

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	<u><b>Healthcare Quality &amp; Evidence Based Practice</b></u> <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.

**APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY****PLACEMENT:** III SEMESTER**THEORY:** 2 Credits (40 hours)**PRACTICAL:** 1 Credit (40 hours) (Lab/Experiential Learning – L/E)**SECTION A: APPLIED MICROBIOLOGY****THEORY:** 20 hours**PRACTICAL:** 20 hours (Lab/Experiential Learning – L/E)

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

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

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

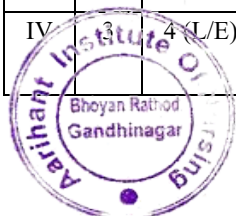


  
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## COURSE OUTLINE

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

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	3		Explain concepts and principles of microbiology and its importance in nursing	<b>Introduction:</b> <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 cum Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
II	10	10 (L/E)	Describe structure, classification morphology and growth of bacteria  Identify Microorganisms	<b>General characteristics of Microbes:</b> <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</li> <li>• Temperature</li> <li>• Moisture</li> <li>• Blood and body fluids</li> <li>• Laboratory methods for Identification of Microorganisms</li> <li>• Types of Staining – simple, differential (Gram's, AFB), special – capsular staining (negative), spore, LPCB, KOH mount.</li> <li>• Culture and media preparation – solid and liquid. Types of media – semi synthetic, synthetic, enriched, enrichment, selective and differential media. Pure culture techniques – tube dilution, pour, spread, streak plate. Anaerobic cultivation of bacteria</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration</li> <li>• Experiential Learning through visual</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
III	4	6 (L/E)	Describe the different disease producing organisms	<b>Pathogenic organisms</b> <ul style="list-style-type: none"> <li>• Micro-organisms: Cocci – gram positive and gram negative; Bacilli – gram positive and gram negative</li> <li>• Viruses</li> <li>• Fungi: Superficial and Deep mycoses</li> <li>• Parasites</li> <li>• Rodents &amp; Vectors               <ul style="list-style-type: none"> <li>○ Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration</li> <li>• Experiential learning through visual</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
IV	4	4 (L/E)	Explain the concepts of	<b>Immunity</b>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective</li> </ul>



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Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			immunity, hyper sensitivity and immunization	<ul style="list-style-type: none"> <li>• Immunity: Types, classification</li> <li>• Antigen and antibody reaction</li> <li>• Hypersensitivity reactions</li> <li>• Serological tests</li> <li>• Immunoglobulins: Structure, types &amp; properties</li> <li>• Vaccines: Types &amp; classification, storage and handling, cold chain, Immunization for various diseases</li> <li>• Immunization Schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Demonstration</li> <li>• Visit to observe vaccine storage</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• type</li> <li>• Visit report</li> </ul>

### SECTION B: INFECTION CONTROL & SAFETY

**THEORY:** 20 hours

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

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

**COMPETENCIES:** The students will be able to:

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

### COURSE OUTLINE

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

Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
I	2	2 (E)	Summarize the evidence based and effective patient care practices for the prevention of common healthcare associated infections in the healthcare	<b>HAI (Hospital acquired Infection)</b> <ul style="list-style-type: none"> <li>• Hospital acquired infection</li> <li>• Bundle approach               <ul style="list-style-type: none"> <li>- Prevention of Urinary Tract Infection (UTI)</li> <li>- Prevention of Surgical Site Infection (SSI)</li> <li>- Prevention of Ventilator</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture &amp; Discussion</li> <li>• Experiential learning</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge assessment</li> <li>• MCQ</li> <li>• Short answer</li> </ul>



