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# **SRI SATYA SAI UNIVERSITY OF TECHNOLOGY AND MEDICAL SCIENCES**

## **SYLLABUS REVISION**

**Name of School-School of Nursing**

**Department/Program- Nursing/B.Sc & Post Basic**

**2017-18 TO 2021-22**

**[www.sssutms.co.in](http://www.sssutms.co.in)**

Opp.Oilfed Plant, Bhopal-Indore Road,Sehore (M.P), Pin - 466001



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# SCHOOL OF NURSING SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCE

[Established Under Act. 06 of 2014 by Govt. of Madhya Pradesh]

Approved by Madhya Pradesh Private University Regulatory Commission

SH-18, Bhopal-Indore Road, Opposite Oilfed Plant, Pachama, Sehore (M.P.) Pin Code - 466001

Name of Department :- School of Nursing

Minutes of Board of Studies Committee Meeting held on Dated 13/12/2021

The Board of Studies Committee Meeting was held in the room of Principal at 11:30 Am on Dated 13/12/2021 Following members were present.

- |    |                         |                      |
|----|-------------------------|----------------------|
| 1. | Mrs. Pamela C           | Principal & Chairman |
| 2. | Prof. Archana Selven    | External Member      |
| 3. | Prof. Shikha Shrivastav | External Member      |
| 4. | Ms. Anita Sahu          | Member               |
| 5. | Ms. Karamjeet Kaur      | Member               |
| 6. | Ms. Nera Singh          | Member               |
| 7. | Mr. Vishn Dev Mishra    | Member               |

The Chairman of Board of Studies Committee welcomes and appreciated the efforts put up by the faculty for progress of the departmental activities. The following Agenda points were discussed and resolved regarding B.Sc Nursing New Syllabus as per INC First and Second Semester, old syllabus third year and Post Basic B.Sc Nursing Second Year Syllabus.

## Agenda 1. Study Plan

The Chairman BOS placed the study plan of afore said programs before the BOS Members and described the plan.

Discussion : All the members discussed the study plan and principally agreed with the plan.

Resolution : It resolved that the B.Sc Nursing Revised syllabus as per INC First year and second Semester, old syllabus of B.Sc Nursing Third year and Post B.Sc. Nursing Second Year Syllabus may be implemented in session 2021-22.

The Chairman thanks the member for peaceful conduction of meeting.

  
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& Medical Sciences Sehore (M.P.)

  
Principal  
School of Nursing, SSSUTM  
Sehore (M.P.)



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Principal & Chairman

External Member

External Member

Member

Member

Member

Member

Principal  
School of Nursing, SSSUTMS  
Sehore (M.P.)

Registrar

Sri Satya Sai University of Technology  
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**SCHOOL OF MEDICAL SCIENCES**  
**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY &**  
**MEDICAL SCIENCES, SEHORE**  
**SH 18, BHOPAL INDORE ROAD, SEHORE (M.P.)**

**B.Sc. Nursing, First Semester**

**Scheme of Examination**

S.No	Course	Assessment (Marks)				Total Marks
		Internal	End Semester College Exam	End Semester University Exam	Hours	
Theory						
1	ENGL 101	25	25		2	50
2	ANAT 105/ PHYS 110	25		75	3	100
3	SOCI 115/ PSYC 120	25		75	3	100
4	N-NF (I) 125	*25				
Practical						
5	N-NF (I) 125	*25				

1) Pamela 2) June 3) Sabar 4) Sadya 5) June 6) N. Nigley 7) P. C. C.

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# Syllabus and Regulations

## B.Sc. Nursing (REVISED) Semester I

*Sri Satya Sai University of  
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Sehore, Madhya Pradesh*



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Sehore (M.P.)

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27 June

27 Lakshmi

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57 Luffy

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## SYLLABUS COMMUNICATIVE ENGLISH

PLACEMENT: I SEMESTER

THEORY: 2 Credits (40 hours)

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

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

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

### COURSE OUTLINE

T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
1	3(T)	Identify the significance of communicative English	<b>Communication</b> <ul style="list-style-type: none"> <li>• What is communication?</li> <li>• What are communication roles of listeners, speakers, readers and writers as healthcare professionals?</li> </ul>	<ul style="list-style-type: none"> <li>• Definitions with examples, illustrations and explanations</li> <li>• Identifying competencies/communication strategies in LSRW</li> <li>• Reading excerpt on the above and interpreting them through task</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding through tasks</li> </ul>

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II	5(T)	Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence	<b>Introduction to LSRGW</b> <ul style="list-style-type: none"> <li>L-Listening: Different types of listening</li> <li>S-Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation</li> <li>R-Reading: Medical vocabulary,</li> <li>Gr-Grammar: Understanding tenses, linkers</li> <li>W-Writing simple sentences and short paragraphs-emphasis on correct grammar</li> </ul>	<ul style="list-style-type: none"> <li>Exercises on listening to news, announcements, telephone conversations and instructions from others</li> <li>Information on fundamentals of Speech – Consonant, Vowel, Stress and Intonation with tasks based on these through audio/video and texts</li> <li>Reading a medical dictionary/glossary of medical terms with matching exercises</li> <li>Information on tenses and basic concepts of correct grammar through fill in the blanks, true/false questions</li> </ul>	<ul style="list-style-type: none"> <li>Through 'check your understanding' exercises</li> </ul>
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### APPLIED ANATOMY

**THEORY:** 3 Credits (60 hours)

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

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

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

### THEORY

Unit	Time(Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
1	8(T)	Define the terms relative to the anatomical position	<b>Introduction to anatomical terms and organization of the human body</b> <ul style="list-style-type: none"> <li>Introduction to anatomical terms relative to position – anterior, ventral, posterior/dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Use of models</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>MCQ</li> <li>Short answer</li> </ul>

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		Describe the anatomical planes	<ul style="list-style-type: none"> <li>Anatomical planes (axial/transverse/horizontal, sagittal/vertical plane and coronal/frontal/oblique plane)</li> </ul>	<ul style="list-style-type: none"> <li>Videodemonstration</li> </ul>	
		Define and describe the terms used to describe movements	<ul style="list-style-type: none"> <li>Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction)</li> </ul>	<ul style="list-style-type: none"> <li>Use of microscopes slides</li> </ul>	
		Organization of human body and structure of cell, tissues, membranes and glands	<ul style="list-style-type: none"> <li>Cell structure, Cell division</li> <li>Tissue definition, types, characteristics, classification, location</li> <li>Membrane, glands – classification and structure</li> <li>Identify major surface and bony landmarks in each body region, Organization of human body</li> <li>Hyaline, fibrocartilage, elastic cartilage</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Video/Slides</li> <li>Anatomical torso</li> </ul>	
		Describe the types of cartilage	<ul style="list-style-type: none"> <li>Features of skeletal, smooth and cardiac muscle</li> <li>Application and implication in nursing</li> </ul>		
		Compare and contrast the features of skeletal, smooth and cardiac muscle			
II	6(I)	Describe the structure of respiratory system	<b>The Respiratory system</b> <ul style="list-style-type: none"> <li>Structure of the organs of respiration</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Models</li> <li>Video/Slides</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> </ul>
		Identify the muscles of respiration and examine their contribution to the mechanism of breathing	<ul style="list-style-type: none"> <li>Muscles of respiration</li> <li>Application and implication in nursing</li> </ul>		

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

#### APPLIED PHYSIOLOGY

##### PLACEMENT: I SEMESTER

##### THEORY: 3 Credits (60 hours)

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

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

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

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# COURSE OUTLINE

## T-Theory

Unit	Time(Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4(T)	Describe the physiology of cell, tissues, membranes and glands	<b>General Physiology – Basic concepts</b> <ul style="list-style-type: none"> <li>Cell physiology including transportation across cell membrane</li> <li>Body fluid compartments, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis</li> <li>Cell cycle</li> <li>Tissue – formation, repair</li> <li>Membranes and glands – functions</li> <li>Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Review – discussion</li> <li>Lecture cum Discussion</li> <li>Videodemonstrations</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>MCQ</li> <li>Short answer</li> </ul>
II	6(T)	Describe the physiology and mechanism of respiration  Identify the muscles of respiration and examine their contribution to the mechanism of breathing	<b>Respiratory system</b> <ul style="list-style-type: none"> <li>Functions of respiratory organs</li> <li>Physiology of respiration</li> <li>Pulmonary circulation – functional features</li> <li>Pulmonary ventilation, exchange of gases</li> <li>Carriage of oxygen and carbon dioxide, Exchange of gases in tissue</li> <li>Regulation of respiration</li> <li>Hypoxia, cyanosis, dyspnea, periodic breathing</li> <li>Respiratory changes during exercise</li> <li>Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Videoslides</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>
III	8(T)	Describe the functions of digestive system	<b>Digestive system</b> <ul style="list-style-type: none"> <li>Functions of the organs of digestive tract</li> <li>Saliva – composition, regulation of secretion and functions of saliva</li> <li>Composition and function of gastric juice, mechanism and regulation of gastric secretion</li> <li>Composition of pancreatic juice, function, regulation of pancreatic secretion</li> <li>Functions of liver, gall bladder and pancreas</li> <li>Composition of bile and function</li> <li>Secretion and function of small and large intestine</li> <li>Movements of alimentary tract</li> <li>Digestion in mouth, stomach, small intestine, large intestine, absorption of food</li> <li>Application and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Videoslides</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>

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IV	6(T)	Explain the function of the	<b>Circulatory and Lymphatic system</b> • Function of heart, conduction system,	• Lecture	• Short answer
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Note: Few lab hours can be planned for visits, observation and handling (less than 1 credit lab hours are not specified separately)

### APPLIED SOCIOLOGY

**THEORY:** 3 Credits (60 hours)

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

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

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

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	1(T)	Describe the scope and significance of sociology in nursing	<b>Introduction</b> • Definition, nature and scope of sociology • Significance of sociology in nursing	• Lecture • Discussion	• Essay • Short answer
II	15(T)	Describe the individualization, Groups, processes of Socialization, social change and its importance	<b>Social structure</b> • Basic concept of society, community, association and institution • Individual and society • Personal disorganization • Social group – meaning, characteristics, and classification. • Social processes – definition and forms, Co-operation, competition, conflict, accommodation, assimilation, isolation • Socialization – characteristics, process, agencies of socialization • Social change – nature, process, and role of nurse	• Lecture cum Discussion	• Essay • Short answer • Objective type
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Structure and characteristics of urban, rural and tribal community.</li> <li>• Major health problems in urban, rural and tribal communities</li> <li>• Importance of social structure in nursing profession</li> </ul>		

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III	8(T)	Describe culture and its impact on health and disease	<b>Culture</b> <ul style="list-style-type: none"> <li>Nature, characteristic and evolution of culture</li> <li>Diversity and uniformity of culture</li> <li>Difference between culture and civilization</li> <li>Culture and socialization</li> <li>Transcultural society</li> <li>Culture, Modernization and its impact on health and disease</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> </ul>
IV	8(T)	Explain family, marriage and legislation relating to marriage	<b>Family and Marriage</b> <ul style="list-style-type: none"> <li>Family – characteristics, basic need, types and functions of family</li> <li>Marriage – forms of marriage, social custom relating to marriage and importance of marriage</li> <li>Legislation on Indian marriage and family.</li> <li>Influence of marriage and family on health and health practices</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Case study report</li> </ul>
V	8(T)	Explain different types of caste and classes in society and its influence on health	<b>Social stratification</b> <ul style="list-style-type: none"> <li>Introduction – Characteristics &amp; forms of stratification</li> <li>Function of stratification</li> <li>Indian caste system – origin and characteristics</li> <li>Positive and negative impact of caste in society.</li> <li>Class system and status</li> <li>Social mobility – meaning and types</li> <li>Race – concept, criteria of racial classification</li> <li>Influence of class, caste and race system on health.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>
VI	15(T)	Explain social organization, disorganization, social problems and role of nurse in reducing social problems	<b>Social organization and disorganization</b> <ul style="list-style-type: none"> <li>Social organization – meaning, elements and types</li> <li>Voluntary associations</li> <li>Social system – definition, types, role and status as structural element of social system.</li> <li>Interrelationship of institutions</li> <li>Social control – meaning, aims and process of social control</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Group discussion</li> <li>Observational visit</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> <li>Visit report</li> </ul>

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			<ul style="list-style-type: none"> <li>• Social norms, moral and values</li> <li>• Social disorganization – definition, causes, Control and planning</li> <li>• Major social problems – poverty, housing, food supplies, illiteracy, prostitution, dowry, Child labour, child abuse, delinquency, crime, substance abuse, HIV/AIDS, COVID-19</li> <li>• Vulnerable group – elderly, handicapped, minority and other marginal group.</li> <li>• Fundamental rights of individual, women and children</li> <li>• Role of nurse in reducing social problem and enhance coping</li> <li>• Social welfare programs in India</li> </ul>		
VII	5(T)	Explain clinical sociology and its application in the hospital and community	<b>Clinical sociology</b> <ul style="list-style-type: none"> <li>• Introduction to clinical sociology</li> <li>• Sociological strategies for developing services for the abused</li> <li>• Use of clinical sociology in crisis intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Roleplay</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> </ul>

### APPLIED PSYCHOLOGY

**PLACEMENT: I SEMESTER**

**THEORY: 3 Credits (60 Hours)**

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

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

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

Apply the knowledge of self-empowerment in workplace, society and personal life

Unit	Time(Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Describe scope, branches and significance of psychology in nursing	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Meaning of Psychology <ul style="list-style-type: none"> <li>• Development of psychology – Scope, branches and methods of psychology</li> </ul> </li> <li>• Relationship with other subjects</li> <li>• Significance of psychology in nursing</li> <li>• Applied psychology to solve everyday</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> </ul>

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7 Pamela  
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37 Dr. Shikha

47 Babu

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67 N. Singh

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			Issues		
II	4(T)	Describe biology of human behaviour	<b>Biological basis of behavior-Introduction</b> <ul style="list-style-type: none"> <li>• Body mind relationship</li> <li>• Genetics and behaviour</li> <li>• Inheritance of behaviour</li> <li>• Brain and behaviour.</li> <li>• Psychology and sensation-sensory process-normal and abnormal</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> </ul>
III	5(T)	Describe mentally healthy person and defense mechanisms	<b>Mental health and mental hygiene</b> <ul style="list-style-type: none"> <li>• Concept of mental health and mental hygiene</li> <li>• Characteristics of mentally healthy person</li> <li>• Warning signs of poor mental health</li> <li>• Promotive and preventive mental health strategies and services</li> <li>• Defense mechanism and its implication</li> <li>• Frustration and conflict - types of conflicts and measurements to overcome</li> <li>• Role of nurse in reducing frustration and conflict and enhancing coping</li> <li>• Dealing with ego</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Case discussion</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
IV	7(T)	Describe psychology of people in different age groups and role of nurse	<b>Developmental psychology</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• Role of nurse in supporting normal growth and development across the life span</li> <li>• Psychological needs of various groups in health and sickness - Infancy, childhood, adolescence, adulthood and old age</li> <li>• Introduction to child psychology and role of nurse in meeting the psychological needs of children</li> <li>• Psychology of vulnerable individuals - challenged, women, sick etc.</li> <li>• Role of nurse with vulnerable groups</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group</li> <li>• discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> </ul>

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V	4(T)	Explain personality and role of nurse in identification and improvement in altered personality	<b>Personality</b> <ul style="list-style-type: none"> <li>• Meaning, definition of personality</li> <li>• Classification of personality</li> <li>• Measurement and evaluation of personality</li> <li>– Introduction</li> <li>• Alteration in personality</li> <li>• Role of nurse in identification of individual personality and improvement in altered personality</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay and short answer</li> <li>• Objective type</li> </ul>
VI	16(T)	Explain cognitive process and their applications	<b>Cognitive process</b> <ul style="list-style-type: none"> <li>• Attention – definition, types, determinants, duration, degree and alteration in attention</li> <li>• Perception – Meaning of Perception, principles, factor affecting perception,</li> <li>• Intelligence – Meaning of intelligence – Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence tests – Mental deficiencies</li> <li>• Learning – Definition of learning, types of learning, Factors influencing learning – Learning process, Habit formation</li> <li>• Memory – meaning and nature of memory, factors influencing memory, methods to improve memory, forgetting</li> <li>• Thinking – types, level, reasoning and problem solving.</li> <li>• Aptitude – concept, types, individual differences and variability</li> <li>• Psychometric assessment of cognitive processes – Introduction</li> <li>• Alteration in cognitive processes</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay and short answer</li> <li>• Objective type</li> </ul>
VII	6(T)	Describe motivation, emotion, attitude and role of nurse in emotionally sick client	<b>Motivation and emotional processes</b> <ul style="list-style-type: none"> <li>• Motivation – meaning, concept, types, theories of motivation, motivation cycle, biological and special motives</li> <li>• Emotions – Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness – handling emotions in self and other</li> <li>• Stress and adaptation – stress, stressor, cycle, effect, adaptation and coping</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay and short answer</li> <li>• Objective type</li> </ul>

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• <b>Attitudes</b> – Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness</li> <li>• Psychometric assessment of emotions and attitude – Introduction</li> <li>• Role of nurse in caring for emotionally sick client</li> </ul>		
VIII	4(T)	Explain psychological assessment and test and role of nurse	<b>Psychological assessment and tests – Introduction</b> <ul style="list-style-type: none"> <li>• Types, development, characteristics, principles, uses, interpretation</li> <li>• Role of nurse in psychological assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Assessment of practice</li> </ul>
IX	10(T)	Explain concept of soft skill and its application in workplace and society	<b>Application of soft skill</b> <ul style="list-style-type: none"> <li>• Concept of soft skill</li> <li>• Types of soft skill – visual, aural and communication skill</li> <li>• The way of communication</li> <li>• Building relationship with client and society</li> <li>• <b>Interpersonal Relationships (IPR):</b> Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers</li> <li>• Survival strategies – managing time, coping stress, resilience, work-life balance</li> <li>• Applying soft skill to workplace and society – Presentation skills, social etiquette, telephone etiquette, motivational skills, teamwork etc.</li> <li>• Use of soft skill in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Roleplay</li> <li>• Refer/Complete Soft skills module</li> </ul>	<ul style="list-style-type: none"> <li>• Essay and short answer</li> </ul>
X	2(T)	Explain self-empowerment	<b>Self-empowerment</b> <ul style="list-style-type: none"> <li>• Dimensions of self-empowerment</li> <li>• Self-empowerment development</li> <li>• Importance of women's empowerment in society</li> <li>• Professional etiquette and personal grooming</li> <li>• Role of nurse in empowering others</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

#### NURSING FOUNDATION - I (including First Aid

module) PLACEMENT: I SEMESTER

THEORY: 6 Credits (120 hours)

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

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

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

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

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

First Aid: 40 Hours (Including Basic CPR)

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5(T)	Describe the concept of health and illness	<b>Introduction to health and illness</b> <ul style="list-style-type: none"> <li>• Concept of Health – Definitions (WHO), Dimensions</li> <li>• Maslow's hierarchy of needs</li> <li>• Health-Illness continuum</li> <li>• Factors influencing health</li> <li>• Causes and risk factors for developing illnesses</li> <li>• Illness – Types, illness behavior</li> <li>• Impact of illness on patient and family</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>

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II	5(T)	Describe the levels of illness prevention and care, health care services	<b>Health Care Delivery Systems – Introduction of Basic Concepts &amp; Meanings</b> <ul style="list-style-type: none"> <li>• Levels of illness prevention – Primary (Health Promotion), Secondary and Tertiary</li> <li>• Levels of Care – Primary, Secondary and Tertiary</li> <li>• Types of health care agencies/ services – Hospitals, clinics, Hospice, rehabilitation centres, extended care facilities</li> <li>• Hospitals – Types, Organization and Functions</li> <li>• Health care teams in hospitals – members and their role</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
III	12(T)	Trace the history of Nursing  Explain the concept, nature and scope of nursing  Describe values, code of ethics and professional conduct for nurses in India	<b>History of Nursing and Nursing as a profession</b> <ul style="list-style-type: none"> <li>• History of Nursing, History of Nursing in India</li> <li>• Contributions of Florence Nightingale</li> <li>• 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</li> <li>• Nursing as a profession – definition and characteristics/criteria of profession</li> <li>• Values – Introduction – meaning and importance</li> <li>• Code of ethics and professional conduct for nurses – Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case discussion</li> <li>• Role plays</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
IV	8(T) 3(SL)	Describe the process, principles, and types of communication  Explain therapeutic, non-therapeutic and professional communication  Communicate effectively with patients, their families and team members	<b>Communication and Nurse Patient Relationship</b> <ul style="list-style-type: none"> <li>• Communication – Levels, Elements and Process, Types, Modes, Factors influencing communication</li> <li>• Methods of effective communication/therapeutic communication techniques</li> <li>• Barriers to effective communication/non-therapeutic communication techniques</li> <li>• Professional communication</li> <li>• Helping Relationships (Nurse Patient Relationship) – Purposes and Phases</li> <li>• Communicating effectively with patient, families and team members</li> <li>• Maintaining effective human relations and</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role play and videofilm on Therapeutic Communication</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>

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			communication with vulnerable groups (children, women, physically and mentally challenged and elderly)		
V	4(T) 2(SL)	<p>Describe the purposes, types and techniques of recording and reporting</p> <p>Maintain records and reports accurately</p>	<p><b>Documentation and Reporting</b></p> <ul style="list-style-type: none"> <li>Documentation – Purposes of Reports and Records</li> <li>Confidentiality</li> <li>Types of Client records/Common Record-keeping forms</li> <li>Methods/Systems of documentation/Recording</li> <li>Guidelines for documentation</li> <li>Do's and Don'ts of documentation/Legal guidelines for Documentation/Recording</li> <li>Reporting – Change of shift reports, Transfer reports, Incident reports</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>
VI	15(T) 20(SL)	<p>Describe principles and techniques of monitoring and maintaining vital signs</p> <p>Assess and record vital signs accurately</p>	<p><b>Vital signs</b></p> <p>Guidelines for taking vital signs</p> <p><b>Body temperature –</b></p> <ul style="list-style-type: none"> <li>Definition, Physiology, Regulation, Factors affecting body temperature</li> <li>Assessment of body temperature – sites, equipment and technique</li> <li>Temperature alterations – Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia</li> <li>Fever/Pyrexia – Definition, Causes, Stages, Types</li> </ul> <p><b>Nursing Management</b></p> <ul style="list-style-type: none"> <li>Hot and Cold applications</li> </ul> <p><b>Pulse:</b></p> <ul style="list-style-type: none"> <li>Definition, Physiology and Regulation, Characteristics, Factors affecting pulse</li> <li>Assessment of pulse – sites, equipment and technique</li> <li>Alterations in pulse</li> </ul> <p><b>Respiration:</b></p> <ul style="list-style-type: none"> <li>Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration &amp; Re-demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> <li>Document the given values of temperature, pulse, and respiration in the graphic sheet</li> <li>OSCE</li> </ul>

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			<ul style="list-style-type: none"> <li>○ Assessment of respirations – technique</li> <li>○ Arterial Oxygen saturation</li> <li>○ Alterations in respiration</li> <li>○ Blood pressure: <ul style="list-style-type: none"> <li>○ Definition, Physiology and Regulation, Characteristics, Factors affecting BP</li> <li>○ Assessment of BP – sites, equipment and technique, Common Errors in BP Assessment</li> <li>○ Alterations in Blood Pressure</li> </ul> </li> <li>○ Documenting Vital Signs</li> </ul>		
VII	3(T)	Maintain equipment and linen	<p><b>Equipment and Linen</b></p> <ul style="list-style-type: none"> <li>• Types – Disposables and reusable <ul style="list-style-type: none"> <li>○ Linen, rubber goods, glassware, metal, plastics, furniture</li> </ul> </li> <li>• Introduction – Indent, maintenance, Inventory</li> </ul>		
VIII	10(T) 3(SL)	Describe the basic principles and techniques of infection control and biomedical waste management	<p><b>Introduction to Infection Control in Clinical setting</b></p> <ul style="list-style-type: none"> <li>• Nature of infection</li> <li>• Chain of infection</li> <li>• Types of infection</li> <li>• Stages of infection</li> <li>• Factors increasing susceptibility to infection</li> <li>• Body defenses against infection – Inflammatory response &amp; Immune response</li> <li>• Health care associated infection (Nosocomial infection)</li> <li>• Introductory concept of Asepsis – Medical &amp; Surgical asepsis</li> <li>• Precautions</li> <li>• Hand Hygiene <ul style="list-style-type: none"> <li>• (Hand washing and use of hand Rub)</li> </ul> </li> <li>• Use of Personal Protective Equipment (PPE)</li> <li>• Standard precautions</li> <li>• Biomedical Waste management</li> <li>• Types of hospital waste, waste segregation and hazards – Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Observation of autoclaving and other sterilization techniques</li> <li>• Video presentation on medical &amp; surgical asepsis</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>

  
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IX	15(T) 15(SL)	Identify and meet the comfort needs of the patients	<b>Comfort, Rest &amp; Sleep and Pain</b> <ul style="list-style-type: none"> <li>• <b>Comfort</b> <ul style="list-style-type: none"> <li>○ Factors Influencing Comfort</li> <li>○ Types of beds including latest beds, purposes &amp; bed making</li> <li>○ Therapeutic positions</li> <li>○ Comfort devices</li> </ul> </li> <li>• <b>Sleep and Rest</b> <ul style="list-style-type: none"> <li>○ Physiology of sleep</li> <li>○ Factors affecting sleep</li> <li>○ Promoting Rest and sleep</li> <li>○ Sleep Disorders</li> </ul> </li> <li>• <b>Pain (Discomfort)</b> <ul style="list-style-type: none"> <li>○ Physiology</li> <li>○ Common cause of pain</li> <li>○ Types</li> <li>○ Assessment – pain scales and narcotic scales</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration &amp; Re-demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> <li>• OSCE</li> </ul>
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Pharmacological and Non-pharmacological pain relieving measures – Use of narcotics, TENS devices, PCA</li> <li>○ Invasive techniques of pain management</li> <li>○ Any other newer measures</li> <li>○ CAM (Complementary &amp; Alternative healing Modalities)</li> </ul>		
X	5(T) 3(SL)	Describe the concept of patient environment	<b>Promoting Safety in Health Care Environment</b> <ul style="list-style-type: none"> <li>• Physical environment – Temperature, Humidity, Noise, Ventilation, Light, Odor, Pest control</li> <li>• Reduction of Physical hazards – fire, accidents</li> <li>• Fall Risk Assessment</li> <li>• Role of nurse in providing safe and clean environment</li> <li>• Safety devices – <ul style="list-style-type: none"> <li>○ Restraints – Types, Purposes, Indications, Legal Implications and Consent, Application of Restraint</li> <li>○ Skill and Practice guidelines</li> <li>○ Other Safety Devices – Siderails, Grabbars, Ambu alarms, non-skid slippers etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>
XI	6(T) 2(SL)	Explain and perform admission, transfer, and discharge of a patient	<b>Hospital Admission and Discharge</b> <ul style="list-style-type: none"> <li>• Admission to the hospital Unit and preparation of unit <ul style="list-style-type: none"> <li>○ Admission bed</li> <li>○ Admission procedure</li> <li>○ Medico-legal issues</li> <li>○ Roles and Responsibilities of the nurse</li> </ul> </li> <li>• Discharge from the hospital <ul style="list-style-type: none"> <li>○ Types – Planned discharge, LAMA and Abscond, Referrals and transfers</li> <li>○ Discharge planning</li> <li>○ Discharge procedure</li> <li>○ Medico-legal issues</li> <li>○ Roles and Responsibilities of the nurse</li> <li>○ Care of the unit after discharge</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>

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XII	8(T) 10(SL)	Demonstrates skill in caring for patients with restricted mobility	<b>Mobility and Immobility</b> <ul style="list-style-type: none"> <li>• Elements of Normal Movement, Alignment &amp; Posture, Joint Mobility, Balance, Coordinated Movement</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration &amp;</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective</li> </ul>
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Principles of body mechanics</li> <li>• Factors affecting Body Alignment and activity</li> <li>• Exercise – Types and benefits</li> <li>• Effects of Immobility</li> <li>• Maintenance of normal Body Alignment and Activity</li> <li>• Alteration in Body Alignment and mobility</li> <li>• Nursing interventions for impaired Body Alignment and Mobility – assessment, types, devices used, method               <ul style="list-style-type: none"> <li>◦ Range of motion exercises</li> <li>◦ Muscle strengthening exercises</li> <li>◦ Maintaining body alignment – positions</li> <li>◦ Moving</li> <li>◦ Lifting</li> <li>◦ Transferring</li> <li>◦ Walking</li> </ul> </li> <li>• Assisting clients with ambulation</li> <li>• Care of patients with Immobility using Nursing process approach</li> <li>• Care of patients with casts and splints</li> </ul>	Re-demonstration	type <ul style="list-style-type: none"> <li>• OSCE</li> </ul>
XIII	4(T) 2(SL)	Describe the principles and practice of patient education	<b>Patient education</b> <ul style="list-style-type: none"> <li>• Patient Teaching – Importance, Purposes, Process</li> <li>• Integrating nursing process in patient teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Role plays</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> </ul>

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XIV	20(T) 20(SL)	Explain and apply principles of First Aid during emergencies	<b>First Aid*</b> <ul style="list-style-type: none"> <li>• Definition, Basic Principles, Scope &amp; Rules</li> <li>• First Aid Management               <ul style="list-style-type: none"> <li>○ Wounds, Hemorrhage &amp; Shock</li> <li>○ Musculoskeletal Injuries—Fractures, Dislocation, Muscle injuries</li> <li>○ Transportation of Injured persons</li> <li>○ Respiratory Emergencies &amp; Basic CPR</li> <li>○ Unconsciousness</li> <li>○ Foreign Bodies—Skin, Eye, Ear, Nose, Throat &amp; Stomach</li> <li>○ Burns &amp; Scalds</li> <li>○ Poisoning, Bites &amp; Stings</li> <li>○ Frostbite &amp; Effects of Heat</li> <li>○ Community Emergencies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration &amp; Re-demonstration</li> <li>• Module completion</li> <li>• National Disaster Management Authority (NDMA) / Indian Red Cross Society (IRCS) First Aid module</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> <li>• OSCE</li> </ul>
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#### 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 a 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.

  
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2) Laxmi

3) Lakshmi

4) Anjali

5) Janki

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N. Singh

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**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/wheelchair	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	<p>Maintain effective human relations (projecting professional image)</p> <p>Communicate effectively with patient, families and team members</p> <p>Demonstrates skills in techniques of recording and reporting</p>	<p><b>Communication and Nurse-patient relationship</b></p> <ul style="list-style-type: none"> <li>Maintaining Communication with patient and family and interpersonal relationship</li> <li>Documentation and Reporting                             <ul style="list-style-type: none"> <li>Documenting patient care and procedures</li> <li>Verbal report</li> <li>Written report</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>OSCE</li> </ul>

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3) Anjali

4) Anjali

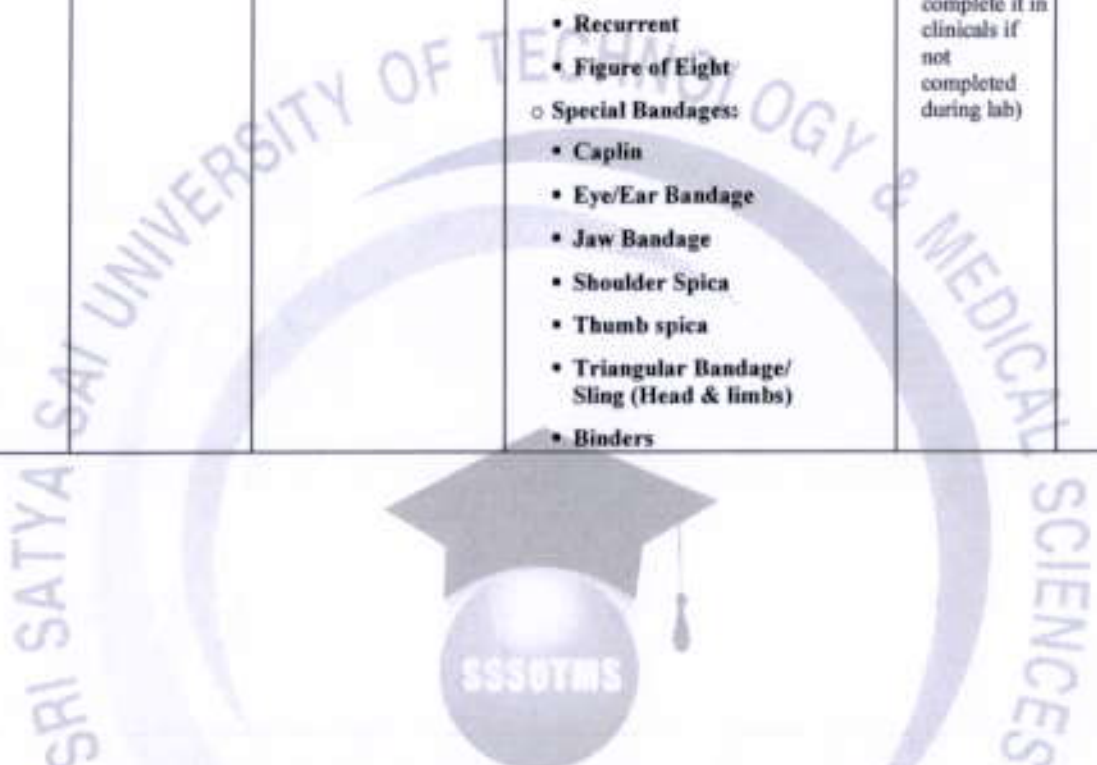
5) Anjali

6) D. Singh

7) D. Singh



	1	Demonstrates skills in assessing and performing First Aid during emergencies	<b>First aid and Emergencies</b> <ul style="list-style-type: none"> <li>• <b>Bandaging Techniques</b> <ul style="list-style-type: none"> <li>○ <b>Basic Bandages:</b> <ul style="list-style-type: none"> <li>• Circular</li> <li>• Spiral</li> <li>• Reverse-Spiral</li> <li>• Recurrent</li> <li>• Figure of Eight</li> </ul> </li> <li>○ <b>Special Bandages:</b> <ul style="list-style-type: none"> <li>• Caplin</li> <li>• Eye/Ear Bandage</li> <li>• Jaw Bandage</li> <li>• Shoulder Spica</li> <li>• Thumb spica</li> <li>• Triangular Bandage/ Sling (Head &amp; limbs)</li> </ul> </li> <li>• Binders</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Module completion National Disaster Management Authority (NDMA) First Aid module (To complete it in clinicals if not completed during lab)</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE (first aid competencies)</li> </ul>
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 2) Juv  
 3) Sakshi  
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		Providesafeandcleanenvironment	<ul style="list-style-type: none"> <li>o Prone</li> <li>o Sim's</li> <li>o Trendelenburg</li> <li>o Dorsal recumbent</li> <li>o Lithotomy</li> <li>o Knee chest</li> </ul> Pain Pain assessment and provision for comfort Promoting Safety in Health Care Environment Care of Patient's Unit Use of Safety devices: <ul style="list-style-type: none"> <li>o Side Rails</li> <li>Restraints (Physical)</li> </ul> Fall risk assessment and Post Fall Assessment	• Fall risk assessment -1	
	2	Demonstrateskillinadmission, transfer,and discharge of apatient	Hospital Admission anddischarge, Mobility and Immobility and Patient education Hospital Admission and discharge Perform & Document: <ul style="list-style-type: none"> <li>• Admission</li> <li>• Transfer</li> <li>• Planned Discharge</li> </ul>	• Assessment ofclinical skills using checklist • OSCE	
		Demonstrateskillincaring for patientswith restrictedmobility	Mobility and Immobility <ul style="list-style-type: none"> <li>• Range of Motion Exercises</li> <li>• Assist patient in:             <ul style="list-style-type: none"> <li>o Moving</li> </ul> </li> </ul>	• Individual teaching -1	• Assessment ofclinical skills using checklist • OSCE
		Plan and provideappropriate health teaching followingtheprinciples	<ul style="list-style-type: none"> <li>o Turning</li> <li>o Logrolling</li> <li>Changing position of helpless patient</li> <li>Transferring (Bed to and from chair/wheelchair/ stretcher)</li> <li>Patient education</li> </ul>		

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3) Shashi

4) Babu

5) Luv

6) Nitya

7) Nitya





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**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY &**  
**MEDICAL SCIENCES, SEHORE**  
**SH 18, BHOPAL INDORE ROAD, SEHORE (M.P.)**

**B.Sc. Nursing, Second Semester**

**Scheme of Examination**

S.No	Course	Assessment (Marks)				Total Marks
		Internal	End Semester College Exam	End Semester University Exam	Hours	
Theory						
1	BIOC 135/ NUTRI140 Applied Biochemistry and Applied Nutrition & Dietetics	25		75	3	100
2	N/NF (II) 125 Nursing Foundations (1&2)	25 Sem - I = 25 + Sem II (25) Weightage		75	3	100
3	HNIT 145 Health/Nursing Informatics & Technology	25	25		2	50
Practical						
4	N-NF (I) 125 Nursing Foundation I	50 (Sem - I = 25 + Sem II (25))		50		100

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## APPLIED BIOCHEMISTRY

### PLACEMENT: II SEMESTER

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

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

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

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



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## COURSE OUTLINE

## T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	Describe the metabolism of carbohydrates and its alterations	<b>Carbohydrates</b> <ul style="list-style-type: none"> <li>Digestion, absorption and metabolism of carbohydrates and related disorders</li> <li>Regulation of blood glucose</li> <li>Diabetes Mellitus – type 1 and type 2, symptoms, complications &amp; management in brief</li> <li>Investigations of Diabetes Mellitus               <ul style="list-style-type: none"> <li>OGTT – Indications, Procedure, Interpretation and types of GTT curve</li> <li>Mini GTT, extended GTT, GCT, IV GTT</li> <li>HbA1c (Only definition)</li> </ul> </li> <li>Hypoglycemia – Definition &amp; causes</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Explain using charts and slides</li> <li>Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> </ul>
II	8 (T)	Explain the metabolism of lipids and its alterations	<b>Lipids</b> <ul style="list-style-type: none"> <li>Fatty acids – Definition, classification</li> <li>Definition &amp; Clinical significance of MUFA &amp; PUFA, Essential fatty acids, Trans fatty acids</li> <li>Digestion, absorption &amp; metabolism of lipids &amp; related disorders</li> <li>Compounds formed from cholesterol</li> <li>Ketone bodies (name, types &amp; significance only)</li> <li>Lipoproteins – types &amp; functions (metabolism not required)</li> <li>Lipid profile</li> <li>Atherosclerosis (in brief)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Explain using charts and slides</li> <li>Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> </ul>
III	9 (T)	Explain the metabolism of amino acids and proteins  Identify alterations in disease conditions	<b>Proteins</b> <ul style="list-style-type: none"> <li>Classification of amino acids based on nutrition, metabolic rate with examples</li> <li>Digestion, absorption &amp; metabolism of protein &amp; related disorders</li> <li>Biologically important compounds synthesized from various amino acids (only names)</li> <li>In born errors of amino acid metabolism – only aromatic amino acids (in brief)</li> <li>Plasma protein – types, function &amp; normal values</li> <li>Causes of proteinuria, hypoproteinemia, hyper-gamma globulinemia</li> <li>Principle of electrophoresis, normal &amp; abnormal electrophoretic patterns (in</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Explain using charts, models and slides</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> </ul>

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3) Saloni

4) Rakhi

5) Anshu

6) N. Singh

7) A. Singh

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			brief)		
IV	4 (T)	Explain clinical enzymology in various disease conditions	<b>Clinical Enzymology</b> <ul style="list-style-type: none"> <li>• Isoenzymes – Definition &amp; properties</li> <li>• Enzymes of diagnostic importance in               <ul style="list-style-type: none"> <li>◦ Liver Diseases – ALT, AST, ALP, GGT</li> <li>◦ Myocardial infarction – CK, cardiac troponins, AST, LDH</li> <li>◦ Muscle diseases – CK, Aldolase</li> <li>◦ Bone diseases – ALP</li> <li>◦ Prostate cancer – PSA, ACP</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Explain using charts and slides</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> </ul>
V	3 (T)	Explain acid base balance, imbalance and its clinical significance	<b>Acid base maintenance</b> <ul style="list-style-type: none"> <li>• pH – definition, normal value</li> <li>• Regulation of blood pH – blood buffer, respiratory &amp; renal</li> <li>• ABG – normal values</li> <li>• Acid base disorders – types, definition &amp; causes</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Explain using charts and slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> </ul>
VI	2 (T)	Describe the metabolism of hemoglobin and its clinical significance	<b>Heme catabolism</b> <ul style="list-style-type: none"> <li>• Heme degradation pathway</li> <li>• Jaundice – type, causes, urine &amp; blood investigations (van den berg test)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Explain using charts and slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> </ul>
VII	3 (T)	Explain different function tests and interpret the findings	<b>Organ function tests (biochemical parameters &amp; normal values only)</b> <ul style="list-style-type: none"> <li>• Renal</li> <li>• Liver</li> <li>• Thyroid</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Visit to Lab</li> <li>• Explain using charts and slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> </ul>
VIII	3 (T)	Illustrate the immunochemistry	<b>Immunochemistry</b> <ul style="list-style-type: none"> <li>• Structure &amp; functions of immunoglobulin</li> <li>• Investigations &amp; interpretation – ELISA</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Explain using charts and slides</li> <li>• Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Very short answer</li> </ul>

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

### APPLIED NUTRITION AND DIETETICS

PLACEMENT: II SEMESTER

THEORY: 3 credits (60 hours)

Theory : 45 hours

Lab : 15 hours

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7) R. S.



