc
- Indian Pharmacopoeia: Legal Issues, Drug Laws, Schedule Drugs
- Rational Use of Drugs
- Principles of Therapeutics

Unit II

1 Hours

Pharmacology of commonly used antiseptics and disinfectants

- Antiseptics and Disinfectants
- Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse

Unit III

2 Hours

Drugs acting on G.I system

- Pharmacology of commonly used drugs
 - o Emetics and Antiemetics
 - o Laxatives and Purgatives
 - o Antacids and antipeptic ulcer drugs
 - o Anti diarrhoeals – Fluid and electrolyte therapy, Furazolidone, dicyclomine
- Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse

Unit IV

2 Hours

Drugs acting on respiratory system

- Pharmacology of commonly used
 - Antiasthmatics – Bronchodilators (Salbutamol inhalers)
 - Decongestants
 - Expectorants, Antitussives and Mucolytics
 - Broncho-constrictors and Antihistamines
- Composition, action, dosage, route, indications, contraindications, drug Interactions, side effects, adverse effects toxicity and role of nurse

Unit V**4 Hours****Drugs used in treatment of Cardiovascular system and blood disorders**

- Haematinics, & treatment of anemia
- Antiadrenergics
- Cholinergic and anti-cholinergic
- Adrenergic Drugs for CHF & vasodilators
- Antianginals
- Antiarrhythmics
- Antihypertensives
- Coagulants & Anticoagulants
- Antiplatelets & thrombolytics
- Hypolipidemics
- Plasma expanders & treatment of shock
- Drugs used to treat blood disorders
- Composition, action, dosage, route, indications, contraindications, drug Interactions, side effects, adverse effects, toxicity and role of nurse

Unit VI**2 Hours****Drugs used in treatment of endocrine system disorders**

- Insulin & oral hypoglycemics
- Thyroid and anti thyroid drugs
- Steroids
 - Corticosteroids
 - Anabolic steroids
- Calcitonin, parathormone, vit. D3, calcium metabolism
- Calcium salts

Unit VII**1 Hours****Drugs used in treatment of integumentary system**

- Antihistaminics and antipruritics
- Topical applications for skin- Benzylbenzoate, Gamma BHC, Clotrimazole, Miconazole, Silver Sulphadiazine (burns)
- Composition, action, dosage, route, indications, contraindications, drug

interactions, side effects, adverse effects toxicity and role of nurse

Unit VIII

5 Hours

Drugs used in treatment of communicable diseases (common infections, infestations)

- General Principles for use of Antimicrobials
- Pharmacology of commonly used drugs:
 - o Penicillin, Cephalosporin's, Aminoglycosides, Macrolide & broad spectrum antibiotics, Sulfonamides, quinolones, Misc. antimicrobials
- Anaerobic infections
- Antitubercular drugs,
- Anti leprosy drugs
- Antimalarials
- Antiretroviral drugs
- Antiviral agents
- Anthelmintics, Anti scabies agents
- Antifungal agents
- Composition, action, dosage, route, indications, contraindications, Drug Interactions, side effects, adverse effects, toxicity and role of nurse

Reference Books:

1. Satoshkar, Pharmacology & Pharmacotherapeutics, 20th Edition, 2007.
2. Bennett (PN), Clinical Pharmacology, Churchill Livingstone, New Delhi, 9th Edition, 2003.
3. Tripathi (KD), Essential of Medical Pharmacology, Jaypee Brothers, New Delhi, 6th Edition, 2007.
4. Craig (CR), Modern Pharmacology with Clinical Application, Little Brown & Co., New York, 5th Edition, 1997.
5. Goodman & Gilman's Pharmacological Basis of therapeutics, McGrawhill, New York, 10th Edition, 2001.
6. Padmaja Udaykumar, Pharmacology for Nurses, 4th edition.
7. Suresh K. Sharma, Textbook for Pharmacology , Pathology & Genetics for Nurses, Volume 1.

Course Code: PATH (I) 210

Title of the Course: PATHOLOGY -I

L= 20 hours, P=0

Credit: Theory:1

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE OUTCOMES (COs)

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After completing this Course, the students should be able to:

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO15 | PO16 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO3 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs).

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

Detailed Syllabus:

Unit I

8 Hours

Introduction:-

- Importance of the study of pathology
- Definition of terms
- Methods and techniques
- Cellular and Tissue changes.
- Infiltration and generation
- Inflammations

- Acute inflammation (Vascular and Cellular events, systemic effects of acute inflammation) o Chronic inflammation (Granulomatous inflammation,

systemic effects of chronic
inflammation)Woundhealing

- Neoplasms:
 - Normal & Cancercell
 - Benign and Malignantgrowths
 - In situcarcinoma
- Circulatory disturbances: Thrombosis, embolism, shock
- Disturbances of fluid andelectrolyte imbalance

Unit II

5 Hours

Special Pathology: -

- Pathological changes in disease conditions of varioussystems.
 1. Respiratory system
 - Pulmonary infections: Pneumonia, Lung
 - abscess, pulmonary tuberculosis
 - Chronic Obstructive Pulmonary Disease:
 - Chronic bronchitis, Emphysema, Bronchial
 - Asthma, Bronchiectasis Tumors of Lungs
 2. Cardio-vascular system
 - Atherosclerosis
 - Ischemia and Infarction
 - Rheumatic Heart Disease
 - Infective endocarditis
 3. Gastrointestinal tract
 - Peptic ulcer disease (Gastric and Duodenal• ulcer)
 - Gastritis-H Pylori infection
 - Oral mucosa: Oral Leukoplakia, Squamous• cell carcinoma
 - Esophageal cancer
 - Gastric cance
 - r• Intestinal: Typhoid ulcer, Inflammatory Bowel Disease (Crohn’s disease and Ulcerative colitis), Colorectal cancer
 4. Liver, Gall Bladder and Pancreas
 - Liver: Hepatitis, Amoebic Liver abscess,• Cirrhosis of Liver
 - Gall bladder: Cholecystitis.
 - Pancreas: Pancreatitis
 - Tumors of liver, Gall bladder and Pancreas

5. Skeletal system Bone: Bone healing, Osteoporosis, Osteomyelitis,
Tumors Joints: Arthritis - Rheumatoid arthritis and • Osteoarthritis

6. **Endocrine system** • Diabetes Mellitus

- Goitre
- Carcinoma thyroid •

Unit III

7 Hours

Hematological tests for the diagnosis of blood disorders

• Blood tests: Hemoglobin, White cell and platelet counts, PCV, ESR

• Coagulation tests: Bleeding time (BT), Prothrombin time (PT), Activated Partial Prothrombin Time (APTT)

• Blood chemistry

• Blood bank: Blood grouping and cross matching o Blood components o Plasmapheresis o Transfusion reactions

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

Reference Books:

1. Mohan (H), Textbook of Pathology, JP Publishers, Chennai, 5th Edition, 2005.
2. Underwood, General and systemic Pathology, Churchill Livingstone, London, 3rd Edition, 2000.
3. Kumar, Pathologic Basis of Disease, WB Saunders Co., New Delhi, 6th Edition, 1999.
4. Cotton (RE), Lecture Notes on Pathology, Blackwell Scientific Publication, London, 4th Edition, 1992.
5. Krishna (V), Textbook of Pathology, Orient Longman, 4th Edition, 1999.

Teaching-Learning Strategies in brief:

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning.

Assessment methods and weightages in brief Pharmacology & Pathology (I & II) and Genetics:

There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams and one improvement exam. The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 15 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (4 marks),

Academic activities (Average of any 3 activities e.g., Class test, assignment, open book test, field work, group discussion and seminar) (3 marks) and student teacher interaction (3 marks). End semester exams is of 75 marks.

Total Marks are 100 for the subject (Internal Assessment: 25 Marks, III Sem-25 & IV Sem-25 with average of both and End semester examination: 75 Marks).

Course Code: N-AHN (I) 215

Title of the Course: ADULT HEALTH NURSING - I WITH INTEGRATED PATHOPHYSIOLOGY (including BCLS module)

L= 140 hours, P = 480 hours

Credit: Theory: 7 Credits, Lab/Skill Lab (SL) – 1 Credit, Clinical – 6 Credits

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE OUTCOMES (COs)

After completing this Course, the students should be able to:

CO-1 Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of common medical and surgical disorders.

CO-2 Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of anatomy, physiology and diagnostic tests in the process of data collection.

CO-3 Identify nursing diagnosis, list them according to priority and formulate nursing care plan.

Co-4 Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.

CO-5 Integrate knowledge of pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders.

CO-6 Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities.

CO-7 Demonstrate skill in assisting/performing diagnostic and therapeutic procedures.

CO-8 Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders.

CO-9 Identify the drugs used in treating patients with medical surgical conditions.

CO-10 Plan and give relevant individual and group education on significant medical surgical topics.

CO-11 Maintain safe environment for patients and the health care personnel in the hospital.

Mapping of Course Outcomes (COs) with Program Outcomes (POs)

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO1 0 | PO1 1 | PO1 2 | PO1 3 | PO1 4 | PO1 5 | PO1 6 |
|-------|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|-------|
| CO1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO2 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO3 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO4 | 3 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 |
| CO6 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | | 1 | 1 | 1 | 1 | 1 |
| CO7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 3 | 1 | 1 | 1 |
| CO8 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO9 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO1 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 |
| CO1 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO1 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 |

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs).

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

Detailed Syllabus:**Unit I****10 Hours****Introduction**

- Evolution and trends of medical and surgical nursing
- International classification of diseases
- Roles and responsibility of a nurse in medical and surgical settings
 - Outpatient department
 - In-patient unit
 - Intensive care unit
- Introduction to medical and surgical sepsis
 - Inflammation, infection, Wound healing – stages, influencing factors

- Wound care and dressing technique

Care of surgical patient

- pre-operative
- post-operative

- Alternative therapies used in caring for patients with
Medical Surgical Disorders

Unit II

2 Hours

Intraoperative Care

Organization and physical set up of the operation theatre

○ Classification

○ O.T Design

○ Staffing

○ Members of the OT team

○ Duties and responsibilities of the nurse in OT

Position and draping for common surgical procedures

Instruments, sutures and suture materials, equipment for common surgical procedures

Disinfection and sterilization of equipment

Preparation of sets for common surgical procedures

Scrubbing procedures – Gowning, masking and gloving

Monitoring the patient during the procedures

Maintenance of the therapeutic environment in OT

Assisting in major and minor operation, handling specimen

Prevention of accidents and hazards in OT

Anaesthesia – types, methods of administration, effects and stages,

equipment & drugs

Legal aspect

Unit III

10 Hours

Nursing care of patients with common signs and symptoms and management

- Fluid and electrolyte imbalance
- Shock
- Pain

Unit IV

22 Hours

Nursing Management of patients with respiratory problems

- Review of anatomy and physiology of respiratory system
- Nursing Assessment – history taking, physical assessment and diagnostic tests
- Common respiratory problems:
 - Upper respiratory tract infections
 - Chronic obstructive pulmonary diseases
 - Pleural effusion,
 - Empyema
- Bronchiectasis
 - Pneumonia
 - Lung abscess
 - Cyst and tumors
 - Chest injuries
 - Acute respiratory distress syndrome
 - Pulmonary embolism

Health behaviours to prevent respiratory illness

Unit V

21 Hours

Nursing Management of patients with disorders of digestive system

- Review of anatomy and physiology of GI system
- Nursing assessment – History and physical assessment
- GI investigations
- Common GI disorders:
 - Oral cavity-lips, gums and teeth
 - GI - Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation & Peritonitis
 - Peptic & duodenal ulcer,

Mal-absorptio

Hemorrhoids, fissures,

Fistulas

Pancreas- inflammation, cysts, and tumors

Liver- inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors

Gall bladder- inflammation, Cholelithiasis, tumors

- Gastric decompression, gavage and stoma care, different feeding techniques
- Alternative therapies, drugs used in treatment of disorders of digestive system

Unit VI

25 Hours

Nursing Management of patients with cardiovascular problems

- Review of anatomy and
- physiology of cardio-vascular
- system
- Nursing Assessment: History and
- Physical assessment
- Invasive & non-invasive cardiac
- procedures
- Disorders of vascular system Hypertension, arteriosclerosis,
- Raynaud's disease, aneurysm and
- peripheral vascular disorders
- Coronary artery diseases:
- coronary atherosclerosis, Angina
- pectoris, myocardial infarction
- Valvular disorders: congenital
- and acquired
- Rheumatic heart disease:
- pericarditis, myocarditis,
- endocarditis, cardiomyopathies
- Cardiac dysrhythmias, heart
- block
- Congestive heart failure,
- cor pulmonale, pulmonary edema,
- cardiogenic shock, cardiac
- tamponade
- Cardiopulmonary arrest

Unit VII

10 Hours

Nursing Management of patients with disorders of blood

Review of Anatomy and Physiology of blood

161 Nursing assessment: history, physical assessment & Diagnostic tests

- Anemia, Polycythemia
- Bleeding Disorders: clotting factor defects and platelets defects, thalassemia, leukemia, leukopenia, Agranulocytosis
- Lymphomas, myelomas

Unit VIII

10 Hours

Nursing management of patients with disorders of endocrine system

- Review of anatomy and physiology of endocrine system • Nursing Assessment –History and Physical assessment
- Disorders of thyroid and Parathyroid, Adrenal and Pituitary (Hyper, Hypo, tumors) • Diabetes mellitus

Unit IX

10 Hours

Nursing management of patients with disorders of Integumentary system

- Review of anatomy and physiology of skin
- Nursing Assessment – History and Physical assessment
- Infection and infestations; Dermatitis
- Dermatoses; infectious and Noninfectious
- Acne, Allergies, Eczema & Pemphigus
- Psoriasis, Malignant melanoma, Alopecia
- Special therapies, alternative therapies
- Drugs used in treatment of disorders of integumentary

System

Unit X

20 Hours

Nursing management of patients with musculoskeletal problems

- Review of Anatomy and physiology of the musculoskeletal system
- Nursing Assessment: History and physical assessment, diagnostic tests
- Musculoskeletal trauma: Dislocation, fracture, sprain, strain, contusion, amputation
- Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumour
- Orthopedic modalities: Cast, splint, traction, crutch walking • Musculoskeletal inflammation: Bursitis, synovitis, arthritis
- Special therapies, alternative therapies
- Metabolic bone disorder: Osteoporosis, osteomalacia and Paget's disease
- Spinal column defects and deformities – tumor, prolapsed intervertebral disc, Pott's spine • Rehabilitation, prosthesis
- Replacement surgeries

Unit XI

23 Hours

Nursing management of patients with Communicable diseases

- Overview of infectious diseases, the infectious process
- Nursing Assessment – History and Physical assessment, Diagnostic tests
- Tuberculosis
- Diarrhoeal diseases, hepatitis A-E, Typhoid
- Herpes, Chickenpox, Smallpox, Measles, Mumps, Influenza
- Meningitis
- Gas gangrene
- Leprosy
- Dengue, Plague, Malaria, Chikungunya, swine flu, Filariasis
- Diphtheria, Pertussis, Tetanus, Poliomyelitis
- COVID-19

Special infection control measures: Notification, Isolation, Quarantine, Immunization,

Reference Books:

1. Brunner (V), Medical Surgical Nursing , LWW, 10th Edition.
2. Black, Medical Surgical Nursing: Clinical Management for positive outcomes, Elsevier, 7th Edition.
3. Williams, Understanding Medical Surgical Nursing, Jaypee, 3rd Edition.
4. Timby, Introductory Medical Surgical Nursing, LWW, 9th Edition.
5. Lewis, Medical Surgical Nursing Assessment & Management of Clinical Problems, Elsevier 7th edition
6. Ignatavicius, Critical Thinking for Collaborative Care, Elsevier, 5th Edition.
7. Monahan, Phipp's Medical Surgical Nursing: Health & illness perspectives practice, Jaypee, 8th Edition.
8. Gulanick, Nursing Care Plans: Nursing Diagnosis & Interventions, Mosby, 5th edition
9. Lippincott's Manual of Nursing Practice, Jaypee , Edition.
10. Ulrich, Nursing Care Planning Guides: For adults in acute extended & Home care settings, Elsevier, 6th edition.
11. White, Foundations of Adult Health Nursing, Thompson, 2nd edition.
12. Redfern, Nursing Older People , Churchill Livingstone , 4th edition.
13. Phillip, Berry & Kohn's Operating room techniques, Elsevier, 11th Edition.
14. Marks, Roxburgh's Common Skin Diseases, Arnold, 17th edition.
15. Thappa, Essential in Dermatology with MCQ's, Ahuja publishing

Teaching-Learning Strategies in brief :

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning.

Assessment methods and weightages in brief (theory)-Adult Health Nursing I

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

| | | | | | | | | | | | | | | | | |
|-------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 |
| CO3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 |
| CO4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO6 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO7 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO9 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 |
| CO10 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

Detailed Syllabus:

NURSING MANAGEMENT OF PATIENTS WITH MEDICAL CONDITIONS

A. SkillLab

Use of manikins and simulators

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

B.

Procedural competencies/Clinical skills

Clinical Postings

4 weeks

- Intravenous therapy
 - IV cannulation
 - IV maintenance and monitoring
 - Administration of IV medication
- Care of patient with Central line
- Preparation and assisting and monitoring of patients undergoing diagnostic procedures such as thoracentesis, Abdominal paracentesis

Management patients with respiratory problems

- Administration of oxygen through mask, nasal prongs, venturimask
- Pulse oximetry
- Nebulization

- Chest physiotherapy
- Postural drainage
- Oropharyngeal suctioning
- Care of patient with chest drainage
- Diet Planning High Protein diet Diabetic diet
- Insulin administration
- Monitoring GRBS

NURSING MANAGEMENT OF PATIENTS WITH SURGICAL CONDITIONS

A. Skill Lab

Use of manikins and simulators

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

B. Clinical postings

Procedural competencies/Clinical skills

4 weeks

- Pre-Operative care
- Immediate Post-operative care
- Post-operative exercise
- Pain assessment
- Pain Management
- Assisting diagnostic procedure and after care of patients undergoing Colonoscopy
ERCP
Endoscopy
Liver Biopsy
- Nasogastric aspiration
- Gastrostomy / Jejunostomy feeds
- Ileostomy / Colostomy care
- Surgical dressing

- - Sutureremoval
 - Surgicalsoak
 - Sitz bath
- Care of drain

I. NURSING MANAGEMENT OF PATIENTS WITH CARDIAC CONDITIONS

A. SkillLab

Use of manikins and simulators

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

B. Clinical postings

Procedural competencies/Clinical skills

2 weeks

- Cardiac monitoring
- Recording and interpreting ECG
- Arterial blood gas analysis – interpretation
- Administer cardiac drugs
- Preparation and after care of patients for cardiac catheterization
- CPR

- Collection of blood sample for
- Blood grouping/cross matching
- Blood sugar
- Serum electrolytes
- Assisting with blood transfusion
- Assisting for bone marrow aspiration
- Application of antiembolism stockings (TED hose)
-

NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF INTEGUMENTARY SYSTEM

A. Skill Lab

Use of manikins and simulators

Application of topical medication

B. Clinical postings

Procedural competencies/Clinical skills

1 weeks

- Intradermal injection- Skin allergy testing
- Application of topical medication
- Medicated bath

NURSING MANAGEMENT OF PATIENTS WITH COMMUNICABLE DISEASES

A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing
- Standard precautions

B. Clinical postings

C. Procedural competencies/Clinical skills

1 weeks

- Barrier Nursing
- Reverse barrier nursing
- Standard precautions (Universal precaution) Use of PPE, needle stick and sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices)

NURSING MANAGEMENT OF PATIENTS WITH MUSCULOSKELETAL PROBLEMS

C. SkillLab

Use of manikins and simulators

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

D. Clinical postings

E. Procedural competencies/Clinical skills

2 weeks

- Preparation of patient with Myelogram / CT / MRI
 - Assisting with application & removal of POP / Cast
 - Preparation, assisting and after care of patient with Skin traction / skeletal traction
 - Care of orthotics
 - Muscle strengthening exercises
 - Crutch walking
- Rehabilitation

II. NURSING MANAGEMENT OF PATIENTS IN THE OPERATING ROOMS

III. A. SkillLab

Use of manikins and simulators

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

C. *Clinical postings*

Procedural competencies/Clinical skills

4 weeks

- Position and draping
- Preparation of operation table
- Set up of trolley with instrument
- Assisting in major and minor operation
- Disinfection and sterilization of equipment
- Scrubbing procedures – Gowning, masking and gloving
- Intra operative monitoring

Reference Books:

1. Brunner (V), Medical Surgical Nursing , LWW, 10th Edition.
2. Black, Medical Surgical Nursing: Clinical Management for positive outcomes, Elsevier, 7th Edition.
3. Williams, Understanding Medical Surgical Nursing, Jaypee, 3rd Edition.
4. Timby, Introductory Medical Surgical Nursing, LWW, 9th Edition.
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14. Marks, Roxburgh's Common Skin Diseases, Arnold, 17th edition.
15. Thappa, Essential in Dermatology with MCQ's, Ahuja publishing

Teaching-Learning Strategies in brief

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning.