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Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			setting	Associated events (VAE) - Prevention of Central Line Associated Blood Stream Infection (CLABSI) • Surveillance of HAI – Infection control team & Infection control committee		
II	3	4 (L)	Demonstrate appropriate use of different types of PPEs and the critical use of risk assessment	<b>Isolation Precautions and use of Personal Protective Equipment (PPE)</b> • Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect) • Epidemiology & Infection prevention – CDC guidelines • Effective use of PPE	• Lecture • Demonstration & Re-demonstration	• Performance assessment • OSCE
III	1	2 (L)	Demonstrate the hand hygiene practice and its effectiveness on infection control	<b>Hand Hygiene</b> • Types of Hand hygiene. • Hand washing and use of alcohol hand rub • Moments of Hand Hygiene • WHO hand hygiene promotion	• Lecture • Demonstration & Re-demonstration	• Performance assessment
IV	1	2 (E)	Illustrates disinfection and sterilization in the healthcare setting	<b>Disinfection and sterilization</b> • Definitions • Types of disinfection and sterilization • Environment cleaning • Equipment Cleaning • Guides on use of disinfectants • Spaulding's principle	• Lecture • Discussion • Experiential learning through visit	• Short answer • Objective type
V	1		Illustrate on what, when, how, why specimens are collected to optimize the diagnosis for treatment and management.	<b>Specimen Collection (Review)</b> • Principle of specimen collection • Types of specimens • Collection techniques and special considerations • Appropriate containers • Transportation of the sample • Staff precautions in handling specimens	• Discussion	• Knowledge evaluation • Quiz • Performance assessment • Checklist
VI	2	2 (E)	Explain on Bio Medical waste management & laundry management	<b>BMW (Bio Medical Waste Management)</b> <i>Laundry management process and infection control and prevention</i>	• Discussion • Demonstration • Experiential learning through	• Knowledge assessment by short answers, objective type • Performance





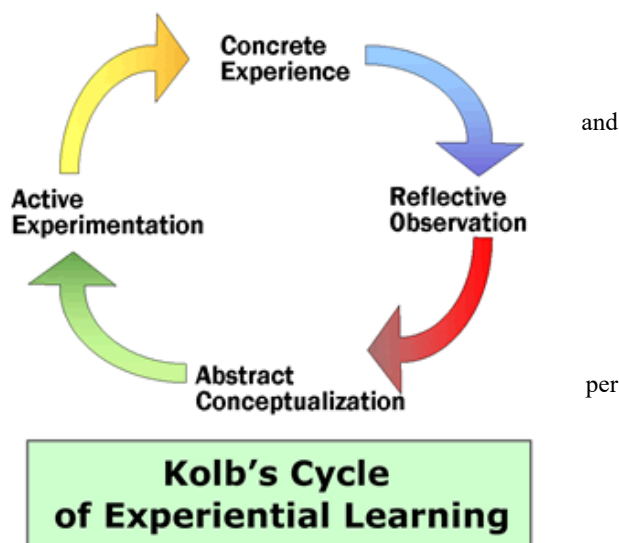
Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
					<ul style="list-style-type: none"> <li>• Role play</li> <li>• Inquiry Based Learning</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> </ul>
IX	1		Enumerate IPSPG and application of the goals in the patient care settings.	<b>IPSPG (International Patient safety Goals)</b> <ul style="list-style-type: none"> <li>• Identify patient correctly</li> <li>• Improve effective communication</li> <li>• Improve safety of High Alert medication</li> <li>• Ensure safe surgery</li> <li>• Reduce the risk of health care associated infection</li> <li>• Reduce the risk of patient harm resulting from falls</li> <li>• Reduce the harm associated with clinical alarm system</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> </ul>
X	2	3 (L/E)	Enumerate the various safety protocols and its applications	<b>Safety protocol</b> <ul style="list-style-type: none"> <li>• 5S (Sort, Set in order, Shine, Standardize, Sustain)</li> <li>• Radiation safety</li> <li>• Laser safety</li> <li>• Fire safety               <ul style="list-style-type: none"> <li>- Types and classification of fire</li> <li>- Fire alarms</li> <li>- Firefighting equipment</li> </ul> </li> <li>• HAZMAT (Hazardous Materials) safety               <ul style="list-style-type: none"> <li>- Types of spill</li> <li>- Spillage management</li> <li>- MSDS (Material Safety Data Sheets)</li> </ul> </li> <li>• Environmental safety               <ul style="list-style-type: none"> <li>- Risk assessment</li> <li>- Aspect impact analysis</li> <li>- Maintenance of Temp and Humidity (Department wise)</li> <li>- Audits</li> </ul> </li> <li>• Emergency Codes</li> <li>• Role of Nurse in times of disaster</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration/ Experiential learning</li> </ul>	<ul style="list-style-type: none"> <li>• Mock drills</li> <li>• Post tests</li> <li>• Checklist</li> </ul>
XI	2		Explain importance of employee safety	<b>Employee Safety Indicators</b> <ul style="list-style-type: none"> <li>• Vaccination</li> <li>• Needle stick injuries (NSI)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge assessment by short answers,</li> </ul>