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

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

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

### COURSE OUTLINE

#### T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Define nutrition and its relationship to Health	<b>Introduction to Nutrition</b> <b>Concepts</b> <ul style="list-style-type: none"> <li>• Definition of Nutrition &amp; Health</li> <li>• Malnutrition – Under Nutrition &amp; Over Nutrition</li> <li>• Role of Nutrition in maintaining health</li> <li>• Factors affecting food and nutrition</li> </ul> <b>Nutrients</b> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Macro &amp; Micronutrients</li> <li>• Organic &amp; Inorganic</li> <li>• Energy Yielding &amp; Non-Energy Yielding</li> </ul> <b>Food</b> <ul style="list-style-type: none"> <li>• Classification – Food groups</li> <li>• Origin</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Charts/Slides</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> </ul>
II	3 (T)	Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates  Explain BMR and factors affecting BMR	<b>Carbohydrates</b> <ul style="list-style-type: none"> <li>• Composition – Starches, sugar and cellulose</li> <li>• Recommended Daily Allowance (RDA)</li> <li>• Dietary sources</li> <li>• Functions</li> </ul> <b>Energy</b> <ul style="list-style-type: none"> <li>• Unit of energy – Kcal</li> <li>• Basal Metabolic Rate (BMR)</li> <li>• Factors affecting BMR</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Charts/Slides</li> <li>• Models</li> <li>• Display of food items</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short answer</li> </ul>
III	3 (T)	Describe the classification, Functions, sources	<b>Proteins</b> <ul style="list-style-type: none"> <li>• Composition</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Charts/Slides</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Very short</li> </ul>

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		and RDA of proteins.	<ul style="list-style-type: none"> <li>Eight essential amino acids</li> <li>Functions</li> <li>Dietary sources</li> <li>Protein requirements – RDA</li> </ul>	<ul style="list-style-type: none"> <li>Models</li> <li>Display of food items</li> </ul>	answer
IV	2 (T)	Describe the classification, Functions, sources and RDA of fats	<b>Fats</b> <ul style="list-style-type: none"> <li>Classification – Saturated &amp; unsaturated</li> <li>Calorie value</li> <li>Functions</li> <li>Dietary sources of fats and fatty acids</li> <li>Fat requirements – RDA</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Charts/Slides</li> <li>Models</li> <li>Display of food items</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> </ul>
V	3 (T)	Describe the classification, functions, sources and RDA of vitamins	<b>Vitamins</b> <ul style="list-style-type: none"> <li>Classification – fat soluble &amp; water soluble               <ul style="list-style-type: none"> <li>Fat soluble – Vitamins A, D, E, and K</li> <li>Water soluble – Thiamine (vitamin B1), Riboflavin (vitamin B2), Nicotinic acid, Pyridoxine (vitamin B6), Pantothenic acid, Folic acid, Vitamin B12, Ascorbic acid (vitamin C)</li> </ul> </li> <li>Functions, Dietary Sources &amp; Requirements – RDA of every vitamin</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Charts/Slides</li> <li>Models</li> <li>Display of food items</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> </ul>
VI	3 (T)	Describe the classification, functions, sources and RDA of minerals	<b>Minerals</b> <ul style="list-style-type: none"> <li>Classification – Major minerals (Calcium, phosphorus, sodium, potassium and magnesium) and Trace elements</li> <li>Functions</li> <li>Dietary Sources</li> <li>Requirements – RDA</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Charts/Slides</li> <li>Models</li> <li>Display of food items</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Very short answer</li> </ul>
VII	7 (T) 8 (L)	Describe and plan balanced diet for different age groups, pregnancy, and lactation	<b>Balanced diet</b> <ul style="list-style-type: none"> <li>Definition, principles, steps</li> <li>Food guides – Basic Four Food Groups</li> <li>RDA – Definition, limitations, uses</li> <li>Food Exchange System</li> <li>Calculation of nutritive value of foods</li> <li>Dietary fibre</li> </ul> <b>Nutrition across life cycle</b> <ul style="list-style-type: none"> <li>Meal planning/Menu planning – Definition, principles, steps</li> <li>Infant and Young Child Feeding (IYCF) guidelines – breast feeding, infant foods</li> <li>Diet plan for different age groups</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Meal planning</li> <li>Lab session on               <ul style="list-style-type: none"> <li>Preparation of balanced diet for different categories</li> <li>Low cost nutritious dishes</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Very short answer</li> </ul>

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Children, adolescents and elderly <ul style="list-style-type: none"> <li>Diet in pregnancy – nutritional requirements and balanced diet plan</li> <li>Anemia in pregnancy – diagnosis, diet for anemic pregnant women, iron &amp; folic acid supplementation and counseling</li> <li>Nutrition in lactation – nutritional requirements, diet for lactating mothers, complementary feeding/ weaning</li> </ul>		
VIII	6 (T)	Classify and describe the common nutritional deficiency disorders and identify nurses' role in assessment, management and prevention	<b>Nutritional deficiency disorders</b> <ul style="list-style-type: none"> <li>Protein energy malnutrition – magnitude of the problem, causes, classification, signs &amp; symptoms, Severe acute malnutrition (SAM), management &amp; prevention and nurses' role</li> <li>Childhood obesity – signs &amp; symptoms, assessment, management &amp; prevention and nurses' role</li> <li>Vitamin deficiency disorders – vitamin A, B, C &amp; D deficiency disorders – causes, signs &amp; symptoms, management &amp; prevention and nurses' role</li> <li>Mineral deficiency diseases – iron, iodine and calcium deficiencies – causes, signs &amp; symptoms, management &amp; prevention and nurses' role</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Charts/Slides</li> <li>Models</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> </ul>
IX	4 (T) 7 (L)	Principles of diets in various diseases	<b>Therapeutic diets</b> <ul style="list-style-type: none"> <li>Definition, Objectives, Principles</li> <li>Modifications – Consistency, Nutrients,</li> <li>Feeding techniques.</li> <li>Diet in Diseases – Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders Constipation, Diarrhea, Pre and Post-operative period</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Meal planning</li> <li>Lab session on preparation of therapeutic diets</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> </ul>
X	3 (T)	Describe the rules and preservation of nutrients	<b>Cookery rules and preservation of nutrients</b> <ul style="list-style-type: none"> <li>Cooking – Methods, Advantages and Disadvantages</li> <li>Preservation of nutrients</li> <li>Measures to prevent loss of nutrients during preparation</li> <li>Safe food handling and Storage of foods</li> <li>Food preservation</li> <li>Food additives and food adulteration</li> <li>Prevention of Food Adulteration Act (PFA)</li> <li>Food standards</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Charts/Slides</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> </ul>

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
XI	4 (T)	Explain the methods of nutritional assessment and nutrition education	<b>Nutrition assessment and nutrition education</b> <ul style="list-style-type: none"> <li>Objectives of nutritional assessment</li> <li>Methods of assessment – clinical examination, anthropometry, laboratory &amp; biochemical assessment, assessment of dietary intake including Food frequency questionnaire (FFQ) method</li> <li>Nutrition education – purposes, principles and methods</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Demonstration</li> <li>Writing nutritional assessment report</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Evaluation of Nutritional assessment report</li> </ul>
XII	3 (T)	Describe nutritional problems in India and nutritional programs	<b>National Nutritional Programs and role of nurse</b> <ul style="list-style-type: none"> <li>Nutritional problems in India</li> <li>National nutritional policy</li> <li>National nutritional programs – Vitamin A Supplementation, Anemia Mukh 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</li> <li>Role of nurse in every program</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Very short answer</li> </ul>
XIII	2 (T)	Discuss the importance of food hygiene and food safety  Explain the Acts related to food safety	<b>Food safety</b> <ul style="list-style-type: none"> <li>Definition, Food safety considerations &amp; measures</li> <li>Food safety regulatory measures in India – Relevant Acts</li> <li>Five keys to safer food</li> <li>Food storage, food handling and cooking</li> <li>General principles of food storage of food items (ex. milk, meat)</li> <li>Role of food handlers in food borne diseases</li> <li>Essential steps in safe cooking practices</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading on related acts</li> </ul>	<ul style="list-style-type: none"> <li>Quiz</li> <li>Short answer</li> </ul>

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

### NURSING FOUNDATION - II (including Health Assessment Module)

PLACEMENT: II SEMESTER

THEORY: 6 Credits (120 hours)

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

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

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

1. Develop understanding about fundamentals of health assessment and perform health assessment in supervised clinical settings

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

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

Health Assessment Module: 40 hours

**COURSE OUTLINE**  
T – Theory, SL – Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	20 (T) 20 (SL)	Describe the purpose and process of health assessment and perform assessment under supervised clinical practice	<b>Health Assessment</b> <ul style="list-style-type: none"> <li>Interview techniques</li> <li>Observation techniques</li> <li>Purposes of health assessment</li> <li>Process of Health assessment               <ul style="list-style-type: none"> <li>Health history</li> <li>Physical examination:                   <ul style="list-style-type: none"> <li>Methods: Inspection, Palpation, Percussion, Auscultation, Olfaction</li> <li>Preparation for examination: patient and unit</li> <li>General assessment</li> <li>Assessment of each body system</li> <li>Documenting health assessment findings</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Modular Learning</li> <li><b>*Health Assessment Module</b> <ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Demonstration</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> <li>OSCE</li> </ul>
II	13 (T) 8 (SL)	Describe assessment, planning, implementation and evaluation of nursing care using Nursing process	<b>The Nursing Process</b> <ul style="list-style-type: none"> <li>Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing</li> <li>Nursing Process Overview</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Supervised Clinical Practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> <li>Evaluation of care plan</li> </ul>

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7) V. S.

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		approach	<ul style="list-style-type: none"> <li>○ <b>Assessment</b> <ul style="list-style-type: none"> <li>▪ Collection of Data: Types, Sources, Methods</li> <li>▪ Organizing Data</li> <li>▪ Validating Data</li> <li>▪ Documenting Data</li> </ul> </li> <li>○ <b>Nursing Diagnosis</b> <ul style="list-style-type: none"> <li>▪ Identification of client problems, risks and strengths</li> <li>▪ Nursing diagnosis statement – parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis</li> <li>▪ NANDA approved diagnoses</li> <li>▪ Difference between medical and nursing diagnosis</li> </ul> </li> <li>○ <b>Planning</b> <ul style="list-style-type: none"> <li>▪ Types of planning</li> <li>▪ Establishing Priorities</li> <li>▪ Establishing Goals and Expected Outcomes – Purposes, types, guidelines, Components of goals and outcome statements</li> <li>▪ Types of Nursing Interventions, Selecting interventions: Protocols and Standing Orders</li> <li>▪ Introduction to Nursing Intervention Classification and Nursing Outcome Classification</li> <li>▪ Guidelines for writing care plan</li> </ul> </li> <li>○ <b>Implementation</b> <ul style="list-style-type: none"> <li>▪ Process of Implementing the plan of care</li> <li>▪ Types of care – Direct and Indirect</li> </ul> </li> <li>○ <b>Evaluation</b> <ul style="list-style-type: none"> <li>▪ Evaluation Process, Documentation and Reporting</li> </ul> </li> </ul>		
III	5 (T) 5 (SL)	Identify and meet the Nutritional needs of patients	<b>Nutritional needs</b> <ul style="list-style-type: none"> <li>▪ Importance</li> <li>▪ Factors affecting nutritional needs</li> <li>▪ Assessment of nutritional status</li> <li>▪ Review: special diets – Solid, Liquid, Soft</li> <li>▪ Review on therapeutic diets</li> <li>▪ Care of patient with Dysphagia,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Exercise</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Evaluation of nutritional status</li> <li>• Diet planning</li> </ul>

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Anorexia, Nausea, Vomiting • Meeting Nutritional needs: Principles, equipment, procedure, indications <ul style="list-style-type: none"> <li>○ Oral</li> <li>○ Enteral: Nasogastric/ Orogastric</li> <li>○ Introduction to other enteral feeds – types, indications, Gastrostomy, Jejunostomy</li> <li>○ Parenteral – TPN (Total Parenteral Nutrition)</li> </ul>		
IV	5 (T) 15 (SL)	Identify and meet the hygienic needs of patients	<b>Hygiene</b> <ul style="list-style-type: none"> <li>• Factors Influencing Hygienic Practice</li> <li>• Hygienic care: Indications and purposes, effects of neglected care               <ul style="list-style-type: none"> <li>○ Care of the Skin – (Bath, feet and nail, Hair Care)</li> <li>○ Care of pressure points</li> <li>○ Assessment of Pressure Ulcers using Braden Scale and Norton Scale</li> <li>○ Pressure ulcers – causes, stages and manifestations, care and prevention</li> <li>○ Perineal care/Meatal care</li> <li>○ Oral care, Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, dentures, hearing aid)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> <li>• OSCE</li> </ul>
V	10 (T) 10 (SL)	Identify and meet the elimination needs of patient	<b>Elimination needs</b> <ul style="list-style-type: none"> <li>• Urinary Elimination               <ul style="list-style-type: none"> <li>○ Review of Physiology of Urine Elimination, Composition and characteristics of urine</li> <li>○ Factors Influencing Urination</li> <li>○ Alteration in Urinary Elimination</li> <li>○ Facilitating urine elimination: assessment, types, equipment, procedures and special considerations</li> <li>○ Providing urinal/bed pan</li> <li>○ Care of patients with                   <ul style="list-style-type: none"> <li>• Condom drainage</li> <li>• Intermittent Catheterization</li> <li>• Indwelling Urinary catheter and urinary drainage</li> <li>• Urinary diversions</li> <li>• Bladder irrigation</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> <li>• OSCE</li> </ul>

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Bowel Elimination               <ul style="list-style-type: none"> <li>Review of Physiology of Bowel Elimination, Composition and characteristics of feces</li> <li>Factors affecting Bowel elimination</li> <li>Alteration in Bowel Elimination</li> <li>Facilitating bowel elimination: Assessment, equipment, procedures                   <ul style="list-style-type: none"> <li>Enemas</li> <li>Suppository</li> <li>Bowel wash</li> <li>Digital Evacuation of impacted feces</li> </ul> </li> <li>Care of patients with Ostomies (Bowel Diversion Procedures)</li> </ul> </li> </ul>		
VI	3 (T) 4 (SL)	<p>Explain various types of specimens and identify normal values of tests</p> <p>Develop skill in specimen collection, handling and transport</p>	<p><b>Diagnostic testing</b></p> <ul style="list-style-type: none"> <li>Phases of diagnostic testing (pre-test, intra-test &amp; post-test) in Common investigations and clinical implications               <ul style="list-style-type: none"> <li>Complete Blood Count</li> <li>Serum Electrolytes</li> <li>LFT</li> <li>Lipid/Lipoprotein profile</li> <li>Serum Glucose – AC, PC, HbA1c</li> <li>Monitoring Capillary Blood Glucose (Glucometer Random Blood Sugar – GRBS)</li> <li>Stool Routine Examination</li> <li>Urine Testing – Albumin, Acetone, pH, Specific Gravity</li> <li>Urine Culture, Routine, Timed Urine Specimen</li> <li>Sputum culture</li> <li>Overview of Radiologic &amp; Endoscopic Procedures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>
VII	11 (T) 10 (SL)	<p>Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy</p>	<p><b>Oxygenation needs</b></p> <ul style="list-style-type: none"> <li>Review of Cardiovascular and Respiratory Physiology</li> <li>Factors affecting respiratory functioning</li> <li>Alterations in Respiratory Functioning               <ul style="list-style-type: none"> <li>Conditions affecting                   <ul style="list-style-type: none"> <li>Airway</li> <li>Movement of air</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration &amp; Re-demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Diffusion</li> <li>○ Oxygen transport</li> <li>• Alterations in oxygenation</li> <li>• Nursing interventions to promote oxygenation: assessment, types, equipment used &amp; procedure</li> <li>○ Maintenance of patent airway</li> <li>○ Oxygen administration</li> <li>○ Suctioning – oral, tracheal</li> <li>○ Chest physiotherapy – Percussion, Vibration &amp; Postural drainage</li> <li>○ Care of Chest drainage – principles &amp; purposes</li> <li>○ Pulse Oximetry – Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation</li> <li>• Restorative &amp; continuing care               <ul style="list-style-type: none"> <li>○ Hydration</li> <li>○ Humidification</li> <li>○ Coughing techniques</li> <li>○ Breathing exercises</li> <li>○ Incentive spirometry</li> </ul> </li> </ul>		
VIII	5 (T) 10 (SL)	Describe the concept of fluid, electrolyte balance	<b>Fluid, Electrolyte, and Acid – Base Balances</b> <ul style="list-style-type: none"> <li>• Review of Physiological Regulation of Fluid, Electrolyte and Acid-Base Balances</li> <li>• Factors Affecting Fluid, Electrolyte and Acid-Base Balances</li> <li>• Disturbances in fluid volume:               <ul style="list-style-type: none"> <li>○ Deficit                   <ul style="list-style-type: none"> <li>• Hypovolemia</li> <li>• Dehydration</li> </ul> </li> <li>○ Excess                   <ul style="list-style-type: none"> <li>• Fluid overload</li> <li>• Edema</li> </ul> </li> </ul> </li> <li>• Electrolyte imbalances (hypo and hyper)               <ul style="list-style-type: none"> <li>○ Acid-base imbalances                   <ul style="list-style-type: none"> <li>• Metabolic – acidosis &amp; alkalosis</li> <li>• Respiratory – acidosis &amp; alkalosis</li> </ul> </li> <li>○ Intravenous therapy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Problem solving – calculations</li> </ul>

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Peripheral venipuncture sites</li> <li>Types of IV fluids</li> <li>Calculation for making IV fluid plan</li> <li>Complications of IV fluid therapy</li> <li>Measuring fluid intake and output</li> <li>Administering Blood and Blood components</li> <li>Restricting fluid intake</li> <li>Enhancing Fluid intake</li> </ul>		
IX	20 (T) 22 (SL)	<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 oral and topical medication and document accurately under supervision</p>	<p><b>Administration of Medications</b></p> <ul style="list-style-type: none"> <li>Introduction – Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics</li> <li>Factors influencing Medication Action</li> <li>Medication orders and Prescriptions</li> <li>Systems of measurement</li> <li>Medication dose calculation</li> <li>Principles, 10 rights of Medication Administration</li> <li>Errors in Medication administration</li> <li>Routes of administration</li> <li>Storage and maintenance of drugs and Nurses responsibility</li> <li>Terminologies and abbreviations used in prescriptions and medications orders</li> <li>Developmental considerations</li> <li>Oral, Sublingual and Buccal routes: Equipment, procedure</li> <li>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.</li> <li>Equipment – Syringes &amp; needles, cannulas, Infusion sets – parts, types, sizes</li> <li>Types of vials and ampoules, Preparing Injectable medicines from vials and ampoules</li> <li>Care of equipment: decontamination and disposal of syringes, needles,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration &amp; Re-demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> <li>OSCE</li> </ul>

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>infusion sets</li> <li>Prevention of Needle-Stick Injuries</li> <li>Topical Administration: Types, purposes, site, equipment, procedure</li> <li>Application to skin &amp; mucous membrane</li> <li>Direct application of liquids, Gargle and swabbing the throat</li> <li>Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina</li> <li>Instillations: Ear, Eye, Nasal, Bladder, and Rectal</li> <li>Irrigations: Eye, Ear, Bladder, Vaginal and Rectal</li> <li>Spraying: Nose and throat</li> <li>Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications) – purposes, types, equipment, procedure, recording and reporting of medications administered</li> <li>Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intra-pleural, intra-arterial</li> </ul>		
X	5 (T) 6 (SL)	Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice	<p><b>Sensory needs</b></p> <ul style="list-style-type: none"> <li>Introduction</li> <li>Components of sensory experience – Reception, Perception &amp; Reaction</li> <li>Arousal Mechanism</li> <li>Factors affecting sensory function</li> <li>Assessment of Sensory alterations – sensory deficit, deprivation, overload &amp; sensory poverty</li> <li>Management               <ul style="list-style-type: none"> <li>Promoting meaningful communication (patients with Aphasia, artificial airway &amp; Visual and Hearing impairment)</li> </ul> </li> </ul> <p><b>Care of Unconscious Patients</b></p> <ul style="list-style-type: none"> <li>Unconsciousness: Definition, causes &amp; risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations</li> <li>Assessment and nursing management of patient with unconsciousness, complications</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
XI	4 (T) 6 (SL)	Explain loss, death and grief	<b>Care of Terminally ill, death and dying</b> <ul style="list-style-type: none"> <li>Loss – Types</li> <li>Grief, Bereavement &amp; Mourning</li> <li>Types of Grief responses</li> <li>Manifestations of Grief</li> <li>Factors influencing Loss &amp; Grief Responses</li> <li>Theories of Grief &amp; Loss – Kubler Ross</li> <li>5 Stages of Dying</li> <li>The R Process model (Rando's)</li> <li>Death – Definition, Meaning, Types (Brain &amp; Circulatory Deaths)</li> <li>Signs of Impending Death</li> <li>Dying patient's Bill of Rights</li> <li>Care of Dying Patient</li> <li>Physiological changes occurring after Death</li> <li>Death Declaration, Certification</li> <li>Autopsy</li> <li>Embalming</li> <li>Last office/Death Care</li> <li>Counseling &amp; supporting grieving relatives</li> <li>Placing body in the Mortuary</li> <li>Releasing body from Mortuary</li> <li>Overview – Medico-legal Cases, Advance directives, DNI/DNR, Organ Donation, Euthanasia</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Case discussions</li> <li>Death care/last office</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>
			<b>PSYCHOSOCIAL NEEDS (A-D)</b>		
XII	3 (T)	Develop basic understanding of self-concept	<b>A. Self-concept</b> <ul style="list-style-type: none"> <li>Introduction</li> <li>Components (Personal Identity, Body Image, Role Performance, Self Esteem)</li> <li>Factors affecting Self Concept</li> <li>Nursing Management</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Case Discussion/ Role play</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>
XIII	2 (T)	Describe sexual development and sexuality	<b>B. Sexuality</b> <ul style="list-style-type: none"> <li>Sexual development throughout life</li> <li>Sexual health</li> <li>Sexual orientation</li> <li>Factors affecting sexuality</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>

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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Prevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse</li> <li>Dealing with inappropriate sexual behavior</li> </ul>		
XIV	2 (T) 4 (SL)	Describe stress and adaptation	<b>C. Stress and Adaptation – Introductory concepts</b> <ul style="list-style-type: none"> <li>Introduction</li> <li>Sources, Effects, Indicators &amp; Types of Stress</li> <li>Types of stressors</li> <li>Stress Adaptation – General Adaptation Syndrome (GAS), Local Adaptation Syndrome (LAS)</li> <li>Manifestation of stress – Physical &amp; psychological</li> <li>Coping strategies/ Mechanisms</li> <li>Stress Management               <ul style="list-style-type: none"> <li>Assist with coping and adaptation</li> <li>Creating therapeutic environment</li> </ul> </li> <li>Recreational and diversion therapies</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>
XV	6 (T)	Explain culture and cultural norms  Integrate cultural differences and spiritual needs in providing care to patients under supervision	<b>D. Concepts of Cultural Diversity and Spirituality</b> <ul style="list-style-type: none"> <li>Cultural diversity               <ul style="list-style-type: none"> <li>Cultural Concepts – Culture, Subculture, Multicultural, Diversity, Race, Acculturation, Assimilation</li> <li>Transcultural Nursing</li> <li>Cultural Competence</li> <li>Providing Culturally Responsive Care</li> </ul> </li> <li>Spirituality               <ul style="list-style-type: none"> <li>Concepts – Faith, Hope, Religion, Spirituality, Spiritual Wellbeing</li> <li>Factors affecting Spirituality</li> <li>Spiritual Problems in Acute, Chronic, Terminal illnesses &amp; Near-Death Experience</li> <li>Dealing with Spiritual Distress/Problems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>
XVI	6 (T)	Explain the significance of nursing theories	<b>Nursing Theories: Introduction</b> <ul style="list-style-type: none"> <li>Meaning &amp; Definition, Purposes, Types of theories with examples, Overview of selected nursing theories – Nightingale, Orem, Roy</li> <li>Use of theories in nursing practice</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>

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## CLINICAL PRACTICUM

Clinical: 4 Credits (320 hours)

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

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

## SKILL LAB

## Use of Mannequins and Simulators

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

## CLINICAL POSTINGS – General Medical/Surgical Wards

(16 weeks × 20 hours per week = 320 hours)

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Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
General Medical/ Surgical wards	3	Perform health assessment of each body system	<b>Health Assessment</b> <ul style="list-style-type: none"> <li>• Nursing/Health history taking</li> <li>• Perform physical examination:               <ul style="list-style-type: none"> <li>○ General</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• History Taking – 2</li> <li>• Physical examination – 2</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of clinical skills using OSCE</li> </ul>

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Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
			<ul style="list-style-type: none"> <li>Body systems</li> <li>Use various methods of physical examination – Inspection, Palpation, Percussion, Auscultation, Olfaction</li> <li>Identification of system wise deviations</li> <li>Documentation of findings</li> </ul>		
	1	Develop skills in assessment, planning, implementation and evaluation of nursing care using Nursing process approach	<b>The Nursing Process</b> <ul style="list-style-type: none"> <li>Prepare Nursing care plan for the patient based on the given case scenario</li> </ul>	<ul style="list-style-type: none"> <li>Nursing process – 1</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of Nursing process with criteria</li> </ul>
	2	Identify and meet the Nutritional needs of patients  Implement basic nursing techniques in meeting hygienic needs of patients	<b>Nutritional needs, Elimination needs &amp; Diagnostic testing</b> <i>Nutritional needs</i> <ul style="list-style-type: none"> <li>Nutritional Assessment</li> <li>Preparation of Nasogastric tube feed</li> <li>Nasogastric tube feeding</li> </ul> <i>Hygiene</i> <ul style="list-style-type: none"> <li>Care of Skin &amp; Hair:               <ul style="list-style-type: none"> <li>Sponge Bath/ Bed bath</li> <li>Care of pressure points &amp; back massage</li> </ul> </li> <li>Pressure sore risk assessment using Braden/Norton scale               <ul style="list-style-type: none"> <li>Hair wash</li> <li>Pediculosis treatment</li> </ul> </li> <li>Oral Hygiene</li> <li>Perineal Hygiene</li> <li>Catheter care</li> </ul>	<ul style="list-style-type: none"> <li>Nutritional Assessment and Clinical Presentation – 1</li> <li>Pressure sore assessment – 1</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of clinical skills using checklist</li> <li>OSCE</li> </ul>
	2	Plan and Implement care to meet the elimination needs of patient  Develop skills in instructing and collecting samples for investigation.	<b>Elimination needs</b> <ul style="list-style-type: none"> <li>Providing               <ul style="list-style-type: none"> <li>Urinal</li> <li>Bedpan</li> </ul> </li> <li>Insertion of Suppository</li> <li>Enema</li> <li>Urinary Catheter care</li> <li>Care of urinary drainage</li> </ul> <b>Diagnostic testing</b>	<ul style="list-style-type: none"> <li>Clinical Presentation on Care of patient with Constipation – 1</li> <li>Lab values inter-pretation</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of clinical skills using checklist</li> <li>OSCE</li> </ul>

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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	<ul style="list-style-type: none"> <li>Specimen Collection               <ul style="list-style-type: none"> <li>Urine routine and culture</li> <li>Stool routine</li> <li>Sputum Culture</li> </ul> </li> <li>Perform simple Lab Tests using reagent strips               <ul style="list-style-type: none"> <li>Urine – Glucose, Albumin, Acetone, pH, Specific gravity</li> </ul> </li> <li>Blood – GRBS Monitoring</li> </ul>		
	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><b>Oxygenation needs, Fluid, Electrolyte, and Acid – Base Balances</b></p> <p><i>Oxygenation needs</i></p> <ul style="list-style-type: none"> <li>Oxygen administration methods               <ul style="list-style-type: none"> <li>Nasal Prongs</li> <li>Face Mask/Venturi Mask</li> </ul> </li> <li>Steam inhalation</li> <li>Chest Physiotherapy</li> <li>Deep Breathing &amp; Coughing Exercises</li> <li>Oral Suctioning</li> </ul> <p><i>Fluid, Electrolyte, and Acid – Base Balances</i></p> <ul style="list-style-type: none"> <li>Maintaining intake output chart</li> <li>Identify &amp; report complications of IV therapy</li> <li>Observe Blood &amp; Blood Component therapy</li> <li>Identify &amp; Report Complications of Blood &amp; Blood Component therapy</li> </ul>		<ul style="list-style-type: none"> <li>Assessment of clinical skills using checklist</li> <li>OSCE</li> <li>Assessment of clinical skills using checklist</li> <li>OSCE</li> </ul>
	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><b>Administration of Medications</b></p> <ul style="list-style-type: none"> <li>Calculate Drug Dosages</li> <li>Preparation of lotions &amp; solutions</li> <li>Administer Medications               <ul style="list-style-type: none"> <li>Oral</li> <li>Topical</li> <li>Inhalations</li> <li>Parenteral                   <ul style="list-style-type: none"> <li>Intradermal</li> <li>Subcutaneous</li> </ul> </li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>Assessment of clinical skills using checklist</li> <li>OSCE</li> </ul>

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Clinical Unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Subcutaneous, Intramuscular, Intra Venous Topical, inhalation	<ul style="list-style-type: none"> <li>• Intramuscular</li> <li>• Instillations</li> <li>• Eye, Ear, Nose –instillation of medicated drops, nasal sprays, irrigations</li> </ul>		
	2	<p>Assess, plan, implement &amp; evaluate the basic care needs of patients with altered functioning of sense organs and unconsciousness</p> <p>Care for terminally ill and dying patients</p>	<p><b>Sensory Needs and Care of Unconscious patients, Care of Terminally ill, death and dying</b></p> <p><i>Sensory Needs and Care of Unconscious patients</i></p> <ul style="list-style-type: none"> <li>• Assessment of Level of Consciousness using Glasgow Coma Scale</li> </ul> <p><i>Terminally ill, death and dying</i></p> <ul style="list-style-type: none"> <li>• Death Care</li> </ul>	<ul style="list-style-type: none"> <li>• Nursing rounds on care of patient with altered sensorium</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> <li>• Assessment of clinical skills using checklist</li> </ul>

### HEALTH/NURSING INFORMATICS AND TECHNOLOGY

**PLACEMENT: II SEMESTER**

**THEORY: 2 Credits (40 hours)**

**PRACTICAL/LAB: 1 Credit (40 hours)**

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

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

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

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## COURSE OUTLINE

T – Theory, P/L – Lab

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
I	10	15	Describe the importance of computer and technology in patient care and nursing practice	<b>Introduction to computer applications for patient care delivery system and nursing practice</b> <ul style="list-style-type: none"> <li>Use of computers in teaching, learning, research and nursing practice</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Practice session</li> <li>Supervised clinical practice on EHR use</li> <li>Participate in data analysis using statistical package with statistician</li> </ul>	(T) <ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> <li>Visit reports</li> <li>Assessment of assignments</li> </ul>
			Demonstrate the use of computer and technology in patient care, nursing education, practice, administration and research.	<ul style="list-style-type: none"> <li>Windows, MS office: Word, Excel, Power Point</li> <li>Internet</li> <li>Literature search</li> <li>Statistical packages</li> <li>Hospital management information system</li> </ul>	<ul style="list-style-type: none"> <li>Visit to hospitals with different hospital management systems</li> </ul>	(P) <ul style="list-style-type: none"> <li>Assessment of skills using checklist</li> </ul>
II	4	5	Describe the principles of health informatics  Explain the ways data, knowledge and information can be used for effective healthcare	<b>Principles of Health Informatics</b> <ul style="list-style-type: none"> <li>Health informatics – needs, objectives and limitations</li> <li>Use of data, information and knowledge for more effective healthcare and better health</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Practical session</li> <li>Work in groups with health informatics team in a hospital to extract nursing data and prepare a report</li> </ul>	(T) <ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type questions</li> <li>Assessment of report</li> </ul>
III	3	5	Describe the concepts of information system in health  Demonstrate the use of health information system in hospital setting	<b>Information Systems in Healthcare</b> <ul style="list-style-type: none"> <li>Introduction to the role and architecture of information systems in modern healthcare environments</li> <li>Clinical Information System (CIS)/Hospital information System (HIS)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Practical session</li> <li>Work in groups with nurse leaders to understand the hospital information system</li> </ul>	(T) <ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>
IV	4	4	Explain the use of electronic health records in nursing practice  Describe the latest technology in electronic health records standards and interoperability	<b>Shared Care &amp; Electronic Health Records</b> <ul style="list-style-type: none"> <li>Challenges of capturing rich patient histories in a computable form</li> <li>Latest global developments and standards to enable lifelong electronic health records to be integrated from disparate systems.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Practice on Simulated EHR system</li> <li>Practical session</li> <li>Visit to health informatics department of a hospital to understand the use of EHR in nursing practice</li> </ul>	(T) <ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul> (P) <ul style="list-style-type: none"> <li>Assessment of skills using checklist</li> </ul>

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Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
					<ul style="list-style-type: none"> <li>Prepare a report on current EHR standards in Indian setting</li> </ul>	
V	3		Describe the advantages and limitations of health informatics in maintaining patient safety and risk management	<u><b>Patient Safety &amp; Clinical Risk</b></u> <ul style="list-style-type: none"> <li>Relationship between patient safety and informatics</li> <li>Function and application of the risk management process</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	(T) <ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>
VI	3	6	Explain the importance of knowledge management  Describe the standardized languages used in health informatics	<u><b>Clinical Knowledge &amp; Decision Making</b></u> <ul style="list-style-type: none"> <li>Role of knowledge management in improving decision-making in both the clinical and policy contexts</li> <li>Systematized Nomenclature of Medicine, Clinical Terms, SNOMED CT to ICD-10-CM Map, standardized nursing terminologies (NANDA, NOC), Omaha system.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Practical session</li> <li>Work in groups to prepare a report on standardized languages used in health informatics.</li> <li>Visit health informatics department to understand the standardized languages used in hospital setting</li> </ul>	(T) <ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>
VII	3		Explain the use of information and communication technology in patient care  Explain the application of public health informatics	<u><b>eHealth: Patients and the Internet</b></u> <ul style="list-style-type: none"> <li>Use of information and communication technology to improve or enable personal and public healthcare</li> <li>Introduction to public health informatics and role of nurses</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> <li>Practical exam</li> </ul>
VIII	3	5	Describe the functions of nursing information system  Explain the use of healthcare data in management of health care organization	<u><b>Using Information in Healthcare Management</b></u> <ul style="list-style-type: none"> <li>Components of Nursing Information system (NIS)</li> <li>Evaluation, analysis and presentation of healthcare data to inform decisions in the management of health-care organizations</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration on simulated NIS software</li> <li>Visit to health informatics department of the hospital to understand use of healthcare data in decision making</li> </ul>	(T) <ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>
IX	4		Describe the ethical and legal issues in health care informatics  Explains the ethical and legal issues	<u><b>Information Law &amp; Governance in Clinical Practice</b></u> <ul style="list-style-type: none"> <li>Ethical-legal issues pertaining to healthcare information in contemporary clinical practice</li> <li>Ethical-legal issues related to</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Case discussion</li> <li>Role play</li> </ul>	(T) <ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>

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Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P/L				
			related to nursing informatics	digital health applied to nursing		
X	3		Explain the relevance of evidence-based practices in providing quality healthcare	<b>Healthcare Quality &amp; Evidence Based Practice</b> <ul style="list-style-type: none"> <li>Use of scientific evidence in improving the quality of healthcare and technical and professional informatics standards</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Case study</li> </ul>	(T) <ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>

### SKILLS

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



Where talent meets opportunity....