Assessment methods and weightages in brief (Practical)-Adult Health Nursing I

There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There is one internal Sessional practical exam is of 50 marks. End semester exams is of 50 marks.

Total Marks are 100 for the subject (Internal Assessment: 50 Marks and End semester examination: 50 Marks).

Course Code: PHAR (II) 205

Title of the Course: PHARMACOLOGY - II including Fundamentals of Prescribing Module

L- 60 hours ,P- 0

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

Credits- THEORY: 3 Credits (60 hours) PRACTICAL: 0

COURSE OUTCOMES (COs)

After completing this Course, the students should be able to...

CO-1 Explain the drugs used in the treatment of ear, nose, throat and eye disorders.

CO-2. Explain the drugs used in the treatment of urinary system disorders.

CO-3. Describe the drugs used in the treatment of nervous system disorders.

CO-4. Explain the drugs used for hormonal replacement and for the pregnant women during antenatal, intra natal and postnatal period.

CO-5. Explain the drugs used to treat emergency conditions and immune disorders.

CO-6. Discuss the role and responsibilities of nurses towards safe administration of drugs used to treat disorders of various systems with basic understanding of pharmacology.

CO-7. Demonstrate understanding about the drugs used in alternative system of medicine.

CO-8. Demonstrate understanding about the fundamental principles of prescribing.

..

Mapping of Course Outcomes (COs) with Program Outcomes (POs)

| | PO 1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO1 0 | PO1 1 | PO1 2 | PO1 3 | PO1 4 | PO1 5 | P O1 6 |
|------|------|------|------|------|------|------|------|------|------|-------|-------|-------|-------|-------|-------|--------|
| CO 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO 2 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO 3 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO 4 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO 5 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO 6 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO 7 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO 8 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 |

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs).

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

Detailed Syllabus:

Unit I

4hours Drugs used in disorders of ear, nose, throat & Eye

Antihistamines

-Topical applications for eye (Chloramphenicol, Gentamycin eye drops), ear (Soda glycerin, boric spirit ear drops), nose and buccal cavitychlorhexidine mouthwash

-Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse

Unit II

4hours

Drugs used on urinary system

-Pharmacology of commonly used drugs

o Renin angiotensin system

o Diuretics and antidiuretics

o Drugs toxic to kidney

o Urinary antiseptics

o Treatment of UTI – acidifiers and alkalinizers

-Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects toxicity and role of nurse

Unit III

10hours

Drugs acting on nervous system

- Basis & applied pharmacology of commonly used drugs

- Analgesics and anaesthetics

o Analgesics: Non-steroidal antiinflammatory (NSAID) drugs

o Antipyretics

o Opioids & other central analgesics

> General (techniques of GA, pre anesthetic medication) & local anesthetics

> Gases: oxygen, nitrous, oxide, carbon-dioxide & others

- Hypnotics and sedatives

- Skeletal muscle relaxants

- Antipsychotics
 - Mood stabilizers
- Antidepressants
- Antianxiety Drugs
- Anticonvulsants
- Drugs for neurodegenerative disorders & miscellaneous drugs
- Stimulants, ethyl alcohol and treatment of methyl alcohol poisoning
- Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse

Unit IV

5 hours

Drugs used for hormonal, disorders and supplementation, contraception and medical termination of pregnancy

- Estrogens and progesterones
 - o Oral contraceptives and hormone replacement therapy
- Vaginal contraceptives
- Drugs for infertility and medical termination of pregnancy
 - o Uterine stimulants and relaxants
- Composition, actions dosage route indications contraindications, drugs interactions, side effects, adverse effects, toxicity and role of nurse

Unit V

3 hours

Drugs used for pregnant women during antenatal, labour and postnatal period

- Tetanus prophylaxis
- Iron and Vit K1 supplementation
- Oxytocin, Misoprostol
- Ergometrine
- Methyl prostaglandin F2-alpha

- Steps of prescribing
Prescribing competencies

Reference Books:

1. Satoshkar, Pharmacology & Pharmacotherapeutics, 20th Edition, 2007.
2. Bennett (PN), Clinical Pharmacology, Churchill Livingstone, New Delhi, 9th Edition, 2003.
3. Tripathi (KD), Essential of Medical Pharmacology, Jaypee Brothers, New Delhi, 6th Edition, 2007.
4. Craig (CR), Modern Pharmacology with Clinical Application, Little Brown & Co., New York, 5th Edition, 1997.
5. Goodman & Gilman's Pharmacological Basis of therapeutics, McGrawhill, New York, 10th Edition, 2001

Teaching-Learning Strategies in brief :

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning.

Assessment methods and weightages in brief (Pharmacology & Pathology (I & II) and Genetics)

There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams and one improvement exam. The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 15 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (4 marks), Academic activities (Average of any 3 activities e.g., Class test, assignment, open book test, field work, group discussion and seminar) (3 marks) and student teacher interaction (3 marks). End semester exams is of 75 marks.

Total Marks are 100 for the subject (Internal Assessment: 25 Marks, III Sem-25 & IV Sem-25 with average of both and End semester examination: 75 Marks) .

Course Code: PATH (II) 210

| | | | | | | | | | | | | | | | | |
|-------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 |
| CO 3 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO 4 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO 5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO 6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 |
| CO 7 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs).

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

Detailed Syllabus:

Unit I

5 Hours

Special Pathology:

Pathological changes in disease conditions of selected systems

1. Kidneys and Urinary tract

Glomerulonephritis

Pyelonephritis

Renal calculi

Cystitis

Renal Cell Carcinoma

Renal Failure (Acute and Chronic)

2. Male genital systems

Cryptorchidism

Testicular atrophy

- Prostatic hyperplasia
- Carcinoma penis and Prostate.

3. Female genital system

- Carcinoma cervix
- Carcinoma of endometrium
- Uterine fibroids
- Vesicular mole and Choriocarcinoma

- Ovarian cyst and tumors

4. Breast

- Fibrocystic changes
- Fibroadenoma
- Carcinoma of the Breast

5. Central nervous system

- Meningitis.
- Encephalitis
- Stroke
- Tumors of CNS

Unit II

5 Hours

Clinical Pathology

- Examination of body cavity fluids:
 - o Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests
- Analysis of semen:
 - o Sperm count, motility and morphology and their importance in

infertility

Urine:

o Physical characteristics, Analysis, Culture and Sensitivity

Faeces:

o Characteristics

o Stool examination: Occult blood, Ova, Parasite and Cyst, Reducing substance etc.

o Methods and collection of urine and faeces for various tests

References:

1. Mohan (H), Textbook of Pathology, JP Publishers, Chennai, 5th Edition, 2005.
2. Underwood, General and systemic Pathology, Churchill Livingstone, London, 3rd Edition, 2000.
3. Kumar, Pathologic Basis of Disease, WBSaunders Co., New Delhi, 6th Edition, 1999.
4. Cotton (RE), Lecture Notes on Pathology, Blackwell Scientific Publication, London, 4th Edition, 1992.
5. Krishna (V), Textbook of Pathology, Orient Longman, 4th Edition, 1999.

Detailed Syllabus Genetics:

Unit I

2 hours

Introduction:

- Practical application of genetics in nursing
- Impact of genetic condition on families
- Review of cellular division: mitosis and meiosis
- Characteristics and structure of genes
- Chromosomes: sex determination

- Chromosomal aberrations
- Patterns of inheritance
- Mendelian theory of inheritance
- Multiple allots and blood groups
- Sex linked inheritance
- Mechanism of inheritance
 - Errors in transmission (mutation)

Unit II **2 Hours**

Maternal, prenatal and genetic influences on development of defects and diseases

- Conditions affecting the mother:
genetic and infections
- Consanguinity atopy
- Prenatal nutrition and food allergies
- Maternal age
- Maternal drug therapy
- Prenatal testing and diagnosis
- Effect of Radiation, drugs and chemicals
- Infertility
- Spontaneous abortion
- Neural Tube Defects and the role of folic acid in lowering the risks
- Down syndrome (Trisomy 21)

Unit III **2 Hours**

Genetic testing in the neonates and children

- Screening for
 - o Congenital abnormalities

- o Developmental delay
- o Dysmorphism

Unit IV **2 Hours**
Genetic conditions of adolescents and adults

- Cancer genetics: Familial cancer
- Inborn errors of metabolism
- Blood group alleles and hematological disorder
- Genetic haemochromatosis
- Huntington's disease
- Mental illness

Unit V **2 Hours**
Services related to genetics

- Genetic testing
- Gene therapy
- Genetic counseling
- Legal and Ethical issues
- Role of nurse

References:

1. Read (A), New Clinical Genetics, Scion Publishers, New Delhi,2007
2. Gangane (SD), Human Genetics, J. P. Brothers Publication, New Delhi,2000

Teaching-Learning Strategies in brief

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning.

Assessment methods and weightages in brief (Pharmacology & Pathology (I & II) and Genetics)

There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams and one improvement exam. The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 15 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (4 marks), Academic activities (Average of any 3 activities e.g. Class test, assignment, open book test, field work, group discussion and seminar) (3 marks) and student teacher interaction (3 marks). End semester exams is of 75 marks.

Total Marks are 100 for the subject (Internal Assessment: 25 Marks, and End semester examination: 75 Marks) .

.....x.....

Course Code: N-AHN (II) 225

Title of the Course: ADULT HEALTH NURSING - II WITH INTEGRATED PATHOPHYSIOLOGY INCLUDING GERIATRIC NURSING AND PALLIATIVE CARE MODULE

L: 140 hours -P: 480

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

Credits- THEORY: 7 Credits (140 hours) PRACTICAL: 6 Credits (480 hours)

COURSE OUTCOMES (COs)

(5 to 8 in case 3 or 4 credit courses)

After completing this Course, the students should be able to...

CO-1. Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of selected common medical and surgical disorders.

CO-2. Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of diagnostic tests in the process of data collection.

CO-3. Identify diagnoses, list them according to priority and formulate nursing care plan.

CO-4. Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients.

CO-5. Integrate knowledge of anatomy, physiology, pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders.

CO-6. Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities.

CO-7. Demonstrate skill in assisting/performing diagnostic and therapeutic procedures.

CO-8. Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders.

CO-9. Identify the drugs used in treating patients with selected medical surgical conditions.

CO-10. Plan and provide relevant individual and group education on significant medical surgical topics.

CO-11. Maintain safe environment for patients and the health care personnel in the hospital.

Mapping of Course Outcomes (COs) with Program Outcomes (POs)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO15 | PO16 |
|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO2 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO3 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO4 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO6 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO7 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO8 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO9 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO10 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 |
| CO11 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs).

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

Detailed Syllabus:

Unit I

16 Hours

Nursing management of patient with disorders of Ear, Nose and Throat

(Includes etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management)

Review of anatomy and physiology of the ear, nose and throat

History, physical assessment, and diagnostic tests

Ear

o External ear: deformities otalgia, foreign bodies and tumors

o Middle ear: impacted wax, tympanic, membrane perforation, otitis media, and tumors

o Inner ear: Meniere's disease, labyrinthitis, ototoxicity tumors

Upper respiratory airway infections: Rhinitis, sinusitis, tonsillitis, laryngitis

Epistaxis, Nasal obstruction, laryngeal obstruction

Deafness and its management

Unit II

16 hours

Nursing management of patient with

disorder of eye

- Review of anatomy and physiology of the eye
- History, physical assessment, diagnostic assessment

Eye Disorders

- Refractive errors
- Eyelids: infection, deformities
- Conjunctiva: inflammation and infection bleeding
- Cornea: inflammation and infection
- Lens: cataract
- Glaucoma
- Retinal detachment
- Blindness
- Eye donation, banking and transplantation

Unit III**19 Hours****Nursing management of patient with Kidney and Urinary problems**

- Review of Anatomy and physiology of the genitourinary system
- History, physical assessment, diagnostic tests
- Urinary tract infections: acute, chronic, lower, upper
- Nephritis, nephrotic syndrome
- Renal calculi
- Acute and chronic renal failure
- Disorders of ureter, urinary bladder and Urethra
- Disorders of prostate: inflammation,

infection, stricture, obstruction, and
Benign Prostate Hypertrophy

Unit IV **6 Hours**

Nursing management of disorders of male reproductive system

Review of Anatomy and physiology of
the male reproductive system

History, Physical Assessment,
Diagnostic tests

Infections of testis, penis and adjacent
structures: Phimosis, Epididymitis, and
Orchitis

Sexual dysfunction, infertility,
contraception

Male Breast Disorders: gynecomastia,
tumor, climacteric changes

Unit V

14 Hours

Nursing management of patient with burns, reconstructive and cosmetic surgery

Review of anatomy and physiology of
the skin and connective tissues

History, physical assessment,
assessment of burns and fluid &
electrolyte loss

Burns

Reconstructive and cosmetic surgery
for burns, congenital deformities,
injuries and cosmetic purposes, gender
reassignment

Legal and ethical aspects

Special therapies: LAD, vacuumed
dressing. Laser, liposuction, skin

health rejuvenation, use of derma
filter

Unit VI

20 Hours

Nursing management of patient with neurological disorders

- Review of anatomy and physiology of the neurological system
- History, physical and neurological assessment, diagnostic tests
- Headache, Head injuries
- Spinal injuries: Paraplegia, Hemiplegia, Quadriplegia
- Spinal cord compression: herniation of in vertebral disc
- Intra cranial and cerebral aneurysms
- Meningitis, encephalitis, brain, abscess, neuro-cysticercosis
- Movement disorders: Chorea, Seizures & Epilepsies
- Cerebrovascular disorders: CVA
- Cranial, spinal neuropathies: Bell's palsy, trigeminal neuralgia
- Peripheral Neuropathies
- Degenerative diseases: Alzheimer's disease, Parkinson's disease
- Guillain-Barré syndrome*, Myasthenia gravis & Multiple sclerosis
- Rehabilitation of patient with neurological deficit

Unit VII

16 Hours

Nursing management of patients with Immunological problems

- Review of Immune system
- Nursing Assessment: History and Physical assessment
- HIV & AIDS: Epidemiology, Transmission, Prevention of Transmission and management of HIV/AIDS
- Role of Nurse; Counseling, Health education and home care consideration and rehabilitation
- National AIDS Control Program – NACO, various national and international agencies for infection control

Unit VIII**16 Hours****Nursing management of patient with Oncological conditions**

- Structure and characteristics of normal and cancer cells
- History, physical assessment, diagnostic tests
- Prevention screening early detections warning sign of cancer
- Epidemiology, etiology classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of Oncological condition

- Common malignancies of various body system eye, ear, nose, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostate Brain, Spinal cord.
- Oncological emergencies
- Modalities of treatment: Chemotherapy, Radiotherapy: Radiation safety, AERB regulations, Surgical intervention, Stem cell and bone marrow transplant, Immunotherapy, Gene therapy
- Psychological aspects of cancer: anxiety, depression, insomnia, anger
- Supportive care
- Hospice care

Unit IX

19 Hours

Nursing management of patient in Emergency and Disaster situations Disaster Nursing

- Concept and principles of disaster nursing, Related Policies
- Types of disaster: Natural and manmade
- Disaster preparedness: Team, guidelines, protocols, equipment, resources
- Etiology, classification,

Pathophysiology, staging, clinical manifestation, diagnosis, treatment modalities and medical and surgical nursing management of patient with medical and surgical emergencies – Poly trauma, Bites, Poisoning and Thermal emergencies

- Principles of emergency management
- Medico legal aspects

Unit X

10 Hours

Nursing care of the elderly

- History and physical assessment
- Aging process and age-related body changes and psychosocial aspects
- Stress and coping in elder patient
- Psychosocial and sexual abuse of elderly
- Role of family and formal and nonformal caregivers
- Use of aids and prosthesis (hearing aids, dentures)
- Legal and ethical issues
- National programs for elderly, privileges, community programs and health services
- Home and institutional care

Unit XI

Nursing management of patients in

23 Hours

critical Care units

- Principles of critical care nursing
- Organization: physical set-up, policies, staffing norms
- Protocols, equipment and supplies
- Use and application of critical care biomedical equipment: ventilators, cardiac monitors, defibrillators, infusion pump, Resuscitation equipment and any other
- Advanced Cardiac Life support
- Nursing management of critically ill patient
- Transitional care
- Ethical and Legal Aspects
- Breaking Bad News to Patients and/or their families: Communication with patient and family

- End of life care

Unit XII**5 Hours****Nursing management of patients occupational and industrial disorders**

- History, physical examination, Diagnostic tests
- Occupational diseases and

management

Reference Books:

16. Brunner (V), Medical Surgical Nursing , LWW, 10thEdition.
17. Black, Medical Surgical Nursing: Clinical Management for positive outcomes, Elsevier,7th Edition.
18. Willams, Understanding Medical Surgical Nursing, Jaypee, 3rdEdition.
19. Timby, Introductory Medical Surgical Nursing, LWW, 9thEdition.
20. Lewis, Medical Surgical Nursing Assessment & Management of Clinical Problems, Elsevier 7thedition
21. Ignatavicius, Critical Thinking for Collaborative Care, Elsevier, 5thEdition.
22. Monahan, Phipp's Medical Surgical Nursing: Health & illness perspectives practice, Jaypee, 8th Edition.
23. Gulanick, Nursing Care Plans: Nursing Diagnosis & Interventions, Mosby, 5thedition
24. Lippincott's Manual of Nursing Practice, Jaypee ,Edition.
25. Ulrich, Nursing Care Planning Guides: For adults in acute extended & Home care settings, Elsevier, 6thedition.
26. White, Foundations of Adult Health Nursing, Thompson, 2ndedition.
27. Redfern, Nursing Older People ,Churchill Livingstone , 4thedition.
28. Phillip, Berry & Kohn's Operating room techniques, Elsevier, 11thEdition.
29. Marks, Roxburgh's Common Skin Diseases, Arnold, 17thedition.
30. Thappa, Essential in Dermatology with MCQ's, Ahujapublishing

Teaching-Learning Strategies in brief

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning.

Assessment methods and weightages in brief (theory)-Adult Health Nursing II

There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams and one improvement exam. The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 15 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (4 marks), Academic activities (Average of any 3 activities e.g., Class test, assignment, open book test, field work, group discussion and seminar) (3 marks) and student teacher interaction (3 marks). End semester exams is of 75 marks.

Total Marks are 100 for the subject (Internal Assessment: 25 Marks, III Sem-25 & IV Sem-25 with average of both and End semester examination: 75 Marks) .

Course Code: N-AHN (II) 225

Title of the Course: ADULT HEALTH NURSING - II WITH INTEGRATED PATHOPHYSIOLOGY INCLUDING GERIATRIC NURSING AND PALLIATIVE CARE MODULE (CLINICAL PRACTICUM)

L: 0 P: 480

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

Credits- PRACTICAL: 6 Credits (480 hours)

COURSE OUTCOMES (COs)

After completing this Course, the students should be able to...

CO-1. Utilize the nursing process in providing care to the sick adults in the hospital

CO-2. Provide comfort and safety to adult patients in the hospital.

CO-3. Maintain safe environment for patients during hospitalization.

CO-4. Explain nursing actions appropriately to the patients and family members.

CO-5. Ensure patient safety while providing nursing procedures.

CO-6. Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients.

CO-7. Provide pre, intra and post-operative care to patients undergoing surgery.

CO-8. Integrate knowledge of pathology, nutrition and pharmacology for patients experiencing selected medical and surgical disorders.

CO-9. Integrate evidence-based information while giving nursing care to patients.

CO-10. Demonstrate the awareness of legal and ethical issues in nursing practice.

Mapping of Course Outcomes (COs) with Program Outcomes (POs)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO15 | PO16 |
|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 |
| CO3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 |
| CO4 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 |
| CO6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 |
| CO7 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO8 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO9 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 |
| CO10 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs).

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

Mapping with PSOs, where applicable.