Unit	Time (Hrs)		Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
	T	P				
			indicators  Identify risk of occupational hazards, prevention and post exposure prophylaxis.	prevention <ul style="list-style-type: none"> <li>• Fall prevention</li> <li>• Radiation safety</li> <li>• Annual health check</li> </ul> <b>Healthcare Worker Immunization Program and management of occupational exposure</b> <ul style="list-style-type: none"> <li>• Occupational health ordinance</li> <li>• Vaccination program for healthcare staff</li> <li>• Needle stick injuries and prevention and post exposure prophylaxis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture method</li> <li>• Journal review</li> </ul>	objective type <ul style="list-style-type: none"> <li>• Short answer</li> </ul>

#### \*Experiential Learning:

Experiential learning is the process by which knowledge is created through the process of experience in the clinical field. Knowledge results from the combination of grasping transforming experience. (Kolb, 1984). The experiential learning cycle begins with an experience that the student has had, followed by an opportunity to reflect on that experience. Then students may conceptualize and draw conclusions about what they experienced and observed, leading to future actions in which the students experiment with different behaviors. This begins the new cycle as the students have new experiences based on their experimentation. These steps may occur in nearly any order as the learning progresses. As the need of the learner, the concrete components and conceptual components can be in different order as they may require a variety of cognitive and affective behaviors.