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S.No	Course	Assessment (Marks)				Total Marks
		Internal	End Semester College Exam	End Semester University Exam	Hours	
<b>Theory</b>						
1	Sociology	25		75	3	100
2	Medical Surgical Nursing I	25		75	3	100
3	Pharmacology Pathology and Genetics	25		75	3	100
4	Community Health Nursing I	25		75	3	100
5	Communication & Education Technology	25		75	3	100
<b>Practical</b>						
6	Medical Surgical Nursing I	100		100		200

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# Medical Surgical Nursing (Adult including Geriatrics) - II

Placement : Third Year

Time: Theory – 120 hours

Practical – 460 hours

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
I	15	*Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of Ear Nose and Throat	<b>Nursing management of patient with disorders of Ear Nose and throat</b> * Review of anatomy and Physiology of the Ear Nose and Throat * Nursing assessment-History and physical assessment * Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of Ear Nose and Throat disorders; _ External ear - deformities otalgia, foreign bodies and tumors _ Middle ear - impacted wax, Tympanic membrane perforation, otitis media, otosclerosis, mastoiditis, tumours _ Inner ear - Meniere's disease, labyrinthitis, ototoxicity, tumours _ Upper airway infections-common cold, sinusitis, rhinitis, pharyngitis, tonsillitis and adenoiditis, peritonsillar abscess, laryngitis. * Upper respiratory airway-epistaxis, * Nasal obstruction, laryngeal obstruction, cancer of the larynx cancer of the oral cavity * Speech defects and therapy * Deafness * Prevention, control and rehabilitation * Hearing aids, implanted hearing devices Special therapies Nursing procedures	*Lecture discussion *Explain using charts, graphs *Models, films, slides *Demonstration *Practice session *Case discussions/ Seminar *Health education *Supervised clinical practice *Drug book/ Presentation	*Essay type *Short answers *Objective type *Assessment of skills with check list *Assessment of patient management problem

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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			Drugs used in treatment of disorders of Ear Nose and Throat Role of nurse in communicating with hearing impaired and muteness.		
II	15	*Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye	<b>Nursing management of patient with disorders of eye</b> * Review of anatomy and physiology of the eye – * Nursing assessment-History and physical assessment * Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of eye disorders; <input type="checkbox"/> Refractive errors <input type="checkbox"/> Eyelids-infection, tumors and deformities <input type="checkbox"/> Conjunctiva-inflammation and infection, bleeding <input type="checkbox"/> Cornea-inflammation and infection <input type="checkbox"/> Lens-cataracts <input type="checkbox"/> Glaucoma <input type="checkbox"/> Disorders of the uveal tract <input type="checkbox"/> Ocular tumours <input type="checkbox"/> Retinal detachment <input type="checkbox"/> Ocular emergencies and their prevention * Blindness * National blindness control program <input type="checkbox"/> Eye Banking <input type="checkbox"/> Eye prostheses and rehabilitation Role of Nurse - communication with visually impaired patient, Eye camps Special therapies Nursing procedures Drugs used in treatment of disorders of eye	*Lecture discussion *Explain using charts, graphs *Models, films, slides *Demonstration *Practice session *Case discussions/Seminar *Health education *Supervised clinical practice *Drug book/Presentation *Visit to eye bank *Participation in eye camps	*Essay type *Short answers *Objective type *Assessment of skills with check list *Assessment of patient management problem
III	16	*Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and	<b>Nursing management of patient with Neurological disorders</b> * Review of anatomy and physiology of the neurological system * Nursing assessment-History and physical and neurological assessment and Glasgow coma scale	*Lecture discussion *Explain using charts, graphs *Models, films, slides	*Essay type *Short answers *Objective type *Assessment of skills with

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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
		management of patients with neurological disorders	<ul style="list-style-type: none"> <li>* Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of neurological disorders</li> <li>* Congenital malformation</li> <li>* Headache</li> <li>* Head injuries</li> <li>* Spinal Injuries               <ul style="list-style-type: none"> <li><input type="checkbox"/> Paraplegia</li> <li><input type="checkbox"/> Hemiplegia</li> <li><input type="checkbox"/> Quadraplegia</li> </ul> </li> <li>* Spinal cord compression - herniation of intervertebral disc</li> <li>* Tumours of the brain &amp; spinal cord</li> <li>* Intra cranial and cerebral aneurysms</li> <li>* Infections :               <ul style="list-style-type: none"> <li><input type="checkbox"/> Meningitis, encephalitis, brain abscess, neurocysticercosis</li> </ul> </li> <li>* Movement disorders               <ul style="list-style-type: none"> <li><input type="checkbox"/> Chorea</li> <li><input type="checkbox"/> Seizures</li> <li><input type="checkbox"/> Epilepsies</li> </ul> </li> <li>* Cerebro vascular accident (CVA)</li> <li>* Cranial, spinal neuropathies - Bell's palsy, trigeminal neuralgia</li> <li>* Peripheral Neuropathies; Guillain-Barre syndrome</li> <li>* Myasthenia gravis</li> <li>* Multiple sclerosis               <ul style="list-style-type: none"> <li><input type="checkbox"/> Degenerative disease</li> <li><input type="checkbox"/> Delirium</li> <li><input type="checkbox"/> Dementia</li> <li><input type="checkbox"/> Alzheimer's disease</li> <li><input type="checkbox"/> Parkinson's disease</li> </ul> </li> <li>* Management of unconscious patients and patients with stroke</li> <li>* Role of the nurse in communicating with patient having neurological deficit</li> <li>* Rehabilitation of patients with neurological deficit</li> <li>Role of nurse in long stay facility (institutions) and at home</li> <li>Special therapies</li> </ul>	<ul style="list-style-type: none"> <li>*Demonstration</li> <li>*Practice session</li> <li>*Case discussions/ Seminar</li> <li>*Health education</li> <li>*Supervised clinical practice</li> <li>*Drug book/ Presentation</li> <li>*Visit to rehabilitation centre</li> </ul>	check list *Assessment of patient management problem

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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			<ul style="list-style-type: none"> <li>➤ Post conceptional methods, etc</li> <li>□ Terminal methods: Sterilization</li> <li>* Emergency contraception methods</li> <li>* Abortion - Natural, medical and surgical abortion - MTP Act</li> <li>* Toxic shock syndrome</li> <li>* Injuries and Trauma; Sexual violence</li> <li>Special therapies</li> <li>Nursing procedures</li> <li>Drugs used in treatment of gynecological disorders</li> <li>National family welfare programme</li> </ul>		
V	10	*Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with Burns reconstructive and cosmetic surgery	<b>Nursing management of patient with Burns, reconstructive and cosmetic surgery</b> <ul style="list-style-type: none"> <li>* Review of anatomy and physiology of skin and connective tissues and various deformities</li> <li>* Nursing assessment-History and physical assessment and assessment of burns and fluid and electrolyte loss.</li> <li>Etiology, classification, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical Nursing management of burns and re-constructive and cosmetic surgery;</li> <li>* Types of Re-constructive and cosmetic surgery; for burns, congenital deformities, injuries and cosmetic purposes</li> <li>* Role of Nurse</li> <li>* Legal aspects</li> <li>* Rehabilitation</li> <li>* Special therapies</li> <li>Psycho social aspects</li> <li>Nursing procedures</li> <li>Drugs used in treatment of burns, reconstructive and cosmetic surgery</li> </ul>	*Lecture discussion *Explain using charts, graphs *Models, films, slides *Demonstration *Practice session *Case discussions/ Seminar *Health education *Supervised clinical practice *Drug book/ Presentation	*Essay type *Short answers *Objective type *Assessment of skills with check list *Assessment of patient management problem
VI	10	*Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and	<b>Nursing management of patient with oncological conditions</b> <ul style="list-style-type: none"> <li>* Structure &amp; characteristics of normal &amp; cancer cells</li> <li>* Nursing assessment-History and physical assessment</li> <li>* Prevention, screening, early detection,</li> </ul>	*Lecture discussion *Explain using charts, graphs *Models, films, slides	*Essay type *Short answers *Objective type *Assessment of skills with

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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			<p>Nursing procedures</p> <p>Drugs used in treatment of neurological disorders</p>		
IV	16	<p>*Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of female reproductive system</p> <p>*Describe the concepts of reproductive health and family welfare programme</p>	<p><b>Nursing management of patient with disorders of female reproductive system</b></p> <p>* Review of anatomy and physiology of the female reproductive system</p> <p>* Nursing assessment-History and physical assessment</p> <p>* Breast self examination</p> <p>* Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of disorders of female reproductive system</p> <p>* Congenital abnormalities of female reproductive system</p> <p>* Sexuality and reproductive health</p> <p>* Sexual health assessment</p> <p>* Menstrual disorders; Dysmenorrhea, Premenstrual syndrome</p> <p>* Abnormal uterine bleeding; Menorrhagia, Metrorrhagia pelvic inflammatory disease</p> <p>* Ovarian and fallopian tube disorders, infections, cysts, tumours</p> <p>Uterine and cervical disorders, Endometriosis, polyps, Fibroids, Cervical and uterine tumours, Uterine displacement, cystocele/Urethrocele/Rectocele</p> <p>* Vaginal disorders; infections, discharges, fistulas,</p> <p>* Vulvar Disorders : cysts, tumours</p> <p>* Diseases of breasts; Deformities, infections, cysts and tumours</p> <p>* Menopause and hormonal replacement therapy</p> <p>* Infertility</p> <p>* Contraception; Types methods, risk and effectiveness</p> <p>□ Spacing methods</p> <p>➤ Barrier methods</p> <p>➤ Intra uterine devices</p> <p>➤ Hormonal</p>	<p>*Lecture discussion</p> <p>*Explain using charts, graphs</p> <p>*Models, films, slides</p> <p>*Demonstration</p> <p>*Practice session</p> <p>*Case discussions/ Seminar</p> <p>*Health education</p> <p>*Supervised clinical practice</p> <p>*Drug book/ Presentation</p>	<p>*Essay type</p> <p>*Short answers</p> <p>*Objective type</p> <p>*Assessment of skills with check list</p> <p>*Assessment of patient management problem</p>

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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
		management of patients with oncology	<p>warning signs of cancer</p> <ul style="list-style-type: none"> <li>* Epidemiology, Etiology, classification, pathophysiology staging, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical management of oncological conditions</li> <li>* Common malignancies of various body systems; oral larynx, lung, stomach and colon, liver, leukemias and lymphomas, breast, cervix, ovary, uterus, sarcoma, brain, renal, bladder, prostate etc</li> <li>* Oncological emergencies</li> <li>* Modalities of treatment               <ul style="list-style-type: none"> <li>_ Immunotherapy</li> <li>_ Chemotherapy</li> <li>_ Radiotherapy</li> <li>_ Surgical interventions</li> <li>_ Stem cell and bone marrow transplants</li> <li>_ Gene therapy</li> <li>_ Other forms of treatment</li> </ul> </li> <li>* Psycho social aspects of cancer</li> <li>* Rehabilitation</li> <li>* Palliative care; symptom and pain management, nutritional support</li> <li>* Home care</li> <li>* Hospice care</li> <li>* Stomal therapy               <ul style="list-style-type: none"> <li>_ Psycho social aspects</li> </ul> </li> <li>* Nursing procedures</li> </ul>	<ul style="list-style-type: none"> <li>*Demonstration</li> <li>*Practice session</li> <li>*Case discussions/ Seminar</li> <li>*Health education</li> <li>*Supervised clinical practice</li> <li>*Drug book/ Presentation</li> </ul>	<p>check list</p> <ul style="list-style-type: none"> <li>*Assessment of patient management problem</li> </ul>
VII	10	<ul style="list-style-type: none"> <li>*Describe organization of emergency and disaster care services</li> <li>* Describe the role of nurse in disaster management</li> <li>* Describe the role of nurse in management of</li> </ul>	<p><b>Nursing management of patients in EMERGENCY &amp; DISASTER situations</b></p> <p><b>Disaster Nursing:</b></p> <ul style="list-style-type: none"> <li>* Concepts and principles of Disaster Nursing</li> <li>* Causes and types of disaster; Natural and man made               <ul style="list-style-type: none"> <li>_ Earthquakes, floods, epidemics, cyclones</li> <li>_ Fire, explosion, accidents</li> <li>_ Violence, terrorism, bio chemical, war</li> </ul> </li> <li>* Policies related to emergency/disaster management: International, National, State and Institutional</li> <li>* Disaster preparedness</li> <li>* Team, guidelines, protocols, equipments,</li> </ul>	<ul style="list-style-type: none"> <li>*Lecture discussion</li> <li>*Explain using charts, graphs</li> <li>*Models, films, slides</li> <li>*Demonstration</li> <li>*Practice session</li> <li>*Case discussions/ Seminar</li> <li>*Health</li> </ul>	<ul style="list-style-type: none"> <li>*Essay type</li> <li>*Short answers</li> <li>*Objective type</li> <li>*Assessment of skills with check list</li> <li>*Assessment of patient management problem</li> </ul> <p><b>Principal</b> School of Nursing, SSGU... Shore (M.P.)</p>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			<p>resources</p> <ul style="list-style-type: none"> <li>* Co - ordination and involvement of Community, various Government departments, Non Govt. organizations and international agencies.</li> <li>* Role of Nurse: working</li> <li>* Legal aspects of disaster Nursing</li> <li>* Impact of health after effects: Post traumatic stress disaster</li> <li>* Rehabilitation: Physical, Psycho social, Financial, Relocation</li> </ul> <p><b>Emergency Nursing</b></p> <ul style="list-style-type: none"> <li>* Concept, priorities, principles and scope of emergency Nursing</li> <li>* Organization of emergency services: physical set up, staffing, equipment and supplies, protocols, concept of triage and role of triage Nurse</li> <li>* Co ordination and involvement of different departments and facilities</li> <li>* Nursing assessment - History and physical assessment</li> <li>* Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical surgical nursing management of patient with medical surgical emergency</li> </ul> <p>Principles of emergency management</p> <ul style="list-style-type: none"> <li>* Common emergencies</li> <li>* Respiratory emergencies</li> <li>* Cardiac emergencies</li> <li>* Shock and Hemorrhage</li> <li>* Pain</li> <li>* Poly trauma, road accidents, crush injuries, wound</li> <li>* Bites</li> <li>* Poisoning- food, gas, drugs &amp; chemical poisoning</li> <li>* Seizures</li> <li>* Thermal emergencies: Heat stroke &amp; cold injuries</li> <li>* Pediatric emergencies</li> <li>* Psychiatric emergencies</li> <li>* Obstetrical emergencies</li> </ul>	<p>education</p> <ul style="list-style-type: none"> <li>* Supervised clinical practice</li> <li>* Disaster management drills</li> <li>* Drug book/ Presentation</li> </ul>	

  
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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			<ul style="list-style-type: none"> <li>* Violence, abuse, sexual assault</li> <li>* Cardio pulmonary resuscitation</li> <li>* Crisis intervention</li> <li>* Role of Nurse: Communication and interpersonal relations</li> <li>* Medico-legal aspects</li> </ul>		
VIII	10	Explain the concept and problems of aging	<b>Nursing care of the elderly</b> <ul style="list-style-type: none"> <li>_ Nursing assessment - history and physical assessment</li> <li>_ Aging;</li> <li>_ Demography; Myths and realities</li> <li>_ Concepts and theories of aging</li> <li>_ Cognitive aspects of aging</li> <li>_ Normal biological aging</li> <li>_ Age related body systems changes</li> <li>_ Psychosocial aspects of aging</li> <li>_ Medications and elderly</li> <li>_ Stress and coping in older adults</li> <li>_ Common health problems and nursing management</li> <li>_ Cardiovascular, respiratory, musculoskeletal</li> <li>_ Endocrine, genito-urinary, gastrointestinal</li> <li>_ Neurological, skin and other sensory organs</li> <li>_ Psychosocial and sexual</li> <li>_ Abuse of elderly</li> <li>_ Role of nurse for care of elderly: ambulation, Nutritional, communicable, Psychosocial and spiritual</li> <li>_ Role of nurse for caregivers of elderly</li> <li>_ Role of family and formal and non-formal care givers</li> <li>_ Use of aids and prosthesis (hearing aids, dentures)</li> <li>_ Legal and ethical issues</li> <li>_ Provisions and programmes for elderly; privileges, community programs and health services;</li> <li>_ Home and institutional care</li> </ul>	<ul style="list-style-type: none"> <li>*Lecture discussion</li> <li>*Explain using charts, graphs</li> <li>*Models, films, slides</li> <li>*Demonstration</li> <li>*Practice session</li> <li>*Case discussions/ Seminar</li> <li>*Health education</li> <li>*Supervised clinical practice</li> <li>*Drug book/ Presentation</li> <li>*Visit to old age home</li> </ul>	<ul style="list-style-type: none"> <li>*Essay type</li> <li>*Short answers</li> <li>*Objective type</li> <li>*Assessment of skills with check list</li> <li>*Assessment of patient management problem</li> </ul>

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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
IX	10	*Describe organization of critical care units *Describe the role of nurse in management of patients critical care units	<b>Nursing management of patient in critical care units</b> _ Nursing assessment - history and physical assessment _ Classification _ Principles of critical care nursing _ Organization; Physical setup, policies, staffing norms _ Protocols, equipment and supplies _ Special equipments; ventilators, cardiac monitors, defibrillators _ Resuscitation equipments _ Infection control protocols _ Nursing management of critically ill patients _ Monitoring of critically ill patient _ CPR - Advance cardiac life support _ Treatments and procedures _ Transitional care _ Ethical and legal aspects _ Communication with patient and family _ Intensive care records _ Crisis Intervention _ Death and Dying -copying with _ Drugs used in critical care unit	*Lecture discussion *Explain using charts, graphs *Models, films, slides *Demonstration *Role plays *Practice session *Case discussions/ Seminar *Health education *Supervised clinical practice *Drug book/ Presentation	*Essay type *Short answers *Objective type *Assessment of skills with check list *Assessment of patient management problem
X	8	*Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of occupational and industrial health disorder	<b>Nursing management of patients adults including elderly with occupational and Industrial disorders</b> _ Nursing assessment-History and physical assessment _ Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of occupational and industrial health disorders _ Role of Nurse _ Special therapies, alternative therapies, Nursing procedures _ Drug used in treatment of occupational and industrial disorders		

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**Internal assessment: (25 Marks-Refer to regulations)**


Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**Recommended Books:**

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

  
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**(Adult including Geriatrics) – II Practical**

Practical – 460 hrs

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Areas	Duration (in wks)	Objectives of posting	Skills to be developed	Assignments	Assessment methods
			examination * Assist with PAP smear collection		* Completion of activity record
Burns unit	1	* Provide care of patients with Burns * Counsel and educate the patient and families	* Assessment of the burn patient - Percentage of burns - Degree of burns * Fluid and electrolyte replacement therapy - Assess - Calculate - Replace - Record intake/ output * Care of Burn wounds - Bathing - Dressing * Perform active and passive exercises * Practice medical and surgical asepsis * Counsel and teach patients and families * Participate in rehabilitation program	* Provide care to 1- 2 assigned patients * Nursing care plan – 1 * Observation reports of burns unit	* Assess each skill with check list * Assess performance with rating scale * Evaluation of care plan and observation report * Completion of activity record
Oncology	1	* Provide care of patients with cancer * Counsel and educate the patient and families	* Screen for common cancers – TNM classification * Assist with diagnostic procedures - Biopsies - Pap smear - Bone marrow aspiration * Breast self examination * Assist with therapeutic procedures * Participate in various modalities of treatment - Chemotherapy - Radiotherapy - Pain management - Stomal therapy - Hormonal therapy - Immunotherapy - Gene therapy - Alternative therapy * Participate in palliative care * Counsel and teach patients families - Self breast examination - Warning signs * Participate in	* Provide care to 2-3 assigned patients * Nursing care plan – 1 * Observation reports of cancer unit	* Assess each skill with check list * Assess performance with rating scale * Evaluation of observation report * Completion of activity record

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Areas	Duration (in wks)	Objectives of posting	Skills to be developed	Assignments	Assessment methods
Critical care unit	3	*Provide care to critically ill patients *Counsel patient and families for grief and bereavement	rehabilitation program *Monitoring of patients in ICU *Maintain flow sheet *Care of patient on ventilators *Perform endotracheal suction *Demonstrates use of ventilators, cardiac monitors, etc. *Collects specimens and interprets ABG analysis * Assist with arterial puncture *Maintain CVP line *Pulse oximetry *CPR- ALS * Defibrillators * Pace makers *Bag mask ventilation *Emergency tray/ trolley – Crash cart * Administration of drugs - Infusion pump - Epidural - Intra thecal - Intracardiac *Total Parenteral therapy *Chest physiotherapy *Perform active and passive exercises *Counsel the patient and family in dealing with grieving and bereavement	* Provide care to assigned patients *Observation reports of critical care unit *Drugs book	*Assess each skill with check list *Assess performance with rating scale *Evaluation of observation report *Completion of activity record
Casualty / Emergency	2	*Provide care to patients in emergency and disaster situation *Counsel patient and families for grief and bereavement	* Practice " triage" *Assist with assessment , examination, investigations and their interpretations in emergency and disaster situations *Assist in documentations * Assist in legal procedures in emergency unit *Participate in managing crowd *Counsel patient and families in grief and bereavement	* Observation report of Emergency unit	*Assess performance with rating scale *Evaluation of observation report *Completion of activity record

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**Internal assessment for Practical: (100 Marks/ 50 Marks-Refer to regulations)**

Continuous Evaluation of Clinical Performance	30%
Clinical assignment (Case study/ Practical record/Case book)	20%
Clinical Presentation	10%
Observational /field visit/ Health talk	10%
Model Practical Examination	30%
Total	100%

  
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# Child Health Nursing

Placement: Third year

Time: Theory:90 hours  
Practical:270 hours

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
1	15	<ul style="list-style-type: none"> <li>Explain the modern concept of child care &amp; Principles of child health nursing</li> <li>Describe national policy programs and legislation in relation to child health and welfare</li> <li>List major causes of death during infancy early &amp; late childhood</li> <li>Describe the major functions and role of paediatric nurse in caring for hospitalized child.</li> <li>Describe the principles of child health nursing.</li> </ul>	<p><b>Introduction</b> <b>Modern concepts of childcare</b></p> <ul style="list-style-type: none"> <li>Internationally accepted rights of the child</li> <li>National policy and legislations in relation to child health and welfare</li> <li>National programmes related to child health and welfare</li> <li>Agencies related to welfare services to the children</li> <li>Changing trends in hospital care preventive, promotive and curative aspects of child health</li> <li>Child morbidity and mortality rates</li> <li>Difference between adult and child</li> <li>Hospital environment for a sick child</li> <li>Impact of hospitalization on child and family                             <ul style="list-style-type: none"> <li>Grief and bereavement</li> </ul> </li> <li>The role of a child health nurse in caring for a hospitalized child</li> <li>Principles of pre and post operative care of infants and children</li> <li>Child health nursing procedures</li> </ul>	<ul style="list-style-type: none"> <li>Lecture, Discussion</li> <li>Demonstration of common Paediatric procedures</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with checklist</li> </ul>

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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
II	20	<ul style="list-style-type: none"> <li>Describe the normal growth and Development of children at different ages</li> <li>Identify the needs of children at different ages &amp; provide parental guidance</li> <li>Identify the nutritional needs of children at different ages and ways of meeting the needs</li> <li>Appreciate the role of play for normal &amp; sick children</li> <li>Appreciate the preventive measures and strategies for children.</li> </ul>	<b>The healthy child</b> <ul style="list-style-type: none"> <li>Principles of growth and development</li> <li>Factors affecting growth and development</li> <li>Growth and development from birth to adolescence</li> <li>The needs of normal children through the stages of development and parental guidance</li> <li>Nutritional needs of children &amp; infants: Breast feeding, exclusive breast feeding supplementary /artificial feeding and weaning</li> <li>Baby friendly hospital concept</li> <li>Accidents :causes and prevention</li> <li>Value of play and selection of play materials</li> <li>Preventive immunization immunization programme and cold chain</li> <li>Preventive Padiatrics</li> <li>Care of under five &amp; under five clinics /well baby clinics</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Developmental study of infant and children</li> <li>Observation study of normal and sick child</li> <li>Field visit to Anganwadi, child guidance clinic</li> <li>Film show on breast feeding</li> <li>Clinical practice /field</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Assessment of field visit and developmenta l study reports.</li> </ul>
III	15	<ul style="list-style-type: none"> <li>Provide care to normal &amp; high risk neonates</li> <li>Perform neonatal resuscitation</li> <li>Recognize and manage common neonatal problems</li> </ul>	<b>Nursing care of a neonate</b> <ul style="list-style-type: none"> <li>Nursing care of a normal newborn /essential newborn care</li> <li>Neonatal resuscitation</li> <li>Nursing management of a low birth baby</li> <li>Kangaroo mother care</li> <li>Nursing management of common neonatal disorders</li> <li>Organization of neonatal unit.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Workshop on neonatal resuscitation</li> <li>Demonstration</li> <li>Practice session</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with checklist</li> </ul>

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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Identification of common congenital malformations</li> </ul>		
IV	10		<b>Integrated management of neonatal and childhood illnesses(IMNCI)</b>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with checklist</li> </ul>
V	20	<ul style="list-style-type: none"> <li>Provide nursing care in common childhood diseases</li> <li>Identify measures to prevent common childhood diseases including immunization</li> </ul>	<b>Nursing management in common childhood diseases</b> <ul style="list-style-type: none"> <li>Nutritional deficiency disorders</li> <li>Respiratory disorders and infections</li> <li>Gastro intestinal infections, infestations and congenital disorders</li> <li>Cardiovascular problems: congenital defects and Rheumatic fever, Rheumatic heart disease</li> <li>Genitourinary disorders: Acute glomerulo nephritis, Nephrotic syndrome, Wilms tumor, infections and congenital disorders.</li> <li>Neurological infections and disorders: convulsions, Epilepsy, meningitis, hydrocephalus, Spina bifida</li> <li>Hematological disorders: Anemia's, Thalassemia, ITP, Leukemia, Hemophilia.</li> <li>Endocrine disorders: Juvenile diabetes mellitus</li> <li>Orthopedic disorders: Clubfoot, Hip dislocation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Practice session</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with checklist</li> </ul>

  
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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			Fracture • Disorders of skin Eye and ears • Common communicable diseases in children, their identification nursing management in hospital and home and prevention • Child health emergencies: Poisoning, Foreign bodies hemorrhage, burns drowning. • Nursing care of infant and children with HIV/AIDS		
VI	10	• Manage the child with behavioral & social problems • Identify the social & welfare services for challenged children	<b>Management of behavioral &amp; social problems in children</b> • Management of common behavioral disorders • Management of common psychiatric problems • Management of challenged children: mentally, physically, socially challenged • Welfare services for challenged children in India • Child guidance clinic	• Lecture Discussion • Field visit to child guidance clinics, School for mentally physically, socially challenged.	• Short answers • Objective type • Assessment of field reports.

**Internal assessment: (25 Marks -Refer to regulations)**

Three Unit test marks

45%

Two Assignment marks

25%

Model Exam

25%

Attendance

5%

Total

100%

  
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### Reference Books:

1. Whaley & Wongs, Nursing Care of Infants & Children, Mosby, Philadelphia.
2. Marlow, Textbook of Paediatric Nursing, Harecourt (India) Ltd.
3. Nelson, Textbook of Paediatrics, Harecourt India private Ltd.
4. Parthasarathy, IAP Textbook of Paediatrics, Jaypee Brothers Medical Publishers, New Delhi.
5. Hockenberry, Wong's Maternal Child Nursing Care, Mosby.
6. Kenner (C), Comprehensive Neonatal Nursing, Saunders.
7. Pillitteri (A), Maternal and Child Health Nursing Care, LWW, Philadelphia.
8. Achar's textbook of Paediatrics, Orient Longman.
9. Ghai (OP), Essential Paediatrics.
10. Fox (JA), Primary Health Care of Infants, Children & Adolescents, Mosby.

  
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## Child Health Nursing –Practical

**Placement:** Third year

**Time:** 270Hours (9weeks)

Areas	Duration wks	Objectives	Skills	Assignments	Assessment methods
Paediatric Medicine Ward	3	<ul style="list-style-type: none"> <li>• Provide nursing care of children with various medical disorders</li> <li>• Counsel and educate parents</li> </ul>	<ul style="list-style-type: none"> <li>• Taking Paediatric history</li> <li>• Physical examination and assessment of children</li> <li>• Administration of oral,IM,IV medicine/ Fluids</li> <li>• Calculation of fluid requirements</li> <li>• Prepare different strengths of IV fluid</li> <li>• Apply restrains</li> <li>• Administer O2 inhalation by different methods</li> <li>• Give baby bath</li> <li>• Feed children by Katori spoon etc.</li> <li>• Collect specimens for common investigation</li> <li>• Assist with common diagnostic procedures</li> <li>• Teach mothers /parents               <ul style="list-style-type: none"> <li>◊ Malnutrition</li> <li>◊ Oral rehydration therapy</li> <li>◊ Feeding&amp; weaning</li> <li>◊ Immunization schedule</li> <li>◊ Play therapy</li> <li>◊ Specific disease conditions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Give care to three assigned Paediatric patients</li> <li>• Nursing care plan-I</li> <li>• Case study /presentation –I</li> <li>• Health talk-I</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale</li> <li>• Assess each skill with checklist OSCE/ OSPE</li> <li>• Evaluation of case study, presentation &amp; Health education session</li> <li>• Completion of activity record</li> </ul>
Paediatric surgery ward	3	<ul style="list-style-type: none"> <li>• Recognize different pediatric surgical conditions /malformations</li> <li>• Provide pre and post operative care to children with common paediatric surgical</li> </ul>	<ul style="list-style-type: none"> <li>• Calculate ,prepare and administer IV fluids</li> <li>• Do bowel wash</li> <li>• Care for ostomies:               <ul style="list-style-type: none"> <li>◊ Colostomy irrigation</li> <li>◊ Ureterostomy</li> <li>◊ Gastrostomy</li> <li>◊ Enterostomy</li> </ul> </li> <li>• Urinary catheterization and drainage</li> <li>• Feeding               <ul style="list-style-type: none"> <li>◊ Nasogastric</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Give care to three assigned Paediatric patients</li> <li>• Nursing care plan-I</li> <li>• Case study /presentation –I</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale</li> <li>• Assess each skill with checklist OSPE</li> <li>• Evaluation of case</li> </ul>

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		conditions/ Malformations. • Counsel and educate parents	◇ Gastrostomy ◇ Jejunostomy • Care of surgical wounds ◇ Dressing ◇ Suture removal		study, presentation & • Completion of activity record
Paediatric OPD/ Immuniz ation room	1	• Perform assessment of children health development and anthropometri c • Perform immunization • Give health education /Nutritional education	• Assessment of children ◇ Health assessment ◇ Developmental assessment ◇ Anthropometric assessment • Immunization • Health/Nutritional education	• Developmental study-I	• Assess clinical performan ce with rating scale • Completio n of activity record
Pediatric medicine and surgery ICU	1+1	• Provide nursing care to critically ill children	• Care of baby in incubator/warmer • Care of child on ventilator • Endotracheal suction • Chest physiotherapy • Administer fluids with Infusion pump • Total parenteral nutrition • Phototherapy • Monitoring of babies • Cardiopulmonary resuscitation	• Nursing care plan -I • Observation report-I	• Assess clinical performan ce with rating scale • Completio n of activity record • Evaluation of observatio n report

**Internal assessment for Practical: (100 Marks/ 50 Marks -Refer to regulations)**

Continuous Evaluation of Clinical Performance	30%
Clinical assignment (Case study/ Practical record/Case book)	20%
Clinical Presentation	10%
Observational /field visit/ Health talk	10%
Model Practical Examination	30%
Total	100%

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# Mental Health Nursing

**Placement:** Third Year

**Time:** Theory - 90 Hours

Practical - 270 Hours

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

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activity	Assessment Method
I.	5	<ul style="list-style-type: none"> <li>Describes the historical development &amp; current trends in Mental Health Nursing</li> <li>Describe the epidemiology of mental health problems</li> <li>Describe the National Mental Health Act, programmes and Mental Health Policy</li> <li>Discuss the scope of Mental Health Nursing</li> <li>Describe the concepts of normal &amp; abnormal behaviour</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>Perspectives of Mental Health and Mental Health Nursing; Evolution of Mental Health Services, treatments and Nursing practices</li> <li>Prevalence and incidence of mental health problems and disorders</li> <li>Mental Health Act</li> <li>National Mental Health Policy vis a vis National health Policy</li> <li>National Mental health Programme</li> <li>Mental Health Team</li> <li>Nature and scope of Mental Health nursing</li> <li>Role and function of Mental Health Nurse in various settings and factors affecting the level of nursing practice.</li> <li>Concepts of normal and abnormal behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Objective type</li> <li>Short answer</li> <li>Assessment of the field visit reports</li> </ul>
II.	5	<ul style="list-style-type: none"> <li>Define the various terms used in Mental Health nursing</li> </ul>	<b>Principles and Concepts of Mental Health Nursing</b> <ul style="list-style-type: none"> <li>Definition: Mental Health nursing and terminologies used</li> <li>Classification of mental disorders: ICD</li> <li>Review of personality development, defense mechanisms</li> <li>Maladaptive behavior of individuals and groups: stress, crisis and disaster(s)</li> <li>Etiology: Bio-psycho-</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explain using charts</li> <li>Review of personality development</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> </ul>

  
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Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activity	Assessment Method
			social factors • Psychopathology of mental disorders: Review of structure and functions of brain, limbic system and abnormal neuro transmission • Principles of Mental Health Nursing practice • Standards of Mental Health Nursing practice • Conceptual models and the roles of nurse: □ Existential model □ Psycho – analytical models □ Behavioral models □ Inter personal model		
III.	8	• Describe nature, purpose, and process of assessment of mental health nursing	<b>Assessment of Mental health status</b> • History taking • Mental status examination • Mini mental status examination • Neurological examination: Review • Investigations: Related Blood chemistry, EEG, CT, & MRI • Psychological Tests • Role and responsibilities of nurse	• Lecture Discussion • Demonstration • Practice Session • Clinical Practice	• Short answer • Objective type • Assessment of skills with check list
IV.	6	• Identify therapeutic communication techniques • Describe therapeutic relationship • Describe therapeutic impasse and its intervention	<b>Therapeutic communication and nurse - patient relationship</b> • Therapeutic communication: Types, techniques, characteristics • Types of relationship • Ethics and responsibilities • Elements of nurse patient contract • Review of technique of IPR – Johari window • Goals, phases, tasks, therapeutic techniques • Therapeutic impasse and its interventions	• Lecture Discussion • Demonstration • Role play • Process Recording	• Short answer • Objective type

  
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Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activity	Assessment Method
VII.	5	<ul style="list-style-type: none"> <li>Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with mood disorders</li> </ul>	<b>Nursing management of patients with mood disorders</b> <ul style="list-style-type: none"> <li>Mood disorders: Bipolar affective disorder, Mania, Depression, and Dysthymia etc.,</li> <li>Etiology, psycho-pathology, types, clinical manifestation, diagnosis</li> <li>Nursing assessment – History, Physical and Mental assessment</li> <li>Treatment modalities and nursing management of patients with mood disorders</li> <li>Geriatric considerations</li> <li>Follow up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Case discussion</li> <li>Case presentation</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short Answers</li> <li>Assessment of patient management problems</li> </ul>
VIII.	8	<ul style="list-style-type: none"> <li>Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders</li> </ul>	<b>Nursing management of patients with neurotic, stress related and somatization disorders</b> <ul style="list-style-type: none"> <li>Anxiety disorders, Phobias, Dissociation and Conversion disorders, Obsessive Compulsive Disorders, Somatoform disorders, Post Traumatic Stress Disorders</li> <li>Etiology, psycho-pathology, clinical manifestations, diagnosis</li> <li>Nursing assessment: History, Physical and Mental assessment</li> <li>Treatment modalities and nursing management of patients with neurotic, stress related and somatization disorders</li> <li>Geriatric considerations</li> <li>Follow up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Case discussion</li> <li>Case presentation</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short Answers</li> <li>Assessment of patient management problems</li> </ul>
IX.	5	<ul style="list-style-type: none"> <li>Describe the etiology,</li> </ul>	<b>Nursing management of patients with substance</b>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short</li> </ul>

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Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activity	Assessment Method
		psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with substance use disorder	<b>use disorders</b> <ul style="list-style-type: none"> <li>Commonly used psychotropic substance: Classification, forms, routes, action, intoxication and withdrawal</li> <li>Etiology of dependence: Tolerance, psychological and physical dependence, withdrawal syndrome, diagnosis</li> <li>Nursing assessment: History, Physical and Mental assessment and drug assay</li> <li>Treatment (Detoxification, and abuse, and narcotic antagonist therapy and harm reduction) and nursing management of patients with substance use disorders</li> <li>Geriatric considerations</li> <li>Follow up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>Case discussion</li> <li>Case presentation</li> <li>Clinical practice</li> </ul>	Answers <ul style="list-style-type: none"> <li>Assessment of patient management problems</li> </ul>
X.	4	<ul style="list-style-type: none"> <li>Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with personality, sexual and eating disorders</li> </ul>	<b>Nursing management of patients with Personality, Sexual and eating disorders</b> <ul style="list-style-type: none"> <li>Classification of disorders</li> <li>Etiology, psycho – pathology, clinical manifestations, diagnosis</li> <li>Nursing assessment: History, Physical and Mental assessment</li> <li>Treatment modalities and nursing management of patients with Personality, Sexual and Eating disorders</li> <li>Geriatric considerations</li> <li>Follow up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Case discussion</li> <li>Case presentation</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short Answers</li> <li>Assessment of patient management problems</li> </ul>
XI.	6	<ul style="list-style-type: none"> <li>Describe the etiology, psycho-pathology,</li> </ul>	<b>Nursing management of Childhood and adolescent disorders including mental deficiency:</b>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Case</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>

  
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Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activity	Assessment Method
		clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency.	<ul style="list-style-type: none"> <li>• Classification</li> <li>• Etiology, psycho – pathology, diagnosis</li> </ul> <p>Nursing assessment: History, Physical, Mental and IQ assessment</p> <ul style="list-style-type: none"> <li>• Treatment modalities and nursing management of childhood disorders including mental deficiency.</li> <li>• Follow up and home care and rehabilitation</li> </ul>	<p>discussion</p> <ul style="list-style-type: none"> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	of patient management problems
XII.	5	<ul style="list-style-type: none"> <li>• Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with organic brain disorders</li> </ul>	<p><b>Nursing management of patients with Organic brain disorders</b></p> <ul style="list-style-type: none"> <li>• Classification : ICD</li> <li>• Etiology, psycho – pathology, clinical manifestations, diagnosis and differential diagnosis (Parkinson's and Alzheimer's)</li> <li>• Nursing assessment: History, Physical and Mental assessment</li> <li>• Treatment modalities and nursing management of patients with organic brain disorders</li> <li>• Geriatric considerations</li> <li>• Follow up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short Answers</li> <li>• Assessment of patient management problems</li> </ul>
XIII.	6	<ul style="list-style-type: none"> <li>• Identify psychiatric emergencies and carry out crisis intervention</li> </ul>	<p><b>Psychiatric emergencies and crisis intervention</b></p> <ul style="list-style-type: none"> <li>• Types of psychiatric emergencies and their management</li> <li>• Stress adaptation model: Stress and stressors, coping, resources and mechanism</li> <li>• Grief: Theories of grieving process, principles, techniques of counseling</li> <li>• Types of crisis</li> <li>• Crisis intervention:</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> <li>• Practice Session</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short Answers</li> <li>• Objective type</li> </ul>

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Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activity	Assessment Method
			principles, techniques and process • Geriatric considerations Roles and responsibilities of nurse		
XIV.	4	<ul style="list-style-type: none"> <li>• Explain legal aspects applied in mental health settings and role of the nurse</li> </ul>	<b>Legal issues in mental health nursing</b> <ul style="list-style-type: none"> <li>• The Mental Health Act 1987: Act, Sections, Articles and their implications etc.,</li> <li>• Indian Lunacy Act 1912</li> <li>• Rights of Mentally ill clients</li> <li>• Forensic psychiatry</li> <li>• Acts related to narcotic and psychotropic substances and illegal drug trafficking</li> <li>• Admission and Discharge procedure</li> <li>Role and responsibilities of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short Answers</li> <li>• Objective type</li> </ul>
XV.	4	<ul style="list-style-type: none"> <li>• Describe the model of preventive psychiatry</li> <li>• Describe community Mental Health services and role of nurses</li> </ul>	<b>Community Mental Health Nursing</b> <ul style="list-style-type: none"> <li>• Development of community mental health services:</li> <li>• National Mental Health Programme</li> <li>• Institutionalization versus De- institutionalization</li> <li>• Model of Preventive psychiatry: Levels of Prevention</li> <li>• Mental Health services available at the primary, secondary, tertiary levels including rehabilitation and role of nurse</li> <li>• Mental Health Agencies: Government and Voluntary, National and International</li> <li>• Mental Health Nursing issues for special populations: Children, Adolescence, Women, Elderly, Victims of violence and abuse.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Clinical /field practice</li> <li>• Field visit to mental health service agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Short Answers</li> <li>• Objective type</li> <li>• Assessment of the field visit report</li> </ul>

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Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activity	Assessment Method
			Handicapped, HIV/AIDS, etc.,		

**Internal assessment: (25 Marks -Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**Reference Books:**

1. Kapoor, Textbook of Psychiatric Nursing,
2. Boyd (MA), Psychiatric Nursing, LWW, London, 3rd Edition, 2005.
3. Bhatia (MS), Essentials of Psychiatry, CBJ publishers and distributors, NewDelhi, 3rd Edition, 2000.
4. Sadock (BJ), Textbook of Psychiatry, LWW, Philadelphia..
5. Straight A's Psychiatric and Mental Health Nursing, LWW, Philadelphia.
6. Fortinesh (KM), Psychiatric Nursing Care, Mosby, 4th Edition, 2000.
7. Shives (LS), Basic Concepts of Psychiatric Mental Health Nursing LWW, Philadelphia, 7th Edition, 2005.
8. Mohr (WK), Psychiatric Mental Health Nursing, LWW, Philadelphia, 6th Edition, 2007.
9. Stuart (GW), Principles and Practice of Psychiatric Nursing, Elsevier, 8th Edition, 2005

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# Mental Health Nursing - Practical

Placement: Third Year

Time: Practical - 270 Hours

Areas	Duration (in week)	Objectives	Skills	Assignments	Assessment Methods
Psychiatric OPD	1	<ul style="list-style-type: none"> <li>Assess patients with mental health problems</li> <li>Observe and assist in therapies</li> <li>Counsel and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>History taking</li> <li>Perform mental Status Examination</li> <li>Assist in psychometric assessment</li> <li>Perform neurological examination</li> <li>Observe and assist therapies</li> <li>Teach Patient and family members</li> </ul>	<ul style="list-style-type: none"> <li>History taking and Mental Status Examination -2</li> <li>Health Education - 1</li> <li>Observation report of OPD</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with check list</li> <li>Evaluation of health education</li> <li>Assessment of observation report</li> <li>Completion of activity record</li> </ul>
Child Guidance Clinic	1	<ul style="list-style-type: none"> <li>Assessment of children with various mental health problems</li> <li>Counsel and educate children, families and significant others</li> </ul>	<ul style="list-style-type: none"> <li>History taking</li> <li>Assist in psychometric assessment</li> <li>Observe and assist various therapies</li> <li>Teach family and significant others</li> </ul>	<ul style="list-style-type: none"> <li>Case work - 1</li> <li>Observation report of different therapies</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with check list</li> <li>Evaluation of the observation report</li> </ul>
Inpatient Ward	6	<ul style="list-style-type: none"> <li>Assessment Patients with mental health problems</li> <li>To provide nursing care for patients with various mental health problem</li> <li>Assist in various therapies</li> <li>Counsel and educate patients</li> </ul>	<ul style="list-style-type: none"> <li>History taking</li> <li>Perform mental Status Examination</li> <li>Assist in psychometric assessment</li> <li>Record therapeutic communication</li> <li>Administer medication</li> <li>Assist in Electro Convulsive Therapy(ECT)</li> <li>Participate in all therapies</li> <li>Prepare patients</li> </ul>	<ul style="list-style-type: none"> <li>Give care to 2 - 3 patients with various mental disorders</li> <li>Case study -1</li> <li>Care plan - 2</li> <li>Clinical Presentation -1</li> <li>Process recording- 2</li> <li>Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with check list</li> <li>Evaluation of the case study, care plan, clinical presentation, process recording</li> <li>Completion of activity record</li> </ul>

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

**Internal assessment for Practical: (100 Marks/ 50 Marks -Refer to regulations)**

Continuous Evaluation of Clinical Performance	30%
Clinical assignment (Case study/ Practical record/Case book)	20%
Clinical Presentation	10%
Observational /field visit/ Health talk	10%
Model Practical Examination	30%
Total	100%

  
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# Nursing Research and Statistics

**Placement:** Third Year




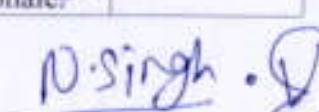
**Time:** Theory-45 Hours

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	4	<ul style="list-style-type: none"> <li>Describe the concept of research, terms, need and areas of research in Nursing</li> <li>Explain the steps of research process.</li> </ul>	<b>Research and research process</b> <ul style="list-style-type: none"> <li>Introduction and need for nursing research</li> <li>Definition of Research &amp; nursing research</li> <li>Steps of scientific method</li> <li>Characteristics of good research</li> <li>Steps of Research process-overview</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Narrate steps of research process followed from examples of published studies</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective Type</li> </ul>
II	3	<ul style="list-style-type: none"> <li>Identify and state the research problem and objectives</li> </ul>	<b>Research Problem/Question</b> <ul style="list-style-type: none"> <li>Identification of problem area</li> <li>Problem statement</li> <li>Criteria of a good research problem</li> <li>Writing objectives</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Exercise on writing statement of problem and objectives</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective Type</li> </ul>
III	3	<ul style="list-style-type: none"> <li>Review the related literature</li> </ul>	<b>Review of Literature</b> <ul style="list-style-type: none"> <li>Location</li> <li>Sources</li> <li>On line search; CINHALL, COCHRANE etc</li> <li>Purposes</li> <li>Method of review</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Exercise on reviewing one research report/article for a selected research problem</li> <li>Prepare annotated bibliography</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective Type</li> </ul>
IV	4	<ul style="list-style-type: none"> <li>Describe the research approaches and designs</li> </ul>	<b>Research approaches and designs</b> <ul style="list-style-type: none"> <li>Historical, survey and experimental</li> <li>Qualitative and Quantitative designs</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain types of research approaches used from examples of published and unpublished research with rationale.</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective Type</li> </ul>

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

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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			research – Utilization of research findings	research project	research project.