Detailed Syllabus:

I. Nursing Management of Patients with ENT Disorders

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings

2 weeks

Examination of ear, nose, throat and
History taking

- Applying bandages to Ear, Nose
- Tracheostomy care
- Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures
 - o Auditory screening tests
 - o **Audiometric tests**
 - Preparing the patient and assisting in special procedures like Anterior/ posterior nasal packing, Ear Packing and Syringing
 - Preparation and after care of patients undergoing ENT surgical procedures
 - Instillation of drops/medication

II. Nursing Management of Patients with Eye Conditions

A. Skill Lab

Use of manikins and simulators

- Instilling Eye medications
- Eye irrigation
- Eye bandage

B. Clinical Postings **2 weeks**

History taking, Examination of eyes and interpretation

- Assisting procedures
 - o Visual acuity
 - o Fundoscopy, retinoscopy, ophthalmoscopy, tonometry,
 - o Refraction tests
- Pre and post-operative care
- Instillation of drops/ medication
- Eye irrigation

- Application of eye bandage
- Assisting with foreign body removal

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

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings **2 weeks**

- Assessment of kidney and urinary system
 - o History taking
 - o Physical examination
 - o Testicular self-examination
 - o digital rectal exam
- Preparation and assisting with diagnostic and therapeutic procedures
 - o Cystoscopy, Cystometrogram,
 - o Contrast studies: IVP etc.
 - o Peritoneal dialysis
 - o Hemodialysis,
 - o Lithotripsy
 - o Specific tests: Semen analysis, gonorrhoea test, Renal/ Prostate Biopsy etc.
- Catheterization: care
- Bladder irrigation
- I/O recording and monitoring
- Ambulation and exercise

IV. Nursing Management of Patients with Burns and Reconstructive Surgery

A. Skill Lab

Use of manikins and simulators

- Assessment of burns wound
- Wound dressing

B. Clinical Postings **2 weeks**

Assessment of burns

- First aid of burns
- Fluid & electrolyte

replacement therapy

- Skin care
- Care of Burn wounds
- Bathing
- Dressing

Pre-operative and postoperative care of patients

- Caring of skin graft and post cosmetic surgery
- Rehabilitation

V. Nursing Management of Patients with neurological disorders

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings **3 weeks**

History taking; Neurological Examination

- Patient monitoring
- Prepare and assist for various invasive and non-invasive diagnostic procedures
- Range of motion exercises, muscle strengthening
- Care of medical, surgical and rehabilitative patients

VI. Nursing Management of Patients with Immunological Disorders

A. Skill Lab

- Barrier Nursing
- Reverse Barrier Nursing

B. Clinical Postings 1 weeks

History taking

- Immunological status assessment (e.g. HIV) and Interpretation of specific tests
- Caring of patients with low immunity
- Practicing of standard safety measures, precautions/barrier nursing/reverse barrier/isolation skills

VII. Nursing Management of Patients with disorders of Oncological conditions

A. Skill Lab

Use of manikins and simulators

- Application of topical medication
- Administration of chemotherapy

B. Clinical Postings 3 weeks

History taking & physical examination
of cancer patients

- Screening for common cancers: TNM classification
- Preparation, assisting and after care patients undergoing diagnostic procedures
- Biopsies/FNAC
- Pap smear
- Bone-marrow aspiration
- Various modalities of treatment
- Chemotherapy
- Radiotherapy
- Pain management
- Stoma therapy
- Hormonal therapy
- Immuno therapy
- Gene therapy
- Alternative therapy
- Stoma care and feeding
- Caring of patients treated with nuclear medicine
- Rehabilitation

VIII. Nursing Management of Patients in emergency conditions

A. Skill Lab

Use of manikins and simulators

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

B. Clinical Postings 2 weeks

Practicing 'triage'

- Primary and secondary survey in emergency
- Examination, investigations & their interpretations, in emergency & disaster situations
- Emergency care of medical and traumatic injury patients
- Documentations, assisting in legal procedures in emergency unit
- Managing crowd
- Counseling the patient and family in dealing with grieving & bereavement

IX. Nursing Management of geriatric patients**A. Skill Lab**

Use of manikins and simulators

- Use of assistive safety devices

B. Clinical Postings 1 week

History taking
and assessment
of Geriatric
patient

X. Nursing Management of Patients in critical care units**A. Skill Lab**

Use of manikins and simulators

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

B. Clinical Postings 2 Weeks

- Assessment of critically ill patients
- Assisting in arterial puncture, ET tube intubation & extubation
- ABG analysis & interpretation - respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis
- Setting up of Ventilator modes and settings and care of patient on a ventilator
- Set up of trolley with instruments
- Monitoring and maintenance of Chest drainage system
- Bag and mask ventilation
- Assisting and maintenance of Central and peripheral lines invasive
- Setting up of infusion pump, defibrillator,
- Drug administration-infusion, intracardiac, intrathecal, epidural,
- Monitoring pacemaker
- ICU care bundle
- Management of the dying patient in the ICU

Teaching-Learning Strategies in brief :

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning.

Assessment methods and weightages in brief (Practical)-Adult Health Nursing II

There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There is one internal Sessional practical exam is of 50 marks. End semester exams is of 50 marks.

Total Marks are 100 for the subject (Internal Assessment: 50 Marks and End semester examination: 50 Marks) .

Course Code: PROF 230

Title of the Course: PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING BIOETHICS

L: 20Hours **P:** 0

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

Credits- Theory 1 Credit (20 hours)

COURSE OUTCOMES (COs)

After completing this Course, the students should be able to...

CO-1. Describe profession and professionalism.

CO-2. Identify the challenges of professionalism.

CO-3. Maintain respectful communication and relationship with other health team members, patients and society.

CO-4. Demonstrate professional conduct.

CO-5. Describe various regulatory bodies and professional organizations related to nursing.

CO-6. Discuss the importance of professional values in patient care.

CO-7. Explain the professional values and demonstrate appropriate professional values in nursing practice.

CO-8. Demonstrate and reflect on the role and responsibilities in providing compassionate care in the healthcare setting.

CO-9. Demonstrate respect, human dignity and privacy and confidentiality to self, patients and their caregivers and other health team members.

CO-10. Advocate for patients' wellbeing, professional growth and advancing the profession.

CO-11. Identify ethical and bioethical concerns, issues and dilemmas in nursing and healthcare.

CO-12. Apply knowledge of ethics and bioethics in ethical decision making along with health team members.

CO-13. Protect and respect patient's rights.

Mapping of Course Outcomes (COs) with Program Outcomes (POs)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO15 | PO16 |
|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO6 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO8 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO9 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO10 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 |
| CO11 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO12 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO13 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs).

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

Mapping with PSOs, where applicable.

Detailed Syllabus:

Unit I

5 Hours

PROFESSIONALISM

Profession

- Definition of profession
- Criteria of a profession
- Nursing as a profession

Professionalism

- Definition and characteristics of professionalism
- Concepts, attributes and indicators of professionalism
- *Challenges of professionalism*
 - o Personal identity vs professional identity
 - o Preservation of self-integrity: threat to integrity, Deceiving patient: withholding information and falsifying records
 - o Communication & Relationship with team members: Respectful and open communication and relationship pertaining to relevant interests for ethical decision making
 - o Relationship with patients and society

Professional Conduct

- Following ethical principles
- Adhering to policies, rules and regulation of the institutions
- Professional etiquettes and behaviours
- Professional grooming: Uniform, Dress code

- Professional boundaries: Professional relationship with the patients, caregivers and team members

Regulatory Bodies & Professional Organizations: Roles & Responsibilities

- *Regulatory bodies:* Indian Nursing Council, State Nursing Council
- *Professional Organizations:* Trained Nurses Association of India (TNAI), Student Nurses Association (SNA), Nurses League of Christian Medical Association of India, International Council of Nurses (ICN) and International Confederation of

Midwives

Unit II

PROFESSIONAL VALUES

5 Hours

- Values: Definition and characteristics of values
- Value clarification
- Personal and professional values
- Professional socialization: Integration of professional values with personal values

Professional values in nursing

- Importance of professional values in nursing and health care
- Caring: definition, and process
- Compassion: Sympathy Vs empathy, Altruism

- Conscientiousness
- Dedication/devotion to work
- Respect for the person- Human dignity
- Privacy and confidentiality: Incidental disclosure
- Honesty and integrity: Truth telling
- Trust and credibility: Fidelity, Loyalty
- Advocacy: Advocacy for patients, work environment, nursing education and practice, and for advancing the profession

Unit III

10 Hours

ETHICS & BIOETHICS

Definitions: Ethics, Bioethics and Ethical Principles

- Beneficence
- Non-maleficence: Patient safety, protecting patient from harm, Reporting errors
- Justice: Treating each person as equal
- Care without discrimination, equitable access to care and safety of the public
- Autonomy: Respects patients' autonomy, Self-determination, Freedom of choice

Ethical issues and ethical dilemma:

Common ethical problems

- Conflict of interest
- Paternalism

- Deception
- Privacy and confidentiality
- Valid consent and refusal
- Allocation of scarce nursing resources
- Conflicts concerning new technologies
- Whistle-blowing
- Beginning of life issues*
- o Abortion
- o Substance abuse
- o Fetal therapy
- o Selective deduction
- o Intrauterine treatment of fetal conditions
- o Mandated contraception
- o Fetal injury
- o Infertility treatment
- End of life issues*
- o End of life
- o Euthanasia
- o Do Not Resuscitate (DNR)
- Issues related to psychiatric care*
- o Non compliance
- o Restrain and seclusion
- o Refuse to take food
- Process of ethical decision making**
- Assess the situation (collect information)
- Identify the ethical problem
- Identify the alternative decisions
- Choose the solution to the ethical decision

Implement the decision

Evaluate the decision

Ethics committee: Roles and responsibilities

Clinical decision making

Research

Code of Ethics

International Council of Nurses (ICN)

Indian Nursing Council

Patients' Bill of Rights-17 patients' rights (MoH&FW, GoI)

1. Right to emergency medical care

2. Right to safety and quality care

according to standards

3. Right to preserve dignity

4. Right to nondiscrimination

5. Right to privacy and confidentiality

6. Right to information

7. Right to records and reports

8. Right to informed consent

9. Right to second opinion

10. Right to patient education

11. Right to choose alternative treatment options if available

12. Right to choose source for obtaining medicines or tests

13. Right to proper referral and transfer, which is free from perverse commercial influences

14. Right to take discharge of patient or receive body of deceased from

hospital

15. Right to information on the rates to be charged by the hospital for each type of service provided and facilities available on a prominent display board and a brochure
16. Right to protection for patients involved in clinical trials, biomedical and health research
17. Right to be heard and seek redressal

Reference:

1. Kozier B, Erb, G & Oliver, R : Fundamentals of Nursing ;4th ed. California, Addison Wesley., 1991
2. Perry, A.G. & Potter, P.A.: Basic nursing essentials of practice; 5th ed. St. Louis,Mosby, 2003
3. Potter, P.A. & Perry, A.G.: Fundamentals of nursing; 5th ed. Mosby Harcott(India) Pvt. Ltd.
4. Beverly WitlerDugas : Introduction to patient care ; 4th ed., Saunders, 2002
5. White, Lois: Foundations of nursing caring for the whole person; U.S.A. Delmer Thompson Learning.
7. Luckmann, J & Sorensen, K.C.: Basic nursing: a psychophysiologic approach; 3rd ed., W. B. Saunders, 2002
9. Park, J.E. :Text book of preventive and social medicine ; 17th ed., Banarasidas Bhanot, 2003

Teaching-Learning Strategies in brief

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning.

Assessment methods and weightages in brief (theory)-Adult Health Nursing II

There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams and one improvement exam. The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 15 marks. Continuous mode evaluation is of 10 marks

comprising of Attendance (4 marks), Academic activities (Average of any 3 activities e.g., Class test, assignment, open book test, field work, group discussion and seminar) (3 marks) and student teacher interaction (3 marks). End semester exams is of 25 marks. Total Marks are 50 for the subject (Internal Assessment: 25 Marks and End semester examination: 25 Marks).

Course Code: N-MHN(1305) Title of the Course: Mental Health Nursing (Theory)

Credits: THEORY- 3

PRACTICAL -1 (L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE OUTCOMES (COs)

After completing this Course, the students should be able to:

CO-1: Trace the historical development of mental health nursing and discuss its scope.

CO:2 .Identify the classification of the mental disorders.

CO:3Develop basic understanding of the principles and concepts of mental health nursing

CO:4Apply the Indian Nursing Council practice standards for psychiatric mental health nursing in supervised clinicalsettings.

CO:5Conduct mental health assessment.

CO:7Demonstrate knowledge of the various treatment modalities and therapies used in mental disorders.

CO:8Apply nursing process in delivering care to patients with mental disorders.

CO:9 Provide nursing care to patients with schizophrenia and other psychotic disorders based on assessment findings and treatment/therapies used.

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

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

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO15 | PO16 |
|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 | 1 | 1 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 1 | 1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 2 | 3 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 1 | 1 | 3 | 2 | 3 | 1 | 2 | 2 | 3 | 3 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 3 | 3 | 3 | 1 | 1 | 1 | 3 | 3 | 1 | 3 | 3 | 1 | 1 | 1 | 1 |
| CO6 | 2 | 1 | 2 | 3 | 1 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 1 | 2 | 1 |
| CO7 | 3 | 2 | 2 | 3 | 1 | 2 | 1 | 2 | 2 | 2 | 3 | 3 | 1 | 2 | 2 | 2 |
| CO8 | 1 | 3 | 3 | 3 | 3 | 2 | 3 | | 3 | 3 | 3 | 1 | 2 | 2 | 3 | 1 |
| CO9 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 |
| CO10 | 1 | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO11 | 1 | 3 | 1 | 1 | 3 | 2 | 1 | 2 | 2 | 3 | 2 | 1 | 2 | 1 | 1 | 3 |

Each Course

Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

Detailed Syllabus-

UNIT-1

6 hrs

Introduction

- Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices
- Mental health team
- Nature & scope of mental health nursing
- Role & functions of mental health nurse in various settings and factors affecting the level of nursing practice

Concepts of normal and abnormal behaviour

UNIT-II**10hrs****Principles and Concepts of Mental Health Nursing**

- Definition: mental health nursing and terminology used
- Classification of mental disorders: ICD11, DSM5, Geropsychiatry manual classification
- Review of personality development, defense mechanisms
- Etiology bio-psycho-social factors
- Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neurotransmission
- Principles of Mental health Nursing
- Ethics and responsibilities
- Practice Standards for Psychiatric Mental Health Nursing (INC practice standards)
- Conceptual models and the role of nurse:
 - Psychoanalytical models
 - Behavioural model
 - Interpersonal model
- Preventive psychiatry and rehabilitation
 - Existential model

UNIT III**6 hrs**

Mental Health Assessment

- History taking
- Mental status examination
- Mini mental status examination
- Neurological examination
- Investigations: Related Blood chemistry, EEG, CT & MRI

Psychological tests

UNIT IV

Therapeutic Communication and Nurse-Patient Relationship

6 hrs

- Therapeutic communication: Types, techniques, characteristics and barriers
- Therapeutic nurse-patient relationship
- Interpersonal relationship-
- Elements of nurse patient contract,
- Review of technique of IPR- Johariwindow

Therapeutic impasse and its management

UNIT V

Treatment modalities and therapies used in mental disorders

10 hrs

- **Physical therapies:** Psychopharmacology,

- Electro Convulsive therapy
- **Psychological Therapies:** Psychotherapy, Behaviour therapy, CBT
- **Psychosocial:** Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy
- **Alternative & Complementary:** Yoga, Meditation, Relaxation

Consideration for special populations

UNIT VI

8 hrs

Nursing management of patient with Schizophrenia, and other psychotic disorders

- Prevalence and incidence
- Classification

Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations

Nursing process

- Nursing Assessment: History, Physical and mental assessment
- Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders
- Geriatric considerations and considerations for special populations

Follow up and home care and rehabilitation

UNIT VII

6 hrs

Nursing management of patient with mood disorders

- Prevalence and incidence

- Mood disorders: Bipolar affective disorder, mania depression and dysthymia etc.
- Etiology, psychodynamics, clinical manifestation, diagnosis
- Nursing Assessment History, Physical and mental assessment
- Treatment modalities and nursing management of patients with mood disorders
- Geriatric considerations/ considerations for special populations

Follow-up and home care and rehabilitation

UNIT VIII

8 hrs

Nursing management of patient with neurotic, stress related and somatisation disorders

- Prevalence and incidence
- classifications
- Anxiety disorders – OCD, PTSD, Somatoform disorders, Phobias, Dissociative and Conversion disorders
- Etiology, psychodynamics, clinical manifestation, diagnostic criteria/ formulations
- Nursing Assessment: History, Physical and mental assessment
- Treatment modalities and nursing management of patients with neurotic and stress related disorders
- Geriatric considerations/ considerations for special populations

Follow-up and home care and rehabilitation

References-

1. Stuart Michele T. Laraia Principles & Practice of Psychiatric Nursing; Elsevier Publication ; 8th edition
2. Mary C. Townsend ; Psychiatric Mental Health Nursing ; Jaypee Publication ; 5th edition
3. KP Neeraja ; Essentials of Mental Health & Psychiatric Nursing ; vol-1 Jaypee publication ; 1st edition
4. BT Basvanthapa Psychology for Nursing Jaypee Publication
5. Sreevani R, A Guide to Mental Health & Psychiatric Nursing, 3rd edition, Jaypee Brothers Medical publishers.
6. Lalitha K. Mental Health & Psychiatric Nursing, 1st edition, Gajanana book publishers and distributors, Bangalore .

Teaching-Learning Strategies in brief

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning.

Assessment methods and weightages in brief

Internal assessment consists of continuous mode and sessional exams . There are two Sessional exams . The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 25 marks. End semester exams is of 75 marks which will be conducted in semester six.

Total Marks are 100 for the subject (Internal Assessment: 25 Marks and End semester examination: 75 Marks) .

Internal Assessment of 25 marks for practical exam will be conducted during 5th semester.

Name of the Academic Program: B.Sc. (H) Nursing

Course Code: N-CHN(1) 301 Title of the Course: Child Health Nursing (Theory)

Theory Credits: Practical credits-2(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE OUTCOMES (COs)

After completing this Course, the students should be able to

CO 1: Develop understanding of the history and modern concepts of child health and child-care.

CO 2: Explore the national child welfare services, national programs and legislation in the light of National Health Policy 2017.

CO 3: Describe the role of preventive pediatrics and perform preventive measures towards accidents.

C O 4: Participate in national immunization programs/Universal Immunization Program (UIP)

C O 5. Identify the developmental needs of children and provide parental guidance

C O 6: Describe the principles of child health nursing and perform child health nursing procedures.

C O 7: Demonstrate competencies in newborn assessment, planning and implementation of care to normal and high-risk newborn including neonatal resuscitation.

C O 8: Apply the principles and strategies of Integrated management of neonatal and childhood illness (IMNCI).

C O 9: Apply the knowledge of pathophysiology and provide nursing care to children with respiratory system disorders.

C O 10: Identify and meet childhood emergencies and perform child CPR.

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO15 | PO16 |
|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 | 1 | 1 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 1 | 1 | 2 | 2 | 3 | 1 | 3 |
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| CO3 | 3 | 2 | 3 | 2 | 1 | 2 | 1 | 2 | 1 | 3 | 2 | 3 | 2 | 2 | 2 | 3 |
| CO4 | 3 | 3 | 1 | 1 | 3 | 2 | 3 | 1 | 2 | 3 | 3 | 1 | 1 | 3 | 2 | 1 |
| CO5 | 1 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 1 | 3 | 3 | 3 | 3 | 2 | 1 |
| CO6 | 2 | 1 | 2 | 3 | 1 | 2 | 2 | 3 | 1 | 2 | 1 | 1 | 3 | 1 | 2 | 1 |
| CO7 | 3 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 2 | 3 | 1 | 2 |
| CO8 | 1 | 2 | 2 | 3 | 1 | 1 | 2 | 2 | 3 | 1 | 1 | 1 | 2 | 2 | 3 | 1 |
| CO9 | 2 | 2 | 1 | 3 | 3 | 2 | 2 | 1 | 3 | 3 | 2 | 2 | 2 | 3 | 2 | 3 |
| CO10 | 2 | 1 | 2 | 1 | 3 | 2 | 1 | 2 | 1 | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO11 | 2 | 3 | 1 | 2 | 3 | 2 | 3 | 1 | 2 | 3 | 2 | 1 | 2 | 1 | 1 | 3 |

Each Course Outcome(CO) may be mapped with one or more Program Outcomes(POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium level' mapping, 1 for 'Low'-level' mapping

Detailed syllabus-

UNIT I**10 hrs (10L)****Introduction: Modern concepts of child-care**

Historical development of childhealth

- Philosophy and modern concept of child-care
- Cultural and religious considerations in child-care
- National policy and legislations in relation to child health and welfare
- National programs and agencies related to welfare services to the children
- Internationally accepted rights of the child
- Changing trends in hospital care, preventive, promotive and curative aspect of child health
- *Preventive pediatrics:*
 - Concept
 - Immunization

Immunization programs and cold chain

chain.