**Internal assessment: (25 Marks -Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**Reference Books:**

1. Polit – Essentials of Nursing Research ,2009,LWW
2. Kothari – Research Methodology,2007,Newage Publishers Jagadeesh – Bio Medical Research, 2009,
3. Rao (S), Introduction to Biostatistics & Research methods, Riachard, 4th Edition.
4. Rao (V), A manual of Statistical and Anthropology, Jaypee, 2nd Edition.
5. Norman, Biostatistics,B.C Decker, 2nd Edition.
6. Rao, Applied Statistics in Health Sciences, Jaypee.

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**P.B.B.Sc. Nursing, First Year**  
**Scheme of Examination**

S.No	Subject Theory	Hour	Assessment			Total	Minimum Pass Marks	Subject Code
			Int.	Min Int.	Ext.			
1	Nursing Foundation	2	15	7.5	35	50	25	PNU101
2	Nutrition and Dietetics	2	15	7.5	35	50	25	PNU102
3	Biochemistry and Biophysics	3	25	12.5	75	100	50	PNU103
4	Psychology	3	25	12.5	75	100	50	PNU104
5	Microbiology	3	25	12.5	75	100	50	PNU105
6	Maternal Nursing	3	25	12.5	75	100	50	PNU106
7	Child Health Nursing	3	25	12.5	75	100	50	PNU107
8	Medical & Surgical Nursing	3	25	12.5	75	100	50	PNU108
9	English (Qualifying)*	3	25	12.5	75	100	50	
<b>Practical</b>								
1	Maternal Nursing		50	25	50	100	50	PNU106
2	Child Health Nursing		50	25	50	100	50	PNU107
3	Medical & Surgical Nursing		50	25	50	100	50	PNU108

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**P.B.B.Sc. Nursing, Second Year  
Scheme of Examination**

S.No	Subject	Hour	Assessment				Total	Minimum Pass Marks	Subject Code
			Int.	Min Int.	Ext.	Min Ext			
1	Sociology	3	25	12.5	75	37.5	100	50	PUN201
2	Community Health Nursing	3	25	12.5	75	37.5	100	50	PNU202
3	Mental Health Nursing	3	25	12.5	75	37.5	100	50	PNU203
4	Introduction to Nursing Education	3	25	12.5	75	37.5	100	50	PNU204
5	Introduction to Nursing Administration	3	25	12.5	75	37.5	100	50	PNU205
6	Introduction to Nursing Research & Statistics**	2	50	25			50	25	
<b>Practical</b>									
1	Community Health Nursing		50	25	50	25	100	50	PNU202
2	Mental Health Nursing		50	25	50	25	100	50	PNU203
3	Research Project**		50	25	50	25	50	25	

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# Syllabus and Regulations

## Post Basic B.Sc. Nursing II Year

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## **SOCIOLOGY**

**Placement: Second Year**

**Time allotted :Theory -60 hrs**

### **COURSE DESCRIPTION**

This course it reorient students to sociology related to community and social institution in India and its relationship with health, illness and nursing.

### **OBJECTIVES**

At the end of the course, the student will

1. Describe sociological concepts that are applicable to nursing.
2. Determine role of sociology in nursing as related to social institutions in India
3. Develop positive attitudes towards individual, family and community.

### **COURSE CONTENTS**

#### **UNIT I**

Introduction

Importance of study of sociology in nursing, relationship of anthropology, sociology, etc.

#### **UNIT II**

- I. Individual and the society
- II. Socialization
- III. Interdependence of the individual and society
- IV. Personal disorganization.

#### **UNIT III**

- I. Culture
- II. Nature of culture
- III. Evolution of culture
- IV. Diversity and uniformity of culture

  
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#### UNIT IV

- I. Social organization
- II. Social groups, crowds and public groups, nations, race.
- III. Social institutions: The family marriage, education, religion, arts, economic organization, political organization.
- IV. The urban and rural community in India: Ecology, characteristics of the village, characteristics of the town and city.
- V. Social stratification: Class and caste.

#### UNIT V

- I. Social process
- II. Nature and process of social change: Factors influencing cultural change. Cultural lag.

#### UNIT VII

- I. Social problems
- II. Social disorganization, control and planning: poverty, population, housing, illiteracy, food supplies, growth of urbanization, prostitution, minority groups, rights of women and children, child labour, child abuse, delinquency and crime, substance abuse.

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## COMMUNITY HEALTH NURSING

Placement: Second Year Time allotted: Theory – 60hrs Practical -240 hrs

### COURSE DESCRIPTION

The course enables the students to understand the national health care delivery system and to participate in the delivery of community health nursing.

### OBJECTIVES

At the end of the course, the student will

1. Explain the concept of various factors contributing to health of individual, family and community.
2. Identify the role of community health nurse.
3. Describe national health care delivery system.
4. Describe epidemiological methods and principles of prevention and control of illness in the community.
5. Identify the role of personnel working in the community health set up.
6. Plan the work of community health nurse and supervise and train health workers.

### COURSE CONTENTS

#### UNIT I

- I. Introduction
- II. Introduction to community health –Concepts, Principles and elements of primary health care.
- III. Introduction to community health nursing.
- IV. Concepts of community health nursing –community nursing process.
- V. Objectives, scope and principles of community health nursing.

#### UNIT II

- I. Family health services
- II. Concept, objectives, scope and principles.
- III. Individual family and community as a unit of service
- IV. Principles and techniques of home visiting
- V. Establishing working relationship with the family.
- VI. Working with families in relation to prevention of disease, promotion of health.
- VII. Care of the sick in the home, physically handicapped and mentally challenged.
- VIII. Surveillance and monitoring

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### UNIT III

- I. Organisation and administration of health services in India.
- II. National health policy
- III. Health care delivery system in India
- IV. Health team concept
- V. Centre, State, district, urban health services, rural health services
- VI. System of medicines
- VII. Centrally sponsored health schemes
- VIII. Role of voluntary health organizations and international health agencies
- IX. Role of health personnel in the community
- X. Public health legislation.

### UNIT IV

- I. Health Education
- II. Aims concepts and scope of the health education
- III. National plan for health education
- IV. Communication techniques
- V. Methods and media for health education programmes
- VI. Planning for health education and role of nurse

### UNIT V

- I. Role of the community health nurse.
- II. National health programmes
- III. Maternal and child health programmes
- IV. Family welfare and school health services
- V. Occupational health services.
- VI. As a member of the health team.
- VII. Training and supervision of health care workers.

### UNIT VI

- I. Epidemiology
- II. Definition-concepts, aims, objectives, methods, principles
- III. Epidemiology – Theories and models
- IV. Application of Epidemiology, principles and concepts in community health.

### UNIT VII

- I. Bio statistics and vital statistics
- II. Introduction, definition and scope, legislation
- III. Report, recording and compiling of vital statistics at the local, state, national and international level.
- IV. Definitions and methods of computing vital statistics
- V. Methods of presenting data
- VI. Management information system

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## PRACTICUM

Each student will prepare a community profile.

The students will be allotted families for gaining experience in identifying family health needs, health counseling and guidance and family budgeting for optimum health.

The students will participate in the activities of primary health centre, Sub-centre, MCH Centre.

Visits will be made to selected health and welfare agencies, water purification plant and sewage disposal plant, infectious disease hospital.

Conduct health educational programmes for individual/groups/community.



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## MENTAL HEALTH NURSING

**PLACEMENT :SECOND YEAR TIME ALLOTTED: Theory : -60 hrs**

**Practical – 240 hrs**

### COURSE DESCRIPTION

This course enable the students to recognize and appreciate the causes, symptoms and process of abnormal human behaviour. It also introduces the student to the present day treatment modalities in the light of psychological, social and cultural factors affecting human behaviour. This course helps the student to learn principles of mental health and psychiatric nursing and to develop beginning skills in the management of the mentally ill in hospital and community.

### OBJECTIVES

At the end of course, the student will

1. Identify and describe the philosophy and principles of mental health nursing
2. Describe the historical development of mental health and psychiatric nursing
3. Classify mental disorders
4. Develop skill in history taking and performing mental status examination.
5. Describe etiological factors, psycho-pathology, clinical features, diagnostic criteria and treatment methods used for mental disorders.
6. Manage the patients with various mental disorders.
7. Communicate therapeutically with patients and their families.
8. Identify role of the nurse in preventive psychiatry.
9. Identify the legal aspects in practice of mental health and psychiatric nursing.

### COURSE CONTENTS

#### UNIT I

- I. Introduction and historical development
- II. History of psychiatry
- III. Historical development of mental health nursing
- IV. Philosophy, principles of mental health and psychiatric nursing
- V. Concept of normal and abnormal behaviour
- VI. Role and qualities of mental health and psychiatric nursing
- VII. Mental health team and functions of team members
- VIII. Legal aspects in psychiatry and mental health services

  
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## UNIT II

- I. Classification and assessment of mental disorders
- II. Terminologies used in psychiatry
- III. Classification of mental disorders
- IV. Etiological factors and psychopathology of mental disorders
- V. History taking and assessment methods for mental disorders.

## UNIT III

- I. Therapeutic communication
- II. Communication process
- III. Interview skills, therapeutic communication techniques. Nurse patient Relationship, therapeutic impasse and it's management process recording.

## UNIT IV

- I. Management of mental disorders.
- II. Etiological factors, psychopathology, types, clinical features, diagnostic criteria, treatment and nursing management of patient with following disorders:
- III. Neurotic Disorders: Anxiety Neurosis, Depressive Neurosis, Obsessive compulsive Neurosis, phobic Neurosis and Hypochondriacal Neurosis, Stress related and somatoform disorders.
- IV. Psychotic Disorders: Schizophrenic form, affective and organic psychosis.
- V. Organic Brain syndromes
- VI. Psychosomatic disorders
- VII. Personality disorders
- VIII. Disorders of childhood and adolescence.

## UNIT V

- I. Management of patients with substance use disorders
- II. Substance use and misuse.
- III. Dependence, intoxication and withdrawal
- IV. Classification of psychoactive substances
- V. Etiological and contributory factors
- VI. Psychopathology
- VII. Clinical features
- VIII. Diagnostic criteria
- IX. Treatment and nursing management of patient with substance use disorders.
- X. Preventive and rehabilitative aspects in substance abuse.

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## UNIT VI

- I. Management of mental sub-normality
- II. Classification of mental sub-normality
- III. Etiological factors, psychopathology, psychometric assessment, diagnostic criteria and management of sub-normality.

## UNIT VII

- I. Psychiatric Emergencies
- II. Types of emergencies, psychopathology, clinical features, assessment and diagnosis, treatment and nursing management of patient with psychiatric emergencies.
- III. Crisis intervention therapy.

## UNIT VIII

### Therapeutic Modalities

Principles, indication, contraindications and role of nurse in various treatment methods:

- I. Therapeutic community and Milieu therapy
- II. Occupational therapy
- III. Psychotherapy
- IV. Behaviour therapy
- V. Group therapy
- VI. Family therapy
- VII. Pharmacotherapy
- VIII. Electro convulsive therapy
- IX. Other miscellaneous therapies.

## UNIT IX

- I. Preventive Psychiatry
- II. Model of prevention
- III. Role of nurse in preventive psychiatry
- IV. Psychiatric social work
- V.  $\frac{3}{4}$  Community mental health nursing Community mental health agencies
- VI.  $\frac{3}{4}$  National mental health programmes

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7. Chandra



## PRACTICUM

The student will be provided opportunity to:

Observe, record and report the behavior of their selected patients. Record the process of interaction

Assess the nursing needs of their selected patients, plan and implement the nursing intervention.

Counsel the attendant and family members of patient.

Participate in the activities of psychiatric team

Write observation report after a field visit to the following places:

Child guidance clinic,

School/Special Schools (For Mentally subnormal)

Mental Hospital

Community mental health centres,

De-addiction centre.

## INTRODUCTION TO NURSING EDUCATION

Placement : Second year Time Allotted: Theory -60 hrs Practical -75 hrs

## COURSE DESCRIPTION

This course introduced the students to principles and concepts of education, curriculum development and methods and media of teaching. It also describes the steps in curriculum development and implementation of educational programmes in nursing.

## OBJECTIVES

At the end of the course, the students will

1. Describe the philosophy and principles of education.
2. Explain the teaching – learning process
3. Develop the ability to teach, using various methods and media.
4. Describe the process of assessment.
5. Describe the administrative aspects of school of nursing
6. Participate in planning and organizing an in-service education programme.
7. Develop basic skill of counseling and guidance.

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1) Periods 2) In 3) Scheme 4) School 5) In 6) Register  
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## COURSE CONTENTS

### UNIT I

Introduction to education

Meaning of education, aims, function and principles. Philosophy of education

### UNIT II

- I. Teaching learning process
- II. Nature and characteristics of learning
- III. Principles and maxims of teaching
- IV. Formulating objectives
- V. Lesson planning

### UNIT III

- I. Methods of teaching
- II. Teaching methods
- III. Lecture
- IV. Discussion
- V. Demonstration
- VI. Group discussion
- VII. Project
- VIII. Role play
- IX. Panel discussion
- X. Symposium
- XI. Seminar
- XII. Field trip
- XIII. Workshop
- XIV. Exhibition
- XV. Programmed instruction
- XVI. Computer assisted learning
- XVII. Clinical teaching methods:
- XVIII. Case methods
- XIX. Case presentation
- XX. Nursing rounds and reports
- XXI. Bedside clinic
- XXII. Conference(individual and group)
- XXIII. Recording of interaction process

  
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#### UNIT IV

- I. Educational media
- II. The communication process: factors affecting communication
- III. Purposes and types of audio-visual aids
- IV. Graphics aid: Chalk-board, charts, graphs, posters, flash cards, flannel graph/khadigraph, bulletin, cartoon.
- V. Three dimensional aids: Objects, specimen, models, puppets.
- VI. Printed aids: pamphlets and leaflets
- VII. Projected aids: slides, films and televisions, VCR, VCP, Overhead projector, camera, microscope.
- VIII. Audio – Aids: Tape-recorder, public address system, computer

#### UNIT V

- I. Methods of assessment
- II. Purpose and scope of evaluation and assessment
- III. Criteria for selection of assessment techniques and methods
- IV. Assessment of knowledge: essay type question, SAQ (Short Answer Questions)
- V. MCQ (multiple choice questions)
- VI. Assessment of skills: Observation, check list. Practical examination, Viva, objective structured clinical examination.
- VII. Assessment of attitude: Attitude scale.

#### UNIT VI

- I. Management of school of Nursing
- II. Planning of school of nursing, organization
- III. Recruitment of teaching staff, budget, facilities for the school, student selection and admission procedure, administrative planning for students, welfare services for students, maintenance of school records, preparation of annual reports. INC guidelines for school of nursing

#### UNIT VII

- I. Guidance and counseling definition
- II. Basic principles of guidance and counseling
- III. Organisation of guidance and counseling services
- IV. Counselling process
- V. Managing disciplinary problems
- VI. Management of crisis

  
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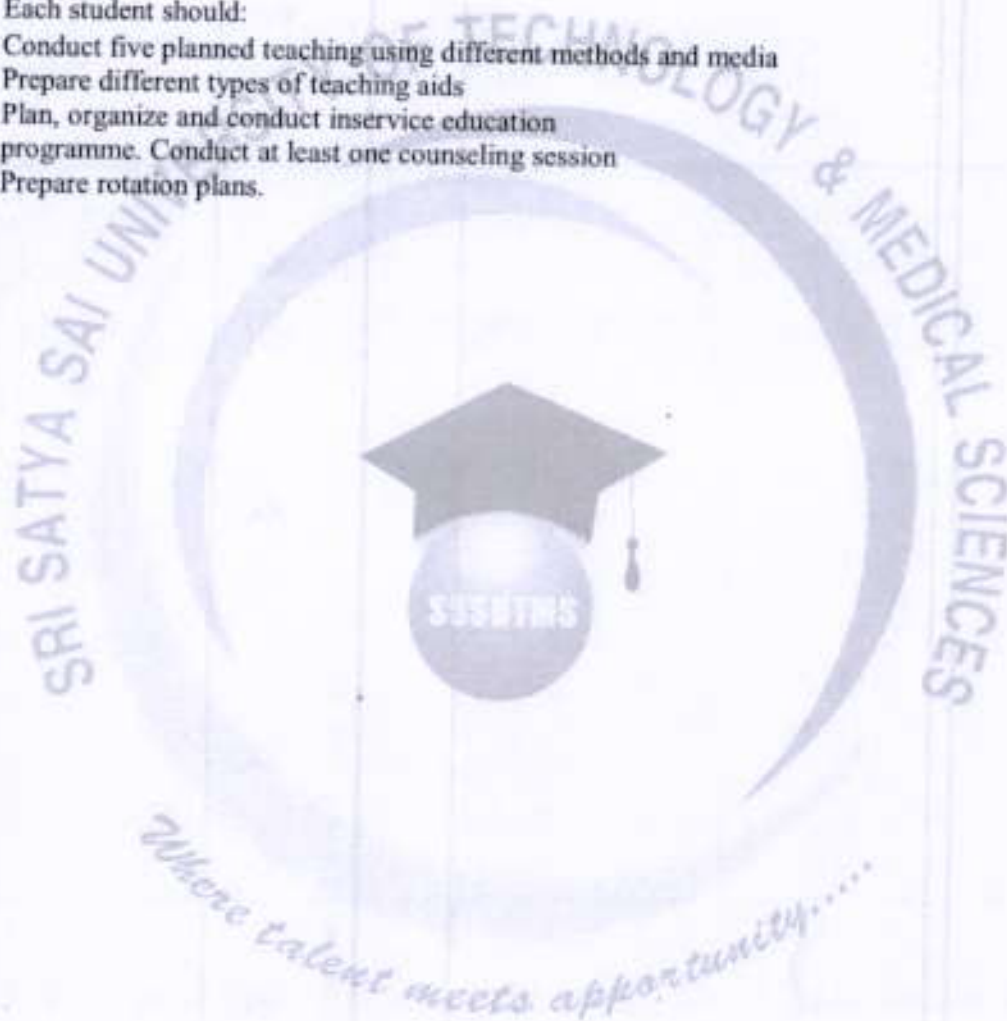
## UNIT VIII

- I. In-service education
- II. Introduction to nature scope of in-service education programme
- III. Principles of adult learning
- IV. Planning for in-service programme
- V. Techniques, and methods of staff education programme
- VI. Evaluation of in-service programme.

## PRACTICUM

Each student should:

Conduct five planned teaching using different methods and media  
Prepare different types of teaching aids  
Plan, organize and conduct inservice education programme. Conduct at least one counseling session  
Prepare rotation plans.



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## INTRODUCTION TO NURSING SERVICE ADMINISTRATION

Placement : Second year

Time Allotted: Theory -60 hrs  
Practical -180 hrs

### COURSE CONTENTS

This course is designed to give an opportunity to the student to gain an understanding of the principles of administration and its application to nursing service. It is also intended to assist the students to develop an understanding of professional leadership need.

### OBJECTIVES


At the end of the course, the student will

1. Identify the principles of administration
2. Describe the principles and techniques of supervision
3. Explain the principles and methods of personnel management
4. Explain the principles of budgeting
5. Organise and manage a nursing unit effectively
6. Identify dynamics of organizational behaviour, styles and functions of effective leadership.

### COURSE CONTENTS

#### UNIT I

- I. Principles and practice of Administration
- II. Significance, elements and principles of administration.
- III. Organization of hospital – Definition, Aims, functions and classifications, health team.
- IV. Policies of hospital, different departments with special emphasis to department of nursing and office management.
- V. Responsibilities of the nursing personnel specially of ward sister, medico legal aspects, concept of cost effectiveness.

  
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7) Anu

## UNIT II

- I. Nursing unit Management
- II. Physical layout of a nursing unit and necessary facilities
- III. Factors affecting the quality of nursing care
- IV. Maintenance of a therapeutic environment
- V. Administration of the unit-management of patient care
- VI. Maintenance of physical environment
- VII. Assignment of duties and time plan.
- VIII. Patient assignment, safety measures, prevention of accidents and infections,
- IX. Maintenance of patients records and reports, legal responsibilities.
- X. Maintenance of quality nursing care, nursing audit.

## UNIT III

- I. Personnel management
- II. Staff recruitment and selection, appointment, promotions, personnel policies and job descriptions.
- III. Job analysis.
- IV. Staffing the unit, staffing norms, rotation plan, leave planning, performance appraisal, staff welfare and management of disciplinary problems.

## UNIT IV

- I. Supervision
- II. Principles of supervision, nature and objectives
- III. Tools and techniques of supervision
- IV. Evaluation
- V. Nursing audit
- VI. Staff development –orientation program
- VII. Skill training
- VIII. Leadership development
- IX. Problem solving process.

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## UNIT V

- I. Material management
- II. Principles of material management
- III. Quality control
- IV. Inventory, care of equipment, safekeeping
- V. Role of nursing personnel in material management.

## UNIT VI

- I. Financial Management
- II. Budgeting – Principles of budgeting, audit.

## UNIT VII

- I. Organizational behaviour
- II. Group dynamic and human relation, organizational communication (hospital information system)
- III. Public relations, leadership styles and functions
- IV. Methods of reporting
- V. Maintaining records and reports

## PRACTICUM


Observe the functioning of nursing administration at various level i.e. institution, department, unit.

Each student will practice ward management under supervision.

Student will prepare rotation plan of the staff, write reports, give verbal report of the ward and assist in maintaining the inventory of the nursing unit.

Visit to private and government hospital and write observation reports.

  
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## INTRODUCTION TO NURSING RESEARCH AND STATISTICS

Placement :Second Year

Time Allotted: Theory -45 hrs  
Practical -120 hrs

### COURSE DESCRIPTION

The course is designed to assist the students to develop an understanding of basic concepts of research and statistics, use the findings of nursing research in nursing practice, apply the knowledge in conducting projects(s) and solve problems related to nursing using scientific method.

### OBJECTIVES

At the end of the course, the students will:-

1. Define the terms and concepts of nursing research
2. Identify needs and scope of nursing research
3. Identify and define a research problem
4. Locate and list sources of literature for a specific study
5. Describe different research approaches, methods of data collection and sampling techniques with a special reference to survey method.
6. Develop tool for data collection
7. Enumerate steps of data analysis and present data summary in tabular form.
8. Use descriptive and co-relational statistics in data analysis
9. Conduct a group research project.

### COURSE CONTENTS

#### A. INTRODUCTION TO RESEARCH METHODOLOGY

##### UNIT I

- I. Steps of scientific methods.
- II. Definition of research
- III. Need for nursing research
- IV. Characteristics of good research. Research process.

##### UNIT II

- I. Statement of research problem
- II. Statement of purpose and objectives
- III. Definition or research terms

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IV. Review of literature.

### UNIT III

Research approaches:- historical, survey and experimental

### UNIT IV

- I. Sampling techniques and methods of data collection.
- II. Sampling
- III. Instruments-questionnaire. Interview
- IV. Observation schedule, records, measurements
- V. Reliability and validity of instruments.

### UNIT V

- I. Analysis of Data: Tabulation
- II. Classification and summarization
- III. Presentation
- IV. Interpretation of data

### UNIT VI

- I. Communication of research findings
- II. Writing Report:
- III. Organizing materials for writing
- IV. Format of the report
- V. Use of computers

## B. INTRODUCTION TO STATISTICS

### UNIT VII

- I. Descriptive Statistics.
- II. Frequency Distribution - Types of measure - frequencies, class interval, graphic methods of describing frequency.
- III. Measures of central tendency - Mode, Median and mean.
- IV. Measures of variability: Range, standard deviation
- V. Introduction to normal probability.

### UNIT VIII

- I. Correlation
- II. Computation by rank difference methods
- III. Uses of correlation co-efficient

  
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## UNIT IX

Biostatistics: Crude rates and standardized rates, ratio and estimation of the trends.

## UNIT X

- I. Introduction to computers in nursing
- II. Introduction to computers and disk-operating system
- III. Introduction to word processing
- IV. Introduction to data base
- V. Windows applications, word, excel, power point, multimedia.
- VI. Use of statistical packages.
- VII. Introduction to internet & use of electronic mail
- VIII. Computer aided teaching and testing.

## PRACTICUM

Students will conduct research project in small groups in selected areas of nursing and submit a report (Group studies may include studying of existing health practices, improved practices of nursing (procedures) health records, patient records and survey on nursing literature)



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# SCHOOL OF NURSING

## SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES

[Established Under Act. 06 of 2014 by Govt. of Madhya Pradesh]

Approved by Madhya Pradesh Private University Regulatory Commission  
SH-18, Bhopal-Indore Road, Opposite Oilfed Plant, Pachama, Sehore (M.P.) Pin Code - 466001

Name of Department :- School of Nursing  
Minutes of Board of Studies Committee Meeting held on Dated 24//03/2021

The Board of Studies Committee Meeting was held in the room of Principal at 11:00 Am on Dated 24//03/2021 Following members were present.

- |    |                    |                      |
|----|--------------------|----------------------|
| 1. | Mrs. Shamia Sophi  | Principal & Chairman |
| 2. | Prof. Venice David | External Member      |
| 3. | Ms. Sunita Kumari  | Member               |
| 4. | Mr. Gajendra Singh | Member               |
| 5. | Ms. Karamjeet Kaur | Member               |
| 6. | Ms. Nera Singh     | Member               |
| 7. | Ms. Suman Kasana   | Member               |

The Chairman of Board of Studies Committee welcomes and appreciated the efforts put up by the faculty for Post Basic B.Sc Nursing Program. The following Agenda points were discussed and resolved.

### Agenda 1. Study Plan

The Chairman BOS placed the study plan of First Year P.B.B.Sc Nursing before the BOS Members and described the plan.

Discussion : All the members discussed the P.B.B.Sc study plan and principally agreed with the plan.

Resolution : It is resolved that the first year P.B.B.Sc Nursing study plan may be implemented in session 2020-21.

### Agenda 2. First Year P.B.B.Sc Nursing Scheme and Syllabus for approval.

Discussion : All the members discussed the scheme and syllabus P.B.B.Sc Nursing placed before the BOS Members and agreed with this.

Resolution : It is resolved that first year P.B.B.Sc Nursing Scheme and Syllabus must be implemented as per the guidelines of INC, New Delhi.

The Chairman thanks the members for peaceful conduction of meeting.




# SCHOOL OF NURSING SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCE

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Approved by Madhya Pradesh Private University Regulatory Commission

SH-18, Bhopal-Indore Road, Opposite Oilfed Plant, Pachama, Sehore (M.P.) Pin Code - 466001

## Signature of All members (Including chairman)

- |                       |                      |  |
|-----------------------|----------------------|--|
| 1. Mrs. Shamia Sophi  | Principal & Chairman |  |
| 2. Prof. Venice David | External Member      |  |
| 3. Ms. Sunita Kumari  | Member               |  |
| 4. Mr. Gajendra Singh | Member               |  |
| 5. Ms. Karamjeet Kaur | Member               |  |
| 6. Ms. Nera Singh     | Member               |  |
| 7. Ms. Suman Kasana   | Member               |  |
- 

  
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**SCHOOL OF MEDICAL SCIENCES**  
**SRI SATYA SAI UNIVERSITY OF TECHNOLOGY &**  
**MEDICAL SCIENCES, SEHORE**  
**SH 18, BHOPAL INDORE ROAD, SEHORE (M.P.)**

**P.B.B.Sc. Nursing, First Year**  
**Scheme of Examination**

S.No	Subject Theory	Hour	Assessment			Total	Minimum Pass Marks	Subject Code
			Int.	Min Int.	Ext.			
1	Nursing Foundation	2	15	7.5	35	50	25	PNU101
2	Nutrition and Dietetics	2	15	7.5	35	50	25	PNU102
3	Biochemistry and Biophysics	3	25	12.5	75	100	50	PNU103
4	Psychology	3	25	12.5	75	100	50	PNU104
5	Microbiology	3	25	12.5	75	100	50	PNU105
6	Maternal Nursing	3	25	12.5	75	100	50	PNU106
7	Child Health Nursing	3	25	12.5	75	100	50	PNU107
8	Medical & Surgical Nursing	3	25	12.5	75	100	50	PNU108
9	English (Qualifying)*	3	25	12.5	75	100	50	
<b>Practical</b>								
1	Maternal Nursing		50	25	50	100	50	PNU106
2	Child Health Nursing		50	25	50	100	50	PNU107
	Medical & Surgical Nursing		50	25	50	100	50	PNU108

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# Syllabus and Regulations

## Post Basic B.Sc. Nursing I Year


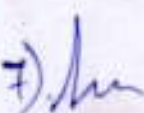
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## POST BASIC B.SC. NURSING

**UNDER GRADUATE PROGRAM :** Post Basic B.Sc. Nursing

**ELIGIBILITY CRITERIA:** Registered Nurses Midwife (Diploma in Nursing) with minimum one year experience either in hospital as a whole time public health nurse

**COURSE DURATION :** 2 years

### COURSES OF STUDY

#### 1<sup>st</sup> Year

S.No	Subject	Hours Theory	Hours Practical
1.	Nursing Foundation	45	
2.	Nutrition & Dietetics	30	25
3.	Biochemistry and Biophysics	60	30
4.	Psychology	60	15
5.	Maternal Nursing	60	240
6.	Child Health Nursing	60	240
7.	Microbiology	60	30
8.	Medical & Surgical Nursing	90	300
9.	English(Qualifying)	60	
Total		525	880

#### 2<sup>nd</sup> Year

10.	Sociology	60	
11.	Community Health Nursing	60	240
12.	Mental Health Nursing	60	240
13.	Introduction to Nursing Education	60	75
14.	Introduction to Nursing Administration	60	180
15.	Introduction to Nursing Research & Statistics	45	120
Total		345	855

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## SYLLABUS

### NURSING FOUNDATION

Placement : First Year

Time Allotted: Theory -45 hrs.

#### COURSE DESCRIPTION

This course will help students develop an understanding of the philosophy, objectives and responsibilities of nursing as a profession. The purpose of the course is to orient to the current concepts involved in the practice of nursing and developments in the nursing profession.

#### OBJECTIVES

At the end of the course, the student will

1. Identify professional aspects of nursing
2. Explain theories of nursing
3. Identify ethical aspects of nursing profession.
4. Utilise steps of nursing process.
5. Identify the role of the nursing in various levels of health services.
6. Appreciate the significance of quality assurance in nursing
7. Explain current trends in health and nursing.

#### COURSE CONTENTS

##### UNIT -I

- I. Development of Nursing as a profession
- II. its philosophy
- III. Objectives and responsibilities of a graduate nurse
- IV. Trends influencing nursing practice
- V. Expanded role of the nurse
- VI. Development of nursing education in India and trends in nursing education




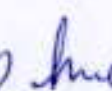



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- VII. Professional organizations, career planning
- VIII. Code of ethics & Professional conduct for nurse.

## Unit II

- I. Ethical, legal and other issues in nursing
- II. Concepts of health and illness, effects on the person
- III. Stress and adaptation
- IV. Health care concept and nursing care concept
- V. Developmental concept, needs, roles and problems of the development stages of individual –newborn, infant, toddler, pre-adolescent, adolescent, adulthood, middle-age, old age.

## UNIT III

- I. Theory of nursing practice
- II. Meta paradigm of nursing –characterized by four central concepts i.e. nurse, person (client/patient), health and environment.

## UNIT IV

- I. Nursing process.
- II. Assessment: Tools for assessment, methods, recording.
- III. Planning: Techniques for planning care, types of care plans.
- IV. Implementation of care, recording.
- V. Evaluation: Tools for evaluation, process of evaluation.

## UNIT V

- I. Quality assurance: nursing standards, nursing audit, total quality management.
- II. Role of council and professional bodies in maintenance of standards.

## UNIT VI

Primary health care concept:

- I. Community oriented nursing
- II. Holistic nursing
- III. Primary nursing
- IV. Family oriented nursing concept:
- V. Problem oriented nursing
- VI. Progressive patient care
- VII. Team nursing

  
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## NUTRITION AND DIETETICS

Placement :First Year Time Allotted: Theory -30 hrs. Practical -25 hrs

### COURSE DESCRIPTION

This course is designed to provide the students with a wide knowledge of dietetics in Indian setting, that the practice of teaching optimum and realistic dietary planning can become an integral part of nursing practice.

### OBJECTIVES

At the end of the course, the student will

1. Explain the principles and practices of nutrition and dietetics.
2. Plan therapeutic diets in different settings.
3. Identify nutritional needs of different age groups and plan diet accordingly.
4. Prepare meals using different methods utilizing cookery rules.

### COURSE CONTENTS

#### UNIT I

- I. Introduction to nutrition and dietetics.
- II. Balanced diet, factors on which it depends.
- III. Factors to be considered in planning.
- IV. Guides available for planning.
- V. Food hygiene, preparation and preservation
- VI. Review of nutrients –micro and macro.

#### UNIT II

- I. Introduction to diet therapy
- II. Routine hospital diets
- III. Therapeutic diet under each unit i.e. cardiovascular diseased, Gastronitestinal diseases, Renal disorders, endocrine and metabolic disorders, allergy, infections and fevers, pre and post operative stage, deficiency diseases and malnutrition, overweight and underweight.

#### UNIT III

- I. Infant and child nutrition
- II. Feeding of normal infants: factors to be considered in planning, nutritional requirements.
- III. Feeding of premature infants: factors to be considered in planning, nutritional requirements.

  
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- IV. Supplementary feeding of infants: Advantage and method of introduction.
- V. Weaning, effects on mother and child
- VI. Psychology of infant and child feeding.
- VII. Feed the sick child. Diet in diseases of infancy and childhood.
- VIII. Deficiency states – malnutrition and under nutrition.
- IX. Feeding pre-school child: nutritional needs, factors to be considered in planning diets. Problems in feeding.
- X. School lunch programme: Advantages, Need in India.

#### UNIT IV

- I. Community Nutrition: Need for community nutrition programme.
- II. Nutritional needs for special groups: infant, child, adolescent, pregnant woman, lactating mother and old people.
- III. Substitutes for non-vegetarian foods.
- IV. Selection of cheap and nutritious foods. Nutrition education- needs and methods.
- V. Methods of assessing nutritional status of individual/group/community.
- VI. Current nutritional problems and national programmes.

#### PRACTICUM

##### I. Methods of cooking and cookery rules.

1. Simple preparation of beverages, soups, cereals and pulses, eggs, vegetables, meat.
2. Menu Plans.



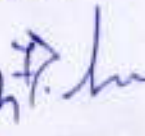
##### II. Preparation of supplementary food for infants.

1. Food for toddlers.
2. Low cost nutritious dishes for vulnerable groups.
3. Dietary case study of patient on special diet and planning of low cost dietary instructions for home adaptations.
4. Planning of therapeutic diets.

  
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## BIOCHEMISTRY AND BIOPHYSICS

Placement: First Year

Time Allotted:

Section A (Biochemistry) – Theory 30 hrs.

Section B (Biophysics) - Theory 30 hrs.

Practical - 30 hrs

### COURSE DESCRIPTION:

This course introduces the basic principles of biochemistry and biophysics related to nursing.

### OBJECTIVES:

At the end of the course, the student will

1. Identify the basic principles of biochemistry and biophysics.
2. Synthesize the knowledge of these principles in various nursing situations.

### SECTION A: BIOCHEMISTRY

Theory – 30 hrs

### COURSE CONTENTS

#### UNIT I

- I. Introduction : Importance of biochemistry in nursing
- II. Study of cell and its various components.

#### UNIT II

- I. Water and Electrolytes: Water sources, property and functions in human body.
- II. Water and fluid balance.
- III. Electrolytes of human body, functions, sources.

#### UNIT III

- I. Enzymes
- II. Mechanism of action
- III. Factors affecting enzyme activity
- IV. Diagnostic applications
- V. Precautions for handling specimens for enzyme estimation
- VI. Digestion and absorption of carbohydrates, proteins and fats
- VII. Various factors influencing the digestion and absorption, malabsorption syndrome.

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#### UNIT IV

- I. Carbohydrates: Catabolism of carbohydrates for energy purposes
- II. Mitochondrial oxidation and oxidation phosphorylation.
- III. Fats of glucose in the body. Storage of glucose in the body, glycogenesis, glycogenolysis and neoglucogenesis, blood glucose and its regulation.
- IV. Glucose tolerance test, hyperglycemia, hypoglycemia, glycemia.

#### UNIT V

- I. Protein : Amino acids, hormones.
- II. Essential amino acids. Biosynthesis of protein in the cells
- III. Role of nucleic acid in protein synthesis.
- IV. Nitrogenous constituents of urine, blood, their origin—urea cycle, uric acid formation, gout.
- V. Plasma proteins and their functions.

#### UNIT VI

- I. Fat: Biosynthesis of fats and storage of fats in the body.
- II. Role of liver in fat metabolism
- III. Biological importance of important lipids and their functions
- IV. Cholesterol and lipoprotein
- V. Sources, occurrence and distribution
- VI. Blood level and metabolism
- VII. Ketone bodies and utilization.
- VIII. Inter-relationships in metabolism and cellular control of metabolic processes.

#### SECTION B: BIOPHYSICS

##### COURSE CONTENTS

##### UNIT I

- I. Introduction : Concepts of unit and measurements.
- II. Fundamental and derived units.
- III. Units of length, weight, mass, time.

##### UNIT II

Vector and scalar motion, speed, velocity and acceleration.

  
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### UNIT III

- I. Gravity: Specific gravity, centre of gravity, principles of gravity.
- II. Effect of gravitational forces on human body.
- III. Application of principles of gravity in nursing.

### UNIT IV

- I. Force, work, Energy: Their units of measurement.
- II. Type and transformation of energy, forces of the body, static forces.
- III. Principles of machines, friction and body mechanics.
- IV. Simple mechanics – lever and body mechanics, pulley and traction, incline plane, screw.
- V. Application of these principles in nursing.

### UNIT V

- I. Heat: Nature, measurement, transfer of heat
- II. Effects of heat on matter
- III. Relative humidity, specific heat
- IV. Temperature scales
- V. Regulation of body temperature
- VI. Use of heat for sterilization
- VII. Application of these principles in nursing

### UNIT VI



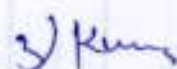
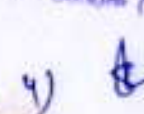
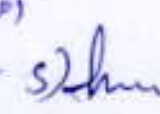

- I. Light: Laws of reflection
- II. Focusing elements of the eye, defective vision and its correction, use of lenses.
- III. Relationship between energy, frequency and wavelength of light
- IV. Biological effects of light.
- V. Use of light in therapy.
- VI. Application of these principles in Nursing.