- Care of under-five and Under-five Clinics/Well-baby clinics
- Preventive measures towards accidents

- Child morbidity and mortality rates
- Difference between an adult and child which affect response to illness
 - Physiological
 - Psychological
 - Social
 - Immunological
- Hospital environment for sick child
- Impact of hospitalization on the child and family
- Communication techniques for children
- Grief and bereavement
- The role of a child health nurse in caring for a hospitalized child
- Principles of pre and postoperative care of infants and children.

Child Health Nursing procedures:

- Administration of medication: oral, I/M, & I/V
- Calculation of fluid requirement
- Application of restraints
- Assessment of pain in children.

- FACES pain rating scale
- FLACC scale

Numerical scale

UNIT II

12 hrs

The Healthy Child

- Definition and principles of growth and development
- Factors affecting growth and development
- Growth and development from birth to adolescence
- Growth and developmental theories (Freud, Erickson, Jean Piaget, Kohlberg)
- The needs of normal children through the stages of developmental and parental guidance
- Nutritional needs of children and infants
- Breast feeding exclusive breast feeding
- Supplementary/artificial feeding and weaning
- Baby friendly hospital concept

Types and value of play and selection of play material

UNIT III

15 hrs (20L)

Nursing care of neonate:

- Appraisal of Newborn
- Nursing care of a normal newborn/essential newborn care
- Neonatal resuscitation
- Nursing management of low birth weight baby
- Kangaroo mother care
- Nursing management of common neonatal disorder
- Hyperbilirubinemia
- Hypothermia
- Hyperthermia
- Metabolic disorder
- Neonatal infections
- Neonatal seizures
- Respiratory distress syndrome
 - Retinopathy of Prematurity
- Organization of neonatal care unit

Neonatal equipment

UNIT IV

10 hrs (5L)

Integrated management of neonatal and childhood illnesses

UNIT V

8 hrs

Nursing management in common childhood diseases

Respiratory system:

- Identification and Nursing management of congenital malformations
Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hernia
- Others: Acute naso-pharyngitis, Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma

Endocrine system:

Juvenile Diabetes mellitus, Hypo-thyroidism

UNIT VI

5 hrs(5L)

Childhood emergencies

- Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning

REFERENCES-

1. Datta. Parul” Pediatric nursing”. 2nd ED. Jaypee brother’s medical publishers;New Delhi 2009.
2. Beevi Assuma, Text Book of Paediatric Nursing, Elsevier Sounders Mosby,2019
3. Dorothy R Marlow, Text Book of Paediatric Nursing,edition 4th ,Sounders,2013
4. Mosby's pediatric Nursing,6th edition 2017
5. Sharma Rimple.Essential of Paediatric Nursing,3rd edition,,Jaypee brothers,2020

Teaching-Learning Strategies in brief

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Assessment methods and weightages in brief

Internal assessment consists of continuous mode and sessional exams . There are two Sessional exams . The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 25 marks. End semester exams is of 75 marks which will be conducted in semester six.

Total Marks are 100 for the subject (Internal Assessment: 25 Marks and End semester examination: 75 Marks) .

Internal Assessment of 25 marks for practical exam will be conducted during 5th semester

Course Code: N-COMH(1) 310

Title of the Course: Community Health Nursing(including environmental science and epidemiolog

Theory Credits: 5 Practical credit- 2 (L=Lecture hours, T=Tutorial hours, P=Practical hours)

229

COURSE OUTCOMES (COs)

After completing this Course, the students should be able to:

C.O.1.Explore the evolution of public health in India and community health nursing

C.O.2.Explain the concepts and determinants of health

Identify the levels of prevention and health problems of India

Develop basic understanding about the health care planning and the present health care delivery system in India at various levels

Locate the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus

Discuss health care policies and regulations in India

Demonstrate understanding about an overview of environmental science, environmental health and sanitation

C.O.8.Demonstrate skill in nutritional assessment for different age groups in the community and provide appropriate nutritional counseling

Provide health education to individuals and families applying the principles and techniques of behavior change appropriate to community settings

Describe community health nursing approaches and concepts C.O.11.Describe the role and responsibilities of community health nursing personnel

C.O.12.Utilize the knowledge and skills in providing comprehensive primary health care across the life span at various settings

C.O.13.Make effective home visits applying principles and methods used for home visiting

C014 Use epidemiological approach in community diagnosis

C015 Utilize the knowledge of epidemiology, epidemiological approaches in caring for people with communicable and non-communicable diseases

C016 Investigate an epidemic of communicable diseases

C017 Assess, diagnose, manage and refer clients for various communicable and non-communicable diseases appropriately at the primary health care level

230 C.O.18. Identify and perform the roles and responsibilities of nurses in implementing various national health programs in the community for the prevention, control and management of communicable and non-communicable diseases particularly in screening, identification, primary management and referral to a health facility/First Referral Unit (FRU)

**Mapping of Course Outcomes (COs) with Program Outcomes (POs)
and Program Specific Outcomes (PSOs)**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO15 | PO16 |
|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 | 1 | 1 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 1 | 1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 2 | 3 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 3 | 1 | 2 | 2 |
| CO4 | 3 | 3 | 1 | 1 | 3 | 2 | 3 | 1 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 1 |
| CO5 | 1 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 3 | 3 | 2 | 1 | 2 | 1 | 2 |
| CO6 | 2 | 1 | 2 | 3 | 1 | 2 | 2 | 3 | 3 | 3 | 1 | 1 | 3 | 2 | 3 | 1 |
| CO7 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 1 | 1 | 3 | 3 | 3 | 3 | 2 | 1 | 3 |
| CO8 | 2 | 2 | 1 | 2 | 2 | 1 | 3 | 3 | 3 | 3 | 2 | 3 | 1 | 2 | 2 | 3 |
| CO9 | 3 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 1 | 2 | 2 |
| CO10 | 1 | 1 | 3 | 2 | 3 | 1 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO11 | 1 | 3 | 1 | 1 | 3 | 2 | 1 | 2 | 2 | 3 | 2 | 1 | 2 | 1 | 1 | 3 |

Each Course Outcome (CO) may be mapped

with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

DETAILED SYLLABUS-

UNIT I**4hrs****Concepts of Community Health and Community Health Nursing**

- Definition of public health, community health and community health nursing
- Public health in India and its evolution and Scope of community health nursing
- *Review:* Concepts of Health & Illness/ disease: Definition, dimensions and determinants of health and disease
- Natural history of disease

Levels of prevention: Primary, Secondary & tertiary prevention – Review
Health problems (Profile) of India

UNIT II**8 hrs****Health Care Planning and Organization of Health Care at various levels**

- Health planning steps
- Health planning in India: various committees and commissions on health and family welfare and Five Year plans
- Participation of community and stakeholders in health planning
- Health care delivery system in India: Infrastructure and Health sectors, Delivery of health services at sub-centre (SC), PHC, CHC, District level, state level and national level
- Sustainable development goals (SDGs), Primary Health Care and Comprehensive Primary Health Care (CPHC): elements, principles

- CPHC through SC/HealthWellness Center (HWC)
- Role of MLHP/CHP
- National Health Care Policies and Regulations
 - National Health Policy(1983, 2002, 2017)
 - National Health Mission(NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM
 - National Health Protection Mission(NHPM)
 - Ayushman Bharat

Universal HealthCoverage

UNIT III

15 hrs

Environmental Science, Environmental Health, and Sanitation

- *Natural resources*: Renewable and non- renewable resources, natural resources and associated problems: Forest resources, water resources, mineral resources, food resources,energy resources and landresources
- Role of individuals in conservation of natural resources, and equitableuse of resources for sustainable lifestyles
- *Ecosystem*: Concept, structure and functions of ecosystems, Types & Characteristics – Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow inecosystem
- *Biodiversity*: Classification, value of bio-diversity, threats to biodiversity, conservationof biodiversity

- *Environmental pollution:* Introduction, causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards & their impact on health
- *Climate change, global warming:* ex. heat wave, acid rain, ozone layer depletion, waste land reclamation & its impact on health
- *Social issues and environment:* sustainable development, urban problems related to energy, water and environmental ethics
- Acts related to environmental protection and preservation

Environmental Health & Sanitation

- Concept of environmental health and sanitation
- Concept of safe water, sources of water, waterborne diseases, water purification processes, household purification of water
- Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water
- Concepts of water conservation: rain water harvesting and water shed management
- Concept of Pollution prevention
- Air & noise pollution
- Role of nurse in prevention of pollution
- Solid waste management, human excreta disposal & management and sewage disposal and management

Commonly used insecticides and pesticides

UNIT IV

Nutrition Assessment and Nutrition Education

- *Review of Nutrition*
 - Concepts, types
 - Meal planning: aims, steps & diet plan for different age groups
 - Nutrition assessment of individuals, families and community by using appropriate methods
- Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status
- General nutritional advice
- Nutrition education: purpose, principles & methods and Rehabilitation *Review*: Nutritional deficiency disorders
- National nutritional policy & programs in India

Food Borne Diseases and Food Safety

Food borne diseases

- Definition, & burden, Causes and classification
- Signs & Symptoms
- Transmission of food borne pathogens & toxins
- Early identification, initial management and referral

Food poisoning & food intoxication

- Epidemiological features/clinical characteristics, Types of food poisoning
- Food intoxication-features, preventive & control measures

Public health response to food borne diseases

UNIT V

6 hrs

Communication management and Health Education

- Behaviour change communication skills

o communication

- o Human behaviour

- o Health belief model: concepts & definition, ways to influence behaviour

- o Steps of behaviour change

- o Techniques of behaviour change: Guiding principles in planning BCC activity

- o Steps of BCC

- o Social and Behaviour Change Communication strategies (SBCC): techniques to collect social history from clients

Barriers to effective communication, and methods to overcome them

Health promotion and Health education: methods/techniques, and audio-visual aids

UNIT VI

7 hrs

Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel

- *Approaches:*
 - Nursing process
 - Epidemiological approach
 - Problem solving approach
 - Evidence based approach
 - Empowering people to care for themselves
- *Review:* Primary health care and Comprehensive Primary Health Care (CPHC)

Home Visits:

- Concept, Principles, Process, & Techniques: Bag technique
- Qualities of Community Health Nurse
- Roles and responsibilities of community health nursing personnel in family health services

Review: Principles & techniques of counseling

UNIT VII

10 hrs

Assisting individuals and families to promote and maintain their health

A. *Assessment of individuals and families* (Review from Child health nursing, Medical surgical nursing and OBG Nursing)

- Assessment of children, women, adolescents, elderly etc. Children: Monitoring growth and development, milestones
- Anthropometric measurements, BMI
- Social development
- Temperature and Blood pressure monitoring
- Menstrual cycle
- Breast self-examination (BSE) and testicles self-examination (TSE)
- Warning Signs of various diseases
- Tests: Urine for sugar and albumin, blood sugar, Hemoglobin

B. Provision of health services/primary healthcare:

- Routine check-up, Immunization, counseling, and diagnosis
- Management of common diseases at home and health centre level
 - Care based on standing orders/protocols approved by MoH&FW
 - Drugs dispensing and injections at health centre

C. Continue medical care and follow up in community for various diseases/disabilities

D. Carry out therapeutic procedures as prescribed/required for client and family

E. Maintenance of health records and reports

- Maintenance of client records

- Maintenance of health records at the facility level

Report writing and documentation of activities carried out during home visits, in the clinics/centers and field visits *F. Sensitize and handle social issues affecting health and development of the family*

- Women empowerment
- Women and child abuse
- Abuse of elders
- Female foeticide
- Commercial sex workers
- Substance abuse

G. Utilize community resources for client and family

- Trauma services
- Old age homes
- Orphanages
- Homes for physically challenged individuals
- Homes for destitute
- Palliative care centres
- Hospice care centres

Assisted living facility

UNIT VIII

10 hrs

Introduction to Epidemiology – Epidemiological Approaches and Processes

- Epidemiology: Concept and Definition
- Distribution and frequency of disease
- Aims & uses of epidemiology
- Epidemiological models of causation of disease
- Concepts of disease transmission
- Modes of transmission: Direct, Indirect and chain of infection
- Time trends or fluctuations in disease occurrence
- Epidemiological approaches: Descriptive, analytical and experimental
- Principles of control measures/levels of prevention of disease
- Investigation of an epidemic of communicable disease

Use of basic epidemiological tools to make community diagnosis for effective planning and intervention

UNIT IX**15 hrs****Communicable Diseases and National Health Programs**

1. Communicable Diseases – Vector borne diseases (Every disease will be dealt under the following headlines)

- Epidemiology of the following vector borne diseases
- Prevention & control measures
- Screening, and diagnosing the following conditions, primary management, referral and follow up

- Malaria
- Filaria
- Kala-azar
- Japanese encephalitis
- Dengue
- Chickungunya

2. Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines)

- Epidemiology of the following infectious diseases
- Prevention & Control measures
- Screening, diagnosing the following conditions, primary management, referral and follow up
 - Leprosy
 - Tuberculosis
 - Vaccine preventable diseases – Diphtheria, whooping cough, tetanus, poliomyelitis and measles
 - Enteric fever
 - Viral hepatitis
 - HIV/AIDS/RTI
 - infections
 - HIV/AIDS, and Sexually Transmitted Diseases/ Reproductive tract infections (STIs/RTIs)

- Diarrhoea
- Respiratory tract infections
- COVID-19
- Helminthic – soil & food transmitted and parasitic infections – Scabies and pediculosis

3. Communicable diseases: Zoonotic diseases

- Epidemiology of Zoonotic diseases
- Prevention & control measures
- Screening and diagnosing the following conditions, primary management, referral and follow up
 - Rabies: Identify, suspect, primary management and referral to a health facility
- Role of a nurse in control of communicable diseases

National Health Programs

1. UIP: Universal Immunization Program (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B)
2. National Leprosy Eradication Program (NLEP)
3. Revised National Tuberculosis Control Program (RNTCP)
 - Integrated Disease Surveillance Program (IDSP): Enteric fever, Diarrhea, Respiratory infections and Scabies
5. National Aids Control Organization (NACO)
6. National Vector Borne Disease Control Program
7. National Air Quality Monitoring Program

Any other newly added program

UNIT X

15 hrs

Non-Communicable Diseases and National Health Program (NCD)

- National response to NCDs (Every disease will be dealt under the following headlines)
- Epidemiology of specific diseases
- Prevention and control measures
- Screening, diagnosing/ identification and primary management, referral and follow up care

NCD-1

- Diabetes Mellitus
- Hypertension
- Cardiovascular diseases
- Stroke & Obesity
- **Blindness:** Categories of visual impairment and national program for control of blindness
- **Deafness:** national program for prevention and control of deafness
- **Thyroid diseases**
- **Injury and accidents:** Risk factors for Road traffic injuries and operational guidelines for trauma care facility on highways

NCD-2 Cancers

- Cervical Cancer
- Breast Cancer
- Oral cancer

Epidemiology of specific cancers, Risk factors/Causes, Prevention, Screening, diagnosis – signs, Signs & symptoms, and early management & referral

- Palliative care
- Role of a nurse in non-communicable disease control program

National Health Programs

- National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS)
- National program for control of blindness
- National program for prevention and control of deafness
- National tobacco control program

Standard treatment protocols used in National Health Programs

UNIT XI

3 hrs

School Health Services

- Objectives
- Health problems of school children
- Components of school health services

- Maintenance of schoolhealth records
- Initiation and planning ofschool health services

Role of a school healthnurse

REFERENCES-

1. Gulani KK.Community health nursing: principles and practices. 1st ed. Delhi: Kumar Publishing House; 2008
2. Stanhope M,Lancaste J. Community Health Nursing:promoting health of aggregates,families and individuals. 4th ed. St.Louis:Mosby;1996
3. Lucita M. Public health and community health nursing in the new millennium. 1st ed. Chennai: B.I Publications Private Limited; 2006.
4. Park K, Preventive and Social Medicine , 23rd edition, Banarsidas Bhanot Publishers,2021

Teaching-Learning Strategies in brief

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning.

Assessment methods and weightages in brief

There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams . The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 25 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (4 marks), Academic activities (Average of any 3 activities e.g. Quiz, assignment, open book test, field work, group discussion and seminar) (3 marks) and student teacher interaction (3 marks). End semester exams is of 75 marks. Total Marks are 100 for the subject (Internal Assessment: 25 Marks and End semester examination: 75 Marks) .

Course Code: N-EDUC315 Title of the Course: Education Technology/Nursing Education Theory Credits: 2 Practical credits-1
(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE OUTCOMES (COs)

After completing this Course, the students should be able to:

C.O.1. Develop basic understanding of theoretical foundations and principles of teaching and learning

C.O.2. Identify the latest approaches to education and learning

Initiate self- assessment to identify one's own learning styles

Demonstrate understanding of various teaching styles that can be used, based on the learners' readiness and generational needs

Develop understanding of basics of curriculum planning, and organizing

Analyze and use different teaching methods effectively that are relevant to student population and settings

C.O.7. Make appropriate decisions in selection of teaching learning activities integrating basic principle.

C.O.8. utilize active learning strategies that enhance critical thinking, team learning and collaboration

C.O.9. Engage in team learning and collaboration through inter professional education

C.O.10. Integrate the principles of teaching and learning in selection and use of educational media/technology

C.O.11. Apply the principles of assessment in selection and use of assessment and evaluation strategies

Construct simple assessment tools/tests integrating cognitive, psychomotor and affective domains of learning that can measure knowledge and competence of students

Develop basic understanding of student guidance through mentoring and academic advising

Identify difficult situations, crisis and disciplinary/grievance issues experienced by students and provide appropriate counseling

Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards

C.O.16. Develop basic understanding of evidence-based teaching practices

**Mapping of Course Outcomes (COs) with Program Outcomes (POs)
and Program Specific Outcomes (PSOs)**

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO15 | PO16 |
|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 | 1 | 1 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 1 | 1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 2 | 3 | 2 | | 2 | 1 | 2 | 1 | 2 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO4 | 3 | 3 | 1 | 1 | 3 | 2 | 3 | 1 | 2 | 2 | 3 | 3 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 1 | 1 | 1 | 1 |
| CO6 | 2 | 1 | 2 | 3 | 1 | 2 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 3 | 2 | 1 |
| CO7 | 3 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 3 | 1 | 2 | 2 | 2 |
| CO8 | 1 | 3 | 3 | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 1 | 2 | 2 | 3 | 1 |
| CO9 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 3 |
| CO10 | 1 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO11 | 1 | 3 | 1 | 1 | 3 | 2 | 1 | 2 | 2 | 3 | 2 | 1 | 2 | 1 | 1 | 3 |
| CO12 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 3 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO13 | 2 | 3 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO14 | 3 | 1 | 1 | 3 | 2 | 3 | 1 | 2 | 3 | 3 | 3 | 1 | 1 | 1 | 3 | 3 |
| CO15 | 3 | 3 | 3 | 3 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 1 | 1 | 1 | 3 | 3 |
| CO16 | 1 | 2 | 3 | 1 | 2 | 2 | 3 | 3 | 1 | 3 | 3 | 2 | 3 | 2 | 3 | 3 |

Each Course Outcome (CO) may be mapped with one or more

Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

UNIT I

6 hrs (P 3)

Introduction and Theoretical Foundations:

Education and educational technology

- Definition, aims
- Approaches and scope of educational technology
- Latest approaches to education:
 - Transformational education
 - Relationship based education
 - Competency based education

Educational philosophy:

- Definition of philosophy, education and philosophy
- Comparison of educational philosophies
- Philosophy of nursing education

Teaching learning process:

- Definitions
- Teaching learning as a process
- Nature and characteristics of teaching and learning
- Principles of teaching and learning
- Barriers to teaching and learning

- Learning theories
- Latest approaches to learning
 - Experiential learning Reflective learning
 - Scenario based learning
 - Simulation based learning

Blended learning

UNIT II

6 hrs(P.6)

Assessment and Planning

Assessment of teacher

- Essential qualities of a teacher
- Teaching styles – Formal authority, demonstrator, facilitator, delegator

Assessment of learner

- Types of learners
- Determinants of learning – learning needs, readiness to learn, learning styles
- Today's generation of learners and their skills and attributes
- Emotional intelligence of the learner
- Motivational factors – personal factors, environmental factors and support system

Curriculum Planning

- Curriculum – definition, types
- Curriculum design – components, approaches
- Curriculum development – factors influencing curriculum development, facilitators and barriers
- Writing learning outcomes/behavioral objectives
- Basic principles of writing course plan, unit plan and lesson plan

UNIT III

8 hrs (P-15)

Implementation

*Teaching in Classroom and Skill lab –
Teaching Methods*

- Classroom management-principles and strategies
- Classroom communication
- o Facilitators and Barriers to classroom communication
- Information communication technology (ICT) – ICT used in education
- Teaching methods – Features, advantages and disadvantages*
- Lecture, Group discussion, microteaching
- Skill lab – simulations, Demonstration & re-demonstration
- Symposium, panel discussion, seminar, scientific workshop, exhibitions
- Role play, project

- Field trips
- Self-directed learning (SDL)
- Computer assisted learning
- One-to-one instruction

Active learning strategies

- Team based learning
- Problem based learning
- Peer sharing
- Case study analysis
- Journaling
- Debate
- Gaming

Inter-professional education

UNIT IV

3 hrs (P-3)

Teaching in the Clinical Setting –Teaching Methods

Clinical learning environment Factors influencing selection of clinical learning experiences

Practice model

Characteristics of effective clinicalteacher

Writing clinical learning outcomes/practice competencies

Clinical teaching strategies – patient assignment – clinical conference, clinical presentation/bedside clinic, Case study/care study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording

UNIT V

5 hrs (5-P)

Educational/Teaching Media

- Media use – Purpose, components, principles and steps
- Types of media

Still visuals

- Non projected – drawings & diagrams, charts, graphs, posters, cartoons, board devices (chalk/whiteboard, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer)
- Projected – film stripes, microscope, power point slides, overhead projector

Moving visuals

- Video learning resources – videotapes & DVD, blu-ray, USB flash drive
- Motion pictures/films

Real objects & Models

Audio aids/audio media

- Audiotapes/Compact discs
- Radio & Tape recorder
- Public address system
- Digital audio

Electronic media/computer learning resources

- Computers
- Web-based videoconferencing

- E-learning, Smart classroom

Telecommunication (Distance education)

- Cable TV, satellite broadcasting, videoconferencing Telephones – Telehealth/telenursing

Mobile technology

UNIT VI

5 hrs (P-3)

Assessment/Evaluation Methods/Strategies

- Purposes, scope and principles in selection of assessment methods and types
- Barriers to evaluation

Guidelines to develop assessment tests

Assessment of knowledge:

- Essay type questions,
- Short answer questions (SAQ)
- Multiple choice questions (MCQ – single response & multiple response)

Assessment of skills:

- Clinical evaluation
- Observation (checklist, rating scales, videotapes)
- Written communication – progress notes, nursing care plans, process recording, written assignments
- Verbal communication (oral examination)
- Simulation
- Objective Structured Clinical Examination (OSCE)
- Self-evaluation
- Clinical portfolio, clinical logs

Assessment of Attitude:

- Attitude scales

Assessment tests for higher learning:

Interpretive questions, hot spot questions, drag and drop and ordered response questions

UNIT V II

3 hrs (P-3)

Guidance/academic advising, counseling and discipline*Guidance*

- Definition, objectives, scope, purpose and principles
- Roles of academic advisor/ faculty in guidance

Counseling

- Difference between guidance and counseling
- Definition, objectives, scope, principles, types, process and steps of counseling
- Counseling skills/techniques – basics
- Roles of counselor

Organization of counseling services

- Issues for counseling in nursing students

Discipline and grievance in students

- Managing disciplinary/grievance problems – preventive guidance & counseling
Role of students' grievance redressal cell/committee

UNIT V III

4 hrs (P-2)

Ethics and Evidence Based Teaching (EBT) in Nursing Education

Ethics – Review

- Definition of terms
- Value based education in nursing
- Value development strategies
- Ethical decision making
- Ethical standards for students
- Student-faculty relationship

Evidence based teaching – Introduction

Evidence based education process and its application to nursing education

References-

3. Braun, Barbara.J.Steven (1994) Nursing theory; analysis, application, evaluation. Philadelphia, 4th edition jb lippincott company. 4th edition
4. Shankaranarayan.B, Sindhu B. Learning and Teaching Nursing ; edition 3rd ; brainfill publishers ;2009
5. Basvanthapa BT, Nursing Education 1st edition ,New Delhi, J.P. publisher 2003
6. Bhaskararaj.D. Ellakunnam Bhaskara Bimma, **Text Book of Nursing Education, Banglore, 2013**

Teaching-Learning Strategies in brief

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning.

Assessment methods and weightages in brief

There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams . The average marks of two Sessional exams are computed for internal assessment.

Sessional exam is conducted for 40 marks and are computed for 25 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (4 marks), Academic activities (Average of any 3 activities e.g., Quiz, assignment, open book test, field work, group discussion and seminar) (3 marks) and student teacher interaction (3 marks). End semester exams is of 75 marks.

Total Marks are 100 for the subject (Internal Assessment: 25 Marks and End semester examination: 75 Marks) .

Name of the Academic Program: B.Sc. (H) Nursing

Course Code: N-FORN 320

Title of the Course: INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS

Credits: 1

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE OUTCOMES (COs)

After completing this Course, the students should be able to:

Identify forensic nursing as an emerging specialty in healthcare and nursing practice

C.O. 2 Explore the history and scope of forensic nursing practice

C.O.3 Identify forensic team, role and responsibilities of forensic nurse in total care of victim of violence and in preservation of evidence

4. Develop basic understanding of the Indian judicial system and legal procedures

Mapping of Course Outcomes (COs) with Program Outcomes (POs)

and Program Specific Outcomes (PSOs)

| | | | | | | | | | | | | | | | | |
|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO15 | PO16 |
|--|------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|

| | | | | | | | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO1 | 1 | 1 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 1 | 1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 2 | 3 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 3 | 1 | 2 | 2 |
| CO4 | 3 | 3 | 1 | 1 | 3 | 2 | 3 | 1 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 1 |

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

DETAILED SYLLABUS-

UNIT I

3 hrs

Forensic Science

- Definition
- History
- Importance in medical science
- Forensic Science Laboratory

Violence

- Definition
- Epidemiology
- Source of data

Sexual abuse – child and women**UNIT II****2 hrs****Forensic Nursing**

- Definition
- History and development
- Scope – setting of practice, areas of practice and subspecialties
- Ethical issues
- Roles and responsibilities of nurse

INC & SNC Acts

UNIT III**7 hrs****Forensic Team**

- Members and their roles

Comprehensive forensic nursing care of victim and family

- Physical aspects
- Psychosocial aspects
- Cultural and spiritual aspects
- Legal aspects

- Assist forensic team in care beyond scope of practice
- Admission and discharge/referral/death of victim of violence
- Responsibilities of nurse as a witness

Evidence preservation – role of nurses

- Observation
- Recognition/Collection
- Preservation
- Documentation of Biological and other evidence related to criminal/traumatic event

Forwarding biological samples for forensic examination

UNIT IV

3 hrs

Introduction of Indian Constitution Fundamental Rights

- Rights of victim
- Rights of accused

Human Rights Commission

UNIT V

5 hrs

Sources of laws and law-making power

Overview of Indian Judicial System

- JMFC (Judicial Magistrate First Class)
- District
- State
- Apex

Civil and Criminal Case Procedures

- IPC (Indian Penal Code)
- ICPC
- IE Act (Indian Evidence Act)

Overview of POSCO Act

Teaching-Learning Strategies in brief

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning.

Assessment methods and weightages in brief

There are two components of assessment: Internal assessment and College level examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams . The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 25 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (4 marks), Academic activities (Average of any 3 activities e.g., Quiz, assignment, open book test, field work, group discussion and seminar) (3 marks) and student teacher interaction (3 marks). End semester exams is of 25 marks.

Total Marks are 50 for the subject (Internal Assessment: 25 Marks and End semester examination: 25 Marks) .

REFERENCES-

1. Hammer, Rita; Moynihan, Barbara; Pagliano, Elaine Forensic Nursing: a Handbook for Practice. Jones & Bartlett Publishers. Retrieved 2015-08.
2. Burgess, A. W., Berger, A. D., & Boersma, R. R.. (Forensic Nursing. The American Journal of Nursing, 104(3), 2004
3. Blanchard, Bobby ("A&M Hopes to Add Department of Forensic Nursing". The Texas Tribune. Retrieved 2015-08.
4. Carson, Ilona "Demand for forensic nurses on the rise in Houston". ABC 13 Eyewitness News. Retrieved 2015.
5. Stephen Lazoritz, Katherine Rossiter, & Dina Whiteaker, What every nurse needs to know about the clinical aspects of child abuse , 2010

SEMESTER 6

Name of the Academic Program: B.Sc. (H) Nursing

Course Code: N-CHN(2) 301 Title of the Course: Child Health Nursing II

Theory Credits: 2 Practical -1 (L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE OUTCOMES (COs)

After completing this Course, the students should be able to:

Apply the knowledge of pathophysiology and provide nursing care to children with Cardiovascular, GI, genitourinary, nervous system disorders, orthopedic disorders, eye, ear and skin disorders and communicable diseases

Provide care to children with common behavioural, social and psychiatric problems

C.O.3.Manage challenged children

C.O.4.Identify the social and welfare services for challenged children

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO15 | PO16 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 | 1 | 1 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 1 | 1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 2 | 3 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 3 | 1 | 2 | 2 |
| CO4 | 3 | 3 | 1 | 1 | 3 | 2 | 3 | 1 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 1 |

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

DETAILED SYLLABUS-

UNIT I

20 hrs

Cardiovascular system:

- Identification and Nursing management of congenital malformations
- **Congenital heart diseases:** Cyanotic and Acyanotic (ASD, VSD, PDA, TOF)

Others: Rheumatic fever and Rheumatic heart disease, Congestive cardiac failure

Hematological conditions:

- Congenital: Hemophilia, Thalassemia
- Others: Anemia, Leukemia, Idiopathic thrombocytopenic purpura, Hodgkins and non-hodgkins lymphoma

Gastro-intestinal system:

Identification and Nursing management of congenital malformations.

263 Congenital: Cleft lip, Cleft palate, Congenital hypertrophic pyloric stenosis, Hirschsprungs disease (Megacolon), Anorectal malformation, Malabsorption syndrome, Abdominal wall defects, Hernia

Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites

Genitourinary urinary system:

Identification and Nursing management of congenital malformations

Congenital: Wilms tumor, Extropy of bladder, Hypospadias, Epispadias, Obstructive uropathy

Identification and Nursing management of congenital malformations.

Congenital: Wilms tumor, Extropy of bladder, Hypospadias, Epispadias, Obstructive uropathy

Others: Nephrotic syndrome, Acute glomerulonephritis, renal failure

Nervous system:

Identification and Nursing management of congenital malformations

a) Congenital: Spina bifida, Hydrocephalous.

b) Others: Meningitis, Encephalitis, Convulsive disorders (convulsions and seizures), Cerebral palsy head injury

UNIT II

10 hrs

Orthopedic disorders:

Club foot

Hip dislocation and

Fracture

Disorder of eye, ear and skin:

Refractory errors

Otitis media and

Atopic dermatitis

Communicable diseases in children, their identification/ diagnosis, nursing management in hospital, in home, control & prevention:

Tuberculosis

Diphtheria

Tetanus

Pertussis

Poliomyelitis

Measles

Mumps, and

Chickenpox

HIV/AIDS

Dengue fever

COVID-19

UNIT III

10 hrs

Management of behavior and social problems in children

- Child Guidance clinic
- Common behavior disorders in children and management

- Enuresis and Encopresis
- Nervousness
- Nail biting
- Thumb sucking
- Temper tantrum
- Stealing
- Aggressiveness
- Juvenile delinquency
- School phobia
- Learning disability
- Psychiatric disorders in children and management
 - Childhood schizophrenia
 - Childhood depression
 - Conversion reaction
 - Posttraumatic stress disorder
- Autistic disorder in children and management
 - Obesity

- Anorexia nervosa
- Bulimia
- Management of challenged children.
 - Mentally
 - Physically
 - Socially
 - Child abuse,
 - Substance abuse

Welfare services for challenged children in India

Spectrum disorder

REFERENCES-

1. Datta. Parul” Pediatric nursing”. 2nd ED. Jaypee brother’s medical publishers; New Delhi 2009.
2. Beevi Assuma, Text Book of Paediatric Nursing, Elsevier Saunders Mosby, 2019
3. Dorothy R Marlow, Text Book of Paediatric Nursing, edition 4th, Saunders, 2013
4. Mosby's pediatric Nursing, 6th edition 2017
5. Sharma Rimple. Essential of Paediatric Nursing, 3rd edition, Jaypee brothers, 2020

Teaching-Learning Strategies in brief

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning.

Assessment methods and weightages in brief

There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams . The average marks of two Sessional exams are computed for internal assessment. Sessional exam is conducted for 40 marks and are computed for 25 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (4 marks), Academic activities (Average of any 3 activities e.g., Quiz, assignment, open book test, field work, group discussion and seminar) (3 marks) and student teacher interaction (3 marks). End semester exams is of 75 marks. Total Marks are 100 for the subject (Internal Assessment: 25 Marks and End semester examination: 75 Marks) .

Name of the Academic Program: B.Sc. (H) Nursing

Course Code: N-MHN(2)305 Title of the Course: Mental Health Nursing (Theory Credits: THEORY- 2 PRACTICAL (L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE OUTCOMES (COs)

After completing this Course, the students should be able to:

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

Mapping of Course Outcomes (COs) with Program Outcomes (POs)

and Program Specific Outcomes (PSOs)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO15 | PO16 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 | 1 | 1 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 1 | 1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 2 | 3 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 3 | 1 | 2 | 2 |
| CO4 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO5 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| CO6 | 3 | 3 | 1 | 1 | 3 | 2 | 3 | 1 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 1 |
| CO7 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

DETAILED SYLLABUS-

UNIT I

6 hrs

Nursing Management of Patients with Substance Use Disorders

- Prevalence and incidence
- Commonly used psychotropic substance: classifications, forms, routes, action, intoxication and withdrawal
- Psychodynamics/etiology of substance use disorder (Terminologies: Substance Use, Abuse, Tolerance, Dependence, Withdrawal)
- Diagnostic criteria/formulations
- Nursing Assessment: History (substance history), Physical, mental assessment and drug and drug assay
- Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction, Brief interventions, MET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders

- Special considerations for vulnerable population

Follow-up and home care and rehabilitation T I

UNIT II

6 hrs

Nursing Management of Patient with Personality and Sexual Disorders

- Prevalence and incidence
- Classification of disorders
- Etiology, psychopathology, characteristics, diagnosis
- Nursing Assessment: History, Physical and mental health assessment
- Treatment modalities and nursing management of patients with personality, and sexual disorders
- Geriatric considerations

Follow-up and home care and rehabilitation

UNIT III

8 hrs

Nursing Management of Behavioural & Emotional Disorders occurring during Childhood and Adolescence (Intellectual disability, autism, attention deficit, hyperactive disorder, eating disorders, learning disorder)

- Prevalence and incidence
- Classifications

Etiology, psychodynamics, Characteristics, diagnostic criteria/formulations

- Nursing Assessment: History, Physical, mental status examination and IQ assessment

- Treatment modalities and nursing management of childhood disorders including intellectual disability

Follow-up and home care and rehabilitation

UNIT IV

5 hrs

Nursing Management of Organic Brain Disorders (Delirium, Dementia, amnesic disorders)

- Prevalence and incidence
- Classification
- Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis
- Nursing Assessment: History, Physical, mental and neurological assessment
- Treatment modalities and nursing management of organic brain disorders

Follow-up and home care and rehabilitation

UNIT V

6 hrs

Psychiatric Emergencies and Crisis Intervention

- Types of psychiatric emergencies (attempted suicide, violence/ aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements
- Maladaptive behaviour of individual and groups, stress, crisis and disaster(s)
- Types of crisis
- Crisis intervention: Principles, Techniques and Process
 - Stress reduction interventions as per stress adaptation model

- Coping enhancement

Techniques of counseling

UNIT VI

4 hrs

Legal Issues in Mental Health Nursing

- Overview of Indian Lunacy Act and The Mental Health Act 1987
- (Protection of Children from Sexual Offence) POSCO Act
- Mental Health Care Act (MHCA) 2017
- Rights of mentally ill clients
- Forensic psychiatry and nursing

Acts related to narcotic and psychotropic substances and illegal drug trafficking

- Admission and discharge procedures as per MHCA 2017

Role and responsibilities of nurses in implementing MHCA 2017

UNIT VII

5 hrs

Community Mental Health Nursing

- Development of Community Mental Health Services:
- National mental health policy viz. National Health Policy
- National Mental Health Program
- Institutionalization versus Deinstitutionalization

- Model of Preventive psychiatry
- Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and nurses' responsibilities
- Mental Health Agencies: Government and voluntary, National and International

Mental health nursing issues for special populations: Children, Adolescence, Women Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc.

References-

1. Stuart Michele T. Laraia Principles & Practice of Psychiatric Nursing; Elsevier Publication ; 8th edition
2. Mary C. Townsend ; Psychiatric Mental Health Nursing ; Jaypee Publication ; 5th edition
3. KP Neeraja ; Essentials of Mental Health & Psychiatric Nursing ; vol-1 Jaypee publication ; 1st edition
4. BT Basvanthapa Psychology for Nursing Jaypee Publication
5. Sreevani R, A Guide to Mental Health & Psychiatric Nursing, 3rd edition, Jaypee Brothers Medical publishers.
6. Lalitha K. Mental Health & Psychiatric Nursing, 1st edition, Gajanana book publishers and distributors, Bangalore .

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Name of the Academic Program : B.Sc. (H) Nursing (3rd yr)

Course Code: NMLE 330

Title of the Course: Nursing management and leadership

Theory -60 hrs

Practical-80 hrs

Credits Hrs -3credits+1

COURSE OUTCOMES (COs)

After completing this Course, the students should be able to :

- C.O.1.Explore the health care, development of nursing services and education in India and trends
- C.O.2.Explain the principles and functions of management applied to nursing
- C.O.3.Describe the introductory concepts of management as a process
- C.O.4.Describe the essential elements of planning
- C.O. 5.Discuss the concepts of organizing including hospital organization
- C.O.6.Identify the significance of human resource management (HRM) and material,management and discuss its elements
- C.O.7.Explain the procedural steps of material management
- C.O.8.**Develop managerial skill in inventory control and actively participate in procurement process**
- C.O.9.Describe the important methods of supervision and guidance
- C.O.10.Discuss the significance and changing trends of nursing leadership
- C.O.11.Analyze the different leadership styles and develop leadership competencies

Explain the process of controlling and its activities

Explain the concepts of organizational behavior and group dynamics

C.O.14.Describe the financial management related to nursing services

C.O..15Review the concepts, principles and methods and use of nursing informatics

Mapping of Course Outcomes (COs) with Program Outcomes (POs)

and Program Specific Outcomes (PSOs)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO15 | PO16 |
|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 | 1 | 1 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 1 | 1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 2 | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 3 | 1 | 2 | 2 |
| CO4 | 3 | 3 | 1 | 1 | 3 | 2 | 3 | 1 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 1 |
| CO5 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 1 | 1 | 3 | 1 | 1 | 3 | 2 | 3 | 1 |
| CO6 | 2 | 2 | 1 | 2 | 2 | 1 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 1 | 2 | 2 |
| CO7 | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 1 |
| CO8 | 1 | 1 | 3 | 2 | 3 | 1 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 2 |
| CO9 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 1 | 1 | 3 | 1 | 1 | 3 | 2 | 3 | 1 |
| CO10 | 2 | 2 | 1 | 2 | 2 | 1 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 1 | 2 | 2 |
| CO11 | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 3 | 2 | 3 | 1 |
| CO12 | 1 | 1 | 3 | 2 | 3 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 1 | 2 | 2 |
| CO13 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 1 | 1 | 3 | 2 | 2 | 1 | 2 | 2 | 1 |
| CO14 | 1 | 1 | 3 | 2 | 3 | 1 | 2 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 1 | 1 |
| CO15 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 3 | 3 | 3 |

Each Course Outcome (CO) may be mapped with one or more

Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

DETAILED SYLLABUS-

Unit-1

1 hrs

Health Care and Development of Nursing Services in India, Current health care delivery system of India, Planning and development of nursing services and education at global and national scenario, Recent trends and issues of nursing service and management.