### UNIT VII

- I. Pressures: Atmospheric pressure, hydrostatic pressure, osmotic pressure. Measurements of pressures in the body

  
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- II. Arterial and venous blood pressures
- III. Ocular pressure
- IV. Intracranial pressure
- V. Applications of these principles in nursing.

#### UNIT VIII

- I. Sound: Frequency, Velocity and intensity
- II. Vocalization and hearing
- III. Use of ultrasound. Noise pollution and its prevention
- IV. Application of these principles in nursing.

#### UNIT IX

- I. Electricity and Electromagnetism: Nature of electricity. Voltage, current, resistance and their units.
- II. Flow of electricity in solids, electrolytes, gases and vacuum.
- III. Electricity and human body.
- IV. ECG, EEG, EMG, ECT
- V. Pace makers and defibrillation
- VI. Magnetism and electricity.
- VII. M.R.I Scanning, CAT Scan

#### UNIT X

- I. Atomic Energy: Structure of Atom, Isotopes and Isobars.
- II. Radioactivity: Use of radioactive isotopes.
- III. Radiation protection units and limits, instruments used for detection of ionising radiation. X-rays.

#### UNIT XI



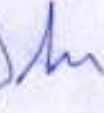
Principles of Electronics: Common electronic equipments used in patient care.

#### Practicum:

Experiments and Tests should be demonstrated wherever applicable.

  
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## PSYCHOLOGY

Placement : First Year

Time Allotted: Theory -60 hrs.

Practical- 15 hrs

### COURSE DESCRIPTION

This course is designed to reorient and widen the student's knowledge of fundamentals of psychology. The student is offered an opportunity to apply the theoretical concepts in the clinical setting and thereby understand the psychodynamics of patient behaviour. This course would also help the student to develop and insight into her own behaviour.

### OBJECTIVES

At the end of the course, the student will

1. Apply psychological principles while performing nursing duties.
2. Distinguish the psychological processes during health and sickness.
3. Analyze own behaviour patterns.
4. Tabulate the psychological needs of the patients for planning nursing care.
5. Participate in psychometric assessment of the client.

### COURSE CONTENTS

#### UNIT I

- I. Introduction: Definition of psychology, scope and methods of psychology.
- II. Relationship with other subjects.

#### UNIT II


- I. Sensation, Attention and perception: Definitions -
- II. Sensory processes: Normal and abnormal
- III. Attention and distraction: Contributory factors
- IV. Characteristics of perception, perception: Normal and abnormal

  
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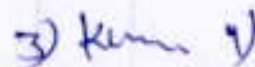
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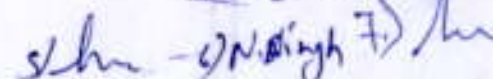


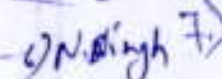
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### UNIT III

- I. Motivation: Definition and nature of motivation
- II. Biological and social motives
- III. Frustration and conflicts
- IV. Self-actualization

### UNIT IV

- I. Emotions: Definition of emotions, expression and perception
- II. Emotions in sickness

### UNIT V

- I. Personality : Definition , constituents of personality
- II. Personality in sickness and nursing

### UNIT VI

- I. Psychological aspects of nursing
- II. Behaviour and sickness. Psychological needs of  
Child and adolescents Adult  
Aged  
Attendants  
Chronically ill individual

### UNIT VII

- I. Individual differences
- II. Significance of individual differences.
- III. Heredity and environment
- IV. Role of individual differences both in health and sickness.
- V. Implications of individual differences in nursing.

### UNIT VIII

- I. Intelligence and Abilities: Definition
- II. Intelligence and abilities during sickness
- III. Measurement of intelligence and abilities.

  
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## UNIT IX

- I. Learning: Definition, conditions of learning
- II. Laws of learning
- III. Learning during health and sickness.

## UNIT X

- I. Memory and forgetting: Definition and nature of memory
- II. Memory during health and sickness.
- III. Forgetting during health and sickness

## UNIT XI

- I. Attitudes: Definition, Development and modification
- II. Role of attitudes in health and sickness.

## UNIT XII



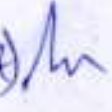
- I. Concept of mental hygiene and mental health
- II. Characteristics of a mentally healthy person.
- III. Defense mechanisms.

## PRACTICUM

1. Simple experiments of (i) perception (ii) measuring thresholds (iii) reaction time.
2. Administration of psychological tests
3. Observation and recording data: (i) field observation (ii) interview (iii) case study (iv) self-rating.

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## MICROBIOLOGY

PLACEMENT: FIRST YEAR

TIME ALLOTTED: Theory -60 hrs  
Practical 30 hrs

### COURSE DESCRIPTION

This course reorients the students to the fundamentals of Microbiology and its various sub-divisions. It provides opportunities to gain skill in handling and use of microscope for identifying various micro-organisms. It also provides opportunities for safe handling of materials containing harmful bacteria and methods of destroying microorganisms.

### OBJECTIVES

At the end of the course, the student will

1. Identify common disease producing micro-organisms.
2. Explain the basic principles of microbiology and their significance in health and disease.
3. Demonstrate skill in handling specimens.
4. Explain various methods of dis-infection and sterilization.
5. Identify the role of the nurse in hospital infection control system.

### COURSE CONTENTS

#### UNIT I

- I. Structure and classification of microbes
- II. Morphological types
- III. Size and form of bacteria
- IV. Motility.
- V. Classification of Micro-organisms.

#### Practical:

- I. Use and care of microscope.
- II. Common examination :Smear, blood, moulds, yeasts.

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## UNIT II

- I. Identification of Micro-organisms
- II. Discussion of laboratory methods
- III. Diagnosis of bacterial diseases.

### Practical:

- I. Staining techniques-gram staining, acid fast staining.
- II. Hanging drop preparation.

## UNIT III

- I. Growth and Nutrition of Microbes
- II. Temperature
- III. Moisture
- IV. Blood

### Practical:

- I. Preparation of Media and culture techniques.
- II. Collection, handling and transportation of various specimens.

## UNIT IV

- I. Destruction of Micro-organisms.
- II. Sterilization and disinfection
- III. Chemotherapy and antibiotics
- IV. Effects of heat and cold
- V. Hospital infection control procedure and role of nurses.

**Practical:** Sterilization methods -physical, chemical and mechanical

## UNIT V

- I.  $\frac{3}{4}$  Disease producing micro-organisms
- II. Gram positive bacilli
- III. Tuberculosis and Leprosy
- IV. Anaerobes
- V. Cocci
- VI. Spirochaete
- VII. Rickettsiae

**Practical:** Identification and study of the following bacteria: Streptococci, pneumococci and Staphylococci, Corynebacteria, Spirochetes and gonococci. Enteric bacteria. Posting in infection control department.

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## UNIT VI

- I. Pathogenic Fungi
- II. Dermatophytes
- III. Systemic mycotic infection
- IV. Laboratory diagnosis of mycotic infection

## UNIT VII

- I. Immunity
- II. Immunity and hypersensitivity-Skin test
- III. Antigen and antibody reaction
- IV. Immunization in disease.

Practical: Demonstration of serological methods

## UNIT VIII

- I. Parasites and vectors.
- II. Characteristics and classification of parasites
- III. Protozoal infection including amoebiasis
- IV. Helminthes infection
- V. Diagnosis of parasitic infection
- VI. Vectors and diseases transmitted by them.
- VII. Practical: Identification of Parasites and Vectors.

## UNIT IX

- I. Viruses.
- II. Classification and general character of viruses
- III. Diseases caused by viruses in man and animal and their control.


## UNIT X



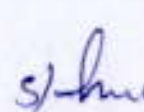
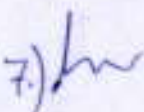
- I. Micro-organisms transmitted through food.
- II. Food poisoning. Food borne infections.

## Practicum

Each student will practice in the laboratory as indicated in each unit of the courses outline. While giving nursing care in the wards they will practice collection and processing of specimens, prevention and control of hospital infections, sterilization, immunization, chemotherapy and maintenance of personal and environmental hygiene. Observation visit to incinerator, Posting in CSSD and infection control department.

  
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## MATERNAL NURSING

Placement :first Year  
hrs

Time Allotted :Theory -60

Practical - 240 hrs

### COURSE DESCRIPTION

This course is designed to widen the student's knowledge of obstetrics during pregnancy, labour and puerperium. It also helps to acquire knowledge and develop skill in rendering optimum nursing care to a child bearing mother in a hospital or community and help in the management of common gynecological problems.

### OBJECTIVES

At end of the course, the student will

1. Describe the physiology of pregnancy, labour and puerperium.
2. Manage normal pregnancy, labour and puerperium.
3. Explain the physiology of lactation and advice on management of breast feeding.
4. Be skilled in providing pre and post operative nursing care in obstetric conditions.
5. Identify and manage high risk pregnancy including appropriate referrals.
6. Propagate the concept and motivate acceptance of family planning methods.
7. Teach, guide and supervise auxiliary midwifery personnel.

### COURSE CONTENTS

#### UNIT I

- I. Introduction and historical review
- II. Planned parenthood
- III. Maternal morbidity and mortality rates
- IV. Legislations related to maternity benefits, MTP acts, incentives for family planning etc.,

#### UNIT II

- I. Review of the anatomy and physiology of female reproductive system.

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- II. Female pelvis(normal and contracted)
- III. Review of foetal development.

### UNIT III

- I. Physiology and management of pregnancy, labour and puerperium
- II. Signs and symptoms and diagnosis of pregnancy
- III. Antenatal care
- IV. Pregnant women with HIV/AIDS
- V. Management of common gynaecological problems.

### UNIT IV

- I. The New born baby
- II. Care of the baby at birth including resuscitation
- III. Essential Newborn Care
- IV. Feeding
- V. Jaundice and infection
- VI. Small and large for date babies
- VII. Intensive care of the new born
- VIII. Trauma and haemorrhage.

### UNIT V

- I. Management of abnormal pregnancy, labour and puerperium
- II. Abortion, ectopic pregnancy and vesicular mole.
- III. Pregnancy induced hypertension, gestational diabetes, anaemia, heart disease.
- IV. Urinary infections, Antepartum hemorrhage
- V. Abnormal labour (malposition and malpresentation)
- VI. Uterine inertia
- VII. Disorders of puerperium
- VIII. Management of engorged breast, cracked nipples, breast abscess and mastitis
- IX. Puerperal sepsis
- X. Post partum haemorrhage
- XI. Inversion and prolapse of uterus, obstetrical emergencies
- XII. Obstetrical operations i.e. forceps, vacuum, episiotomy, caesarean section.

### UNIT VI

- I. Drugs in obstetrics
- II. Effects of drugs during pregnancy, labour and puerperium on mother and baby.

  
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## UNIT VII

- I. National Welfare programmes for women
- II. National Family welfare programme
- III. Infertile family
- IV. Problems associated with unwanted pregnancy
- V. Unwed mothers.

## PRACTICUM

1. The students will
  - a. Be posted in antenatal clinic, antenatal ward, labour room, postnatal ward, maternity OT, MTP room.
  - b. Visit welfare agencies for women and write observation report.
  - c. Follow nursing process in providing care to 3-6 patients.
  - d. Write at least two nursing care studies and do a presentation
  - e. Give at least one planned health teaching to a group of mothers.
2. Practice following nursing procedures.
  - a. Antenatal and post natal examination, per vaginal exam.
  - b. Conduct normal delivery, stitching of episiotomy, (For male candidates minimum conduct of 5 deliveries)
  - c. Motivation of family for adopting family planning methods.
  - d. Motivate family for planned parenthood.
  - e. Assist in various diagnostic and therapeutic procedures including IUD insertion and removal.

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## CHILD HEALTH NURSING

Placement : first Year

Time Allotted : Theory - 60 hrs

Practical - 240 hrs

### COURSE DESCRIPTION

This course is aimed at developing an understanding of the modern approach to child care, the common health problems of children and neonates in health and sickness.

### OBJECTIVES

At the end of the course, the student will

1. Explain the modern concept of child care and the principles of child health nursing.
2. Describe the normal growth and development of children at different ages.
3. Manage sick as well as healthy neonates and children.
4. Identify various aspects of preventive pediatric nursing and apply them in providing nursing care to children in hospital and community.

### COURSE CONTENTS


#### UNIT I


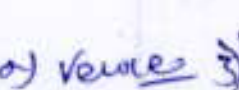
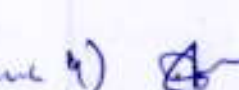
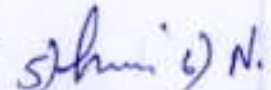
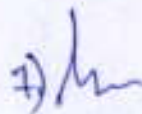
- I. Introduction
- II. Modern concept of child care
- III. Internationally accepted rights of the child
- IV. National policy and legislations in relation to child health and welfare.
- V. National programmes related to child health and welfare.
- VI. Changing trends in hospital care, preventive, promotive and curative aspects of child health.
- VII. Child morbidity and mortality rates.
- VIII. Differences between an adult and child.
- IX. Hospital environment for a sick child.
- X. The role of a paediatric nursing in caring for a hospitalized child
- XI. Principles of pre and post operative care of infants and children.
- XII. Paediatric nursing procedures.

#### UNIT II

- I. The healthy child
- II. Growth and development from birth to adolescence
- III. The needs of normal children through the stages of development and parental guidance.
- IV. Nutritional needs of children and infants breast-feeding, supplementary/artificial feeding and weaning.
- V. Accidents, causes and prevention
- VI. Value of play and selection of play material
- VII. Preventive immunization.

  
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### UNIT III



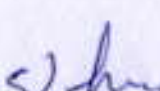
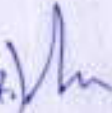
- I. Nursing care of a neonate
- II. Nursing care of a normal newborn
- III. Neonatal resuscitation
- IV. Nursing management of a low birth weight baby.
- V. Nursing management of common neonatal disorders.
- VI. Organization of neonatal unit. Prevention of infections in the nursery.
- VII. Nursing management in common childhood diseases
- VIII. Nutritional disorders and infections
- IX. Respiratory disorders and infections
- X. Gastrointestinal infections, infestations and congenital disorders.
- XI. Cardio vascular problem-congenital defects and rheumatic fever.
- XII. Genito-urinary disorder -Nephrotic syndrome, wilms' tumor, infection and congenital disorders.
- XIII. Neurological infections and disorders-convulsions, epilepsy, meningitis, hydrocephalus, spinabifida.
- XIV. Hematological disorders -aAnemias thalassemia, TTP, Leukemia, hemophilia.
- XV. Endocrine disorders - Juvenile diabetes mellitus.
- XVI. Orthopedic disorders -club feet, hip dislocation and fracture.
- XVII. Disorders of skin, eye and ears.
- XVIII. Common communicable diseases in children, their identification, nursing management in hospital and home and prevention.
- XIX. Paediatric emergencies -poisoning, foreign bodies, haemorrhage, burns and drowning.

### UNIT V

- I. Management of behaviour disorders in children.
- II. Management of challenged children;
- III. Mentally challenged
- IV. Physically challenged
- V. Socially challenged

  
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## PRACTICUM

The student will:-

1. Be posted in paediatric medical and surgical ward, OPD in hospital, health centre and neonatal unit.
2. Visit a centre for handicapped children and child welfare centre and write observation report.
3. Write an observation study of normal children of various age groups in home/nursery school/ crèche.
4. Follow nursing process in providing care to 3-6 children.
5. Write at least two nursing care studies and do a presentation.
6. Give two planned health teachings, one in hospital and one in OPD/health centre.
7. Practice the following nursing procedures:
8. Taking pediatric history.
9. Physical assessment of children.
10. Baby bath.
11. Feeding
12. Restraining
13. Calculation of dosage of drugs and administration of medications and injections.
14. Collection of specimens.
15. Enema, bowel wash, colostomy irrigation.
16. Steam and Oxygen inhalation
17. Preparation to assist with diagnostic tests and operations.
18. Examination/Assessment of a newborn
19. Neonatal resuscitation
20. Care of a baby in incubator and on ventilator
21. Photo therapy
22. Assist in exchange transfusion and other therapeutic procedures.

  
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## MEDICAL SURGICAL NURSING

Placement: First Year

Time Allotted: Theory – 90 hrs  
Practical – 300 hrs

### COURSE DESCRIPTION

The purpose of this course is to widen the student's knowledge and develop proficiency in caring for patients with medical surgical problems. This course includes review of relevant anatomy and physiology, pathophysiology in medical-surgical disorders and the nursing management of these conditions.

### OBJECTIVES

At the end of the course, the student will

1. Explain relevant Anatomy and Physiology of various systems of the body.
2. Explain pathophysiology of various disorders.
3. Explain the actions, side effects and nursing implications in administering drugs for various disorders.
4. Discuss the recent advancement in the treatment and care of patients with medical surgical conditions.
5. Develop skill in giving comprehensive nursing care to patients following the steps of nursing process.
6. Assist the patients and their families in identifying and meeting their own health needs.
7. Appreciate the role of the nurse in the medical surgical health team.

### COURSE CONTENTS

#### UNIT I

- I. Introduction to medical surgical nursing.
- II. Review of concepts of comprehensive nursing care in medical surgical conditions.
- III. Nurse, patient and his/her family.
- IV. Functions of nurse in the outpatient department.
- V. Intensive care unit.

#### UNIT II

- I. Nursing management of patient with specific problems.
- II. Fluid and electrolyte imbalance.
- III. Dyspnea and cough, respiratory obstruction.
- IV. Fever
- V. Shock
- VI. Unconsciousness
- VII. Pain Acute illness
- VIII. Incontinence

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### UNIT III

Nursing management of patient with neurological and neurosurgical conditions.

Review of anatomy and physiology of the nervous system.

Pathophysiology, diagnostic procedures and management of:

- I. Cerebro-vascular accident.
- II. Cranial, spinal and peripheral neuropathies.
- III. Head-ache and intractable pain.
- IV. Epilepsy.
- V. Infectious and inflammatory diseases and trauma of the nervous system.
- VI. Common disorders of the system.
- VII. Recent advances in diagnostic and treatment modalities.
- VIII. Drugs used in these disorders.
- IX. Tumors of brain and spinal cord, congenital malformations, degenerative diseases.

### UNIT IV

Nursing management of patient with cardiovascular problems. Review

of relevant anatomy and physiology of cardio vascular system.

Pathophysiology, diagnostic procedures and management of

- I. Ischemic heart diseases.
- II. Cardiac arrhythmias.
- III. Congestive heart failure.
- IV. Rheumatic and other valvular heart diseases.
- V. Endocarditis, cardiomyopathies, congenital heart, diseases, hypertension, heart block.
- VI. Cardiac emergencies: cardiac arrest, acute pulmonary oedema, cardiac tamponade, cardiogenic shock, aneurysms and peripherovascular disorders, recent advancement in cardiology.

### UNIT V

Nursing management of patient with respiratory problems.

Review of anatomy and physiology of respiratory system, pathophysiology, diagnostic procedures and management of upper respiratory tract infections.

- I. Bronchitis
- II. Asthma
- III. Emphysema, empyema, Atelectasis, COPD
- IV. Bronchiectasis
- V. Pneumonia
- VI. Pulmonary tuberculosis

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- VII. Lung abscess
- VIII. Pleural effusion
- IX. Tumours and Cysts
- X. Chest injuries
- XI. Respiratory arrest and insufficiency
- XII. Pulmonary embolism
- XIII. Drugs used in the management of these patients.
- XIV. Special respiratory therapies.

#### UNIT VI

Nursing management of patient with genitor-urinary problems. Review of anatomy and physiology of the genitor-urinary system

- I. Nephritis
- II. Renal Calculus
- III. Acute renal failure
- IV. Chronic renal failure
- V. End stage renal disease

Special procedures, dialysis, renal transplant  
Drugs used in management of these patients  
Congenital disorders, urinary infections  
Benign prostate hypertrophy.

#### UNIT VII

Nursing management of patients with problems of the digestive systems.  
Review of anatomy and physiology of gastrointestinal system and accessory organs.  
Pathophysiology, diagnostic procedures and management of

- I. G.I. Bleeding
- II. Peptic ulcer
- III. Infections
- IV. Acute abdomen
- V. Colitis, diarrhea, dysentery and mal-absorption syndrome.
- VI. Cholecystitis
- VII. Hepatitis, hepatic coma and cirrhosis of liver.
- VIII. Portal hypertension
- IX. Pancreatitis
- X. Tumors, hernias, fistulas, fissures, hemorrhoids.
- XI. Drugs used in the management of these patients.

#### UNIT VIII

Nursing management of patients with endocrine problems  
Review of anatomy and physiology and patho-physiology of patients with

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- I. Thyroid disorders
- II. Diabetes mellitus
- III. Diabetes insipidus
- IV. Adrenal tumour
- V. Pituitary disorders
- VI. Diagnostic procedures

Nursing management of patient with above problems.

Drugs used in endocrine problems.

#### UNIT IX

Nursing management of patients with musculoskeletal problems,

Review of anatomy and physiology and pathophysiology

- I. Arthritis, osteomyelitis, bursitis,
- II. Fractures, dislocation and trauma
- III. Prolapsed disc
- IV. Osteomalacia and osteoporosis
- V. Tumor
- VI. Amputation

Diagnostic procedures

Nursing management of patients with above problems.

Prosthesis and rehabilitation.

Transplant and replacement surgeries.

#### UNIT X

- I. Nursing management of patients with disorders of female reproductive tract.
- II. Disorder of menstruation
- III. Infections of the genital tract
- IV. Benign and malignant tumors of the genital tract
- V. R.V.E., V.V.F
- VI. Climacteric changes and associated problems.


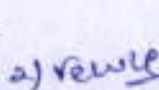
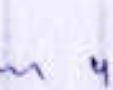

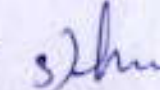
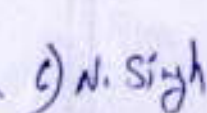
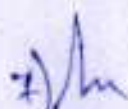
#### UNIT XI

- I. Nursing management of patients with oncological disorders.
- II. Types of neoplasms and related pathophysiology
- III. Diagnostic procedures
- IV. Modalities of treatment and nurse's role
- V. Special therapies –Chemotherapy and radiotherapy
- VI. Preventive measures, other therapies.

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- I. Nursing management of patient with burns.
- II. Nursing management of patient with reconstructive surgeries.

### UNIT XIII

Nursing management of patients with common communicable diseases and STD'S  
Nursing management of patient with immunological disorders including HIV/AIDS

### UNIT XIV

Nursing management of patients with diseases of eye, ear, nose, throat and skin.

### UNIT XV

Nursing management of patients with blood disorders  
Review of anatomy and physiology of blood and blood products. Patho-physiology, diagnostic procedures and management of blood disorders

- I. Anemia
- II. Leukemia
- III. Bleeding disorders
- IV. Hemophilia
- V. Purpura etc.

Blood transfusion, safety checks, procedure and requirements, management of adverse transfusion, reaction, records for blood transfusion.

Management and counseling of blood donors, phlebotomy procedure, and post donation management.

Blood bank functioning and hospital transfusion committee Bio-safety and waste management in relation to blood transfusion.

### UNIT XVI

- I. Nursing in emergencies
- II. Cardiac emergencies
- III. Trauma
- IV. Poisoning
- V. Crisis management: Thyroid crisis, Hypertensive crisis, adrenal crisis.

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## PRACTICUM


Students should be rotated in the selected medical and surgical areas, like cardio thoracic, neurology, urology, orthopedics, Gynecology, Oncology, burns and Reconstructive surgical units.

The students should be given patient assignment. They have to practice patient centered comprehensive nursing.

Each student is required to give planned health teachings, conduct clinical teaching, case presentation and drug study.



  
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## ENGLISH

Placement: First Year

Time allotted: Theory -60 hrs

### COURSE DESCRIPTION

This course is designed to help the student understand and usage of English language required for their professional work.

### OBJECTIVES

After the course the students will develop

1. Ability to speak and write grammatically correct English
2. Effective skill in reading and understanding the English language
3. Skill in reporting

### COURSE CONTENTS

#### UNIT I

- I. Remedial study of grammar
- II. Review of grammar, vocabulary and effective use of dictionary
- III. Prepare task oriented seminars.
- IV. Symposia and panel discussion.

#### UNIT II

The ability to understand selected passage and express meaning in one's own words. Reading and comprehension of the prescribed books.

#### UNIT III

- I. The study of various forms of composition
- II. Note taking
- III. Diary
- IV. Nurses notes, anecdotal records
- V. Writing of summary
- VI. Nurses reports on health problems
- VII. The student will submit one sample of each item from her own practical experience.

#### UNIT IV

- I. Verbal communication
- II. Oral reports
- III. Summarization of discussion
- IV. Debate
- V. Listening comprehension - Film, Cassette and Radio.

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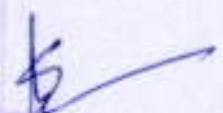


## PRACTICUM

The clinical experience in the wards and bed side nursing will provide opportunity for students to fulfill the objectives of learning language.

Assignment on writing and conversation through participation in discussion, debates, seminars and symposia. The students will gain further skills in task oriented communication.



  
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# **SCHOOL OF NURSING**

## **SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES**

[Established Under Act. 06 of 2014 by Govt. of Madhya Pradesh]

Approved by Madhya Pradesh Private University Regulatory Commission

SH-18, Bhopal-Indore Road, Opposite Oilfield Plant, Pachama, Sehore (M.P.) Pin Code - 466001

**Name of Department :- School of Nursing**

**Minutes of Board of Studies Committee Meeting held on Dated 10/11/2020**

The Board of Studies Committee Meeting was held in the room of Principal at 11:30 Am on Dated 10/11/2020 Following members were present.

- |    |                    |                      |
|----|--------------------|----------------------|
| 1. | Mrs. Shamia Sophi  | Principal & Chairman |
| 2. | Prof. Venice David | External Member      |
| 3. | Ms. Sunita Kumari  | Member               |
| 4. | Mr. Gajendra Singh | Member               |
| 5. | Ms. Karamjeet Kaur | Member               |
| 6. | Ms. Nera Singh     | Member               |
| 7. | Ms. Suman Kasana   | Member               |

The Chairman of Board of Studies Committee welcomes and appreciated the efforts put up by the faculty for progress of the departmental activities. The following Agenda points were discussed and resolved.

### **Agenda 1. Study Plan**

The Chairman BOS placed the study plan of Second Year B.Sc Nursing session 2020-2021 before the BOS Members and described the plan.

**Discussion :** All the members discussed the study plan and principally agreed with the second year plan.

**Resolution :** It is resolved that the second year B.Sc Nursing study plan may be implemented in session 2020-21.

### **Agenda 2. Second Year B.Sc Nursing Scheme and Syllabus for approval.**

**Discussion :** All the members discussed the scheme and syllabus placed before the BOS Members and agreed with this.

**Resolution :** It is resolved that second year B.Sc Nursing Scheme and Syllabus must be implemented as per the guidelines of INC, New Delhi.

The Chairman thanks the members for peaceful conduction of meeting.

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## Signature of All members (Including chairman)

- |                       |                      |
|-----------------------|----------------------|
| 1. Mrs. Shamia Sophi  | Principal & Chairman |
| 2. Prof. Venice David | External Member      |
| 3. Ms. Sunita Kumari  | Member               |
| 4. Mr. Gajendra Singh | Member               |
| 5. Ms. Karamjeet Kaur | Member               |
| 6. Ms. Nera Singh     | Member               |
| 7. Ms. Suman Kasana   | Member               |

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Scheme of Examination  
B.Sc Nursing Second Year

S.No	Course	Assessment (Marks)				Total Marks
		Internal	End Semester College Exam	End Semester University Exam	Hours	
Theory						
1	Sociology	25		75	3	100
2	Medical Surgical Nursing I	25		75	3	100
3	Pharmacology Pathology and Genetics	25		75	3	100
4	Community Health Nursing I	25		75	3	100
5	Communication & Education Technology	25		75	3	100
Practical						
6	Medical Surgical Nursing I	100		100		200

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5) Dr. Seema

6) N. Singh

7) Dr. Seema




# Sociology


**Placement :** Second Year

**Time :** Theory 60 Hours

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
I	1	• State the importance of sociology in Nursing	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Definition of Sociology</li> <li>• Nature and Scope of the discipline</li> <li>• Importance and application of sociology in Nursing</li> </ul>	• Lecture • Discussion	• Essay type • Short answers
II	3	• Describe the inter-relationship of individual in society and community	<b>Individual &amp; Society</b> <ul style="list-style-type: none"> <li>• Society and Community</li> <li>• Nature of Society</li> <li>• Difference between society and community</li> <li>• Process of socialization and individualization</li> <li>• Personal disorganization</li> </ul>	• Lecture • Discussion	• Essay type • Short answers
III	3	• Describe the influence of culture on health and disease	<b>Culture</b> <ul style="list-style-type: none"> <li>• Nature of culture</li> <li>• Evolution of culture</li> <li>• Diversity and uniformity of culture</li> <li>• Culture and socialization</li> <li>• Transcultural society</li> <li>• Influence on health and disease</li> </ul> <b>Biodiversity and its conservation:</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Introduction Definition: Genetics species and ecosystem diversity.</li> <li><input type="checkbox"/> Biogeographical classification of India</li> <li><input type="checkbox"/> Value of Biodiversity: consumptive use, Productive use, Social, ethical, aesthetic and option values</li> <li><input type="checkbox"/> Bio diversity at global, national and local levels.</li> <li><input type="checkbox"/> Hot-spots of biodiversity</li> </ul>	• Lecture • Discussion • Panel Discussion	• Essay type • Short answers


  
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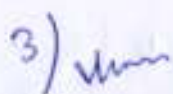
Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			<input type="checkbox"/> Threats to bio-diversity: habitat loss, poaching of wild life, man, wild life conflicts <input type="checkbox"/> Endangered and endemic species of India <input type="checkbox"/> Conservation of biodiversity: in-situ and ex-situ conservation of biodiversity.		
IV	4	<ul style="list-style-type: none"> <li>Identify various social groups and their interactions</li> </ul>	<b>Social groups and processes</b> <ul style="list-style-type: none"> <li>The meaning and classification of groups</li> <li>Primary &amp; Secondary Group</li> <li>In-group V/s. Out-group, Class Tribe, Caste</li> <li>Economic, Political, Religious groups, Mob, Crowd, Public and Audience Interaction &amp; Social Processes</li> <li>Co-operation, Competition, Conflict</li> <li>Accommodation, Assimilation &amp; Isolation</li> <li>Social Issues</li> <li>Social Issues and environment:               <ul style="list-style-type: none"> <li>From unsustainable to sustainable development</li> <li>Urban problems and related to energy</li> <li>Water conservation, Rain water harvesting, water shed management</li> <li>Resettlement and rehabilitation of people: its problems and concerns – case studies</li> <li>Environmental ethics: Issues and possible solutions, climate change, Global warming, acid rain, ocean layer depletion, Nuclear accident and Holo caust – Case studies</li> <li>Consumerism and waste products, waste and reclamation.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>

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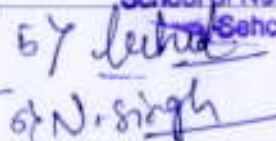
  
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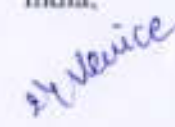
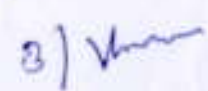

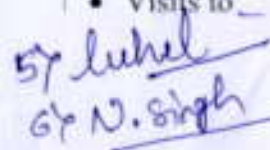
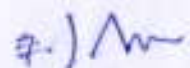
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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
V	6	<ul style="list-style-type: none"> <li>Explain the growth of population in India and its impact on health</li> </ul>	Population <ul style="list-style-type: none"> <li>Society and population</li> <li>Population distribution in India- Demographic characteristics</li> <li>Malthusian theory of populations</li> <li>Population explosion in India and its impact on health status</li> <li>Family welfare programmes</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Community Identification</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Assessment of report on community identification</li> </ul>
VI	5	<ul style="list-style-type: none"> <li>Describe the institutions of family and marriage in India</li> </ul>	Family and Marriage <ul style="list-style-type: none"> <li>Family – Functions</li> <li>Types-Joint, Nuclear, Blended and extended family: Characteristics</li> <li>The Modern Family – Changes, Problems – Dowry etc., Welfare Services</li> <li>Changes &amp; legislations on family and marriage in India – marriage acts</li> <li>Marriage: Forms and functions of marriage,</li> <li>Marriage and family problems in India</li> <li>Family, marriage and their influence on health and health practices</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Family case study</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Assessment of family case study</li> </ul>
VII	7	<ul style="list-style-type: none"> <li>Describe the class and caste system and their influence on health and health practices</li> </ul>	Social Stratification <ul style="list-style-type: none"> <li>Meaning &amp; types of social stratification</li> <li>The Indian Caste system – origin &amp; features</li> <li>Features of caste in India Today</li> <li>Social Class system and status</li> <li>Social Mobility – Meaning &amp; Types</li> <li>Race as a biological concept, criteria of racial classification</li> <li>Salient features of Primary races-Racism</li> <li>Influence of Class, Caste and Race on health and health Practices</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Community Survey</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Assessment of report on community survey</li> </ul>
VIII	6	<ul style="list-style-type: none"> <li>Describe the types of communities in India, their</li> </ul>	Types of Communities in India (Rural, Urban and Regional) <ul style="list-style-type: none"> <li>Features of village</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Visits to</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>

  
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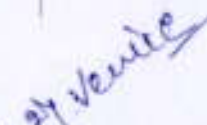
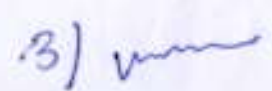

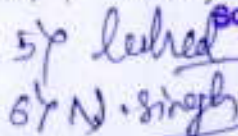
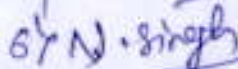

  
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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
		practices and the impact on health	community & characteristics of Indian villages – panchayat system, social dynamics • Community Development project & planning • Changes in Indian Rural life • Availability of health facilities in rural and its impact on health and health practices • Urban – Community – features • The growth of cities: • Urbanisation and its impact on health and health practices • Major urban problems – Urban slums • Region : Problems and impact on Health	rural and urban community	• Assessment of report on community survey
IX	4	• Explain the process of social change	<b>Social Change</b> • Nature and process of social change • Factors influencing social change: Cultural change, Cultural lag. • Introduction to Theories of social change: Linear, Cyclical, Marxian, Functionial Role of nurse – Change agents	• Lecture Discussion	• Essay type • Short answers
X	4	• Describe the social system and inter-relationship of social organizations	<b>Social organization and social system</b> • Social organization: elements, types • Democratic and authoritarian modes of participation, • Voluntary associations • Social system : Definition and Types of social system • Role and status as structural elements of social system • Inter-relationship of institutions	• Lecture Discussion • Observation visits	• Essay type • Short answers • Assessment of visit reports
XI	2	• Explain the nature and process of social control	<b>Social Control</b> • Nature and process of social control • Political, Legal, Religious,	• Lecture Discussion • Community Survey	• Essay type • Short answers • Assessment of report on

  
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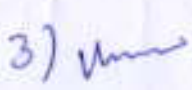

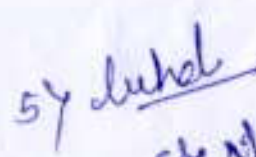
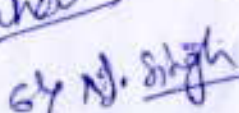
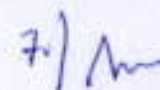
Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			Educational, Economic, Industrial and Technological systems, Norms & Values – Folkways & Mores Customs, Laws and fashion Role of nurse		community survey
XII	15	<ul style="list-style-type: none"> <li>Describe the role of the nurse in dealing with social problems in India</li> </ul>	<b>Social Problems</b> <ul style="list-style-type: none"> <li>Social disorganization</li> <li>Control &amp; planning : Poverty, housing, illiteracy, food supplies, prostitution, rights of women &amp; children, vulnerable groups: Elderly, handicapped, minority groups and other marginalized groups, child labour, child abuse, delinquency and crime, substance abuse, HIV/AIDS – Value Education</li> <li>Social Welfare programmes in India Role of nurse</li> <li>Role of information technology I environment and human health-case studies</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Institutional visits</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Assessment of visit reports</li> </ul>

**Internal assessment: (25 Marks- refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

  
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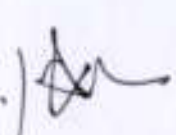
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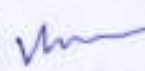
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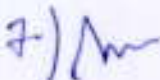
  
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# Pharmacology, Pathology and Genetics

## Pharmacology

Placement : Second Year

Time : Theory 45 Hours

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
I	3	<ul style="list-style-type: none"> <li>Describe pharmaco-dynamics, pharmaco-kinetics, classification and the principles of drug administration</li> </ul>	<b>Introduction</b> <ul style="list-style-type: none"> <li>Definition</li> <li>Sources</li> <li>Terminology used</li> <li>Types : Classification</li> <li>Pharmacodynamics: Actions, therapeutic</li> <li>Adverse, toxic</li> <li>Pharmacokinetics: absorption, distribution, metabolism, interaction, excretion</li> <li>Review : Routes and principles of administration of drugs</li> <li>Indian pharmacopoeia : Legal issues</li> <li>Rational use of drugs</li> <li>Principles of therapeutics</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
II	6	<ul style="list-style-type: none"> <li>Explain chemotherapy of specific infection and infestations and nurse's responsibilities</li> </ul>	<b>Chemotherapy</b> <ul style="list-style-type: none"> <li>Pharmacology of commonly used;                             <ul style="list-style-type: none"> <li>Penicillin</li> <li>Cephalosporins</li> <li>Aminoglycosides</li> <li>Macrolide &amp; Broad Spectrum Antibiotics</li> <li>Sulfonamides</li> <li>Quinolones</li> <li>Antiamoebic</li> <li>Antimalarials</li> <li>Anthelmintics</li> <li>Antiscabies agents</li> <li>Antiviral &amp; anti-fungal agents</li> <li>Antitubercular drugs</li> <li>Anti leprosy drugs</li> <li>Anticancer drugs</li> <li>Immuno-suppressants</li> </ul> </li> <li>Composition, action, dosage,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

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

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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			interactions, side effects, adverse effects, toxicity and role of nurse		
VI	2	<ul style="list-style-type: none"> <li>Describe Drugs used on Urinary system and nurse's responsibilities</li> </ul>	<b>Drugs used on Urinary System</b> <ul style="list-style-type: none"> <li>Pharmacology of commonly used-               <ul style="list-style-type: none"> <li>Diuretics and antidiuretics</li> <li>Urinary antiseptics</li> <li>Cholinergic and anticholinergics</li> <li>Acidifiers and alkalanizers</li> </ul> </li> <li>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
VII	4	<ul style="list-style-type: none"> <li>Describe Drugs used in De-addiction, emergency, deficiency, vitamins, minerals, poisoning, immunization, immune-suppression and nurse's responsibilities</li> </ul>	<b>Miscellaneous</b> <ul style="list-style-type: none"> <li>Drugs used in de-addiction</li> <li>Drugs used in CPR and emergency</li> <li>Vitamins and minerals</li> <li>Immunosuppresants</li> <li>Antidotes</li> <li>Antivenom</li> <li>Vaccines and sera</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
VIII	1	<ul style="list-style-type: none"> <li>Describe Drugs used on skin and mucous membranes and nurse's responsibilities</li> </ul>	<b>Drugs used on skin and mucous membranes</b> <ul style="list-style-type: none"> <li>Topical applications for skin, eye, ear, nose and buccal cavity, Antipruritics</li> <li>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
IX	8	<ul style="list-style-type: none"> <li>Describe Drugs used on Nervous system and nurse's responsibilities</li> </ul>	<b>Drugs acting on Nervous system</b> <ul style="list-style-type: none"> <li>Basic &amp; applied pharmacology of commonly used:               <ul style="list-style-type: none"> <li>Analgesics and Anaesthetics</li> <li>Analgesics</li> <li>Non steroidal anti-inflammatory (NSAID)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
			<p>drugs</p> <ul style="list-style-type: none"> <li>Antipyretics</li> <li>Hypnotics and Sedatives               <ul style="list-style-type: none"> <li>Opioids</li> <li>Non-Opioids</li> <li>Tranquilizers</li> <li>General &amp; local anesthetics</li> <li>Gases: oxygen, nitrous oxide, carbon-dioxide</li> </ul> </li> <li>Cholinergic and anti-cholinergics:               <ul style="list-style-type: none"> <li>Muscle relaxants</li> <li>Major tranquilizers</li> <li>Anti-psychotics</li> <li>Antidepressants</li> <li>Anticonvulsants</li> <li>Adrenergics</li> <li>Noradrenergics</li> <li>Mood stabilizers</li> <li>Acetylcholine</li> <li>Stimulants</li> </ul> </li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>		
X	5	<ul style="list-style-type: none"> <li>Describe Drugs used on Cardio-vascular system and nurse's responsibilities</li> </ul>	<p><b>Cardiovascular drugs</b></p> <ul style="list-style-type: none"> <li>Haematinics</li> <li>Cardiotonics,</li> <li>Anti anginals</li> <li>Anti-hypertensives &amp; vasodilators</li> <li>Anti- arrhythmics</li> <li>Plasma expanders</li> <li>Coagulants &amp; anticoagulants</li> <li>Antiplatelets &amp; thrombolytics</li> <li>Hypolipidemics</li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug study / presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
XI	4	<ul style="list-style-type: none"> <li>Describe drugs used for hormonal disorders and</li> </ul>	<p><b>Drugs used for hormonal disorders and supplementation,</b></p>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Drug study</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
		supplementation, contraception and medical termination of pregnancy and nurse's responsibilities	<b>contraception and medical termination of pregnancy</b> <ul style="list-style-type: none"> <li>• Insulin's &amp; Oral hypoglycemic</li> <li>• Thyroid supplements and suppressants</li> <li>• Steroids, Anabolics</li> <li>• Uterine stimulants and relaxants</li> <li>• Oral contraceptives</li> <li>• Other estrogen – progesterone preparations</li> <li>• Corticotrophine &amp; Gonadotropines</li> <li>• Adrenaline</li> <li>• Prostaglandins</li> <li>• Calcitonins</li> <li>• Calcium salts</li> <li>• Calcium regulators</li> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.	/ presentation	type
XII	6	<ul style="list-style-type: none"> <li>• Demonstrate awareness of the common drugs used in alternative system of medicine</li> </ul>	<b>Introduction to Drugs used in alternative system of medicine:</b> <ul style="list-style-type: none"> <li>• Ayurveda, Homeopathy, Unani and Siddha etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Observational visit</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>



**Internal assessment : (25 marks- Refer to regulations)**


Three Unit test marks	45%	Three Unit test m
Two Assignment marks	25%	Two Assignment
Model Exam	25%	Model Exam
Attendance	5%	Attendance
Total	100%	Total

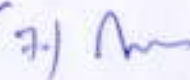
  
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# Pathology

Placement: Second Year

Time: Theory 30 Hours


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

Unit	Time (Hrs)		Objectives	Content	Teaching Learning Activities	Assessment method
	Th	Pr.				
I	3		<ul style="list-style-type: none"> <li>Define the common terms used in pathology.</li> <li>Appreciate the deviations from normal to abnormal structure and functions of the body system.</li> </ul>	<ul style="list-style-type: none"> <li><b>Introduction: -</b> <ul style="list-style-type: none"> <li>Importance of the study of pathology</li> <li>Definition of terms</li> <li>Methods and techniques</li> <li>Cellular and Tissue changes.</li> <li>Infiltration and generation</li> <li>Inflammations and Infections</li> <li>Wound healing</li> <li>Vascular changes</li> </ul> </li> <li>Cellular growth, Neoplasms:                             <ul style="list-style-type: none"> <li>Normal &amp; Cancer cell</li> <li>Benign and Malignant growths</li> <li>In situ carcinoma</li> <li>Disturbances of fluid and electrolyte imbalance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
II	10	5	<ul style="list-style-type: none"> <li>Explain pathological changes in disease condition of various system</li> </ul>	<b>Special Pathology: -</b> <ul style="list-style-type: none"> <li>Pathological changes in disease conditions of various systems.</li> <li>Respiratory tract                             <ul style="list-style-type: none"> <li>Tuberculosis, Bronchitis, Pleural effusion and pneumonia.</li> <li>Lung abscess, emphysema, bronchiectasis.</li> <li>Bronchial asthma, chronic obstructive pulmonary disease &amp; tumours.</li> </ul> </li> <li>Cardio - vascular system: -</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, slides, specimen, X-rays and scans</li> <li>Visit to Pathology lab, endoscopy unit and OT</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

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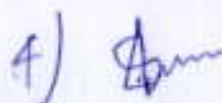
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	Th	Pr.				
				<input type="checkbox"/> Pericardial effusion <input type="checkbox"/> Rheumatic heart disease <input type="checkbox"/> Infective endocarditis, atherosclerosis <input type="checkbox"/> Ischemia, infarction & aneurysm. • Gastro Intestinal Tract: <input type="checkbox"/> Peptic ulcer, typhoid <input type="checkbox"/> Carcinoma of GI tract – buccal, Esophageal, <input type="checkbox"/> Gastric & intestinal • Liver, Gall bladder – & pancreas: - <input type="checkbox"/> Hepatitis, Chronic liver abscess, cirrhosis <input type="checkbox"/> Tumours of liver, gall bladder and pancreas. <input type="checkbox"/> Cholecystitis • Kidneys & Urinary tract <input type="checkbox"/> Glomerulonephritis, Pyelonephritis <input type="checkbox"/> Calculi, renal failure, renal carcinoma & cystitis. • Male genital systems: <input type="checkbox"/> Cryptorchidism, testicular atrophy <input type="checkbox"/> Prostatic hyperplasia, carcinoma penis & prostate • Female genital systems <input type="checkbox"/> Fibroids <input type="checkbox"/> Carcinoma cervix and Endometrium. <input type="checkbox"/> Vesicular mole, Choriocarcinoma <input type="checkbox"/> Ectopic gestation <input type="checkbox"/> Ovarian cyst & tumours • Cancer Breast: • Central nervous System: <input type="checkbox"/> Hydrocephalus, Meningitis, encephalitis <input type="checkbox"/> Vascular disorders – thrombosis, embolism <input type="checkbox"/> Stroke, Paraplegia, quadriplegia		

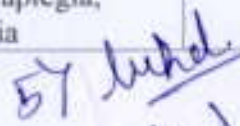
  
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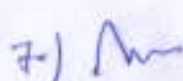
  
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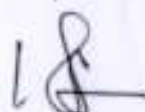

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Unit	Time (Hrs)		Objectives	Content	Teaching Learning Activities	Assessment method
	Th	Pr.				
				<input type="checkbox"/> Tumours, meningiomas –gliomas • Metastatic tumours: • Skeletal system: <input type="checkbox"/> Bone healing, osteoporosis, osteomyelitis. <input type="checkbox"/> Arthritis & tumours:		
III	4	3	• Describe various laboratory tests in assessment and monitoring of disease condition.	<b>Clinical Pathology</b> • Various blood and bone marrow test in assessment and monitoring of disease conditions: <input type="checkbox"/> Hemoglobin <input type="checkbox"/> RBC, White cell & platelet counts <input type="checkbox"/> Bleeding time, clotting time and prothrombine time <input type="checkbox"/> Blood grouping and cross matching <input type="checkbox"/> Blood chemistry <input type="checkbox"/> Blood culture <input type="checkbox"/> Serological and immunological tests <input type="checkbox"/> Other blood tests <input type="checkbox"/> Examination of Bone marrow. <input type="checkbox"/> Methods of collections of blood specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values	• Lecture Discussion • Demonstration • Visit to Clinical Pathology & Bio-Chemistry lab and Blood bank	• Short answers • Objective type
IV	2	1	• Describe the laboratory tests for examination of body cavity fluids, transudates and exudates	<b>Examination of body cavity fluids, transudates and exudates:</b> • The laboratories tests used in CSF analysis. • Examination of other body cavity fluids, transudates and exudates – sputum wound discharge etc. • Analysis of gastric and duodenal contents. • Analysis of semen – sperm count, motility and morphology and their	• Lecture Discussion • Demonstration	• Short answers • Objective type

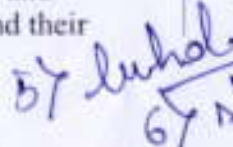
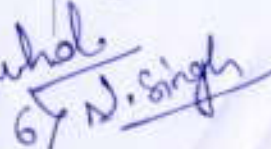
  
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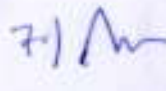
  
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Unit	Time (Hrs)		Objectives	Content	Teaching Learning Activities	Assessment method
	Th	Pr.				
				importance in infertility. • Methods of collection of CSF and other cavity fluids, → specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values.		
V	1	1	• Describe the laboratory test for the examination of urine and faeces.	<b>Urine and faeces</b> • Urine: <input type="checkbox"/> Physical characteristics <input type="checkbox"/> Analysis <input type="checkbox"/> Culture and sensitivity • Faeces: <input type="checkbox"/> Characteristics <input type="checkbox"/> Stool examination: occult blood, ova, parasite and cyst, reducing substance etc. • Methods of collection for various tests, inference and normal values.	• Lecture • Discussion • Demonstration	• Short answers • Objective type

**Internal assessment: (25 Marks - Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

  
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### References:

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

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# Genetics

Placement : Second Year

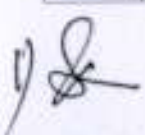
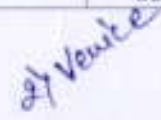
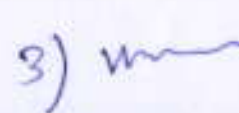

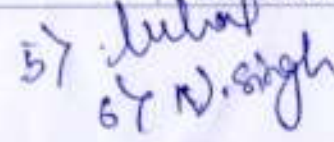
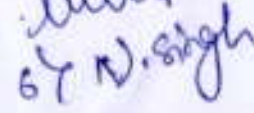
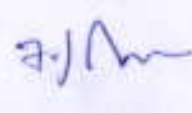
Time : Theory 15 hours

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

Unit	Time (Hrs)	Objectives	Content	Teaching Learning Activities	Assessment method
I	3	<ul style="list-style-type: none"> <li>Explain nature principles and perspectives of heredity</li> </ul>	<b>Introduction:</b> <ul style="list-style-type: none"> <li>Practical application of genetics in Nursing.</li> <li>Impact of genetic condition on families.</li> <li>Review of cellular division mitosis and meiosis.</li> <li>Characteristics and structure of genes.</li> <li>Chromosomes –sex determination.</li> <li>Chromosomal aberrations</li> <li>Patterns of inheritance.                             <ul style="list-style-type: none"> <li>Mendelian theory of inheritance</li> <li>Multiple allots and blood groups.</li> <li>Sex linked inheritance</li> <li>Mechanism of inheritance.</li> <li>Errors in transmission. (Mutation)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
II	3	<ul style="list-style-type: none"> <li>Explain maternal, prenatal and genetic influences on development of defects and disease</li> </ul>	<b>Maternal, Prenatal and genetic influences on development of defects and diseases:</b> <ul style="list-style-type: none"> <li>Conditions affecting the mother genetic and infections.</li> <li>Consanguinity atopy</li> <li>Prenatal nutrition and food allergies.</li> <li>Maternal Age.</li> <li>Maternal drug therapy.</li> <li>Prenatal testing and diagnosis.</li> <li>Effect of Radiation, drugs and chemicals.</li> <li>Infertility</li> <li>Spontaneous abortion</li> <li>Neural tube defects and the role of folic acid in lowering the risks.</li> <li>Down syndrome (Trisomy 21)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
III	2	<ul style="list-style-type: none"> <li>Explain the screening</li> </ul>	<b>Genetic testing in the neonates and children:</b>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> </ul>

  
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Unit	Time (Hrs)	Objectives	Content	Teaching Learning Activities	Assessment method
		methods for genetic defects and diseases in neonates and children.	Screening for: <ul style="list-style-type: none"> <li>□ Congenital abnormalities</li> <li>□ Development delay.</li> <li>□ Dysmorphism</li> </ul>	<ul style="list-style-type: none"> <li>• Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> </ul>
IV	2	<ul style="list-style-type: none"> <li>• Identify genetic disorders in adolescents and adults</li> </ul>	<b>Genetic conditions of adolescents and adults:</b> <ul style="list-style-type: none"> <li>• Cancer genetics – Familial Cancer.</li> <li>• Inborn errors of metabolism.</li> <li>• Blood group alleles and hematological disorder.</li> <li>• Genetics haemochromatosis.</li> <li>• Huntington's disease.</li> <li>• Mental illness</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
V	5	<ul style="list-style-type: none"> <li>• Describe the role of nurse in genetic service and counseling</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Services related to Genetics:</b></li> <li>• Genetic testing</li> <li>• Human genome project.</li> <li>• Gene therapy.</li> <li>• The Eugenics movement.</li> <li>• Genetic Counseling.</li> <li>• Legal and Ethical issues</li> <li>• Role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

**Internal assessment: (25 Marks - Refer to regulations)**

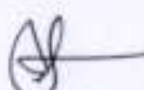
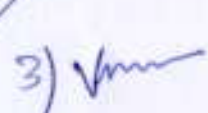


Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**References:**

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

  
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# Medical Surgical Nursing

## (Adult including Geriatrics)-I

Placement: Second Year

Time: Theory-210 hours

Practical-720 hours

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

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

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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			✓ Post operative		
II	15	<ul style="list-style-type: none"> <li>Describe the common signs, symptoms, problems and their specific nursing interventions</li> </ul>	<b>Common signs and symptoms and management</b> <ul style="list-style-type: none"> <li>Fluid and electrolyte imbalance</li> <li>Vomiting</li> <li>Dyspnea and cough, respiratory obstruction</li> <li>Fever</li> <li>Shock</li> <li>Unconsciousness, Syncope</li> <li>Pain</li> <li>Incontinence</li> <li>Edema</li> <li>Age related problems-geriatric</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Seminar</li> <li>Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective Type</li> </ul>
III	20	<ul style="list-style-type: none"> <li>Describe the etiology pathophysiology, clinical manifestations, diagnostic measures and management of patients(adults including elderly) with disorders of respiratory systems</li> </ul>	<b>Nursing management of patients(adults including elderly)with respiratory problems</b> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of respiratory system</li> <li>Nursing Assessment- History and physical assessment</li> <li>Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of adults including elderly with-               <ul style="list-style-type: none"> <li>✓ Upper Respiratory tract infections.</li> <li>✓ Bronchitis</li> <li>✓ Asthma</li> <li>✓ Emphysema</li> <li>✓ Atelectasis</li> <li>✓ Chronic Obstructive Pulmonary Disease(COPD)</li> <li>✓ Bronchiectasis</li> <li>✓ Pneumonia</li> <li>✓ Pulmonary tuberculosis</li> <li>✓ Lung abscess</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using Charts, graphs</li> <li>Models, films, slides</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussions/Seminar</li> <li>Health education</li> <li>Supervised clinical practice</li> <li>Drug book/presentation</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Assessment of patient management problem</li> </ul>

  
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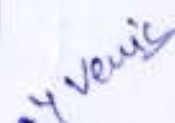
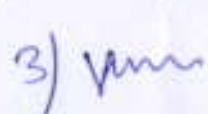



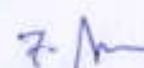
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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>✓ Pleural effusion</li> <li>✓ Cysts and Tumours</li> <li>✓ Chest injuries</li> <li>✓ Respiratory arrest and insufficiency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

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

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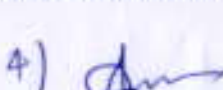
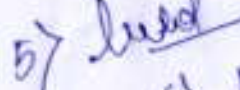
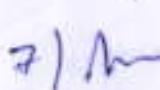
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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>✓ Rheumatic Heart diseases</li> <li>• Endocarditis, pericarditis</li> <li>Myocarditis</li> <li>• Cardio Myopathies</li> <li>• Cardiac dysrhythmias, Heart Block</li> <li>• Congestive cardiac failure</li> <li>✓ Cor-pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade</li> <li>• Cardiac emergencies and arrest</li> <li>• Cardio Pulmonary Resuscitation (CPR)</li> <li>• Blood</li> <li>✓ Anaemias</li> <li>✓ Polycythemia</li> <li>✓ Bleeding disorders; clotting factor defects and platelets defects</li> <li>✓ Thalassemia</li> <li>✓ Leukaemias</li> <li>✓ Leukopenias and agranulocytosis</li> <li>✓ Lymphomas</li> <li>✓ Myelomas</li> <li>• Special therapies</li> <li>✓ Blood transfusion, safety checks, procedure and requirements, management of adverse transfusion reaction, records for blood transfusion.</li> <li>✓ Management and counselling of blood donors, phlebotomy procedure, and post donation management. Blood bank functioning and hospital transfusion committee. Bio-safety and waste management in relation to blood transfusion</li> <li>Role of a nurse in Organ donation, retrieval and banking</li> <li>Alternative therapies</li> <li>Nursing procedures</li> </ul>		

  
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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			Drugs used in treatment of blood and cardio vascular disorders.		
VI	10	<ul style="list-style-type: none"> <li>Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients(adults including elderly)with disorder of genitor-urinary system</li> </ul>	<b>Nursing management of patient(adults including elderly)with genito-urinary problems</b> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of genitor-urinary system</li> <li>Nursing Assessment-History and Physical assessment</li> <li>Etiology,Pathophysiology,clinical manifestations,diagnosis,treatment modalities and medical,surgical,deletetics&amp;nursing management of- <ul style="list-style-type: none"> <li>Nephritis</li> <li>Nephrotic syndrome</li> <li>Nephrosis</li> <li>Renal calculus</li> <li>Tumors</li> <li>Acute renal failure</li> <li>Chronic Renal failure</li> <li>End stage renal disease</li> <li>Dialysis,renal transplant</li> <li>Congenital disorders,urinary infections</li> <li>Benign prostate hypertrophy</li> <li>Disorders of ureter,urinary bladder and urethra-inflammation,infection,stricture,obstruction,tumour,prostrate</li> </ul> </li> </ul> Special therapies,alternative therapies Nursing procedures Drugs used in treatment of genitourinary disorders	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using Charts,graphs</li> <li>Models,films ,slides</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussions/ Seminar</li> <li>Supervised clinical practice</li> <li>Drug book/presentation</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Assessment of patient management problem</li> </ul>
VII	5	<ul style="list-style-type: none"> <li>Describe the etiology, pathophysiology , clinical manifestations, diagnostic measures and management of patients(adults including</li> </ul>	<b>Nursing management of disorder of male (adults including elderly) reproductive system</b> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of male reproductive system</li> <li>Nursing Assessment-History and Physical assessment</li> <li>Etiology, Pathophysiology,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using Charts,graphs</li> <li>Models,films ,slides</li> <li>Demonstration</li> <li>Practice session</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Assessment</li> </ul>

  
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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
		elderly)with disorders of male reproductive system	<p>clinical manifestations, diagnosis, treatment modalities and medical,surgical,dietetics &amp;nursing management of male reproductive system</p> <ul style="list-style-type: none"> <li>• Congenital malformation, cryptorchidism</li> <li>• Hypospadiasis, Epispadiasis</li> <li>• Infections</li> <li>• Testis and adjacent structures</li> <li>• Penis</li> <li>• Prostate: inflammation, infection, hypertrophy, tumour</li> <li>• Sexual dysfunction</li> <li>• Infertility</li> <li>• Contraception</li> <li>• Breast, gynecomastia, tumor</li> <li>• Climacteric changes special therapies, alternative therapies</li> </ul> <p>Nursing procedures Drugs used in treatment of male reproductive system</p>	<ul style="list-style-type: none"> <li>• Case discussions/ Seminar</li> <li>• Health Education</li> <li>• Supervised clinical practice</li> <li>• Drug book/presentation</li> </ul>	of patient management problem
VIII	10	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients(adults including elderly)with disorders of endocrine system</li> </ul>	<p><b>Nursing management of patient(adults including elderly)with disorder of endocrine system</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of endocrine system</li> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of- <ul style="list-style-type: none"> <li>✓ Disorder of thyroid and parathyroid</li> <li>✓ Diabetes mellitus</li> <li>✓ Diabetes insipidus</li> <li>✓ Adrenal tumour</li> <li>✓ Pituitary disorders special therapies, alternative therapies</li> </ul> </li> </ul> <p>Nursing procedures Drugs used in treatment of disorders of endocrine system</p>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/Seminar</li> <li>• Supervised clinical practice</li> <li>• Drug book/presentation</li> </ul> <p><b>Registrar</b> Sri Satya Sai University of Technology A Medical Sciences School (MPS)</p> <p><b>Principal</b> Sri Satya Sai University of Technology A Medical Sciences School (MPS)</p>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>
IX	10	Describe the etiology, pathophysiology,	<b>Nursing management of patient(adults including</b>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> </ul> <p><b>Principal</b> Sri Satya Sai University of Technology A Medical Sciences School (MPS)</p>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short</li> </ul>

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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
		clinical manifestations, diagnostic measures and management of patients(adults including elderly)with disorder of skin	<b>elderly)with disorder of integumentary system</b> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of skin and it's appendage</li> <li>Nursing Assessment-History and Physical assessment</li> <li>Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of-disorder of skin and it's appendages-</li> <li>✓ Lesions and abrasions <ul style="list-style-type: none"> <li>✓ Infection and infestations, Dermatitis</li> <li>✓ Dermatoses, infectious and Non infectious "inflammatory dermatoses"</li> <li>✓ Acne Vulgaris</li> <li>✓ Allergies and Eczema</li> <li>✓ Psoriasis</li> <li>✓ Malignant melanoma</li> <li>✓ Alopecia</li> </ul> </li> </ul> <p>Special therapies, alternative therapies Nursing procedures Drugs used in treatment of disorders of integumentary system.</p>	<ul style="list-style-type: none"> <li>Explain using Charts, graphs</li> <li>Models, films, slides</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussions/ Seminar</li> <li>Health education</li> <li>Supervised clinical practice</li> <li>Drug book/presentation</li> </ul>	<p>answer</p> <ul style="list-style-type: none"> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Assessment of patient management problem</li> </ul>
X	15	<ul style="list-style-type: none"> <li>Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients(adults including elderly)with disorder of musculoskeletal system</li> </ul>	<b>Nursing management of patient(adults including elderly)with musculoskeletal problems</b> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of musculoskeletal system,</li> <li>Nursing Assessment-History and Physical assessment</li> <li>Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of-</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using Charts, graphs</li> <li>Models, films, slides</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussions/ Seminar</li> <li>Health education</li> <li>Supervised clinical</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Assessment of patient management problem</li> </ul>

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School of Nursing  
Secunderabad (M.P.)

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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Disorder of:               <ul style="list-style-type: none"> <li>✓ Muscles, Ligaments and Joints-inflammation, infection, trauma</li> <li>✓ Bones-inflammation, infection, dislocation, fracture, tumor and trauma</li> <li>✓ Osteomalacia and osteoporosis</li> <li>✓ Arthritis</li> <li>✓ Congenital deformities</li> <li>✓ Spinal column-defects and deformities, Tumor, Prolapsed inter vertebral disc, pott's spin</li> <li>✓ Pagets disease</li> </ul> </li> <li>Amputation</li> <li>Prosthesis</li> <li>Transplant &amp; replacement surgeries</li> <li>Rehabilitation.</li> </ul> <p>Special therapies, alternative therapies</p> <p>Nursing procedures</p> <p>Drugs used in treatment of disorder of musculoskeletal system</p>	<p>practice</p> <ul style="list-style-type: none"> <li>Drug book/presentation</li> </ul>	
XI	10	<ul style="list-style-type: none"> <li>Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients(adults including elderly)with disorder of Immunological problems</li> </ul> <p>Registrar</p> <p>Sri Satya Sai University of Technology &amp; Medical Sciences Sehore (M.P.)</p>	<p><b>Nursing management of patient(adults including elderly)with Immunological problems</b></p> <ul style="list-style-type: none"> <li>Review of Immune system,</li> <li>Nursing Assessment-History and Physical assessment</li> <li>Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of-</li> <li>Immunodeficiency disorder</li> <li>Primary immune deficiency</li> <li>Phagocytic dysfunction</li> <li>B-cell and T-cell deficiencies</li> <li>Acquired immunodeficiency Syndrome(AIDS)</li> <li>Incidence of HIV &amp; AIDS</li> <li>Epidemiology</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using Charts,graphs</li> <li>Models,films ,slides</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussions/S minar</li> <li>Health education</li> <li>Supervised clinical practice</li> <li>Drug book/presentation</li> <li>Orientation visit to</li> </ul> <p>Principal School of Nursing, BSUTMS Sehore (M.P.)</p>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answer</li> <li>Objective type</li> <li>Assessment of skills with check list</li> <li>Assessment of patient management problem</li> </ul>

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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Transmission-Prevention of Transmission</li> <li>• Standard Safety precautions</li> <li>• Role of Nurse, Counseling</li> <li>• Health education and home care consideration.</li> <li>• National AIDS Control Program-NACO, Various national and international agencies</li> <li>• Infection control program</li> <li>• Rehabilitation.</li> <li>Special therapies, alternative therapies</li> <li>Nursing procedures</li> <li>Drugs used in treatment of disorder of immunological system</li> </ul>	Hospital Control system	
XII	20	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients(adults including elderly)with Communicable Diseases</li> </ul>	<p><b>Nursing management of patient(adults including elderly)with Communicable Diseases</b></p> <ul style="list-style-type: none"> <li>• Overview of infectious disease,the infectious process</li> <li>• Nursing Assessment-History and Physical assessment</li> <li>• Epidemiology,infectious process,clinical manifestations,diagnosis,treatment,prevention and dieties.Control and eradication of common Communicable Diseases-</li> <li>✓ Tuberculosis</li> <li>✓ Diarrhoeal disease</li> <li>✓ Hepatitis A-E</li> <li>✓ Herpes</li> <li>✓ Chickenpox</li> <li>✓ Smallpox</li> <li>✓ Typhoid</li> <li>✓ Meningitis</li> <li>✓ Gas gangrene</li> <li>✓ Leprosy</li> <li>✓ Dengue</li> <li>✓ Plague</li> <li>✓ Malaria</li> <li>✓ Diptheria</li> <li>✓ Pertussis</li> <li>✓ Poliomyelitis</li> <li>✓ Measles</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts,graphs</li> <li>• Models.flims ,slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/S minar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment of patient management problem</li> </ul>

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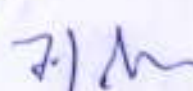
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School of Nursing, SSUT  
Sehore (M.P.)

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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>✓ Mumps</li> <li>✓ Influenza</li> <li>✓ Tetanus</li> <li>✓ Yellow fever</li> <li>✓ Filariasis</li> <li>✓ HIV/AIDS</li> <li>• Reproductive Tract Infections</li> <li>• Special Infection control measures: Notification, Isolation, Quarantine, Immunization, Infectious Disease Hospital</li> <li>Special therapies, alternative therapies</li> <li>Nursing procedures</li> <li>Drugs used in treatment of Communicable diseases.</li> </ul>		
XIII	25	<ul style="list-style-type: none"> <li>• Describe the Organization and physical set up operation theatre</li> <li>• Identify the various instruments and equipment used for common surgical procedures</li> <li>• Describe the infection control measures in the operation theatre</li> <li>• Describe the role of the nurse in the Peri Operative nursing care</li> </ul>	<b>Peri operative nursing:</b> <ul style="list-style-type: none"> <li>• Organization and physical set up of the Operation Theatre (OT):</li> <li>✓ Classifications</li> <li>✓ O.T DESIGN</li> <li>✓ Staffing</li> <li>✓ Members of the OT team</li> <li>✓ Duties and responsibilities of nurse in O.T</li> <li>✓ Principles of Health and operating room attire.</li> <li>✓ Instruments,</li> <li>✓ Sutures and suture materials</li> <li>✓ Equipments</li> <li>✓ O.T tables and sets for common surgical procedures</li> <li>✓ Positions and draping for common surgical procedures</li> <li>✓ Scrubbing procedures</li> <li>✓ Gowning and gloving</li> <li>✓ Preparation of O.T sets</li> <li>✓ Monitoring the patient during surgical procedures</li> <li>• Maintenance of therapeutic environment in O.T.</li> <li>• Standard Safety measures</li> <li>✓ Infection control, fumigation, disinfection and sterilization</li> <li>✓ Biomedical waste management</li> <li>✓ Prevention of accidents and hazards in O.T.</li> <li>• Anesthesia</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised clinical practice</li> <li>• Drug book/presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>

  
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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>✓ Types</li> <li>✓ Methods of administration</li> <li>✓ Effects and Stages</li> <li>✓ Equipments</li> <li>✓ Drugs</li> <li>• Cardio Pulmonary Resuscitation (CPR)</li> <li>• Pain management techniques</li> <li>• Legal Aspects</li> </ul>		

#### Internal assessment: (25 Marks-Refer to regulations)

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

#### 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 7<sup>th</sup> edition
6. Ignatavicius, Critical Thinking for Collaborative Care, Elsevier, 5th Edition.
7. Monahan, Phipp's Medical Surgical Nursing: Health & illness perspectives practice, Jaypee, 8<sup>th</sup> 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 Adulth 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

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# Medical Surgical Nursing

(Adult including Geriatrics)-I

## Practical


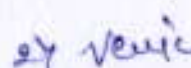
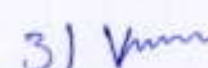
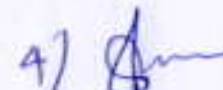
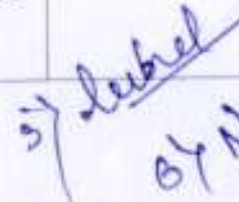
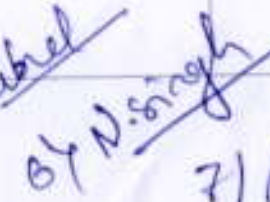
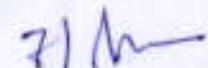
Placement: Second year

Time: 720 Hours

Areas	Duration(in week)	Objectives	Skills	Assignments	Assessment Methods
General Medical ward (Respiratory, GI, Endocrine, Renal, Hematology)	6	<ul style="list-style-type: none"> <li>Provide nursing care to adult patients with medical disorders</li> <li>Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of the patient                             <ul style="list-style-type: none"> <li>✓ Taking history</li> <li>✓ Perform general and specific physical examination.</li> <li>✓ Identify alterations and deviations</li> </ul> </li> <li>Practice medical surgical asepsis-Standard safety measures</li> <li>Administer medications</li> <li>Oral, IV, IM, Subcutaneous</li> <li>IV therapy                             <ul style="list-style-type: none"> <li>✓ IV canulation</li> <li>✓ Maintenance and monitoring</li> </ul> </li> <li>Oxygen therapy by different methods</li> <li>Nebulization</li> <li>Chest physiotherapy</li> <li>Naso gastric feeding</li> <li>Assist in common diagnostic</li> <li>Perform/Assist in therapeutic procedure</li> <li>Blood and component therapy</li> <li>Throat Suctioning</li> <li>Collect specimens for common investigations.</li> <li>Maintain elimination                             <ul style="list-style-type: none"> <li>✓ Catheterization</li> <li>✓ Bowel wash</li> <li>✓ Enema</li> <li>✓ Urinary drainage</li> </ul> </li> <li>Maintain Intake, output and documentation</li> <li>Counsel and teach related to specific disease conditions.</li> </ul>	<ul style="list-style-type: none"> <li>Plan and give care 3-4 assigned patients</li> <li>Nursing care plan-2</li> <li>Nursing case study/presentation -1</li> <li>Drug presentation-1</li> <li>Maintain drug book</li> <li>Maintain Practical record book</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Assess each skill with checklist</li> <li>Evaluation of case study/presentation</li> <li>Completion of practical record.</li> </ul>

  
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Areas	Duration(in week)	Objectives	Skills	Assignments	Assessment Methods
		ble diseases • Counsel and educate patients and families	measures • Use of personal protective equipment(PPE) • Give Medicated baths • Counselling HIV positive patients	book	session • Completion of activity record
Orthopaedic ward	2	• Provide nursing care of patient with musculoskeletal disorders • Counsel and educate patient and families	• Assessment of orthopaedic patients • Assist in application of plaster cast and removal of cast • Apply skin traction-buck's extension traction. • Assist application and removal of prosthesis • Physiotherapy-Range of motion exercises(ROM), muscle strengthening exercises • Crutch maneuvering technique • Activities of daily living • Ambulation • Teach and counsel patients and families	• Plan and give care to 2-3 assigned patients • Nursing care plan-1 • Nursing case study/presentation -1 • Maintain drug book	• Assess each performance with rating scale • Evaluation of Nursing care plan and Nursing case study/presentation • Completion of activity record
Operation Theater	6	• Identify instruments used in common operations • Participate in infection control practice in the Operation Theater • Set-up the table/trolley for common operative procedures • Assist in giving anesthesia	• Scrubbing, gowning, gloving • Identify instruments, suturing materials for common operations • Disinfection, Carbolic acid, fumigation • Preparation of instrument sets for common operations • Sterilization of sharps and other instruments • Prepare the OT table depending upon the operation • Positioning and monitoring of patients • Endotracheal intubation • Assisting in minor and major operations.	• Assist as a circulatory nurse in • Major cases-10 • Minor cases -5 • Assist as a scrub nurse in • Major cases -10 • Minor cases - 5 • Maintain drug book	• Assess performance with rating scale • Completion of activity record

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Areas	Duration(in week)	Objectives	Skills	Assignments	Assessment Methods
General Surgical Ward(GI, Urinary, CTVS)	6	<ul style="list-style-type: none"> <li>• Provide pre and post operative nursing care to adult patients with surgical disorders</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Practice medical surgical asepsis Standard safety measures</li> <li>• Pre-operative preparation of patients</li> <li>• Post operative care- Receiving patient, assessment, monitoring, care</li> <li>• Care of wound and drainage</li> <li>• Suture removal</li> <li>• Ambulation and exercise</li> <li>• Naso gastric aspiration</li> <li>• Care of chest drainage</li> <li>• Ostomy care</li> <li>✓ Gastrostomy</li> <li>✓ Colostomy</li> <li>✓ Enterostomy</li> <li>• Blood and component therapy</li> <li>• Practice universal precautions</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to 3-4 assigned patients</li> <li>• Nursing care plan-2</li> <li>• Nursing case study/presentation -1</li> <li>• Drug presentation-1</li> <li>• Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of case study/presentation</li> <li>• Completion of activity record</li> </ul>
Cardiology ward	2	<ul style="list-style-type: none"> <li>• Provide nursing care to patients with cardiac disorders</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Physical examination of the cardio vascular system</li> <li>• Recording and interpreting ECG</li> <li>• Monitoring of patients</li> <li>• Preparation and assisting in non-invasive and invasive diagnostic procedures.</li> <li>• Administer cardiac drugs</li> <li>• Cardio pulmonary Resuscitation</li> <li>• Teach patients and families</li> <li>• Practice medical and surgical asepsis-Standard safety measures</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to 2-3 assigned patients</li> <li>• Nursing care plan-1</li> <li>• Nursing case study/presentation /Health talk-1</li> <li>• Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Assess each skill with checklist</li> <li>• Evaluation of case study/presentation/Health talk</li> <li>• Completion of activity record</li> </ul>
Skin & Communicable diseases Ward	1	<ul style="list-style-type: none"> <li>• Identify Skin problems</li> <li>• Provide nursing care to patients with skin disorders &amp; Communicable</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of patients with skin disorders</li> <li>• Assist in diagnostic and therapeutic procedures</li> <li>• Administer topical medication</li> <li>• Practice medical surgical asepsis-Standard safety</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to 2-3 assigned patients</li> <li>• Health talk/Counseling HIV positive patients and families-1</li> <li>• Maintain drug</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Evaluation health talk/Counseling</li> </ul>

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
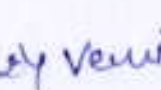
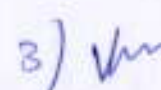
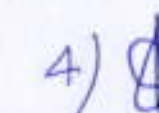

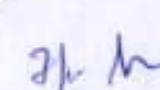
Areas	Durati on(in week)	Objectives	Skills	Assignments	Assessment Methods
		<ul style="list-style-type: none"> <li>Assist in the operative procedures</li> <li>Provide peri operative nursing care</li> </ul>	<ul style="list-style-type: none"> <li>Handling specimens</li> <li>Disposal of waste as per the guidelines</li> </ul>		

**Internal assessment for Practical: (100 Marks/ 50 Marks-Refer to regulations)**

Continuous Evaluation of Clinical Performance	30%
Clinical assignment (Case study/ Practical record/Case book)	20%
Clinical Presentation	10%
Observational /field visit/ Health talk	10%
Model Practical Examination	30%
Total	100%

  
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# Community Health Nursing – I

Placement: Second year

Time: Theory – 90 Hrs

Practical – 135 Hrs

**Course Description:** This course is designed for students to appreciate the principles of promotion and maintenance of Health.