Unit-2

2 hrs

Management Basics Applied to Nursing, Definitions, concepts and theories of management, Importance, features and levels of

management

Management and administration, Functions of management, Principles of management, Role of a nurse as a manager

Introduction to Management Process, Planning, Organizing, Staffing, Directing/Leading, Controlling

Unit-3

4 hrs

MANAGEMENT OF NURSING SERVICES, Planning Nursing Services, Vision, Mission, philosophy, objectives, Nursing service policies, procedures and manuals, Strategic planning, Program planning – Gantt chart & milestone chart, Budgeting – concepts, principles, types, Budget proposal, cost benefit analysis, Planning hospital and patient care unit (Ward) Planning for emergency and disaster

Unit-4

4 hrs

Organizing, Organizing as a process – assignment, delegation and coordination, Hospital – types, functions & organization

Organizational development, Organizational structure, Organizational charts, Organizational effectiveness, Hospital administration, Control & line of authority Hospital statistics including hospital utilization indices, nursing care delivery systems and trend, Role of nurse in maintenance of effective organizational climate

Unit -5

6 hrs

Staffing (Human resource management)

Definition, objectives, components and functions, **Staffing & Scheduling**, Staffing – Philosophy, staffing activities,

Recruiting, selecting, deployment, Training, development, credentialing, retaining, promoting, transfer, terminating, superannuation, Staffing units – Projecting staffing requirements/calculation of requirements of staff resources Nurse patient ratio, Nurse Population ratio as per SIU norms/IPH Norms,

and Patient classification system, Categories of nursing personnel including job description of all levels, Assignment and nursing care responsibilities

Turnover and absenteeism, Staff welfare, Discipline and grievances **In-Service Education**, Nature and scope of in-service education program

Principles of adult learning – review, Planning and organizing in-service educational program, Methods, techniques and evaluation

Preparation of report, Material Resource Management: Procurement, purchasing process, inventory control & role of nurse

Auditing and maintenance in hospital and patient care unit.

Unit-6**5 hrs**

Directing and Leading: Definition, principles, elements of directing, Supervision and guidance, Participatory management
Inter-professional collaboration, Management by objectives, Team management, Assignments, rotations, Maintenance of discipline
Leadership in management

Unit-7**4 hrs**

Leadership: Definition, concepts, and theories, Leadership principles and competencies, Leadership styles: Situational leadership, Transformational leadership, Methods of leadership development, Mentorship/preceptorship in nursing, Delegation, power & politics, empowerment, mentoring and Coaching, Decision making and problem solving

Unit-8**4 hrs**

Controlling: Implementing standards, policies, procedures, protocols and practices, Nursing performance audit, patient satisfaction
Nursing rounds, Documentation – records and reports, Total quality management – Quality assurance, Quality and safety
Performance appraisal, Program evaluation review technique (PERT), Bench marking, Activity plan (Gantt chart)
Critical path analysis

Unit-9**4 hrs****Organizational Behavior and Human Relations**

Concepts and theories of organizational behavior, Group dynamics, Review – Interpersonal relationship
Human relations, Public relations in the context of nursing, Relations with professional associations and employee unions, Collective bargaining
Review – Motivation and morale building, Communication in the workplace – assertive communication, Committees – importance in the organization, functioning

Unit-10**2 hrs**

Financial Management: Definition, objectives, elements, functions, principles & scope of financial management

Financial planning (budgeting for nursing department), Proposal, projecting requirement for staff, equipment and supplies for – Hospital & patient care units & emergency and disaster units

Unit-11

1 hrs

Nursing Informatics/ Information Management – Review: Patient records, Nursing records

Use of computers in hospital, college and community, Telemedicine & Tele nursing, Electronic Medical Records (EMR), HER

Unit-12

1 hrs

Personal Management – Review: Emotional intelligence, Resilience building, Stress and time management – de-stressing

Career planning

Unit-13

4 hrs

Establishment of Nursing Educational Institutions: Indian Nursing Council norms and guidelines – Faculty norms, physical facilities, clinical facilities, curriculum implementation, and evaluation/examination guidelines, Coordination with regulatory bodies – INC and State Nursing Council

Accreditation – Inspections, Affiliation with university/State council/board of examinations

Unit-14

4 hrs

Planning and Organizing: Philosophy, objectives and mission of the college, Organization structure of school/college

Review – Curriculum planning, Planning teaching and learning experiences, clinical facilities – master plan, time table and clinical rotation

Budget planning – faculty, staff, equipment & supplies, AV aids, Lab equipment, library books, journals, computers and maintenance

Infrastructure facilities – college, classrooms, hostel, library, labs. computer lab, transport facilities

Records & reports for students, staff, faculty and administrative, Committees and functioning, Clinical experiences

Unit-15

4 hrs

Staffing and Student Selection : Faculty/staff selection, recruitment and placement, job description, Performance appraisal

Faculty development, Faculty/staff welfare, Student recruitment, admission, clinical placement.

Unit-16-

4 hrs

Directing and Controlling :Review – Curriculum implementation and evaluation, Leadership and motivation, supervision – review Guidance and counseling, Quality management – educational audit, Program evaluation, evaluation of performance, Maintaining discipline Institutional records and reports – administrative, faculty, staff and students.

Unit-17-**4 hrs**

PROFESSIONAL CONSIDERATIONS: Review – Legal and Ethical Issues, Nursing as a profession – Characteristics of a professional nurse

Nursing practice – philosophy, aims and objectives, Regulatory bodies – INC and SNC constitution and functions

Review – Professional ethics, Code of ethics and professional conduct – INC & ICN, Practice standards for nursing – INC

International Council for Nurses (ICN)

Legal aspects in nursing: Consumer protection act, patient rights, Legal terms related to practice, legal system – types of law, tort law & liabilities

Laws related to nursing practice – negligence, malpractice, breach, penalties, Invasion of privacy, defamation of character

Nursing regulatory mechanisms – registration, licensure, renewal, accreditation, nurse practice act, regulation for nurse practitioner/specialist nursing practice

Unit-18:Professional Advancement,**2 hrs**

Continuing Nursing Education, Career opportunities, Membership with professional organizations – national and international Participation in research activities, Publications – journals, newspaper.

REFERENCES-

1. Basheer S P. advanced nursing practice. I ed. banglore. emmess medical publishers; 2012
2. Basavanthappa B T. Nursing administration. Ist edn. New Delhi: Jaypee brothers medical publishers (p) ltd; 2000.
3. Wise P S. Leading and managing in nursing. Ist edn. Philadelphia: Mosby publications; 1995.

4. Koontz H & Weihrich H . Essentials of management an international perspective. (1st edn). New Delhi: Tata Mc Graw Hill publishers; 2007.

5. Koontz H & Weihrich H. Management a global perspective. 1st edn. New Delhi: Tata Mc. Graw Hill publishers; 2001.

Teaching-Learning Strategies in brief

The teaching learning strategies, followed are board and chalk teaching, Learning through discussion among the peer group, classroom interaction, quiz, presentations, Q & A session and reflective learning.

Assessment methods and weightages in brief

There are two components of assessment: Internal assessment and End semester examination. Internal assessment consists of continuous mode and sessional exams. There are two Sessional exams . The average marks of two Sessional exams are computed for internal assessment.

Sessional exam is conducted for 40 marks and are computed for 25 marks. Continuous mode evaluation is of 10 marks comprising of Attendance (4 marks), Academic activities (Average of any 3 activities e.g., Quiz, assignment, open book test, field work, group discussion and seminar) (3 marks) and student teacher interaction (3 marks). End semester exams is of 75 marks.

Total Marks are 100 for the subject (Internal Assessment: 25 Marks and End semester examination: 75 Marks) .

Name of the Academic Program : B.Sc. (H) Nursing (3rd yr)

Course Code: N-MIDW(I)/ OBGN335

Title of the Course: MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING - I

Theory – 3 credit (60) hrs

Practical-240 hrs

Credits Hrs -1

COURSE OUTCOMES (COs)

Demonstrate professional accountability for the delivery of nursing care as per INC standards/ICM competencies that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in midwifery practice.

Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes.

Recognize the trends and issues in midwifery and obstetrical nursing.

Review and describe the anatomy and physiology of human reproductive system and conception.

C.O.5.Describe and apply physiology in the management of normal pregnancy, birth and puerperium.

Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal,intranatal and postnatal period.

Uphold the fundamental human rights of individuals when providing midwifery care.

C.O.8.Promote physiologic labour and birth, and conduct normal childbirth.

C.O. 9.Provide evidence based essential newborn care.

C.O.10.**Apply nursing process approach in caring for women and their families.**

C.O.11.Describe the methods of contraception and role of nurse/midwife in family welfare services.

C.O. 12.Recognize the importance of and actively participate in family welfare programs.

C.O.13.**Provide youth friendly health services and care for women affected by gender based violence.**

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs)

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PO13 | PO14 | PO15 | PO16 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|------|
| CO1 | 1 | 1 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 1 | 1 | 3 | 3 | 3 | 3 | 3 |
| CO2 | 3 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| CO3 | 3 | 2 | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 3 | 1 | 2 | 2 |
| CO4 | 3 | 3 | 1 | 1 | 3 | 2 | 3 | 1 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 1 |
| CO5 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 1 | 1 | 3 | 1 | 1 | 3 | 2 | 3 | 1 |
| CO6 | 2 | 2 | 1 | 2 | 2 | 1 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 1 | 2 | 2 |
| CO7 | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 1 |

| | | | | | | | | | | | | | | | | |
|-------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO8 | 1 | 1 | 3 | 2 | 3 | 1 | 2 | 2 | 2 | 2 | 3 | 2 | 2 | 2 | 1 | 2 |
| CO9 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 1 | 1 | 3 | 1 | 1 | 3 | 2 | 3 | 1 |
| CO10 | 2 | 2 | 1 | 2 | 2 | 1 | 3 | 3 | 3 | 3 | 2 | 2 | 3 | 1 | 2 | 2 |
| CO11 | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 3 | 2 | 3 | 1 |
| CO12 | 3 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 |
| CO13 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level'mapping, 2 for 'Medium-level'mapping, 1 for 'Low'-level'mapping.

Detailed syllabus-

UNIT I

8 hrs

Introduction to midwifery

- History of midwifery in India
- *Current scenario:*
 - Trends of maternity care in India

○ Midwifery in India – Transformative education for relationship based and transformative midwifery practice in India

Vital health indicators – Maternal mortality ratio, Infant Mortality Rate, Neonatal Mortality Rate, perinatal mortality rate, fertility rates

○ Maternal death audit

- National health programs related to RMNCH+A (Reproductive Maternal Newborn and Child Health + Adolescent Health)

Current trends in midwifery and OBG nursing:

- Respectful maternity and newborn care (RMNC)
- Midwifery-led care units (MLCU)
- Women centered care, physiologic birthing and demedicalization of birth
- Birthing centers, water birth, lotus birth
- Essential competencies for midwifery practice (ICM)
- Universal rights of child-bearing women
- Sexual and reproductive health and rights
- Women's expectations & choices about care

Legal provisions in midwifery practice in India:

- INC/MOH&FW regulations
- ICM code of ethics
- Ethical issues in maternal and neonatal care
- Adoption laws, MTP act, Pre-Natal Diagnostic Test (PNDT) Act, Surrogate mothers
- Roles and responsibilities of a midwife/Nurse practitioner midwife in different settings (hospital/ community)

Scope of practice for midwives

UNIT II

6 hrs (P-3)

Anatomy and physiology of human reproductive system and conception(Maternal, Fetal & Newborn physiology)

Review:

- Female organs of reproduction
- Female pelvis – bones, joints, ligaments, planes, diameters, landmarks, inclination, pelvic variations
- Foetal skull – bones, sutures, fontanelles, diameters, moulding
- Fetopelvic relationship
- Physiology of menstrual cycle, menstrual hygiene
- Fertilization, conception and implantation
- Embryological development
- Placental development and function, placental barrier
- Fetal growth and development

Fetal circulation & nutrition

UNIT III

12 hrs (10-P)

Assessment and management of normal pregnancy (ante-natal):

Pre-pregnancy Care

- Review of sexual development (*Self Learning*)

- Socio-cultural aspects of human sexuality (*Self Learning*)
- Preconception care
- Pre-conception counseling (including awareness regarding normal birth) Genetic counseling (*Self Learning*)
- Planned parenthood

Pregnancy assessment and antenatal care (I, II & III Trimesters)

Normal pregnancy

- Physiological changes during pregnancy
- Assess and confirm pregnancy: Diagnosis of pregnancy – Signs, differential diagnosis and confirmatory tests
- Review of maternal nutrition & malnutrition
- Building partnership with women following RMC protocol
- Fathers' engagement in maternity care

Ante-natal care:

1st Trimesters

- Antenatal assessment: History taking, physical examination, breast examination, laboratory investigation
- Identification and management of minor discomforts of pregnancy Antenatal care : as per GoI guidelines
- Antenatal counseling (lifestyle changes, nutrition, shared decision making, risky behavior, sexual life during pregnancy, immunization etc.)
- Danger signs during pregnancy
- Respectful care and compassionate communication

- Recording and reporting: as per the GoI guidelines
- Role of Doula/ASHAs

II Trimester

- Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope
- Assessment of fetal well-being: DFMC, biophysical profile, Non stress test, cardio-tocography, USG, Vibro acoustic stimulation, biochemical tests.
- Antenatal care
- Women centered care
- Respectful care and compassionate communication
- Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, etc.
- Education and management of physiological changes and discomforts of 2nd trimester
- Rh negative and prophylactic anti D
- Referral and collaboration, empowerment
- Ongoing risk assessment
- Maternal Mental Health

III Trimester

- Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope
- Education and management of physiological changes and discomforts of 3rd trimester

- Third trimester tests and screening
- Fetal engagement in late pregnancy
- Childbirth preparation classes Birth preparedness and complication readiness including micro birth planning
- Danger signs of pregnancy – recognition of ruptured membranes
- Education on alternative birthing positions – women’s preferred choices, birth companion
- Ongoing risk assessment
- Cultural needs
- Women centered care
- Respectful and compassionate communication
- Health education on exclusive breastfeeding

Role of Doula/ASHA’s

UNIT IV

12 hrs (P-12)

Physiology, management and care during labour

- Normal labour and birth
- Onset of birth/labour
- Per vaginal examination (if necessary)
- Stages of labour

- Organization of labour room – Triage, preparation for birth
- Positive birth environment
- Respectful care and communication
- Drugs used in labour as per GoI guidelines

First Stage

- Physiology of normal labour
- Monitoring progress of labour using Partograph/labour care guide
- Assessing and monitoring fetal wellbeing
- Evidence based care during 1st stage of labour
- Pain management in labour (non-pharmacological)
- Psychological support – Managing fear
- Activity and ambulation during first stage of labour Nutrition during labour
- Promote positive childbirth experience for women
- Birth companion
- Role of Doula/ASHA's

Second stage

- Physiology (Mechanism of labour)

- Signs of imminent labour
- Intrapartum monitoring
- Birth position of choice
- Vaginal examination
- Psychological support
- Non-directive coaching
- Evidence based management of physiological birth/Conduction of normal childbirth
- Essential newborn care (ENBC)
- Immediate assessment and care of the newborn
- Role of Doula/ASHA's

Third Stage

- Physiology – placental separation and expulsion, hemostasis
- Physiological management of third stage of labour
- Active management of third stage of labour (recommended)
- Examination of placenta, membranes and vessels
- Assess perineal, vaginal tear/injuries and suture if required
- Insertion of postpartum IUCD

- Immediate perineal care
- Initiation of breast feeding
- Skin to skin contact
- Newborn resuscitation

Fourth Stage

Observation, Critical Analysis and Management of mother and newborn

- Maternal assessment, observation fundal height, uterine consistency, urine output, blood loss
- Documentation and Record of birth Breastfeeding and latching
- Managing uterine cramp
- Alternative/complementary therapies
- Role of Doula/ASHA's
- Various childbirth practices
- Safe environment for mother and newborn to promote bonding

Maintaining records and reports

UNIT V

7 hrs (P-6)

Postpartum care/Ongoing care of women

- Normal puerperium – Physiology, duration
- Post-natal assessment and care – facility and home-based care

- Perineal hygiene and care
- Bladder and bowel function
- Minor disorders of puerperium and its management
- Physiology of lactation and lactation management
- Postnatal counseling and psychological support
- Normal postnatal baby blues and recognition of post-natal depression
- Transition to parenthood
- Care for the woman up to 6 weeks after childbirth
- Cultural competence (Taboos related to postnatal diet and practices)
- Diet during lactation-review
- Post-partum family planning
- Follow-up of postnatal mothers
- Drugs used in the postnatal period

Records and reports

UNIT VI

7 hrs (P-7)

Assessment and ongoing care of normal neonates

- Family centered care

- Respectful newborn care and communication
- Normal Neonate – Physiological adaptation
- Newborn assessment – Screening for congenital anomalies
- Care of newborn up to 6 weeks after the childbirth (Routine care of newborn)
- Skin to skin contact and thermoregulation
- Infection prevention
- Immunization

Minor disorders of newborn and its management

UNIT VII

8 hrs (P-2)

Family welfare services

- Impact of early/frequent childbearing
- Comprehensive range of family planning methods
 - Temporary methods – Hormonal, non-hormonal and barrier methods
 - Permanent methods – Male sterilization and female sterilization
- Action, effectiveness, advantages, disadvantages, myths, misconception and medical eligibility criteria (MEC) for use of various family planning methods
- Emergency contraceptives
- Recent trends and research in contraception

- Family planning counseling using Balanced Counseling Strategy (BCS)
- Legal and rights aspects of FP
- Human rights aspects of FP adolescents
- Youth friendly services – SRHR services, policies affecting SRHR and attitude of nurses and midwives in provision of services (Review)
- Importance of follow up and recommended timing

Gender related issues in SRH

- Gender based violence – Physical, sexual and abuse, Laws affecting GBV and role of nurse/midwife
- Special courts for abused people

Gender sensitive health services including family planning

REFERENCES-

1. Perry, Hockenberry, Lowdermilk et al. Maternal Child Nursing Care. Elsevier. 5th edition, 2011
2. Cunningham, Leveno, Bloom et al. Williams Obstetrics. Mc Graw Hill Education. 24th edition; 2018
- 3. D.C. Dutta's . Textbook of Obstetrics. New central Book Agency(P) Ltd. 7th edition; 2021
- 4. Renu mishra. IAN DONALD'S Practical Obstetric problems. Wolters kluwer. 8th edition, 2020
- 5. Adele pillitteri. Maternal and child health nursing. Walters kluwer. 7th edition; Lippincot William, 2013

Teaching-Learning Strategies in brief

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Total Marks are 100 for the subject (Internal Assessment: 25 Marks and End semester examination: 75 Marks) .

Name of the Academic Program: B.Sc. (Hons.) Nursing

Course Code: NRST 405 Title of The Course: Nursing Research And Statistics

L-40 Hrs& Clinical Project 40 Hrs Credits: 2 (L), 1 (P)

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs) (5 TO 8)

After completing this Course, the students should be able to:

CLO-1- Identify research priority areas

CLO-2- Formulate research questions/problem statement/hypotheses

CLO-3- Review related literature on selected research problem and prepare annotated bibliography

CLO-4- Prepare sample data collection tool

CLO-5- Analyse and interpret the given data

CLO-6- Practice computing, descriptive statistics and correlation

CLO-7- Draw figures and types of graphs on given select data

CLO-8- **Develop a research proposal**

CLO-9- **Plan and conduct a group/individual research project.**

Mapping of Course Learning Outcomes (CLOs)with Program Learning Outcomes (PLOs) and Program Specific Outcomes (PSOs)

| | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | PLO 11 | PLO 12 | PLO 13 | PLO 14 | PLO 15 | PLO 16 |
|-------------|-------|-------|-------|-------|-------|-------|-------|-------|-------|--------|--------|--------|--------|--------|--------|--------|
| CLO1 | 2 | 2 | 3 | 1 | 2 | 2 | 3 | 3 | 2 | 3 | 2 | 2 | 3 | 3 | 2 | 3 |
| CLO2 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 3 | 1 | 2 | 2 | 1 | 2 |
| CLO3 | 1 | 1 | 2 | 2 | 1 | 3 | 2 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 2 |
| CLO4 | 2 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 1 | 2 | 1 | 1 | 2 | 3 |
| CLO5 | 1 | 2 | 2 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 1 | 1 |
| CLO6 | 1 | 2 | 3 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 2 |
| CLO7 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 3 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 3 |
| CLO8 | 1 | 1 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 1 | 2 | 2 |
| CLO9 | 1 | 2 | 3 | 1 | 1 | 2 | 1 | 2 | 1 | 1 | 1 | 2 | 2 | 2 | 2 | 1 |

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping. Map with PSOs wherever applicable

Detailed Syllabus:

Unit I:

(T: 6 hrs)

Research and Research Process, Introduction and need for nursing research, Definition of Research & nursing research, Steps of scientific method, Characteristics of good research, Steps of Research process – overview, Evidence Based Practice – Concept, Meaning, Purposes, Steps of EBP Process and Barriers.