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Methods	Assessment methods
I	2	Describe concept and dimensions of health	<b>Introduction</b> <ul style="list-style-type: none"> <li>Community health Nursing</li> <li>Definition, concepts and dimensions of health</li> <li>Promotion of health</li> <li>Maintenance of health</li> </ul>	* Lecture Discussion	*Short answer
II	20	Describe determinants of health	<b>Determinants of health</b> <ul style="list-style-type: none"> <li>Eugenics</li> <li>Environmental studies: <ul style="list-style-type: none"> <li>Definition, Scope and Importance – Need for public services.</li> </ul> </li> <li>Environment and Environmental Pollution: <ul style="list-style-type: none"> <li>Definition, Causes, Effects and control measure of Physical, Air, Light, Soil, Marine, Thermal, Nuclear pollution, Ventilation, Water (Water resources : Use and Over utilization of surface and ground water, floods, drought, conflicts over water, Dams – Benefits and problems)</li> <li>Housing, Sanitation, Noise, Climatic change, Heat waves and its Impact on health,</li> </ul> </li> <li>Solid waste management: <ul style="list-style-type: none"> <li>Causes, effects and control measures of Urban and Industrial waste</li> <li>Disposal of waste disposal of dead bodies, Communication: Infrastructure facilities and linkages</li> <li>Forestation, Use and over exploitation, Deforestation, case studies, timber extraction, mining, dams and their effects on</li> </ul> </li> </ul>	* Lecture Discussion * Explain using charts, graphs, models, films, slides * Visits to water supply, sewage disposal, milk plants, slaughter house etc.,	* Essay type *Short answers *Objective type

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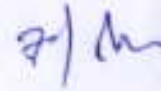
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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Methods	Assessment methods
			<p>forests and tribal people.</p> <ul style="list-style-type: none"> <li>- Mineral Resources               <ul style="list-style-type: none"> <li>Use and exploitation,</li> <li>Environmental effects of extracting and using mineral resources, case studies.</li> </ul> </li> <li>- Acts regulating the environment: National Pollution Control Board including Acts on Air and Water.</li> <li>Role of individual in prevention of pollution, pollution case studies.</li> <li>- Bacterial and viral: Agents, host, carries and immunity.</li> <li>- Arthropods and Rodent</li> <li>• Food hygiene: Production preservation, Purchase, preparation, consumption, World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer – pesticides problems, water logging, salinity, case studies.</li> <li>• Acts regulating food hygiene-Prevention of food Adulteration Act, drugs and cosmetics Act</li> <li>• Wild life protection Act, Forest conservation Act, Issues involved in enforcement of environmental legislation and public awareness.</li> <li>• Socio – Cultural:               <ul style="list-style-type: none"> <li>- Customs – taboos</li> <li>- Marriage System</li> <li>- Family Structure</li> <li>- Status of Special groups: females, Children, elderly, challenged groups and sick persons.</li> </ul> </li> <li>• Lifestyle</li> <li>• Hygiene</li> <li>• Physical activity               <ul style="list-style-type: none"> <li>- Recreation and sleep</li> <li>- Sexual Life</li> <li>- Spiritual life philosophy</li> </ul> </li> </ul>		

  
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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Methods	Assessment methods
			<ul style="list-style-type: none"> <li>-Self reliance</li> <li>-Dietary Pattern</li> <li>-Education</li> <li>-Occupation</li> <li>• Financial Management               <ul style="list-style-type: none"> <li>-Income</li> <li>-Budget</li> <li>-Purchasing Power</li> <li>- Security</li> </ul> </li> <li>• Forest resources :               <ul style="list-style-type: none"> <li>- Use and overexploitation, Deforestation, Case studies, Timber extraction, Mining, Dams and their effects on forest and tribal people</li> </ul> </li> <li>• Energy Resources               <ul style="list-style-type: none"> <li>- Growing energy needs</li> <li>- Renewable and Nonrenewable energy resources, use of alternate energy sources, case studies.</li> </ul> </li> <li>• Land resources:               <ul style="list-style-type: none"> <li>-Land as a resource, Land degradation, Man induced landslides, soil erosion and desertification.</li> </ul> </li> <li>Role of an individual in conservation of natural resources.</li> <li>Equitable use of resources for sustainable life styles.</li> <li>• Ecosystem:               <ul style="list-style-type: none"> <li>- Concept of an ecosystem</li> <li>- Structure &amp; Function of an Ecosystem producers, consumers and decomposers.</li> <li>- Energy flow in the ecosystem</li> <li>- Ecological succession</li> <li>- Food chains, food webs and ecological pyramids</li> <li>- Introduction, types, characteristics, structure and functions of the following ecosystems:</li> </ul> </li> <li><b>Forest ecosystem</b>, Grass land ecosystem, desert ecosystem, aquatic ecosystem (ponds, streams, lakes, river, ocean, estuaries)</li> <li>• Disaster Management: Floods,</li> </ul>		

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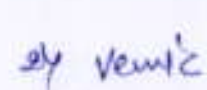
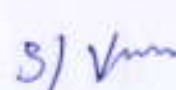
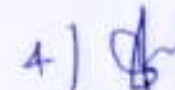
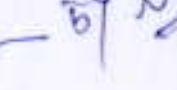

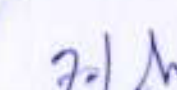
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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Methods	Assessment methods
			Earth quake, cyclone and Land slides.		
III	10	Describe concepts, scope, uses, methods and approaches of epidemiology	<b>Epidemiology</b> <ul style="list-style-type: none"> <li>• Definition, concept, aims, scope, uses and terminology used in epidemiology.</li> <li>• Dynamics of disease Transmission: epidemiological triad</li> <li>• Morbidity and mortality: measurements.</li> <li>• Levels of Prevention.</li> <li>• Methods of Epidemiology - Descriptive - Analytical: Epidemic investigation of an outbreak - Experimental</li> </ul>	* Lecture Discussion * Explain using charts, graphs, models, films, slides	* Essay type * Short answers
IV	25	Describe Epidemiology and nursing management of common Communicable diseases.	<b>Epidemiology and Nursing management of common communicable discuses</b> <ul style="list-style-type: none"> <li>• Respiratory infections               <ul style="list-style-type: none"> <li>- Small Pox</li> <li>- Chicken pox</li> <li>- Measles</li> <li>- Influenza</li> <li>- Rubella</li> <li>- ARI'S &amp; Pneumonia</li> <li>- Mumps</li> <li>- Diphtheria</li> <li>- Whooping cough</li> <li>- Meningococcal Meningitis</li> <li>- Tuberculosis</li> <li>- SARS</li> </ul> </li> <li>• Intestinal infections               <ul style="list-style-type: none"> <li>- Poliomyelitis</li> <li>- Viral hepatitis</li> <li>- Cholera</li> <li>- Diarrhoeal Diseases</li> <li>- Typhoid fever</li> <li>- Food poisoning, Food Borne Disease</li> <li>- Amoebiasis</li> <li>- Hookworm infestation</li> <li>- Ascariasis</li> <li>- Dracunculiasis</li> </ul> </li> <li>• Arthropod Infections               <ul style="list-style-type: none"> <li>- Dengue</li> <li>- Malaria</li> <li>- Filariasis, Chickengunia</li> </ul> </li> </ul>	* Lecture Discussion * Explain using charts, graphs, models, films, slides * Seminar * Supervised field visits- Health centers, clinics and homes * Group projects/ Health education	* Essay type * Short answers * Objective type

  
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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Methods	Assessment methods
			<ul style="list-style-type: none"> <li>• Zoo noses.</li> <li>• Viral               <ul style="list-style-type: none"> <li>- Rabies</li> <li>- yellow fever</li> <li>- Japanese encephalitis</li> <li>- Kyasanur forest disease</li> </ul> </li> <li>• Bacterial               <ul style="list-style-type: none"> <li>- Brucellosis</li> <li>- Plague,</li> <li>- Human Salmonellosis</li> <li>- Anthrax</li> <li>- Leptospirosis</li> </ul> </li> <li>• Rickettsial diseases               <ul style="list-style-type: none"> <li>- Rickettsial Zoonoses</li> <li>- Scrub typhus</li> <li>- Murine typhus</li> <li>- Tick typhus</li> <li>- Q fever</li> </ul> </li> <li>• Parasitic Zoonoses               <ul style="list-style-type: none"> <li>- Taeniasis</li> <li>- Tetanus</li> <li>- Leprosy</li> <li>- Yaws</li> </ul> </li> <li>• STD &amp; RTI, HIV/AIDS, Any other</li> </ul>		
V	10	Describe the Epidemiology and nursing management of common non-communicable diseases.	<b>Epidemiology and Nursing management of common non Communicable diseases</b> <ul style="list-style-type: none"> <li>• Malnutrition: under nutrition, over nutrition, nutritional deficiencies</li> <li>• Anemia</li> <li>• Hypertension,</li> <li>• Stroke</li> <li>• Rheumatic Heart disease</li> <li>• coronary heart disease</li> <li>• Cancer</li> <li>• Diabetes mellitus</li> <li>• Blindness</li> <li>• Accidents</li> <li>• Mental illness</li> <li>• Obesity</li> <li>• Iodine deficiency</li> <li>• Fluorosis</li> <li>• Epilepsy</li> </ul>	* Lecture Discussion * Explain using charts, graphs, models, films, slides * Seminar * Supervised field visits- Health centers, clinics and homes * Group projects/ Health education	* Essay type * Short answers * Objective type
VI	6	* Describe the concepts and scope of demography * Describe	<b>Demography</b> <ul style="list-style-type: none"> <li>• Definition, Concepts and Scope.</li> <li>• Methods of collection, analysis and interpretation of</li> </ul>	* Lecture Discussion * Community identification survey	* Essay type * Short answers * Objective type

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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Methods	Assessment methods
		methods of data collection, analysis and interpretation of demographic data.	demographic data. • Demographic rates and ratios.		*Assessment of survey report
VII	17	*Identify the impact of population explosion in India *describe methods of population control.	<b>Population and its Control</b> • Human population and environment: Population growth, Variation among nation. • Population explosion and its impact on social, economic development of individual, society and Country. • Population Control: - Overall development, women empowerment, Social, economic and educational development, Woman and Child welfare. • Limiting family size: -Promotion of Small family norm - Methods of Spacing (Natural, biological, Chemical, Mechanical methods, etc.,) - Terminal: Surgical Methods -Emergency Contraceptives • Family welfare programmes: • Family planning 2020 • Environment and Human Health, Human Rights, Value Education	* Lecture Discussion *Counseling *Demonstration *Practice session *Supervised field practice	* Essay type *Short answers *Objective type *Assessment of survey report

**Internal assessment: (25 Marks – Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

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### Field Work:

1. Visit to a local area to document environmental asserts – reiver / forest / grassland / hill/ mountain.
2. Visit to al local polluted site – urban / rural / industrial / agriculture.
3. Study of common plants, insects, birds.
4. Study of simple ecosystems – pond, river, hill slopes, etc.

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# Community Health Nursing I- Practical

Placement: Second Year

Time: Practical – 135 Hrs

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

Internal assessment for Practical: (100 Marks/ 50 Marks- Refer to regulations)

Continuous Evaluation of Clinical Performance	30%
Clinical assignment (Case study/ Practical record/Case book)	20%
Clinical Presentation	10%
Observational /field visit/ Health talk	10%
Model Practical Examination	30%
Total	100%

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# Communication & Education Technology

Placement: Second Year

Time: Theory - 60 Hours

Practical – 30Hours

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

Unit	Time (Hrs)		Learning Objectives	Content	Teaching Learning Activities	Assessment methods
	Th.	Pr.				
I	5		<ul style="list-style-type: none"> <li>Describe the communication process</li> <li>Identify techniques of effective communication</li> </ul>	<b>Review of Communication Process</b> <ul style="list-style-type: none"> <li>Process: elements and channel</li> <li>Facilitators</li> <li>Barriers and methods of overcoming</li> <li>techniques</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Role plays</li> <li>Exercises with audio/video tapes</li> </ul>	<ul style="list-style-type: none"> <li>Respond to critical incidents</li> <li>Short answers</li> <li>Objective type</li> </ul>
II	5		<ul style="list-style-type: none"> <li>Establish effective inter-personal relations with patients, families &amp; co-workers</li> </ul>	<b>Interpersonal relations</b> <ul style="list-style-type: none"> <li>Purpose &amp; types</li> <li>Phases</li> <li>Barriers and methods of overcoming</li> <li>Johari Window</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Role plays</li> <li>Exercises with audio/video tapes</li> <li>Process recording</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
III	5		<ul style="list-style-type: none"> <li>Develop effective human relations in context of Nursing</li> </ul>	<b>Human Relations</b> <ul style="list-style-type: none"> <li>Understanding self</li> <li>Social behavior, motivation, social attitudes</li> <li>Individual and groups</li> <li>Groups &amp; individual</li> <li>Human relation in context of Nursing</li> <li>Group dynamics</li> <li>Team work.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Sociometry</li> <li>Group games</li> <li>Psychometric exercises followed by discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Respond to test based on critical incidents</li> </ul>
IV	10	5	<ul style="list-style-type: none"> <li>Develop basic skill of guidance and counseling</li> </ul>	<b>Guidance and Counseling</b> <ul style="list-style-type: none"> <li>Definitions</li> <li>Purpose, scope and need</li> <li>Basic principles</li> <li>Organization of counseling services</li> <li>Types of counseling approaches</li> <li>Roles and preparation of counselor</li> <li>Issues for counseling in Nursing: students and practitioners</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Role play on counseling in different situations followed by discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Assess performance in role play situations</li> </ul>

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Unit	Time (Hrs)		Learning Objectives	Content	Teaching Learning Activities	Assessment methods
	Th.	Pr.				
				<ul style="list-style-type: none"> <li>• Counseling process – steps &amp; techniques, tools of counselor</li> <li>• Managing disciplinary problems</li> <li>• Management of crisis &amp; referral</li> </ul>		
V	5		<ul style="list-style-type: none"> <li>• Describe the philosophy &amp; principles of education</li> </ul>	<b>Principles of Education &amp; Teaching Learning Process</b> <ul style="list-style-type: none"> <li>• Education: meaning, philosophy, aims functions &amp; principles</li> <li>• Nature and characteristics of learning</li> <li>• Principles and maxims of teaching</li> <li>• Formulating objectives: general and specific</li> <li>• Lesson planning</li> <li>• Classroom management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Prepare lesson plan</li> <li>• Micro teaching</li> <li>• Exercise on writing objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assess lesson plans &amp; teaching sessions</li> </ul>
VI	10	10	<ul style="list-style-type: none"> <li>• Demonstrate teaching skill using various teaching methods in clinical, classroom and community settings</li> </ul>	<b>Methods of teaching</b> <ul style="list-style-type: none"> <li>• Lecture, demonstration, group discussion, seminar, symposium, panel discussion, role play, project, field trip, workshop, exhibition, programmed instruction, computer assisted learning, microteaching, problem based learning, Self instructional module, simulation etc..</li> <li>• Clinical teaching methods: case method, nursing rounds &amp; reports, bedside clinic, conference (individual &amp; group) process recording</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Conduct 5 teaching sessions using different methods &amp; media.</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assess teaching sessions</li> </ul>
VII	10	8	<ul style="list-style-type: none"> <li>• Prepare and use different types of educational media effectively</li> </ul>	<b>Educational media</b> <ul style="list-style-type: none"> <li>• Purposes &amp; types of A.V Aids, principles and sources etc.</li> <li>• Graphic aids: chalk board, chart, graph, poster, flash cards, flannel graph, bulletin and cartoon.</li> <li>• Three dimensional aids: objects, specimen, models</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion, Demonstration</li> <li>• Prepare different teaching aids – projected &amp; non projected</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assess the teaching aids prepared</li> </ul>

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Unit	Time (Hrs)		Learning Objectives	Content	Teaching Learning Activities	Assessment methods
	Th.	Pr.				
				puppets. • Printed aids: Pamphlets & leaflets • Projected aids: Slides, overhead projector, films, TV, VCR/VCD, camera, microscope, LCD. • Audio aids: Tape recorder, public address system. • Computer		
VIII	5	7	• Prepare different types of questions for assessment of knowledge, skills and attitudes	<b>Assessment</b> • Purpose & scope of evaluation & assessment • Criteria for selection of assessment techniques and methods • Assessment of knowledge: Essay type question, Short answer question (SAQ), Multiple choice question (MCQ) • Assessment of skills: Observation check list, practical exam, Viva, Objective Structured Clinical Examination (OSCE) • Assessment of Attitude: Attitude scales.	• Lecture Discussion • Exercise on writing different types of assessment tools	• Short answers • Objective type • Assess the strategies used in practice teaching sessions and exercise sessions
IX	5		• Teach individuals, groups and communities about health with their active participation	<b>Information, Education &amp; Communication for health (IEC)</b> • Health behavior & health education • Planning for health education • Health education with individuals, groups & communities • Communicating health messages • Methods & media for communicating health messages • Using mass media.	• Lecture Discussion • Plan & conduct health education sessions for individuals, group & communities	• Short answers • Objective type • Assess the planning & conduct of the educational session

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**Internal assessment: (25 Marks- Refer to regulations)**


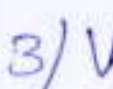


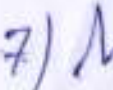
Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**Reference Books:-**

1. Heidgerkohn (DE), Teaching and Learning in School of Nursing, Philadelphia, J.O.
2. Billioet Co. W.H.O. Curriculum Guide for the Schools of Nursing in India, Delhi WHO.
3. Neeraja, Textbook of Nursing Education, Jaypere Brothers.
4. Tyler (RW), Basic of Curriculum and Instruction, Chicago, The university of Chicago press.

  
Registrar  
Sri Satya Sai University of Technology  
& Medical Sciences, Secore (M.P.)

  
Principal  
School of Nursing, SESUM  
Secore (M.P.)

1.)  2) Neeraj 3)  4)  5)  6) Lalith  
G.N. Singh 7) 



# **SCHOOL OF NURSING**

## **SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCES**

[Established Under Act. 06 of 2014 by Govt. of Madhya Pradesh]

Approved by Madhya Pradesh Private University Regulatory Commission

SH-18, Bhopal-Indore Road, Opposite Oilfed Plant, Pachama, Sehore (M.P.) Pin Code - 466001

**Name of Department :- School of Nursing**

**Minutes of Board of Studies Committee Meeting held on Dated 07/10/2019**

The Board of Studies Committee Meeting was held in the room of Principal at 11:00 Am on Dated 07/10/2019 Following members were present.

- |    |                    |                      |
|----|--------------------|----------------------|
| 1. | Mrs. Shamia Sophi  | Principal & Chairman |
| 2. | Prof. Venice David | External Member      |
| 3. | Ms. Sunita Kumari  | Member               |
| 4. | Mr. Gajendra Singh | Member               |
| 5. | Ms. Karamjeet Kaur | Member               |
| 6. | Ms. Nera Singh     | Member               |
| 7. | Ms. Suman Kasana   | Member               |

The Chairman of Board of Studies Committee welcomes and appreciated the efforts put up by the faculty for progress of the departmental activities. The following Agenda points were discussed and resolved.

### **Agenda 1. Study Plan**

The Chairman BOS placed the study plan of First Year B.Sc Nursing before the BOS Members and described the plan.

**Discussion :** All the members discussed the study plan and principally agreed with the plan.

**Resolution :** It is resolved that the first year B.Sc Nursing study plan may be implemented in session 2019-20.

### **Agenda 2. First Year B.Sc Nursing Scheme and Syllabus for approval.**

**Discussion :** All the members discussed the scheme and syllabus placed before the BOS Members and agreed with this.

**Resolution :** It is resolved that first year B.Sc Nursing Scheme and Syllabus must be implemented as per the guidelines of INC, New Delhi.

The Chairman thanks the members for peaceful conduction of meeting.

**Registrar**  
Sri Satya Sai University of Technology  
& Medical Sciences Sehore (M.P.)





# SCHOOL OF NURSING SRI SATYA SAI UNIVERSITY OF TECHNOLOGY & MEDICAL SCIENCE

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## Signature of All members (Including chairman)

- |    |                    |                      |  |
|----|--------------------|----------------------|--|
| 1. | Mrs. Shamia Sophi  | Principal & Chairman |  |
| 2. | Prof. Venice David | External Member      |  |
| 3. | Ms. Sunita Kumari  | Member               |  |
| 4. | Mr. Gajendra Singh | Member               |  |
| 5. | Ms. Karamjeet Kaur | Member               |  |
| 6. | Ms. Nera Singh     | Member               |  |
| 7. | Ms. Suman Kasana   | Member               |  |

Principal  
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Sehore (M.P.)

Registrar  
Sri Satya Sai University of Technology  
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**SCHOOL OF NURSING, SSSUTMS, SEHORE**

Scheme of Examination  
B.Sc Nursing First Year

S.No	Course	Assessment (Marks)				Total Marks
		Internal	End Semester College Exam	End Semester University Exam	Hours	
Theory						
1	Anatomy & Physiology	25		75	3	100
2	Nutrition & Biochemistry	25		75	3	100
3	Nursing Foundation	25		75	3	100
4	Psychology	25		75	3	100
5	Microbiology	25		75	3	100
6	English	25		75	3	100
	Introduction to Computer	25		75	3	100
Practical						
7	Nursing Foundation I	100		100		200

**Principal**  
School of Nursing, SSSUTMS  
Sehore (M.P.)

**Regd. Secy**  
Dr. Sonu Singh  
University of Technology  
& Medical Sciences Sehore (M.P.)

7) Mr

1) 2) Verice 3) Kumar 4) 5) Kumar 6) N. Singh 7) Mr



## VII. COURSE DESCRIPTION:

### English

H. N.

Placement – First Year

Time: Theory – 60 hours

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	10	<ul style="list-style-type: none"> <li>• Speak and write grammatically correct English</li> </ul>	<ul style="list-style-type: none"> <li>• Review of Grammar</li> <li>• Remedial study of Grammar</li> <li>• Building Vocabulary</li> <li>• Phonetics</li> <li>• Public Speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate use of dictionary</li> <li>• Class-room conversation</li> <li>• Exercise on use of Grammar</li> <li>• Practice in public speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Objective Type</li> <li>• Fill in the blanks</li> <li>• Para phrasing</li> </ul>
II	30	<ul style="list-style-type: none"> <li>• Develop ability to read, understand and express meaningfully, the prescribed text</li> </ul>	Read and comprehend prescribed course books	<ul style="list-style-type: none"> <li>• Exercise on: <ul style="list-style-type: none"> <li>❖ Reading</li> <li>❖ Summarizing</li> <li>❖ Comprehension</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Short Answers</li> <li>• Essay Type</li> </ul>
III	10	<ul style="list-style-type: none"> <li>• Develop writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Various forms of composition</b> <ul style="list-style-type: none"> <li>❖ Letter writing</li> <li>❖ Note taking</li> <li>❖ Precise writing</li> <li>❖ Nurses notes</li> <li>❖ Anecdotal records</li> <li>❖ Diary writing</li> <li>❖ Reports on health problems etc.</li> <li>❖ Resume/CV</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Exercise on writing <ul style="list-style-type: none"> <li>❖ Letter writing</li> <li>❖ Nurses notes</li> <li>❖ Precise</li> <li>❖ Diary</li> <li>❖ Anecdote</li> <li>❖ Health problems</li> <li>❖ Story writing</li> <li>❖ Resume/CV</li> </ul> </li> <li>• Essay writing <ul style="list-style-type: none"> <li>❖ Discussion on <i>WBCS, School documents</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the skills based on the check list</li> </ul>
IV	6	Develop skill in spoken English	<ul style="list-style-type: none"> <li>• <b>Spoken English</b> <ul style="list-style-type: none"> <li>❖ Oral report</li> <li>❖ Discussion</li> <li>❖ Debate</li> <li>❖ Telephonic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Exercise on: <ul style="list-style-type: none"> <li>❖ Debating</li> <li>❖ Participating in Seminar, Panel, symposium</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the skills based on the check list</li> </ul>

Registrar  
University of Technology  
Bhopal  
Medical Sciences School (M.P.)

School of Health Sciences  
Bhopal (M.P.)

1) A 2) Venice 3) Kuni 4) B 5) Jini 6) N. Singh 7) M

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			conversation	❖ Telephonic conversation	
V	4	Develop skill in listening comprehension	<ul style="list-style-type: none"> <li>• <b>Listening Comprehension</b> <ul style="list-style-type: none"> <li>❖ Media, audio, video, speeches etc.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Exercise on: <ul style="list-style-type: none"> <li>❖ Listening to audio, video tapes and identify the key points</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the skills based on the check list</li> </ul>

**Internal assessment: (50 Marks- Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**References:**

1. David (MT), English for Professional Nursing, BI Publications Pvt. Ltd., Chennai, 2007.
2. Koorkkakala (T), Communicative English for BSc., Nursing Students, KJ Publications, Kerala, 2007.

  
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**Principal**  
 School of Nursing, ESSUT,  
 Sehore (M.P.)

1)  2)  3)  4)  5)  6)  7) 



# Anatomy

**Placement** – First Year

**Time:** Theory – 60 hours

**Course Description:** The Course is designed to enable students to acquire knowledge of the normal structure of various human body systems and understand the alterations in anatomical structures in disease and practice of nursing.

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

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School of Nursing, SSBUTMS  
Sehore (M.P.)

1.) Dr 2) Verica 3) Ravi 4) Dr 5) Dr 6) Nishith 7) Dr

# Physiology

Placement – First Year

Time: Theory – 60 hours

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	4	<ul style="list-style-type: none"> <li>Describe the physiology of cell, tissues, membranes and glands</li> </ul>	<b>Cell Physiology</b> <ul style="list-style-type: none"> <li>Tissue – formation, repair</li> <li>Membranes &amp; glands – functions</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
II	4	<ul style="list-style-type: none"> <li>Describe the bone formation and growth and movements of skeleton system</li> </ul>	<b>Skeletal System</b> <ul style="list-style-type: none"> <li>Bone formation and growth</li> <li>Bones – Functions and movements of bones of axial and appendicular skeleton, bone healing</li> <li>Joints and joint movement</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, models and films</li> <li>Demonstration of joint movements</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
III	4	<ul style="list-style-type: none"> <li>Describe the muscle movements and tone and demonstrate muscle contraction and tone</li> </ul>	<b>Muscular System</b> <ul style="list-style-type: none"> <li>Muscle movements, Muscle tone, Physiology of muscle contraction, levels and maintenance of posture</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, models and films</li> <li>Demonstration of muscle movements, tone and contraction</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
IV	7	<ul style="list-style-type: none"> <li>Describe the physiology of nerve stimulus, reflexes, brain cranial and spinal nerves</li> <li>Demonstrate reflex action and stimulus</li> </ul>	<b>Nervous System</b> <ul style="list-style-type: none"> <li>Functions of Neuralgia &amp; Neurons</li> <li>Stimulus &amp; Nerve- Impulse-Definitions &amp; Mechanism</li> <li>Functions of brain, spinal cord, cranial and spinal nerves</li> <li>Cerebrospinal fluid-composition, circulation and function</li> <li>Reflex arc, reflex action and reflexes</li> <li>Autonomic functions –                             <ul style="list-style-type: none"> <li>Pain: Somatic, visceral and referred</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, models and films</li> <li>Demonstration of nerve stimulus reflex action, reflexes.</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>

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A Medical Sciences Sehore (M.P.)

(1) 1) 2) Venice 3) Kuni 4) 5) 6) 7) 8) 9) 10) 11) 12) 13) 14) 15) 16) 17) 18) 19) 20) 21) 22) 23) 24) 25) 26) 27) 28) 29) 30) 31) 32) 33) 34) 35) 36) 37) 38) 39) 40) 41) 42) 43) 44) 45) 46) 47) 48) 49) 50) 51) 52) 53) 54) 55) 56) 57) 58) 59) 60) 61) 62) 63) 64) 65) 66) 67) 68) 69) 70) 71) 72) 73) 74) 75) 76) 77) 78) 79) 80) 81) 82) 83) 84) 85) 86) 87) 88) 89) 90) 91) 92) 93) 94) 95) 96) 97) 98) 99) 100)



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Autonomic learning and biofeedback</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>		
V	8	<ul style="list-style-type: none"> <li>Describe the physiology of blood and functions of Heart</li> <li>Demonstrate blood cell count, coagulation, grouping, Hb: BP and Pulse monitoring</li> </ul>	<b>Circulatory System</b> <ul style="list-style-type: none"> <li>Blood formation, composition, blood groups, blood coagulation</li> <li>Hemoglobin: Structure, Synthesis and breakdown, Variation of molecules, estimation</li> <li>Functions of Heart, Conduction, Cardiac cycle, circulation – Principles, Control, factors influencing BP and Pulse</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, films</li> <li>Demonstration of blood cell count, coagulation, grouping, Hemoglobin estimation, Heart conduction system.</li> <li>Measurement of pulse, BP</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
VI	6	<ul style="list-style-type: none"> <li>Describe the physiology and mechanisms of respiration</li> <li>Demonstrates spirometry</li> </ul>	<b>The Respiratory System</b> <ul style="list-style-type: none"> <li>Functions of respiratory organs</li> <li>Physiology of respiration</li> <li>Pulmonary ventilation, Volume</li> <li>Mechanics of respiration</li> <li>Gaseous exchange in lungs</li> <li>Carriage of oxygen &amp; carbon-dioxide</li> <li>Exchange of gases in tissues</li> <li>Regulation of respiration</li> <li>Alterations in disease</li> <li>Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, films</li> <li>Demonstration of spirometry</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
VII	6	<ul style="list-style-type: none"> <li>Describe the physiology of digestive system</li> <li>Demonstrates BMR</li> </ul>	<b>The Digestive System</b> <ul style="list-style-type: none"> <li>Functions of organs of digestive tract. Movements of alimentary tract, Digestion in mouth, stomach, small intestines, Large intestines, Absorption of food. Functions of liver, gall bladder and pancreas</li> <li>Metabolism of carbohydrates, protein and fat</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, films</li> </ul> <p style="text-align: right;"> <i>Key-note</i>  <b>Sri Sai Baba University of Technology &amp; Medical Sciences, Shriharipuram (M.P.)</b> </p>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
VIII	5	<ul style="list-style-type: none"> <li>Describe the physiology of excretory System</li> </ul>	<b>The Excretory System</b> <ul style="list-style-type: none"> <li>Functions of kidneys, ureters, urinary bladder &amp; urethra</li> <li>Composition of urine</li> <li>Mechanism of urine formation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using charts, films</li> </ul> <p style="text-align: right;"> <i>Key-note</i>  <b>Sri Sai Baba University of Technology &amp; Medical Sciences, Shriharipuram (M.P.)</b> </p>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>

1) & 2) view 3) Kumar 4) & 5) M. S. Singh 6) M. S. Singh 7) M. S. Singh

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Functions of skin</li> <li>• Regulation of body temperature</li> <li>• Fluid and electrolyte balance</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>		
IX	4	<ul style="list-style-type: none"> <li>• Describe the physiology of Sensory Organs</li> </ul>	<b>The Sensory Organs</b> <ul style="list-style-type: none"> <li>• Functions of skin, eye, ear, nose, tongue.</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, films</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type</li> </ul>
X	5	<ul style="list-style-type: none"> <li>• Describe the physiology of Endocrine glands</li> </ul>	<b>The Endocrine System</b> <ul style="list-style-type: none"> <li>• Functions of Pituitary, pineal body, thymus, Thyroid, parathyroid, pancreas, Suprarenal, Placenta and ovaries &amp; Testes</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, films</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type</li> </ul>
XI	5	<ul style="list-style-type: none"> <li>• Describe the physiology of male and female reproductive system</li> </ul>	<b>The Reproductive System</b> <ul style="list-style-type: none"> <li>• Reproduction of cells – DNA, Mitosis, Meiosis, Spermatogenesis, oogenesis</li> <li>• Functions of female reproductive organs; Functions of breast, Female sexual cycle.</li> <li>• Introduction to embryology</li> <li>• Functions of male reproductive organs, Male function in reproduction, Male fertility system.</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, films, models, specimens</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type</li> </ul>
XII	2	<ul style="list-style-type: none"> <li>• Describe the physiology of Lymphatic and Immunological System</li> </ul>	<b>Lymphatic and Immunological System</b> <ul style="list-style-type: none"> <li>• Circulation of lymph</li> <li>• Immunity <ul style="list-style-type: none"> <li>• Formation of T-cells and B cells</li> <li>• Types of Immune response</li> <li>• Antigens, Cytokines</li> <li>• Antibodies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, films</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type</li> </ul>

  
 Registrar  
 Sree Satya Sai University of Technology  
 & Medical Sciences, Sec 10, (M.P.)

  
 School of Nursing, Sree Satya Sai  
 University of Technology, Sec 10, (M.P.)

1) [Signature] 2) reverse 3) Kuni 4) [Signature] 5) N. Singh 7) [Signature]



**Internal assessment: (25 Marks-Refer to regulations)**


Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

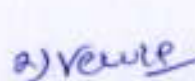
**Reference Books**


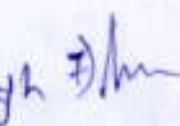
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3. Kathleen (JW), Ross & Wilson Anatomy and Physiology in Health and Illness, Churchill Livingstone Publication, Philadelphia, 8th Edition, 1999.
4. Tortora, Principles of Anatomy & Physiology, John Wiley & Sons, New York, 8th Edition, 2003
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Registrar  
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& Medical Sciences Sehore (M.P.)

Principal  
School of Nursing, SSSUTM  
Sehore (M.P.)

1) 

2)  3) Kumar 4)

5)  6) Nisingh 7) 

# Nutrition

**Placement** – First Year

**Time:** Theory – 40 hours

Practical – 20 hours

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

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

  
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Unit	Time (Hrs)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
			(RDA) of fats	<ul style="list-style-type: none"> <li>Digestion, absorption and storage, metabolism</li> <li>Malnutrition: Deficiencies and over consumption</li> </ul>		
IV	2		<ul style="list-style-type: none"> <li>Describe the classification, functions, sources and recommended daily allowances (RDA) of Protein</li> </ul>	<b>Proteins</b> <ul style="list-style-type: none"> <li>Classification</li> <li>Caloric value</li> <li>Recommended daily allowances</li> <li>Dietary sources.</li> <li>Functions</li> <li>Digestion, absorption and storage, metabolism</li> <li>Malnutrition: Deficiencies and over consumption</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
V	3		<ul style="list-style-type: none"> <li>Describe the daily calorie requirement for different categories of people</li> </ul>	<b>Energy</b> <ul style="list-style-type: none"> <li>Unit of Energy – Kcal</li> <li>Energy requirements of different categories of people</li> <li>Measurements of energy</li> <li>Body Mass Index (BMI) and basic metabolism</li> <li>Basal Metabolic Rate (BMR) – determination and factors affecting</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explaining using charts</li> <li>Exercise</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
VI	4		<ul style="list-style-type: none"> <li>Describe the classification, functions, sources and recommended daily allowances (RDA) of Vitamins</li> </ul>	<b>Vitamins</b> <ul style="list-style-type: none"> <li>Classification</li> <li>Recommended daily allowances</li> <li>Dietary sources.</li> <li>Functions</li> <li>Absorption, synthesis, metabolism storage and excretion</li> <li>Deficiencies</li> <li>Hypervitaminosis</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
VII	4		<ul style="list-style-type: none"> <li>Describe the classification, functions, sources and recommended daily allowances (RDA) of Minerals</li> </ul>	<b>Mineral</b> <ul style="list-style-type: none"> <li>Classification</li> <li>Recommended daily allowances</li> <li>Dietary sources.</li> <li>Functions</li> <li>Absorption, synthesis, metabolism storage and excretion</li> <li>Deficiencies</li> <li>Over consumption and toxicity</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
VIII	3		<ul style="list-style-type: none"> <li>Describe the</li> </ul>	<b>Water &amp; electrolytes</b> <ul style="list-style-type: none"> <li>Water: Daily requirements,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> </ul>

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Unit	Time (Hrs)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
			sources, functions and requirements of water & electrolytes	regulation of water metabolism, distribution of body water, <ul style="list-style-type: none"> <li>Electrolytes: Types, sources, composition of body fluids.</li> <li>Maintenance of fluid &amp; electrolyte balance</li> <li>Over hydration, dehydration and water intoxication</li> <li>Electrolyte imbalances.</li> </ul>	<ul style="list-style-type: none"> <li>Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>Objective type</li> </ul>
IX	5	15	<ul style="list-style-type: none"> <li>Describe the cookery rules and preservation of nutrients and</li> <li>Prepare serve simple beverages and different types of food.</li> </ul>	<b>Cookery rules and preservation of nutrients</b> <ul style="list-style-type: none"> <li>Principles, methods of cooking and serving               <ul style="list-style-type: none"> <li>Preservation of nutrients</li> </ul> </li> <li>Safe Food handling – toxicity</li> <li>Storage of food</li> <li>Food preservation, food additives and its principles</li> <li>Prevention of food adulteration Act (PFA)</li> <li>Food standards</li> <li>Preparation of simple beverages and different types of food</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Demonstration</li> <li>Practice Session</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Assessment of practice sessions</li> </ul>
X	7	5	<ul style="list-style-type: none"> <li>Describe and plan balanced diet for different categories of people</li> </ul>	<b>Balanced Diet</b> <ul style="list-style-type: none"> <li>Elements</li> <li>Food groups</li> <li>Recommended Daily Allowance</li> <li>Nutritive value of foods</li> <li>Calculation of balanced diet for different categories of people</li> <li>Planning the menu</li> <li>Budgeting of food</li> <li>Introduction to therapeutic diets: Naturopathy – Diet.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explaining using charts</li> <li>Practice Session</li> <li>Meal Planning</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Exercise on menu planning</li> </ul>
XI	4		<ul style="list-style-type: none"> <li>Describe various National programmes related to Nutrition</li> <li>Describe the role of nurse in assessment of nutritional</li> </ul>	<b>Role of nurse in nutritional programmes</b> <ul style="list-style-type: none"> <li>National programmes related to nutrition               <ul style="list-style-type: none"> <li>Vitamin A deficiency programme</li> <li>National iodine deficiency disorders (IDD) programme.</li> <li>Mid – day meal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explaining using charts</li> <li>Slide/ Film shows</li> <li>Demonstration of</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

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Unit	Time (Hrs)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
			status and nutrition education	programme <ul style="list-style-type: none"> <li>Integrated child development scheme (ICDS)</li> <li>National and International agencies working towards food / nutrition.               <ul style="list-style-type: none"> <li>NIPCCD, CARE, FAO, NIN, CFTRI (Central food technology and research institute) etc.</li> </ul> </li> <li>Assessment of nutritional status</li> <li>Nutrition education and role of nurse.</li> </ul>	assessment of nutritional status	

**Internal assessment for theory : (25 Marks-Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**Reference:**

1. Joshi (YK), Basics of Clinical Nutrition, Jaypee, Chennai, 2<sup>nd</sup> Edition, 2008.
2. Mahan (LK), Krause's Food, Nutrition, Diet & Therapy, Elsevier, 13<sup>th</sup> Edition, 2007.
3. Srilakshmi (B), Dietetics, New Age Int (P) Ltd., Publishers, Chennai, 5<sup>th</sup> Edition, 2007.

  
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# Biochemistry

Placement : First Year

Time : Theory 30 Hours

**Course Description:** This course is designed to enable students to acquire knowledge of the normal biochemical composition and functioning of human body and understand the alterations in biochemistry in disease for practice of nursing.

Unit	Time (Hrs)	Objectives	Content	Teaching Learning Activity	Assessment method
I	1	<ul style="list-style-type: none"> <li>Describe the structure composition and functions of cell</li> <li>Differentiate between Prokaryote and eukaryote cell</li> <li>Identify techniques of Microscopy</li> </ul>	<b>Introduction:</b> <ul style="list-style-type: none"> <li>Definition and significance in nursing</li> <li>Review of structure, Composition and Functions of cell</li> <li>Prokaryote and Eukaryote cell organization</li> <li>Microscopy</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion using charts, slides.</li> <li>Demonstrate use of microscope</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
II	6	<ul style="list-style-type: none"> <li>Describe the structure and functions of cell membrane</li> </ul>	<b>Structure and functions of Cell membrane:</b> <ul style="list-style-type: none"> <li>Fluid mosaic model tight junction, Cytoskeleton.</li> <li>Transport, mechanism: diffusion, osmosis, filtration, active. Channel, sodium pump.</li> <li>Acid base balance maintenance &amp; diagnostic tests.</li> <li>PH buffers</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
III	6	<ul style="list-style-type: none"> <li>Explain the metabolism of carbohydrate</li> </ul>	<b>Composition and metabolism of Carbohydrates:</b> <ul style="list-style-type: none"> <li>Types, Structure, composition and uses.                             <ul style="list-style-type: none"> <li>Monosaccharide, Disaccharides, Polysaccharides, Oligosaccharides.</li> </ul> </li> <li>Metabolism                             <ul style="list-style-type: none"> <li>Pathways of glucose                                     <ul style="list-style-type: none"> <li>Glycolysis</li> <li>Gluconeogenesis: Cori's cycle, Tri carboxylic acid (TCA) cycle</li> <li>Glycogenolysis</li> <li>Pentose Phosphate pathways (Hexose mono phosphate)</li> </ul> </li> <li>Regulation of blood</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstrate of blood glucose monitoring</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>



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Unit	Time (Hrs)	Objectives	Content	Teaching Learning Activity	Assessment method
			glucose level. Investigations and their Interpretations		
IV	4	<ul style="list-style-type: none"> <li>Explain the metabolism of Lipids</li> </ul>	<b>Composition and metabolism of Lipids:</b> <ul style="list-style-type: none"> <li>Types, structure, composition and uses of fatty acids : <ul style="list-style-type: none"> <li>Nomenclature, Roles and Prostaglandins.</li> </ul> </li> <li>Metabolism of fatty acid : <ul style="list-style-type: none"> <li>Breakdown</li> <li>Synthesis</li> </ul> </li> <li>Metabolism of triacylglycerols:</li> <li>Cholesterol Metabolism : <ul style="list-style-type: none"> <li>Biosynthesis and its Regulation <ul style="list-style-type: none"> <li>Bile salts and bilirubin</li> <li>Vitamin – D</li> <li>Steroid hormones</li> </ul> </li> </ul> </li> <li>Lipoproteins and their functions : <ul style="list-style-type: none"> <li>VLDLs - IDLs, LDLs and HDLs</li> <li>Transport of lipids</li> <li>Atherosclerosis, Investigations and their interpretations.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion using charts, slides.</li> <li>Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
V	6	<ul style="list-style-type: none"> <li>Explain the metabolism of amino acid and proteins</li> </ul>	<b>Composition and metabolism of amino acids and Proteins</b> <ul style="list-style-type: none"> <li>Types, structure, composition and uses of amino acids and proteins.</li> <li>Metabolism of amino acids and proteins : <ul style="list-style-type: none"> <li>Protein synthesis, targeting and glycosylation.</li> <li>Chromatography</li> <li>Electrophoresis</li> <li>Sequencing</li> </ul> </li> <li>Metabolism of Nitrogen : <ul style="list-style-type: none"> <li>Fixation and Assimilation</li> <li>Urea Cycle</li> <li>Hemes and chlorophylls</li> </ul> </li> <li>Enzymes and coenzymes: <ul style="list-style-type: none"> <li>Classification</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion using charts, slides.</li> <li>Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>

  
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Unit	Time (Hrs)	Objectives	Content	Teaching Learning Activity	Assessment method
			<input type="checkbox"/> Properties <input type="checkbox"/> Kinetics and Inhibition <input type="checkbox"/> Control Investigations and their interpretations.		
VI	2	<ul style="list-style-type: none"> <li>Describe types, composition and utilization of vitamins and minerals</li> </ul>	<b>Composition and vitamins and minerals:</b> <ul style="list-style-type: none"> <li>Vitamins and minerals               <ul style="list-style-type: none"> <li><input type="checkbox"/> Structure</li> <li><input type="checkbox"/> Classification</li> <li><input type="checkbox"/> Properties</li> <li><input type="checkbox"/> Absorption</li> <li><input type="checkbox"/> Storage and transportation</li> <li><input type="checkbox"/> Normal Concentration</li> </ul> </li> </ul> Investigations and their interpretations.	<ul style="list-style-type: none"> <li>Lecture discussion using charts, slides.</li> <li>Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>
VII	3	<ul style="list-style-type: none"> <li>Describe Immunochemistry</li> </ul>	<b>Immunochemistry</b> <ul style="list-style-type: none"> <li>Immune response.</li> <li>Structure and classification of immunoglobins.</li> <li>Mechanism of antibody Production.</li> <li>Antigens : HLA typing</li> <li>Free radical and antioxidants.</li> <li>Specialized Protein: Collagen, Elastin, Keratin, Myosin, Lens Protein.</li> <li>Electrophoretic and Quantitative, determination of immunoglobins, ELISA etc.</li> </ul> Investigations and their interpretations	<ul style="list-style-type: none"> <li>Lecture discussion using charts, slides.</li> <li>Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>Short answer questions</li> <li>Objective type</li> </ul>

**Internal assessment: (25 Marks- Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

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1. Vasudevan (DM), Text Book of Biochemistry, J.P. Brothers Publication New Delhi, 3rd Edition, 2001.
2. Lehninger, Principles of Biochemistry, Worth Publishers, New York, 3rd Edition, 2002.
3. Strieler (L), (1988). Biochemistry, Freeman & Company, New York, 3rd Edition, 1988.
4. Muray (RK), Harper's Illustrated Biochemistry, McGraw Hill, New Delhi, 27th Edition, 2006.