Unit II:

(2hrs theory+8 hrs Practical)

Research Problem/Question, Identification of problem area, Problem statement, Criteria of a good research problem, Writing objectives and hypotheses

Unit III

(2 hrs Theory + 6 hrS Practical)

Review of Literature-Location, Sources, On line search, CINHAL,COCHRANE etc., Purposes, Method of review.

Unit IV:

(4 hrs Theory + 1 hr Practical)

Research Approaches and Designs, Historical, survey and experimental, Qualitative and Quantitative designs.

Unit V: (6 hrs Theory + 6 hrs Practical)

Sampling and data Collection, Definition of Population, Sample, Sampling criteria, factors influencing sampling process, types of sampling techniques, Data – why, what, from whom, when and where to collect, Data collection methods and instruments, Methods of data collection, Questioning, interviewing, Observations, record analysis and measurement o Types of instruments, Validity & Reliability of the Instrument, Research ethics, Pilot study, Data collection procedure.

Unit VI: (4 hrs Theory + 6 hr Practical)

Analysis of data , Compilation, Tabulation, classification, summarization, presentation, interpretation of data.

Unit VII: (12 hrs Theory + 8 hrs Practical)

Introduction to Statistics: 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

Unit VIII: (4 hrs Theory + 5 hrs Practical)

Communication and utilization of Research: Communication of research findings, Verbal report, writing research report, writing scientific article/paper, Critical review of published research including publication ethics, Utilization of research findings, Conducting group research project.

Reference Books:

1. Authors (year), Title of the Book, Edition, Publishers, Place of Publication, Page Nos.
2. Polit, D. F., & Beck, C. T. (2012). Nursing research: generating and assessing evidence for nursing practice. Ninth Edition. Philadelphia: Wolters Kluwer,
3. Burns, N., and Grove, S.K. (2007). “Understanding Nursing Research; building an evidence-based practice” 4th edition, New Delhi, Elsevier. 100

Teaching-Learning Strategies in brief (4 to 5 sentences)

Teaching learning methods used to make students understand the subject are the Ppt, using published and unpublished nursing researches, classroom interaction, quiz interaction, Q & A session and reflective learning.

Assessment methods and weightages in brief (4 to 5 sentences)

There are two components of assessment.

Total marks (100) = internal assessment (25) + end semester examination (75)

Internal assessment has continuous mode and sessional mode. Class test is evaluated from 15 marks and attendance (5 marks), Academic activities (average of any three e.g., assignment, open book test and group discussion) for 25 marks

End semester examination for 75 marks.

Name of the Academic Program : B.Sc (Hons.)Nursing

Course Code: N-MIDW(II)/ OBGN 410

Title of the Course: MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING – II- **CLINICAL**

L ()-T-(40 hrs)-P(320hrs) Credits: Lab-1, Clinical -4

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs) (5 TO 8)

After completing this Course, the students should be able to:

CLO-1- Identify, stabilize and refer antenatal women with complications

CLO-2- Provide care to antenatal women with complications

CLO-3- Provide post abortion care& counselling

CLO-4- Assist in the conduction of abnormal vaginal deliveries and caesarean section.

CLO-5- Demonstrate skills in resuscitating the new-born

- CLO-6- Assist and manage complications during labour
- CLO-7- Identify postnatal and neonatal complications, stabilize and refer them
- CLO-8- Provide care for high risk antenatal, intra-natal and postnatal women and their families using nursing process approach
- CLO-9- Provide care for high-risk newborn
- CLO-10- Assist in advanced clinical procedures in midwifery and obstetric nursing
- CLO-11- Provide care for women during their non childbearing period.
- CLO-12- Assess and care for women with gynecological disorders
- CLO-13- Demonstrate skills in performing and assisting in specific gynecological procedures
- CLO-14- Counsel and care for couples with infertility

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

- CLO-15- Antenatal assessment and identification of complications
- CLO-16- Post abortion care & counseling
- CLO-17- Counseling antenatal women for complication readiness
- CLO-18- Mechanism of labour – abnormal
- CLO-19- Assisting in the conduction of abnormal vaginal deliveries and caesarean section.
- CLO-20- Management of complications during pregnancy/labour/post-partum (case studies/simulated scenarios)
- CLO-21- Administration of Inj. Magnesium sulphate
- CLO-22- Starting and maintaining an oxytocin drip for PPH
- CLO-23- Management of PPH – Bimanual compression of uterus
- CLO-24- Management of PPH – Balloon tamponade
- CLO-25- Instruments used in obstetrics and gynecology
- CLO-26- Visual inspection of cervix with acetic acid
- CLO-27- Cervical biopsy
- CLO-28- Breast examination
- CLO-29- Counselling of infertile couple

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|--------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CLO24 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| CLO25 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| CLO26 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 1 |
| CLO27 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| CLO28 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 2 |
| CLO29 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

Each Course Learning Outcome (CLOs) may be mapped with one or more Program Learning Outcomes (PLOs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low-level' mapping. Map with PSOs wherever applicable.

Detailed Syllabus:

Antenatal OPD/ infertility clinics/ Reproductive medicine and antenatal ward **(2 weeks)**

Kick chart, DFMC, Assist in NST/CTG/USG, Assisting in advanced diagnostic procedures, Care of antenatal women with complications in pregnancy, Antenatal counselling, Preparation for childbirth, Birth preparedness and complication readiness, Post abortion care, Post abortion counselling, Counselling infertile couples.

Labour room

(2 weeks)

Assessment of woman in labour, Partograph, Per-vaginal examination if indicated, Obstetric examination, Care during first stage of labour, Pain management techniques, Upright and alternative positions in labour, Preparation for labour – articles, physical, psychological, Conduction of normal childbirth, Essential Newborn care, Newborn resuscitation, Active management of third stage of labour, Monitoring and care during fourth stage of labour, Identification, stabilization, referral and assisting in management of prolonged labour, cervical dystocia, CPD, contracted pelvis, Assist in the management of abnormal deliveries – posterior position, breech deliveries, twin deliveries, vacuum extraction, forceps delivery, shoulder dystocia, Assist in cervical encerclage procedures, D&C, D&E, Identify, assist and manage trauma to the birth canal, retained placenta, post-partum hemorrhage, uterine atony, Management of obstetric shock.

Postnatal ward

(1 week)

Postnatal history collection and physical examination. Identify postnatal complications, Care of postnatal mothers – abnormal deliveries, caesarean section, Care of normal newborn, Lactation management, Postnatal counselling, Health teaching on postnatal and newborn care, Family welfare counselling

Neonatal Intensive Care Unit

(1 week)

Neonatal assessment – identification of complication, congenital anomalies, Observation of newborn, Neonatal resuscitation, Phototherapy and management of jaundice in new-born, Assist in Exchange transfusion, Neonatal feeding – spoon and katori, paladai, NG tube, Care of baby in incubator, ventilator, warmer, Infection control in the nursery, Neonatal medications, Starting IV line for newborn, drug calculation

Obstetric/ Gynae operation theatre & Gynecology ward

(2 weeks)

Observe/Assist in caesarean section, Management of retained placenta, Gynecological surgeries, Hysterectomy, Uterine rupture, Care of women with gynecological conditions, Health education.

Reference Books:

1. DC Dutta's (2013) *Textbook of Obstetrics*. 7th ed. New Delhi: Jaypee Brothers Medical Publishers.
2. Raman. V.A.(2021), *Reeders Maternity Nursing*, 20th edition, New Delhi, Walters& Kluwers
3. Swain D., *Obstetrics nursing procedure manual*, JaypeeBrothers.

Teaching-Learning Strategies in brief (4 to 5 sentences)

Clinical teaching, case presentation, clinical rounds, case study and presentation, demonstration- Return demonstration.

Assessment methods and weightages in brief (4 to 5 sentences)

There are two components of assessment.

Internal (50) and external examination assessment.= Total marks (100)

Internal assessment has continuous mode and sessional mode clinical assignments+casebooks+ attendance percentage.

Final practical examination= viva+ procedure+ clinical assignments+ Drugs.

Course Code: N-MIDW(II)/ OBGN 410

Title of the Course: MIDWIFERY/

OBSTETRICS AND GYNECOLOGY (OBG) NURSING – II- (Theory)

L (60 hrs)-T-(40 hrs)-P(320hrs) Credits: Lab: 1, Theory -3, Clinical -4

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs) (5 TO 8)

CLO-1- Describe the assessment, initial management, referral and respectful maternity care of women with high-risk pregnancy

CLO-2- Demonstrate competency in identifying deviation from normal pregnancy.

CLO-3- Describe the assessment, initial management, referral and nursing care of women with high-risk labour.

CLO-4- Assist in the conduction of abnormal vaginal deliveries and caesarean section.

CLO-5- Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions

CLO-6- Demonstrate competency in the initial management of complications during the postnatal period.

CLO-7- Demonstrate competency in providing care for high-risk newborn

CLO-8- Apply nursing process in caring for high-risk women and their families.

CLO-9- Describe the assessment and management of women with gynecological disorders

CLO-10- Demonstrate skills in performing and assisting in specific gynecological procedures.

CLO-11- Describe the drugs used in obstetrics and gynecology

CLO-12- Counsel and care for couples with infertility.

CLO-13- Describe artificial reproductive technology

| | PL O 1 | PL O 2 | PL O 3 | PL O 4 | PL O 5 | PL O 6 | PL O 7 | PL O 8 | PL O 9 | PL O 10 | PL O 11 | PL O 12 | PLO 13 | PL O 14 | P L O 1 5 | P L O 1 6 |
|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|---------------|---------------|-----------|---------------|-----------------------|-----------------------|
| CLO1 | 2 | 2 | 2 | 2 | 3 | 3 | 3 | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 |
| CLO2 | 1 | 1 | 2 | 1 | 3 | 1 | 1 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 1 |
| CLO3 | 1 | 1 | 1 | 2 | 3 | 2 | 2 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 1 |
| CLO4 | 1 | 2 | 2 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 3 | 1 | 1 | 2 | 1 | 1 |
| CLO5 | 2 | 1 | 2 | 2 | 2 | 3 | 1 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 2 | 2 |
| CLO6 | 2 | 3 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 3 | 3 |
| CLO7 | 1 | 2 | 3 | 3 | 2 | 2 | 1 | 2 | 1 | 2 | 1 | 3 | 2 | 2 | 2 | 2 |
| CLO8 | 2 | 1 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 2 | 3 | 1 | 2 | 1 | 2 |
| CLO9 | 2 | 2 | 3 | 1 | 2 | 3 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 |
| CLO10 | 1 | 2 | 2 | 3 | 3 | 3 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 1 | 2 |
| CLO11 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 1 |
| CLO12 | 1 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 3 | 3 | 2 |
| CLO13 | 1 | 3 | 3 | 2 | 1 | 2 | 2 | 2 | 2 | 1 | 2 | 3 | 2 | 2 | 2 | 2 |

COURSE OUTLINE

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

Unit I:

12 (T), 10 (L), 80 (C)

Recognition and Management of problems during Pregnancy, Assessment of high-risk pregnancy Problems/Complications of Pregnancy, Hyperemesis gravidarum, Bleeding in early pregnancy – abortion, ectopic pregnancy, vesicular mole, Unintended or mistimed pregnancy, Post abortion care & counselling, Bleeding in late pregnancy placenta previa, abruption placenta, trauma, Medical conditions complicating pregnancy – Anemia, PIH/Pre-eclampsia, Eclampsia, GDM, cardiac disease, pulmonary disease, thyrotoxicosis, STDs, HIV, Rh incompatibility, Infections

in pregnancy – urinary tract infection, bacterial, viral, protozoal, fungal, malaria in pregnancy, Surgical conditions complicating pregnancy – appendicitis, acute abdomen, COVID-19 & pregnancy and children, Hydramnios, Multiple pregnancy, Abnormalities of placenta and cord, Intra uterine growth restriction, Intra uterine fetal death, Gynaecological conditions complicating pregnancy, Mental health issues during pregnancy , Adolescent pregnancy, Elderly primi, grand multiparity, Management and care of conditions as per the GoI protocol, Policy for the referral services, Drugs used in management of high-risk pregnancies ,Maintenance of records and reports.

Unit II:

20 (T), 15 (L), 80 (C)

Recognition and management of abnormal labour, Preterm labour – Prevention and management of preterm labour; (Use of antenatal corticosteroids in preterm labour), Premature rupture of membranes , Malpositions and abnormal presentations (posterior position, breech, brow, face, shoulder) ,Contracted Pelvis, Cephalo Pelvic Disproportion (CPD), Disorders of uterine action – Prolonged, Complications of third stage – Retained placenta, Injuries to birth canal, Postpartum hemorrhage (bimanual compression of the uterus, aortic compression, uterine balloon tamponade), Obstetric emergencies – Foetal distress, Ruptured uterus, Cord prolapse, Shoulder dystocia, Uterine inversion, Vasa previa, Obstetrical shock, Amniotic fluid embolism, Episiotomy and suturing, Obstetric procedures – Forceps delivery, Vacuum delivery, Version, Induction of labour – Medical & surgical, Caesarean section – indications and preparation, Nursing management of women undergoing, Obstetric operations and procedures, Drugs used in management of abnormal labour , Anesthesia and analgesia in obstetrics

Unit III:

9 (T) , 5 (L), 40 (C)

Recognition and Management of postnatal problems, Physical examination, identification of deviation from normal, Puerperal complications and its management o Puerperal pyrexia o Puerperal sepsis, Urinary complications, Secondary Postpartum hemorrhage, Vulval hematoma, Breast engorgement including mastitis/breast abscess, feeding problem, Thrombophlebitis, DVT, Uterine sub involution o Vesico vaginal fistula (VVF), Recto vaginal fistula (RVF), Postpartum depression/psychosis. Drugs used in abnormal puerperium, Policy about referral

Unit IV:

7 (T), 5 (L), 40 (C)

Assessment and management of Highrisk new-born (Review), Models of newborn care in India – NBCC; SNCUs, Screening of high-risk newborn., Models of newborn care in India – NBCC; SNCUs, Screening of high-risk newborn, Protocols, levels of neonatal care, infection control, Prematurity, Post-maturity, Low birth weight, Kangaroo Mother Care, Birth asphyxia/Hypoxic encephalopathy, Neonatal sepsis, Hypothermia, Respiratory distress, Jaundice, Neonatal infections, High fever, Convulsions, Neonatal tetanus, Congenital anomalies, Baby of HIV positive mothers, Baby of Rh-negative mothers, Birth injuries, SIDS (sudden infant death syndrome) prevention, Compassionate care, Calculation of fluid requirements, EBM/formula feeds/tube feeding, Home based newborn care program –community facility integration in newborn care, Decision making about management and referral, Bereavement counselling, Drugs used for high-risk newborns, Maintenance of records and reports.

Unit V:

12 (T) 5 (L) 80 (C)

Assessment and management of women with gynecological disorders, Gynecological assessment – History and Physical assessment, Breast Self-Examination, Congenital abnormalities of female reproductive system, Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and management of women with :o Menstrual abnormalities o Abnormal uterine bleed o Pelvic inflammatory disease o Infections of the reproductive tract o Uterine displacement o Endometriosis o Uterine and cervical fibroids and polyps o Tumors – uterine, cervical, ovarian, vaginal, vulval o Cysts – ovarian, vulval o Cystocele, urethrocele, rectocele o Genitor-urinary fistulas o Breast disorders – infections, deformities, cysts, tumors o HPV vaccination o Disorders of Puberty and menopause o Hormonal replacement therapy, Assessment and management of couples with infertility o Infertility – definition, causes o Counseling the infertile couple o Investigations – male and female o Artificial reproductive technology o Surrogacy, sperm and ovum donation, cryopreservation, Adoption – counseling, procedures, Injuries and Trauma; Sexual violence, Drugs used in treatment of gynaecological disorders

Reference Books:

1. Konar. H. (2018), *DC Dutta's Textbook of Obstetrics*, 9th edition, Jaypee, New Delhi.
2. Raman. V.A.(2021), *Reeders Maternity Nursing*, 20th edition, New Delhi, Walters& Kluwers
3. Swain D., *Obstetrics nursing procedure manual*, JaypeeBrothers.

Teaching-Learning Strategies in brief (4 to 5 sentences)

Teaching learning methods used to make students understand the subject are the Ppt, classroom interaction, quiz interaction, Q & A session and reflective learning.

Assessment methods and weightages in brief (4 to 5 sentences)

There are two components of assessment.

Total marks (100) = internal assessment (25) + end semester examination (75)

Internal assessment has continuous mode and sessional mode. Class test is evaluated from 15 marks and attendance (5 marks), Academic activities (average of any three e.g., assignment, open book test and group discussion) for 25 marks

Course Code: N-COMH(II) 401

Title of the Course: Community Health Nursing II (Theory)

L(100)-P(160 hrs) Credits: L(5)P(2)

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE OUTCOMES (COs)**(5 to 8 in case 3 or 4 credit courses)**

After completing this Course, the students should be able to :

CO-1. Demonstrate beginning practice competencies/skills relevant to provide comprehensive primary health care/community based care to clients with common diseases and disorders including emergency and first aid care at home/clinics/centres as per predetermined protocols/drug standing orders approved by MOH&FW

CO-2 Provide maternal, newborn and child care, and reproductive health including adolescent care in the urban and rural health care settings

CO-3 Describe the methods of collection and interpretation of demographic data

CO-4. Explain population control and its impact on the society and describe the approaches towards limiting family size

CO-5 Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programs

CO-6 Identify health problems of older adults and provide primary care, counseling and supportive health services

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|--------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO8 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 1 |
| CO9 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO10 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO 11 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO12 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 2 |
| CO 13 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO 14 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO 15 | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 |
| CO 16 | 1 | 1 | 2 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs).

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

Detailed Syllabus

Unit I

(10 Hrs.)

Management of common conditions and emergencies including first aid. Standing orders: Definition, uses Screening, diagnosing/ identification, primary care and referral of Gastrointestinal System o Abdominal pain o Nausea and vomiting o Diarrhea o Constipation o Jaundice o GI bleeding o Abdominal distension o Dysphagia and dyspepsia o Aphthous ulcers . Respiratory System o Acute upper respiratory infections – Rhinitis, Sinusitis, Pharyngitis, Laryngitis, Tonsillitis o Acute lower respiratory infections – Bronchitis, pneumonia and bronchial asthma o Hemoptysis, Acute chest pain. .Heart & Blood o Common heart diseases – Heart attack/coronary artery disease, heart failure, arrhythmia o Blood anemia, blood cancers, bleeding disorders. Eye & ENT conditions: Eye – local infections, redness of eye, conjunctivitis, stye, trachoma and refractive errors. ENT – Epistaxis, ASOM, sore throat, Deafness. Urinary System :Urinary tract infections – cystitis, pyelonephritis, prostatitis, UTIs in children .First aid in common emergency conditions – Review ,High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies

Unit II

(20 Hrs.)