  
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# Nursing Foundations

**Placement:** First Year

**Time:** Theory - 265 hours

Practical - 650 hours (200 lab and 450 clinical)

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

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

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



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Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Helping Relationships (NPR): Dimensions of Helping Relationships, Phases of a helping relationship</li> <li>Communicating effectively with patient, families and team members and maintain effective human relations with special reference to communicating with vulnerable group (children, women, physically and mentally challenged and elderly)</li> <li>Patient Teaching: Importance, Purposes, Process, role of nurse and integrating teaching in Nursing Process</li> </ul>		
V	15	<ul style="list-style-type: none"> <li>Explain the concept, uses, format and steps of nursing process</li> <li>Documents nursing process as per the format</li> </ul>	<b>The Nursing Process:</b> <ul style="list-style-type: none"> <li>Critical Thinking and Nursing Judgment</li> <li>Critical Thinking: Thinking and Learning</li> <li>Competencies, Attitudes for Critical Thinking, Levels of Critical Thinking in Nursing.</li> <li>Nursing Process Overview:</li> <li>Application in Practice</li> <li>Nursing Process format: INC, Current format</li> <li>Assessment: Collection of data: Types, Sources, Methods</li> <li>Formulating Nursing Judgment: Data interpretation</li> <li>Nursing Diagnosis:</li> <li>Identification of client problems</li> <li>Nursing diagnosis statement</li> <li>Difference between medical and nursing diagnosis</li> <li>Planning</li> <li>Establishing Priorities</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Exercise</li> <li>Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>

  
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 Medical Sciences Scheme (M.P.)  
  
 Principal  
 School of Nursing, SSSUTM  
 Sehore (M.P.)





1)  2) Verma 3) Kumar 4) TS 5) Jha 6) N. Singh 7) 



Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Establishing Goals and Expected Outcomes,</li> <li>Selection of interventions: Protocols and standing Orders</li> <li>Writing the Nursing Care plan</li> <li>Implementation</li> <li>Implementation the plan of care</li> <li>Evaluation</li> <li>Outcome of care</li> <li>Review and modify</li> <li>Documentation and Reporting</li> </ul>		
VI	4	<ul style="list-style-type: none"> <li>Describe the purposes, types and techniques of recording and reporting</li> </ul>	<b>Documentation and Reporting;</b> <ul style="list-style-type: none"> <li>Documentation: Purposes of Recording and reporting</li> <li>Communication within the Health Care Team,</li> <li>Types of records; ward records, medical / nursing records,</li> <li>Common Record - Keeping forms, Computerized documentation</li> <li>Guidelines for Reporting: Factual Basis, Accuracy, Completeness, Currentness, Organization, Confidentiality</li> <li>Methods of Recording,</li> <li>Reporting: Change -of shift reports: Transfer reports, Incident reports.</li> <li>Minimizing legal liability through effective record keeping.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Practice Session</li> <li>Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>

  
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Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
VII	15	<ul style="list-style-type: none"> <li>Describe principles and techniques of monitoring and maintaining vital signs</li> <li>Monitor and maintain vital signs</li> </ul>	<p><b>Vital signs:</b></p> <ul style="list-style-type: none"> <li>Guidelines for taking vital signs</li> <li>Body temperature:               <ul style="list-style-type: none"> <li>Physiology, Regulation, Factors affecting body temperature.</li> <li>Assessment of body temperature: sites, equipments and technique, special Considerations.                   <ul style="list-style-type: none"> <li>Temperature alterations: Hyperthermia, Heatstroke Hypothermia</li> <li>Hot and cold applications</li> </ul> </li> </ul> </li> <li>Pulse:               <ul style="list-style-type: none"> <li>Physiology and Regulation, Characteristics of the pulse, Factors affecting pulse</li> <li>Assessment of pulse: sites, location, equipments and technique, special considerations</li> <li>Alterations in pulse:</li> </ul> </li> <li>Respiration.               <ul style="list-style-type: none"> <li>Physiology and Regulation, Mechanics of breathing Characteristics of the respiration, Factors affecting respiration</li> <li>Assessment of respirations: technique, special considerations</li> <li>Alterations in respiration</li> </ul> </li> <li>Blood pressure.               <ul style="list-style-type: none"> <li>Physiology and Regulation, Characteristics of the blood pressure, Factors affecting blood pressure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Practice Session</li> <li>Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assess with check list and clinical practical examination</li> </ul>

  
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1) Dr. Arvind Kumar 2) Dr. Anil Kumar 3) Dr. Anil Kumar 4) Dr. Anil Kumar 5) Dr. Anil Kumar 6) Dr. Anil Kumar 7) Dr. Anil Kumar



Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
VIII	30	<ul style="list-style-type: none"> <li>Describe purpose and process of health assessment</li> <li>Describe the health assessment of each body system</li> <li>Perform health assessment of each body system</li> </ul>	<b>Health assessment</b> <ul style="list-style-type: none"> <li>Purposes</li> <li>Process of Health assessment               <ul style="list-style-type: none"> <li>Health History</li> <li>Physical examination                   <ul style="list-style-type: none"> <li>Methods- Inspection, Palpation, Percussion, Auscultation, Olfaction</li> <li>Preparation for examination: patient and unit</li> </ul> </li> <li>General assessment</li> <li>Assessment of each body system</li> <li>Recording of health assessment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Practice on simulators</li> <li>Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
IX	5	<ul style="list-style-type: none"> <li>Identifies the Various machinery, equipment and linen and their care</li> </ul>	<b>Machinery, Equipment and linen</b> <ul style="list-style-type: none"> <li>Types: Disposables and reusables-Linen, rubber goods, glass ware, metal, plastics, furniture, machinery</li> <li>Introduction:               <ul style="list-style-type: none"> <li>Indent</li> <li>Maintenance</li> <li>Inventory</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
X	60	<ul style="list-style-type: none"> <li>Describe the basic, physiological and psychosocial needs of patient</li> <li>Describe the principles and techniques for meeting basic, Physiological and psychosocial needs of patient</li> <li>Perform nursing assessment, plan, implement and evaluate the care for meeting basic, physiological and psychosocial needs of patient</li> </ul>	<b>Meeting needs of patient</b> <ul style="list-style-type: none"> <li><b>Basic needs (Activities of daily living)</b> <ul style="list-style-type: none"> <li>Providing safe and clean environment:               <ul style="list-style-type: none"> <li>Physical-environment: Temperature, Humidity, Noise, Ventilation, light, Odour, pests control</li> <li>Reduction of Physical hazards: fire, accidents</li> <li>Safety devices: Restraints, side rails, airways, trapez etc.</li> <li>Role of nurse in providing safe and clean environment</li> </ul> </li> <li>Hygiene:-</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Practice sessions</li> <li>Supervised</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assess with check list and clinical practical examination</li> </ul>

  
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Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>- Factors Influencing Hygienic Practice</li> <li>- Hygienic care: Care of the Skin-Bath and pressure points, feet and nail, Oral cavity, Hair Care, Eyes, Ears, and Nose</li> <li>o Assessment, Principles, Type, Equipments, Procedure, Special Considerations</li> <li>- Patient environment: Room Equipment and linen, making patient beds</li> <li>o Types of beds and bed making</li> <li>□ Comfort:-               <ul style="list-style-type: none"> <li>- Factors Influencing Comfort</li> <li>- Comfort devices</li> </ul> </li> <li>• <b>Physiological needs:</b> <ul style="list-style-type: none"> <li>□ Sleep and Rest:                   <ul style="list-style-type: none"> <li>- Physiology of sleep</li> <li>- Factors affecting sleep</li> <li>- Promoting Rest and sleep</li> <li>- Sleep Disorders</li> </ul> </li> <li>□ Nutrition:-                   <ul style="list-style-type: none"> <li>- Importance</li> <li>- Factors affecting nutritional needs</li> <li>- Assessment of Nutritional needs: Variables</li> <li>- Meeting Nutritional needs: Principles, equipments, procedure and special considerations.</li> </ul> </li> <li>o Oral</li> <li>o Enteral : Naso/Orogastric, gastrostomy</li> <li>o Parenteral:</li> <li>□ Urinary Elimination                   <ul style="list-style-type: none"> <li>- Review of Physiology of Urine Elimination, Composition and characteristics of urine</li> <li>- Factors Influencing Urination</li> <li>- Alteration in Urinary Elimination</li> <li>- Types and Collection of</li> </ul> </li> </ul> </li> </ul>	•	

  
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Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<p>urine specimen: Observation, urine testing</p> <ul style="list-style-type: none"> <li>- Facilitating urine elimination: assessment, types, equipments, procedures and special considerations</li> <li>o Providing urinal / bed pan</li> <li>o Condom drainage</li> <li>o Perineal care</li> <li>o Catheterization</li> <li>o Care of urinary drainage</li> <li>o Care of urinary diversions</li> <li>o Bladder irrigation</li> <li>□ Bowel Elimination</li> <li>- Review of Physiology of Bowel Elimination , Composition and characteristics of faeces</li> <li>- Factors affecting Bowel elimination</li> <li>- Alteration in Bowel Elimination</li> <li>- Types and Collection of specimen of faeces: Observation</li> <li>- Facilitating bowel elimination: assessment, equipments, procedures and special considerations</li> <li>o Passing of Flatus tube</li> <li>o Enemas</li> <li>o Suppository</li> <li>o Sitz bath</li> <li>o Bowel wash</li> <li>o Care of Ostomies</li> <li>□ Mobility and Immobility</li> <li>- Principles of Body Mechanics</li> <li>- Maintenance of normal body Alignment and mobility]</li> <li>- Factors affecting body alignment and mobility</li> <li>- Hazards associated with immobility</li> <li>- Alteration in body</li> </ul>		

  
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Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<p>Alignment and mobility</p> <ul style="list-style-type: none"> <li>- Nursing interventions for impaired Body Alignment and Mobility; assessment, types, devices used, method and special considerations, rehabilitation aspects</li> <li>o Range of motion exercises</li> <li>o Maintaining body alignment: Positions</li> <li>o Moving</li> <li>o Lifting</li> <li>o Transferring</li> <li>o Walking</li> <li>o Restraints</li> <li>□ Oxygenation</li> <li>- Review of Cardiovascular and respiratory Physiology</li> <li>- Factors Affecting Oxygenation</li> <li>- Alterations in oxygenation</li> <li>- Nursing interventions in oxygenation: assessment, types, equipment used, procedure and special considerations.</li> <li>o Maintenance of patent airway</li> <li>o Oxygen administration</li> <li>o Suction</li> <li>o Inhalations: dry and moist</li> <li>o Chest Physiotherapy and postural drainage</li> <li>o Care of Chest drainage</li> <li>o Pulse oximetry</li> <li>o CPR-Basic life support</li> <li>□ <b>Fluid, electrolyte, and Acid-Base Balances</b></li> <li>- Review of Physiological Regulation of Fluid, Electrolyte, and Acid-Base Balances</li> <li>- Factors Affecting Fluid, Electrolyte and Acid-Base Balances</li> <li>- Alterations in Fluid, Electrolyte, and Acid- Base Balances</li> <li>- Nursing interventions in</li> </ul>		

  
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Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			Fluid, Electrolyte, and Acid – Base Imbalances: assessment, types, equipment, procedure and special considerations <input type="checkbox"/> Measuring fluid intake and output <input type="checkbox"/> Correcting Fluid, Electrolyte Imbalance: <input checked="" type="checkbox"/> Replacement of fluids: Oral and Parenteral - Venipuncture, regulating IV Flow rates, changing IV solutions and tubing, Changing IV dressing, <input checked="" type="checkbox"/> Administering Blood transfusion <input checked="" type="checkbox"/> Restriction of fluids <b>• Psychosocial Needs</b> <input type="checkbox"/> Concepts of Cultural Diversity, Stress and Adaptation, Self-concept, Sexuality, Spiritual Health Coping with loss, death and grieving <input type="checkbox"/> Assessment of psychosocial needs <input type="checkbox"/> Nursing intervention for psychosocial needs - Assist with coping and adaptation - Creating therapeutic environment Recreational and diversional therapies		
XI	20	<b>• Describe principles and techniques for infection control and biomedical waste management in supervised Clinical settings</b>	<b>Infection control in Clinical settings</b> <b>• Infection control</b> <input type="checkbox"/> Nature of infection <input type="checkbox"/> Chain of infection transmission <input type="checkbox"/> Defenses against infection: natural and acquired <input type="checkbox"/> Hospital acquired infection (Nosocomial infection ) <b>• Concept of asepsis: medical asepsis, and surgical asepsis</b>	<b>• Lecture discussion</b> <b>• Demonstration</b> <b>• Practice session</b> <b>• Supervised Clinical practice</b>  <b>Registrar</b> GRI Sreeya Sree University of Technology & Medical Sciences, Sehore (M.P.)  <b>Principal</b> School of Nursing, SSSUTMS Sehore (M.P.)	<b>• Essay type</b> <b>• Short answers</b> <b>• Objective type</b>

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Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Isolation precautions (Barrier nursing):               <ul style="list-style-type: none"> <li>Hand washing: simple, hand antiseptics and surgical antiseptics (scrub)</li> <li>Isolation: source and protective</li> <li>Personal protecting equipments: types, uses and technique of wearing and removing</li> <li>Decontamination of equipment and unit</li> <li>Transportation of infected patients</li> <li>Standard safety precautions (Universal precautions)</li> <li>Transmission based precautions</li> </ul> </li> <li>Biomedical waste management:               <ul style="list-style-type: none"> <li>Importance</li> <li>Type of hospital waste</li> <li>Hazards associated with hospital waste</li> <li>Decontamination of hospital waste</li> <li>Segregation and Transportation and disposal</li> </ul> </li> </ul>		
XII	40	<ul style="list-style-type: none"> <li>Explain the principles, routes, effects of administration of medications</li> <li>Calculate conversions of drugs and dosages within and between systems of measurements</li> </ul>	<b>Administration of Medications</b> <ul style="list-style-type: none"> <li>General Principles/Considerations               <ul style="list-style-type: none"> <li>Purposes of Medication</li> <li>Principles; 5 rights, Special Considerations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Practice session</li> <li>Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assess with check list and clinical practical</li> </ul>

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Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> <li>Administer drugs by the following routes – oral, Intradermal, Subcutaneous, Intramuscular, Intra Venous topical, inhalation</li> </ul>	<p>Prescriptions, Safety in Administering Medications and Medication Errors</p> <ul style="list-style-type: none"> <li>Drug forms</li> <li>Routes of administration</li> <li>Storage and maintenance of drugs and Nurses responsibility</li> <li>Broad classification of drugs</li> <li>Therapeutic Effect, Side Effects, Toxic Effects, Idiosyncratic Reaction, Allergic Reactions, Drug Tolerance, Drug Interactions,</li> <li>Factors Influencing drug Action,</li> <li>Systems of Drug Measurement: Metric System, Apothecary System, Household Measurements, Solutions.</li> <li>Converting Measurements Units: Conversion within one system, Conversion between systems, Dosage Calculation,</li> <li>Terminologies and abbreviations used in prescriptions of medications</li> <li>Oral Drugs Administration: Oral, Sublingual and Buccal; Equipment, procedure</li> <li>Parenteral <ul style="list-style-type: none"> <li>General principles: decontamination and disposal of syringes and needles</li> <li>Types of parenteral therapies</li> <li>Types of syringes, needles, canula, and</li> </ul> </li> </ul>		examination

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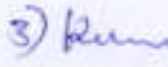
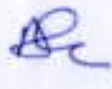

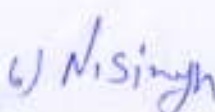
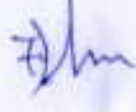
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Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<p>infusion sets</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Protection from Needle stick Injuries: Giving Medications with a safety syringes</li> <li><input type="checkbox"/> Routes of parenteral therapies               <ul style="list-style-type: none"> <li>- Intradermal: purpose, site, equipment, procedure, special considerations</li> <li>- Subcutaneous: purpose, site, equipment, procedure, special considerations</li> <li>- Intra Venous: purpose, site, equipment, procedure, special considerations</li> <li>- Advanced techniques: Epidural, intrathecal, intraosseous, intraperitoneal, intraplural, intraarterial-Role of nurse</li> </ul> </li> <li>• Topical Administration: purposes, site, equipment, procedure, special considerations for</li> <li><input type="checkbox"/> Application to Skin</li> <li><input type="checkbox"/> Application to mucous membrane               <ul style="list-style-type: none"> <li>- Direct application of liquids-Gargle and swabbing the throat</li> <li>- Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina</li> <li>- Instillations: Ear, Eye, Nasal, Bladder, and Rectal</li> <li>- Irrigations: Eye, Ear, Bladder, Vaginal and</li> </ul> </li> </ul>		

  
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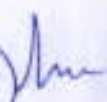
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			<p>Rectal</p> <ul style="list-style-type: none"> <li>- Spraying: Nose and throat</li> <li>• Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications)- purposes, types, equipment, procedure, special considerations</li> <li>□ Recording and reporting of medications administered</li> </ul>		
XIII	10	<ul style="list-style-type: none"> <li>• Describe the pre and post operative care of patients</li> <li>• Explain the process of wound healing</li> <li>• Explain the principles and techniques of wound care</li> <li>• Perform care of wounds</li> </ul>	<p><b>Meeting needs of Perioperative patients</b></p> <ul style="list-style-type: none"> <li>• Definition and concept of Perioperative Nursing</li> <li>• Preoperative Phase <ul style="list-style-type: none"> <li>□ Preparation of patient for surgery</li> </ul> </li> <li>• Intraoperative <ul style="list-style-type: none"> <li>□ Operation theatre set up and environment</li> <li>□ Role of nurse</li> </ul> </li> <li>• Postoperative Phase <ul style="list-style-type: none"> <li>□ Recovery unit</li> <li>□ Post operative unit</li> <li>□ Postoperative care,</li> </ul> </li> <li>• Wounds: types, Classifications, wound Healing Process, Factors affecting Wound, Complications of Wound Healing</li> <li>• Surgical asepsis</li> <li>• Care of the wound: types, equipments, procedure and special considerations <ul style="list-style-type: none"> <li>□ Dressings, Suture care,</li> <li>□ Care of Drainage</li> <li>□ Application of Bandages, Binders, Splints &amp; Slings</li> <li>□ Heat and Cold Therapy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assess with check list and clinical practical examination</li> </ul>
XIV	15	<ul style="list-style-type: none"> <li>• Explain care of patients having alterations in body</li> </ul>	<p><b>Meeting special needs of the patient</b></p> <ul style="list-style-type: none"> <li>• Care of patients having</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Case</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

  
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Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
		functioning	<ul style="list-style-type: none"> <li>alternation in</li> <li>- Temperature (hyper and hypothermia); Types, Assessment, Management</li> <li>- Sensorium (Unconsciousness); Assessment, Management</li> <li>- Urinary Elimination (retention and incontinence) Assessment, Management</li> <li>- Functioning of sensory organs: (Visual &amp; hearing impairment)</li> <li>- Assessment of Self-Care ability</li> <li>- Communication Methods and special considerations</li> <li>- Mobility (physically challenged, cast), assessment of Self-care ability; Communication Methods and special considerations</li> <li>- Mental state (Mentally challenged) assessment of Self-Care ability;</li> <li>- Communication Methods and special considerations</li> <li>- Respiration (distress); Types, Assessment, Management</li> <li>- Comfort- (Pain)- Nature, Types, Factors influencing pain, Coping, assessment, Management;</li> <li>• Treatments related to gastrointestinal system: nasogastric suction, gastric irrigation, gastric analysis</li> </ul>	<ul style="list-style-type: none"> <li>discussions</li> <li>• Supervised Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> </ul>

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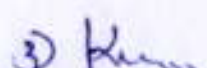
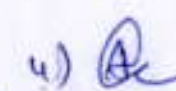
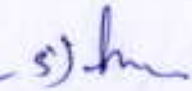
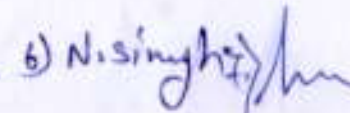
Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
XV	5	<ul style="list-style-type: none"> <li>Explain care of terminally ill patient</li> </ul>	<b>Care of Terminally ill patient</b> <ul style="list-style-type: none"> <li>□ Concepts of Loss, Grief, grieving Process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

**Internal assessment for theory : (25 Marks-Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

  
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# Nursing Foundations - Practical


**Placement:** First Year

**Time:** Practical - 650 hours

(200 lab and 450 clinical)

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

Area	Time (Hrs)	Objective	Skills	Assignments	Assessment Methods
Demonstration Lab General, Medical and Surgery ward	200- 450 Minimum practice time in clinical area	<ul style="list-style-type: none"> <li>Performs admission and discharge procedure</li> <li>Prepares nursing care plan as per the nursing process format</li> </ul>	<p>Hospital admission and discharge (III) :-</p> <ul style="list-style-type: none"> <li>Admission</li> <li>Prepare Unit for new patient</li> <li>Prepare admission bed</li> <li>Performs admission Procedure</li> <li>New Patient Transferin</li> <li>Prepare patient records</li> </ul> <p>Discharge / Transfer out :</p> <ul style="list-style-type: none"> <li>Gives discharge counseling</li> <li>Perform discharge procedure (Planned discharge, LAMA and abscond, Referrals and transfers)</li> <li>Prepare records of discharge / transfer.</li> <li>Dismantle, and disinfect unit and equipment after discharge / transfer.</li> </ul> <p>Perform assessment :</p> <ul style="list-style-type: none"> <li>History taking, Nursing diagnosis, problem list, Prioritization, Goals &amp; Expected Outcomes, Selection of interventions.</li> <li>Write Nursing Care plan</li> <li>Given care as per the plan</li> </ul>	<ul style="list-style-type: none"> <li>Practice in Unit/hospital</li> <li>Write nursing process records of patient</li> <li>Simulated – 1</li> <li>Actual -1</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate with checklist</li> <li>Assessment of clinical performance with rating scale</li> <li>Completion of practical record</li> <li>Assessment of nursing process records with checklist</li> <li>Assessment of actual care given with rating scale</li> </ul>

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Area	Time (Hrs)	Objective	Skills	Assignments	Assessment Methods
		<ul style="list-style-type: none"> <li>Communicate effectively with patient, families and team members and</li> <li>Maintain effective human relations</li> <li>Develops plan for patient teaching</li> <li>Prepare patient reports</li> <li>Presents reports</li> <li>Monitor vital signs</li> <li>Perform health assessment of each body system</li> <li>Provide basic nursing care to patients</li> </ul>	<p>Communication :</p> <ul style="list-style-type: none"> <li>Use verbal non verbal communication techniques</li> </ul> <p>Prepare a plan for patient teaching session</p> <p>Write patient report :</p> <ul style="list-style-type: none"> <li>Change -of shift reports, Transfer reports, incidents reports etc.</li> <li>Presents patient report</li> </ul> <p>Vital signs :</p> <ul style="list-style-type: none"> <li>Measure, Records and interpret alterations in body temperature, pulse respiration and blood pressure.</li> </ul> <p>Health assessment :</p> <ul style="list-style-type: none"> <li>Health History taking</li> <li>Perform assessment :</li> <li>General</li> <li>Body system</li> <li>Use various methods of physical examination</li> <li>Inspection, Palpation, Percussion, Auscultation, Olfaction.</li> <li>Identification of system wise deviations.</li> </ul> <p>Prepare patient's unit :</p> <ul style="list-style-type: none"> <li>Prepare beds:</li> <li>Open, closed, occupied, operation, amputation,</li> <li>Cardiac, fracture, burn, Divided, &amp; Fowlers bed</li> <li>Pain assessment and provision for comfort.</li> <li>Use comfort devices</li> <li>Hygienic care</li> <li>Oral Hygiene</li> </ul>	<ul style="list-style-type: none"> <li>Role-plays in simulated situations on communication techniques-1</li> <li>Health talk-1</li> <li>Write nurses notes and present the patient report of 2-3 assigned patient</li> <li>Lab practice</li> <li>Measure Vital signs of assigned patient</li> <li>Practice in lab &amp; hospital</li> <li>Simulated exercise on CPR manikin</li> </ul>	<ul style="list-style-type: none"> <li>Assess role plays with the check-list on Communication techniques</li> <li>Assess health talk with the check list</li> <li>Assessment of communication techniques by rating scale</li> <li>Assessment of performance with rating scale</li> <li>Assessment of each skill with checklist</li> <li>Completion of activity record</li> <li>Assessment of each skill with rating scale</li> <li>Completion of activity</li> </ul>

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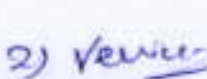
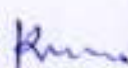

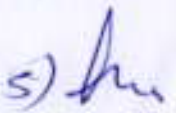

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Area	Time (Hrs)	Objective	Skills	Assignments	Assessment Methods
			<ul style="list-style-type: none"> <li>Baths and care of pressure points.</li> <li>Hair wash, Pediculosis treatment.</li> <li>Feeding : <ul style="list-style-type: none"> <li>Oral, Enteral, Naso / Orogastric, gastrostomy and Parenteral feeding.</li> <li>Naso -gastric insertion, suction, and irrigation.</li> </ul> </li> <li>Assisting patient in urinary elimination: <ul style="list-style-type: none"> <li>Provides urinal / bed pan</li> <li>Condom drainage</li> <li>Perineal care</li> <li>Catheterization</li> <li>Care of urinary drainage</li> </ul> </li> <li>Bladder irrigation</li> <li>Assisting bowel Elimination : <ul style="list-style-type: none"> <li>Insertion of Flatus tube.</li> <li>Enemas</li> <li>Insertion of suppository.</li> </ul> </li> <li>Bowel wash, Body Alignment and Mobility : <ul style="list-style-type: none"> <li>Range of motion exercises</li> <li>Positioning: - Recumbent, Lateral (rt / lt) Fowlers, Sims, Lithotomy, Prone, Trendelenburg position.</li> <li>Assist patient in moving lifting, transferring, walking.</li> <li>Restraints.</li> </ul> </li> <li><b>Oxygen administration</b></li> <li>Suctioning: Oropharyngeal, nasopharyngeal</li> <li>Chest physiotherapy and postural drainage</li> <li>Care of Chest drainage <ul style="list-style-type: none"> <li>CPR - Basic life support</li> <li>Intravenous therapy</li> </ul> </li> </ul>		record

  
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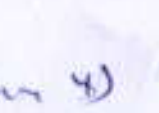

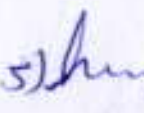
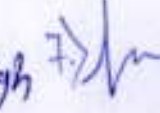
  
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Area	Time (Hrs)	Objective	Skills	Assignments	Assessment Methods
		<ul style="list-style-type: none"> <li>Perform infection control procedures</li> </ul>	<ul style="list-style-type: none"> <li>Blood and blood component therapy</li> <li>Collect / assist for collection of specimens for investigations urine, sputum, faces, vomitus, blood and other body fluids</li> <li>Perform lab tests:- Urine: - Sugar, albumin, acetone Blood: - Sugar (with strip/ gluco-meter) Hot and cold application: local and general Sitz bath Communicating and assisting with self-care of visually &amp; hearing impaired patients. Communicating and assisting with self-care of mentally challenged / disturbed patient. Recreational and divertional therapies</li> <li>Caring of patient with alteration in sensorium.</li> <li>Infection control: -</li> <li>Perform following Procedures: Hand washing techniques Simple, hand antisepsis and surgical antisepsis (scrub).</li> <li>Prepare isolation unit in lab / ward.</li> <li>Practice technique of wearing and removing Personal protective equipment (PPE)</li> <li>Practice Standard safety Precautions (Universal Precautions)</li> <li>Decontamination of</li> </ul>	<ul style="list-style-type: none"> <li>control &amp; CSSD</li> <li>Visits CSSD write observation report – 1</li> <li>Collection of samples for culture</li> <li>Do clinical posting in infection control department and write report</li> <li>Practice in lab/ward</li> </ul>	<ul style="list-style-type: none"> <li>Assess observation study with checklist</li> <li>Evaluate all procedures with checklist</li> </ul>

  
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Area	Time (Hrs)	Objective	Skills	Assignments	Assessment Methods
		<ul style="list-style-type: none"> <li>• Provide care to dying and dead</li> <li>• Counsel and support relatives</li> </ul>	<p>equipment and unit: -</p> <ul style="list-style-type: none"> <li>• Surgical asepsis:</li> <li>• Sterilization</li> <li>Handling sterilized equipment</li> <li>Calculate strengths of lotions,</li> <li>Prepare lotions</li> <li>Care of articles</li> </ul> <p>Pre and post operative care: -</p> <ul style="list-style-type: none"> <li>• Skin Preparations for surgery: Local</li> <li>• Preparation of post operative unit</li> <li>• Pre &amp; Post operative teaching and counseling.</li> <li>• Pre &amp; Post operative monitoring.</li> <li>• Care of the wound</li> <li>• Dressings, Suture Care, care of Drainage, Application of Bandages, Binders, splints &amp; Slings.</li> <li>• Bandaging of various body parts.</li> </ul> <p>Administration of Medications: -</p> <ul style="list-style-type: none"> <li>• Administer Medications in different forms and routes.</li> <li>• Oral, Sublingual and Buccal,</li> <li>• Parenteral: Intradermal, subcutaneous, Intramuscular etc.</li> <li>• Assist with Intra venous medications</li> <li>• Drug measurements and dose calculations.</li> <li>• Preparation of lotions and solutions,</li> <li>• Administers topical applications.</li> <li>• Insertion of drug into body cavity: Suppository &amp; medicated packing etc.</li> <li>• Instillation of medicines and spray into Ear, Eye, Nose, and throat.</li> </ul>		

  
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Area	Time (Hrs)	Objective	Skills	Assignments	Assessment Methods
			<ul style="list-style-type: none"> <li>• Irrigations: - Eye, Ear, Bladder, vagina and rectum.</li> <li>• Inhalations: dry and moist</li> </ul> <p>Care of dying patient: -</p> <ul style="list-style-type: none"> <li>• Caring and packing of dead body.</li> <li>• Counseling and supporting grieving relatives.</li> <li>• Terminal care of the unit.</li> </ul>		

**Internal assessment for Practical: (100 Marks/ 50 Marks- Refer to regulations)**

Continuous Evaluation of Clinical Performance	30%
Clinical assignment (Case study/ Practical record/Case book)	20%
Clinical Presentation	10%
Observational /field visit/ Health talk	10%
Model Practical Examination	30%
Total	100%

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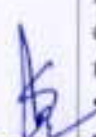
# Psychology

**Placement:** First Year

**Time:** Theory - 60 hours

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

Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
I	2	<ul style="list-style-type: none"> <li>Describe the history, scope and methods of psychology</li> </ul>	Introduction: <ul style="list-style-type: none"> <li>History and origin of science of Psychology</li> <li>Definitions and scope of Psychology</li> <li>Relevance to Nursing</li> <li>Methods of Psychology</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>
II	4	<ul style="list-style-type: none"> <li>Explain the biology of human behaviour.</li> </ul>	Biology of behavior: - <ul style="list-style-type: none"> <li>Body mind relationship – Modulation process in Health and illness.</li> <li>Genetics and behavior : Heredity and environment</li> <li>Brain and Behavior: Nervous system, Neurons and synapse.</li> <li>Association Cortex, Rt and Lt Hemispheres</li> <li>Psychology of Sensations</li> <li>Muscular and glandular controls of behavior.</li> <li>Nature of behavior of an organism / integrated responses</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>
III	20	Describe various cognitive processes and their applications	Cognitive Processes: <ul style="list-style-type: none"> <li>Attention: Types, determinants, Duration, and Degree, alterations.</li> <li>Perception: - Meaning, Principles, factors affecting, errors.</li> <li>Learning Nature: - Types, learner and learning, factors influencing, laws and theories, process, transfer, study habits.</li> <li>Memory: - Meaning, types, nature, factors influencing, development theories methods of memorizing and Forgetting.</li> <li>Thinking: - Types and levels, stages of development, Relationship with language and communication.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Psychometric assessment:</li> <li>Practice Sessions</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>

  
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Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Intelligence: - Meaning, Classification, Uses, theories.</li> <li>• Aptitude: - Concept, types, Individual differences and variability.</li> <li>• Psychometric assessments of cognitive, Processes.</li> <li>• Alterations in cognitive processes</li> <li>• Applications</li> </ul>		
IV	8	Describe the motivation, emotions, stress, attitudes and their influence on behavior.	<p>Motivation and Emotional Processes:</p> <ul style="list-style-type: none"> <li>• Motivation: Meaning, Concepts, Types, Theories, Motives and behavior, Conflict and frustration, conflict resolution.</li> <li>• Emotions &amp; Stress : Emotion: - Definition, components, Changes in emotions, theories, emotional adjustments, emotions in health and illness. Stress : Stressor, cycle, effect, adaptation &amp; Coping</li> <li>• Attitude: - Meaning, nature, development, factors affecting. Behavior and attitudes. Attitudinal Change</li> <li>• Psychometric assessments of emotions and attitudes.</li> <li>Alterations in emotions</li> <li>• Applications.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role plays</li> <li>• Case Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
V	7	Explain the concepts of personality and its influence on behavior	<p>Personality:</p> <ul style="list-style-type: none"> <li>• Definitions, topography , factors affecting personality, types, theories.</li> <li>• Psychometric assessments of personality.</li> <li>• Alterations in personality</li> <li>• Applications.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
VI	7	Describe psychology of people during the life cycle	<p>Developmental Psychology:</p> <ul style="list-style-type: none"> <li>• Psychology of people at different ages from infancy to old age.</li> <li>• Psychology of vulnerable individuals – Challenged, women, sick, etc.</li> <li>• Psychology of groups.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
VII	8	Describe the characteristics of mentally healthy person,	<p>Mental hygiene and mental Health:</p> <ul style="list-style-type: none"> <li>• Concepts of mental hygiene and mental health.</li> <li>• Characteristics of mentally healthy person.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role plays</li> <li>• Case</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

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Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
		explain ego defense mechanisms	<ul style="list-style-type: none"> <li>Warning signs of poor mental health</li> <li>Promotive and Preventive mental health strategies and services.</li> <li>Ego Defense mechanisms and implications.</li> <li>Personal and social adjustments.</li> <li>Guidance and Counseling</li> <li>Role of nurse</li> </ul>	Discussion • Demonstration	
VIII	4	<ul style="list-style-type: none"> <li>Explain the psychological assessments and role of nurse</li> </ul>	Psychological assessment & tests: - Types, development, Characteristics, Principles, Uses, Interpretations, and role of nurse in psychological assessment.	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Practice sessions</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of Practice</li> </ul>

#### Internal assessment for theory : (25 Marks –Refer to regulations)



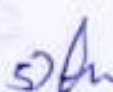
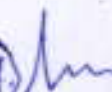
Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

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# Microbiology

**Placement:** First Year


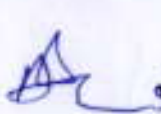
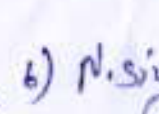

**Time:** Theory - 60 Hours (Theory 45+15 lab)

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

Unit	Time (Hrs)		Learning Objective	Content	Teaching Learning Activities	Assessment Methods
	Th	Pr				
I	5		<ul style="list-style-type: none"> <li>Explain concepts and principles of microbiology and their importance in nursing.</li> </ul>	Introduction: - <ul style="list-style-type: none"> <li>Importance and relevance to nursing</li> <li>Historical Perspective</li> <li>Concepts and terminology</li> <li>Principles of microbiology</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
II	10	5	Describe structure, classification morphology and growth of bacteria, identify microorganisms.	General characteristics of Microbes: - <ul style="list-style-type: none"> <li>Structure and classification of Microbes.</li> <li>Morphological types.</li> <li>Size and form of bacteria.</li> <li>Motility</li> <li>Colonization</li> <li>Growth and nutrition of microbes:               <ul style="list-style-type: none"> <li>Temperature</li> <li>Moisture</li> <li>Blood and body fluids</li> </ul> </li> <li>Laboratory methods for Identification of Micro – Organisms.</li> <li>Staining Techniques, Gram staining, Acid fast staining, Hanging drop preparation</li> <li>Culture: Various Medias.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
III	10	2	Describe the methods of infection control, identify the role of nurse in hospital infection control programme	<b>Infection Control:</b> - <ul style="list-style-type: none"> <li><b>Infection: Sources Portals of entry and exit, transmission.</b></li> <li><b>Asepsis</b></li> <li><b>Disinfection: Types and methods.</b></li> <li><b>Sterilization: Types and Methods.</b></li> <li><b>Chemotherapy and antibiotics.</b></li> <li><b>Standard safety measures.</b></li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Visits to CSSD</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

  
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Unit	Time (Hrs)		Learning Objective	Content	Teaching Learning Activities	Assessment Methods
	Th	Pr				
				<ul style="list-style-type: none"> <li>• Biomedical waste management.</li> <li>• Role of nurse .</li> <li>• Hospital acquired infection.</li> <li>• Hospital infection control programme</li> <li>• Protocols, collection of samples, preparation of report and status of rate of infection in the unit/ hospital nurses accountability, continuing education etc.</li> </ul>		
IV	12	4	Describe the different disease producing organisms.	Pathogenic organisms: - <ul style="list-style-type: none"> <li>• Micro-organisms :</li> <li>Cocci – gram positive and gram negative</li> <li>Bacilli – gram positive and gram negative</li> <li>Spirochaete</li> <li>Mycoplasma</li> <li>Rickettsiae</li> <li>Chlamydiae</li> <li>• Viruses</li> <li>• Fungi – Superficial and Deep mycoses</li> <li>• Parasites</li> <li>• Rodents &amp; vectors</li> </ul> Characteristics, Source, Portal of entry, transmission of infection. Identification of disease producing micro – organisms Collection , handling and transportation of various specimens.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
V	8	4	Explain the concept of immunity, hypersensitivity and immunization	Immunity: <ul style="list-style-type: none"> <li>• Immunity – Types, Classification</li> <li>• Antigen and antibody reaction.</li> <li>• Hypersensitivity – skin test</li> <li>• serological tests.</li> <li>• Immunoprophylaxis :               <ul style="list-style-type: none"> <li>Vaccines &amp; sera– Types &amp; Classification, Storage and handling cold chain.</li> </ul> </li> <li>□ Immunization for various diseases</li> <li>□ Immunization Schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

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**Internal assessment: (25 Marks Refer to regulations)**

Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**Reference :**

1. Ananthanarayanan (R), Textbook of Microbiology, Orient Longman Ltd., Madras, 1994.
2. Bhatia (R), Essentials of Medical Microbiology, J.P Brotheres Publishers, New Delhi, 3rd Edition, 2004.
3. Ichhpujani (RL), Microbiology for Nurses, J.P Brotheres Publishers, New Delhi, 2nd Edition, 2003.

  
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# Introduction to Computer

**Placement:** First Year

**Time:** Theory - 45 Hours

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

Unit	Time (Hrs)		Learning Objective	Content	Teaching Learning Activities	Assessment Methods
	Th	Pr				
I	3		Identify and define various concepts used in computer, identify application of computer in nursing.	Introduction: • Concepts of computers. • Hardware and Software: trends and technology • Application of computers in nursing	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
II	6	20	Describe and use the Disk Operating System, Demonstrate skill in the use of MS Office.	Introduction to disk – operating system: • DOS • Windows (all version) Introduction : • MS – Word • MS – Excel with pictorial presentation • MS – Access • MS – Power point	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Practical Exam</li> </ul>
III	2	3	Demonstrate skill in using multi- media, identify features of computer aided teaching and testing	Multimedia: - types & uses • Computer aided teaching & testing.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Practical Exam and Viva Voce</li> </ul>
IV	1	3	Demonstrate use of internet and Email.	Use of Internet and e – mail	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Practical Exam and Viva Voce</li> </ul>
V	2	2	Describe and use the statistical packages.	Statistical packages: Types and their features.	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Practical Exam and Viva Voce</li> </ul>

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VI	1	2	Describe the use of Hospital Management System.	Hospital Management System: Types and uses.	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Practical Exam and Viva Voce</li> </ul>
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**Internal assessment: (25 Marks – Refer to regulations)**


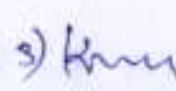

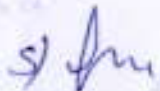
Three Unit test marks	45%
Two Assignment marks	25%
Model Exam	25%
Attendance	5%
Total	100%

**References**

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

  
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