Reproductive, maternal, newborn, child and adolescent Health (Review from OBG Nursing and application in community setting) Present situation of reproductive, maternal and child health in India .Antenatal care :Objectives, antenatal visits and examination, nutrition during pregnancy, counseling, Calcium and iron supplementation in pregnancy , Antenatal care at health centre level, Birth preparedness, High risk approach – Screening/early identification and primary management of complications – Antepartum hemorrhage, pre-eclampsia, eclampsia,

Anemia, Gestational diabetes mellitus, Hypothyroidism, Syphilis Referral, follow up and maintenance of records and reports .Intra natal care :Normal labour – process, onset, stages of labour , Monitoring and active management of different stages of labour, Care of women after labour, Early identification, primary management, referral and follow up – preterm labour, fetal distress, prolonged and obstructed labour, vaginal & perennial tears, ruptured uterus,Care of newborn immediately after birth, Maintenance of records and reports, Use of Safe child birth check list, SBA module – Review of Organization of labour room Postpartum care:Objectives, Postnatal visits, care of mother and baby, breast feeding, diet during lactation, and health counseling, Early identification, primary management, referral and follow up of complications, Danger signs-postpartum hemorrhage,shock, puerperal sepsis, breast conditions, post-partum depression,Postpartum visit by health care provider. Newborn and child care • Review: Essential newborn care • Management of common neonatal problems • Management of common child health problems: Pneumonia, Diarrhoea, Sepsis, screening for congenital anomalies and referral • Review: IMNCI Module • Under five clinics Adolescent Health • Common health problems and risk factors in adolescent girls and boys • Common Gynecological conditions – dysmenorhea, Premenstrual Syndrome (PMS), Vaginal discharge, Mastitis, Breast lump, pelvic pain, pelvic organ prolapse • Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents National Menstrual Hygiene scheme • Youth friendly services: o SRH Service needs o Role and attitude of nurses: Privacy, confidentiality, non judgemental attitude, client autonomy, respectful care and communication • Counseling for parents and teenagers (BCS – balanced counseling strategy) National Programs • RMNCH+A Approach – Aims, Health systems strengthening, RMNCH+A strategies, Interventions across life stages, program management, monitoring and evaluation systems • Universal Immunization Program (UIP) as per Government of India guidelines – Review • Rashtriya Bal Swasthya Karyakram (RSBK) -children • Rashtriya Kishor Swasthya Karyakram (RKSK) – adolscents Any other new program

Unit III

(2 Hrs.)

Demography, Surveillance and Interpretation of Data • Demography and vital statistics – demographic cycle, world population trends, vital statistics • Sex ratio and child sex ratio, trends of sex ratio in India, the causes and social implications • Sources of vital statistics – Census, registration of vital events, sample registration system • Morbidity and mortality indicators – Definition, calculation and interpretation • Surveillance, Integrated disease surveillance project (IDSP), Organization of IDSP, flow of information and mother and child tracking system (MCTS) in India • Collection, analysis, interpretation, use of data • Review: Common sampling techniques – random and nonrandom techniques • Disaggregation of data

Unit IV

(6 Hrs.)

Population and its Control • Population Explosion and its impact on Social, Economic development of individual, society and country. • Population Control – Women Empowerment; Social, Economic and Educational Development • Limiting Family Size – Promotion of small family norm, Temporary Spacing Methods (natural, biological, chemical, mechanical methods etc.), Terminal Methods (Tubectomy, Vasectomy) • Emergency Contraception • Counseling in reproductive, sexual health including problems of adolescents • Medical Termination of pregnancy and MTP Act • National Population Stabilization Fund/JSK (Jansankhya Sthirata Kosh) • Family planning 2020 • National Family Welfare Program • Role of a nurse in Family Welfare Program

Unit V

(5 Hrs.)

Occupational Health • Occupational health hazards • Occupational diseases • ESI Act • National/ State Occupational Health Programs • Role of a nurse in occupational health services – Screening, diagnosing, management and referral of clients with occupational health problems

Unit VI

(6 Hrs.)

Geriatric Health Care • Health problems of older adults • Management of common geriatric ailments: counseling, supportive treatment of older adults • Organization of geriatric health services • National program for health care of elderly (NPHCE) • State level programs/Schemes for older adults • Role of a community health nurse in geriatric health services – Screening, diagnosing, management and referral of older adults with health problems

Unit VII

(6 Hrs.)

Mental Health Disorders • Screening, management, prevention and referral for mental health disorders • Review: o Depression, anxiety, acute psychosis, Schizophrenia o Dementia o Suicide o Alcohol and substance abuse o Drug deaddiction program o National Mental Health Program o National Mental Health Policy o National Mental Health Act • Role of a community health nurse in screening, initiation of treatment and follow up of mentally ill clients

Unit VIII

(4 Hrs.)

Health Management Information System (HMIS) • Introduction to health management system: data elements, recording and reporting formats, data quality issues • Review: o Basic Demography and vital statistics o Sources of vital statistics o Common sampling techniques, frequency distribution o Collection, analysis, interpretation of data • Analysis of data for community needs assessment and preparation of health action plan

Unit IX**(12 Hrs.)**

Management of delivery of community health services: • Planning, budgeting and material management of CHC, PHC, SC/HWC • Manpower planning as per IPHS standards • Rural: Organization, staffing and material management of rural health services provided by Government at village, SC/HWC, PHC, CHC, hospitals – district, state and central • Urban: Organization, staffing, and functions of urban health services provided by Government at slums, dispensaries, special clinics, municipal and corporate hospitals • Defense services • Institutional services • Other systems of medicine and health: Indian system of medicine, AYUSH clinics, Alternative health care system referral systems, Indigenous health services

Unit X**(15 Hrs.)**

Leadership, Supervision and Monitoring • Understanding work responsibilities/job description of DPHN, Health Visitor, PHN, MPHWP (Female), Multipurpose health Worker (Male), AWWs and ASHA • Roles and responsibilities of Mid-Level Health Care Providers (MLHPs) • Village Health Sanitation and Nutrition Committees (VHSNC): objectives, composition and roles & responsibilities • Health team management

- Review: Leadership & supervision – concepts, principles & methods • Leadership in health: leadership approaches in healthcare setting, taking control of health of community and organizing health camps, village clinics • Training, Supportive supervision and monitoring – concepts, principles and process e.g. performance of frontline health workers
- Financial Management and Accounting & Computing at Health Centers (SC)
 - o Activities for which funds are received
 - o Accounting and book keeping requirements – accounting principles & policies, book of accounts to be maintained, basic accounting entries, accounting process, payments & expenditure, fixed asset, SOE reporting format, utilization certificate (UC) reporting
 - o Preparing a budget
 - o Audit Records & Reports: • Concepts of records and reports – importance, legal implications, purposes, use of records, principles of record writing, filing of records • Types of records – community related records, registers, guidelines for maintaining • Report writing – purposes, documentation of activities, types of reports • Medical Records Department – functions, filing and retention of medical records • Electronic Medical Records (EMR) – capabilities and components of EMR, electronic health record (EHR), level of automation, attributes, benefits and disadvantages of HER • Nurses' responsibility in record keeping and reporting

Unit XI**(6 Hrs.)**

Disaster Management • Disaster types and magnitude • Disaster preparedness • Emergency preparedness • Common problems during disasters and methods to overcome • Basic disaster supplies kit • Disaster response including emergency relief measures and Life saving techniques Use disaster management module

Unit XII**(3 Hrs.)**

Bio-Medical Waste Management • Waste collection, segregation, transportation and management in the community • Waste management in health center/clinics • Bio-medical waste management guidelines – 2016, 2018 (Review)

Unit XIII**(3 Hrs.)**

Health Agencies

• International: WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red Cross, USAID, UNESCO, ILO, CAR, CIDA, JHPIEGO, any other • National: Indian Red Cross, Indian Council for Child Welfare, Family Planning Association of India, Tuberculosis Association of India, Central Social Welfare Board, All India Women's Conference, Blind Association of India, any other • Voluntary Health Association of India (VHA)

Reference Books:

7. Park, K.(2009).Park's Textbook Of Preventive And Social Medicin. Jabalpur, M/S Banarasidas Bhanote. Page No.805.
8. Swarnakar Kesav.(2013).Community Health Nursing. Indore , Nr Brothers. Page No 601.
9. Gulani K.K.(2015) Community Health Nursing. Delhi, Kumar Publishing House.Page No 337.
10. Clemen-Stone, S., Eigsti, D. G., & Mcguire, S. L. (1998). Comprehensive Community Health Nursing: Family, Aggregate & Community Practice (5th Ed.). St. Louis: Mosby- Year Book Inc.
11. Community Health Nursing: Concepts And Practice (4th Ed.). Philadelphia: Lippincott. Stanhop, M., & Lancaster, J.(2004).
12. Community & Public Health Nursing (6th Ed.). St. Louis: Mosby Year Book. Thomas, J. C. Sage, M. Dillenberg, J. And. Guillory V. J. (2002).
13. A Code Of Ethics For Public Health. American Journal Of Public Health, July; 92(7): 1057– 1059.
14. Stanhope M,Lancaste J. Community Health Nursing: Promoting Health Of Aggregates,Families And Individuals. 4th Ed. St.Louis:Mosby;1996.

occupational health problems • Health assessment of elderly • Mental health screening • Participation in Community diagnosis – data management • Writing health center activity report • Organizing and conducting clinics/camp • Participation in disaster mock drills

Reference Books:

15. Park, K.(2009).Park's Textbook Of Preventive And Social Medicin. Jabalpur, M/S Banarasidas Bhanote. Page No.805.
16. Swarnakar Kesav.(2013).Community Health Nursing. Indore , Nr Brothers. Page No 601.
17. Gulani K.K.(2015) Community Health Nursing. Delhi, Kumar Publishing House.Page No 337.
18. Clemen-Stone, S., Eigsti, D. G., & Mcguire, S. L. (1998). Comprehensive Community Health Nursing: Family, Aggregate & Community Practice (5th Ed.). St. Louis: Mosby- Year Book Inc.
19. Community Health Nursing: Concepts and Practice (4th Ed.). Philadelphia: Lippincott. Stanhop, M., & Lancaster, J.(2004).
20. Community & Public Health Nursing (6th Ed.). St. Louis: Mosby Year Book. Thomas, J. C. Sage, M. Dillenberg, J. And. Guillory V. J. (2002).
21. A Code Of Ethics For Public Health. American Journal of Public Health, July; 92(7): 1057– 1059.
22. Stanhope M,Lancaste J. Community Health Nursing: Promoting Health Of Aggregates, Families And Individuals. 4th Ed. St. Louis: Mosby;1996.

Teaching-Learning Strategies in brief (4 to 5 sentences)

Clinical postings in various community health settings, field visits, health camps, awareness camp, demonstrations of family health care.

Assessment methods and weightages in brief (4 to 5 sentences)

Practical evaluation is done by continuous observation, submission of assignments, return demonstrations and end of the semester practical examination. The internal evaluation and external evaluation are comprised of 50 marks each.

COURSE DESIGN

TYPICAL COURSE DESIGN

NAME OF THE SCHOOL / DEPARTMENT / CENTRE**Name of the Academic Program: B.Sc. (Hons.) Nursing****Course Code: _____ Title of the Course: Introduction To Unani Medicine****L (45 hrs)-T-(10 hrs)-P(60hrs) Credits: Lab:Theory (2) , Clinical(1)****(L=Lecture hours, T=Tutorial hours, P=Practical hours)****COURSE LEARNING OUTCOMES (CLOs) (5 TO 8)**

At the end of studying the course on Unani student will:

CLO1: Gain knowledge on the origin of Unani Medicine and its basic nature, elements and philosophy.

CLO2: Understand the basic concepts of Unani Medicine as an alternative system of medicine.

CLO3: Describe the pathology of diseases vis-a-vis, Unani system of medicine.

CLO4: Gain knowledge about basic Unani medicines, how they are prepared, prescribed and dispensed, and how their action in human body.

CLO5: Explain basic Unani medicines and their usage in common diseases of human body.

**Mapping of Course Outcomes (COs) with Program Outcomes (POs)
and Program Specific Outcomes (PSOs)**

| | PO1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO1 0 | PO1 1 | P O1 2 | PO1 3 | P O1 4 | PO 15 | PO 16 |
|------------|-----|---------|---------|---------|---------|---------|---------|---------|---------|----------|----------|--------------|----------|--------------|----------|----------|
| CO1 | 2 | 1 | 2 | 3 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 3 | 3 |
| CO2 | 2 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 2 |
| CO3 | 1 | 2 | 2 | 2 | 1 | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 2 | 2 | 2 | 3 |
| CO4 | 2 | 2 | 3 | 2 | 3 | 2 | 1 | 2 | 3 | 3 | 2 | 2 | 3 | 3 | 2 | 2 |
| CO5 | 3 | 2 | 2 | 1 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 1 | 2 | 1 | 3 | 2 |

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs).

Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

Detailed Syllabus**Unit I:****5 Hours**

Introduction to Unani Medicine: Introduction to subject, brief history of Unani Tibb; Introduction of Umoor-e-Tabia, particularly Miraj, Akhlat, etc

Unit II:**10 Hours**

ILMUL ADVIA, MURAKKABAT (Pharmacology/ Pharmacy)

Introduction of the subject; shapes of compound Unani drugs; Forms of drugs according to mode of administration and treatment; name of some common Unani compounds, their drugs and general actions. Introduction of Ilmul Advia/Murakkabat, Shapes of compound Unani drugs: **Solids:** Habb, Qurs, Safeef, Shiyaf, Semi-solids: Itrifal, Aneshadru, Tiryaaq, Jawarish, Khamirah, Harirah, Zimad, Tila, Qairuti, Karham, **Liquids:** Rooh, Saoot, Luat, Ka-ul- Shaer, Kaul-Labalm, Joshanda, Kheesanda, Sheera, Murawwaq, Zulal, Shikanjbeen, Sharbat, Kaul-Asl. Forms of drugs according to modes of administration and some modes of treatment. Abzan, Nutool, Takmeed, Zimad, Tila, Dalak, Indabab, Qai Isha, Ishal, Huqna, Utoos, Hamool, Fatila, Zareer, Kazmazah

Unit III:**10 Hours**

BEDSIDE MEDICINE

Methods of preparation of some Unani medicines in the indoor, some emergency medicines and their action, commonly used in bedside terminology of common diseases. Method of preparation of common drugs: Joshan, Kheesanda, Sheera, Zimad, Inkabab, Some medicines and their actions commonly used in bedside medicines: Barshash, Qulzum, Sayyal-e-Sheereen, Habb-Kabid, Sharbat-e-Sadr, Khameera Asbresham, Khameera Asbresh, Habb-e-Zeequnafas, Iksir-e-Shifa, Aujai, Qurs-e-Habis, Qurs Habis Qai, Qurs-e-Bandish-e-Khoon, Terminologies of some common disease: Suda, Sarsaam, Faliij, Sara Nazla, Zikam, Sual, Zeequnnafs, Zaturriya, Zatul-Janb, Warm-e-Shob Shahiqqa, Nafakh, Warm-e-Meda, Warm-e-Jigar and mirara, Zaheer Ishal, Warm-e-Kuliya, Zof-e-Baah, JarbBusoor, Waj-ul-Uan, Selanul-Uzn, Waj-ul Mufasil, Sailan ul Reham.

Unit IV:**20 Hours****Practicals**

IDENTIFICATION OF SOME COMPOUND DRUGS (Unit-2); Identification of some single drugs; Practical demonstration of some modes of treatment (Unit-2); Method of preparation of indoor medicines (Unit-3)

Reference Books:

1. [Hakim Syed Zillur Rahman](#)(1994)_, *Unani Medicine in India during 1901–1947"*, *Studies in History of Medicine and Science*, IHMMR, New Delhi, Vol. XIII, No. 1, p. 97-112.
2. *Quack, Johannes (2012). [Disenchanted India: Organized Rationalism and Criticism of Religion in India](#), Oxford University Press. pp. 3, 213.*

Teaching-Learning Strategies in brief (4 to 5 sentences)

Teaching learning methods used to make students understand the subject are the Ppt, classroom interaction, quiz interaction, Q & A session and reflective learning.

Assessment methods and weightages in brief (4 to 5 sentences)

There are two components of assessment.

Total marks (100) = internal assessment (25) + end semester examination (75)

Internal assessment has continuous mode and sessional mode. Class test is evaluated from 15 marks and attendance (5 marks), Academic activities (average of any three e.g., assignment, open book test and group discussion) for 25 marks

COURSE DESIGN**TYPICAL COURSE DESIGN****NAME OF THE SCHOOL / DEPARTMENT / CENTRE**

Name of the Academic Program: B.Sc. (Hons.) Nursing

Course Code: _____ Title of the Course: **Disaster Management**

L (40 hrs) Credits:

(L=Lecture hours, T=Tutorial hours, P=Practical hours)

COURSE LEARNING OUTCOMES (CLOs) (5 TO 8)

At the end of course students are able to:

CLO1: Describe basic concepts in disaster management

CLO2: Understand definitions and terminologies used in disaster management

CLO3: Gain knowledge of various types and prioritize the categories of disasters

CLO4: Understand the challenges posed by disasters

CLO5: Gain understanding on impacts of disasters

CLO6: Educate and promote prevention and preparedness for disaster

CLO7: Undertake mitigation & risk reduction steps

CLO8: Prioritize rescue and relief operation

CLO9: Understand rehabilitation & reconstruction

Mapping of Course Outcomes (COs) with Program Outcomes (POs) and Program Specific Outcomes (PSOs)

| | PO1 | PO 2 | PO 3 | PO 4 | PO 5 | PO 6 | PO 7 | PO 8 | PO 9 | PO1 0 | PO1 1 | P O1 2 | PO1 3 | P O1 4 | PO 15 | PO 16 |
|------------|-----|------|------|------|------|------|------|------|------|-------|-------|--------|-------|--------|-------|-------|
| CO1 | 2 | 2 | 1 | 2 | 1 | 1 | 2 | 3 | 1 | 3 | 2 | 3 | 2 | 3 | 2 | 2 |

| | | | | | | | | | | | | | | | | |
|------------|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| CO2 | 2 | 1 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | 3 | 1 |
| CO3 | 1 | 2 | 2 | 2 | 2 | 3 | 1 | 2 | 3 | 1 | 3 | 3 | 3 | 1 | 2 | 3 |
| CO4 | 2 | 2 | 1 | 2 | 1 | 2 | 2 | 1 | 2 | 3 | 2 | 1 | 1 | 1 | 3 | 2 |
| CO5 | 1 | 1 | 2 | 2 | 1 | 3 | 3 | 2 | 1 | 2 | 1 | 2 | 3 | 2 | 3 | 1 |
| CO6 | 3 | 2 | 2 | 3 | 2 | 1 | 3 | 2 | 2 | 1 | 3 | 2 | 1 | 3 | 2 | 3 |
| CO7 | 1 | 2 | 1 | 2 | 2 | 3 | 1 | 3 | 3 | 1 | 2 | 3 | 1 | 2 | 3 | 3 |
| CO8 | 2 | 2 | 3 | 3 | 2 | 1 | 3 | 2 | 2 | 2 | 1 | 2 | 3 | 2 | 2 | 3 |
| CO9 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 3 | 1 | 1 | 2 | 2 | 1 | 3 | 1 | 2 |

Each Course Outcome (CO) may be mapped with one or more Program Outcomes (POs). Write '3' in the box for 'High-level' mapping, 2 for 'Medium-level' mapping, 1 for 'Low'-level' mapping.

Detailed Syllabus

Unit I

6 hours

Introduction to Disasters: Concepts, and definitions (Disaster, Hazard, Vulnerability Resilience, Risks)

Unit II

12 hours

Disasters: Classification Causes, Impacts (Including social, economic, political, environmental, health, psychosocial, etc.) Differential impacts- in terms of caste, class, gender, age, location, disability Global trends in disasters, urban disasters, pandemics, complex emergencies, Climate change.

Unit III

10 hours

Approaches to Disaster Risk reduction: Disaster cycle-its analysis, Phases, Culture of safety, prevention, mitigation and preparedness, community based DRR, Structural-nonstructural measures, roles and responsibilities of community, Panchayati Raj Institutions/Urban Local Bodies (PRIs/ULBs), States, Centre, and other stake-holders.

Unit IV

6 hours

Inter-relationship between Disasters and Development:

Factors affecting Vulnerabilities, differential impacts, impact of Development projects such as dams, embankments, changes in knowledge, appropriate technology and local resources

Unit V**8 hours****Disaster Risk Management in India**

Hazard and Vulnerability profile of India Components of Disaster Relief: Water, Food, Sanitation, Shelter, Health, Waste Management
Institutional arrangements (Mitigation, Response and Preparedness, DM Act and Policy, Other related policies, plans, programs and legislation)

Unit VI**8 hours****Project work****Reference Books:**

1. Stanhope M, Lancaster J. (1992), *Community Health Nursing- Process And Practice For Promoting Health*. 3rd edition. Mosby year book. St.Louis.
2. Lewis sl, heitkemper mm.(2002) ,*Medical Surgical Nursing- Assessment and Management of problems*. Mosby Publishers. Philadelphia.
3. Taylor c, lillis c, lemone p. (2006.) ,*Fundamentals of nursing- the art and science of nursing care*. 5th edn. Lippincott Williams and Wilkins. London.

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