### PHARMACOLOGY - I

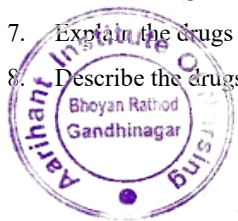
**PLACEMENT:** III SEMESTER

**THEORY:** 1 Credit (20 hours)

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

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

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



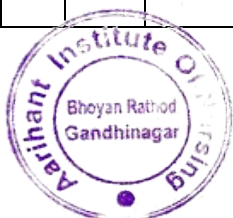
  
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## COURSE OUTLINE

## T – Theory

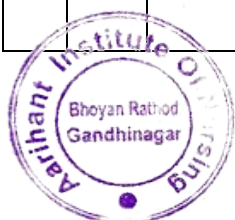
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/Learning Activities	Assessment Methods
I	3 (T)	Describe Pharmacodynamics, Pharmacokinetics, Classification, principles of administration of drugs	<b>Introduction to Pharmacology</b> <ul style="list-style-type: none"> <li>Definitions &amp; Branches</li> <li>Nature &amp; Sources of drugs</li> <li>Dosage Forms and Routes of drug administration</li> <li>Terminology used</li> <li>Classification, Abbreviations, Prescription, Drug Calculation, Weights and Measures</li> <li><i>Pharmacodynamics</i>: Actions, Drug Antagonism, Synergism, Tolerance, Receptors, Therapeutic, adverse, toxic effects, pharmacovigilance</li> <li><i>Pharmacokinetics</i>: Absorption, Bioavailability, Distribution, Metabolism, Interaction, Excretion</li> <li>Review: Principles of drug administration and treatment individualization               <ul style="list-style-type: none"> <li>Factors affecting dose, route etc.</li> </ul> </li> <li>Indian Pharmacopoeia: Legal Issues, Drug Laws, Schedule Drugs</li> <li>Rational Use of Drugs</li> <li><b>Principles of Therapeutics</b></li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Guided reading and written assignment on schedule K drugs</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> <li>Assessment of assignments</li> </ul>
II	1 (T)	Describe antiseptics, and disinfectant & nurse's responsibilities	<b>Pharmacology of commonly used antiseptics and disinfectants</b> <ul style="list-style-type: none"> <li>Antiseptics and Disinfectants</li> <li><b>Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse</b></li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> </ul>
III	2 (T)	Describe drugs acting on gastro-intestinal system & nurse's responsibilities	<b>Drugs acting on G.I. system</b> <ul style="list-style-type: none"> <li>Pharmacology of commonly used drugs               <ul style="list-style-type: none"> <li>Emetics and Antiemetics</li> <li>Laxatives and Purgatives</li> <li>Antacids and antipeptic ulcer drugs</li> <li>Anti-diarrhoeals – Fluid and electrolyte therapy, Furazolidone, dicyclomine</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 cum Discussion</li> <li>Drug study/ presentation</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 Outcomes	Content	Teaching/Learning Activities	Assessment Methods
IV	2 (T)	Describe drugs acting on respiratory system & nurse's responsibilities	<b>Drugs acting on respiratory system</b> <ul style="list-style-type: none"> <li>Pharmacology of commonly used               <ul style="list-style-type: none"> <li>Antiasthmatics – Bronchodilators (Salbutamol inhalers)</li> <li>Decongestants</li> <li>Expectorants, Antitussives and Mucolytics</li> <li>Broncho-constrictors and Antihistamines</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 cum Discussion</li> <li>Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> </ul>
V	4 (T)	Describe drugs used on cardio-vascular system & nurse's responsibilities	<b>Drugs used in treatment of Cardiovascular system and blood disorders</b> <ul style="list-style-type: none"> <li>Haematinics, &amp; treatment of anemia and antiadrenergics</li> <li>Cholinergic and anticholinergic</li> <li>Adrenergic Drugs for CHF &amp; vasodilators</li> <li>Antianginals</li> <li>Antiarrhythmics</li> <li>Antihypertensives</li> <li>Coagulants &amp; Anticoagulants</li> <li>Antiplatelets &amp; thrombolytics</li> <li>Hypolipidemics</li> <li>Plasma expanders &amp; treatment of shock</li> <li>Drugs used to treat blood disorders</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 cum Discussion</li> <li>Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> </ul>
VI	2 (T)	Describe the drugs used in treatment of endocrine system disorders	<b>Drugs used in treatment of endocrine system disorders</b> <ul style="list-style-type: none"> <li>Insulin &amp; oral hypoglycemics</li> <li>Thyroid and anti-thyroid drugs</li> <li>Steroids               <ul style="list-style-type: none"> <li>Corticosteroids</li> <li>Anabolic steroids</li> </ul> </li> <li>Calcitonin, parathormone, vitamin D3, calcium metabolism               <ul style="list-style-type: none"> <li>Calcium salts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Drug study/ presentation</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 Outcomes	Content	Teaching/Learning Activities	Assessment Methods
VII	1 (T)	Describe drugs used in skin diseases & nurse's responsibilities	<b>Drugs used in treatment of integumentary system</b> <ul style="list-style-type: none"> <li>• Antihistaminics and antipruritics</li> <li>• Topical applications for skin- Benzylbenzoate, Gamma BHC, Clotrimazole, Miconazole, Silver Sulphadiazine (burns)</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 cum Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
VIII	5 (T)	Explain drug therapy/ chemotherapy of specific infections & infestations & nurse's responsibilities	<b>Drugs used in treatment of communicable diseases (common infections, infestations)</b> <ul style="list-style-type: none"> <li>• General Principles for use of Antimicrobials</li> <li>• Pharmacology of commonly used drugs: <ul style="list-style-type: none"> <li>○ Penicillin, Cephalosporin's, Aminoglycosides, Macrolide &amp; broad spectrum antibiotics, Sulfonamides, quinolones, Misc. antimicrobials</li> </ul> </li> <li>• Anaerobic infections</li> <li>• Antitubercular drugs,</li> <li>• Antileprosy drugs</li> <li>• Antimalarials</li> <li>• Antiretroviral drugs</li> <li>• Antiviral agents</li> <li>• Anthelmintics, Antiscabies agents</li> <li>• Antifungal agents</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 cum Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

### PATHOLOGY - I

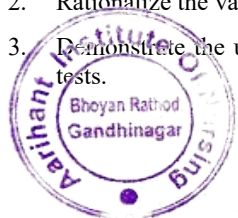
#### PLACEMENT: III SEMESTER

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

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

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

1. Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology.
2. Rationalize the various laboratory investigations in diagnosing pathological disorders.
3. Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for various tests.



  
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4. Apply the knowledge of genetics in understanding the various pathological disorders.
5. Appreciate the various manifestations in patients with diagnosed genetic abnormalities.
6. Rationalize the specific diagnostic tests in the detection of genetic abnormalities.
7. Demonstrate the understanding of various services related to genetics.

### COURSE OUTLINE

#### T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	Define the common terms used in pathology  Identify the deviations from normal to abnormal structure and functions of body system	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Importance of the study of pathology</li> <li>• Definition of terms in pathology</li> <li>• Cell injury: Etiology, pathogenesis of reversible and irreversible cell injury, Necrosis, Gangrene</li> <li>• Cellular adaptations: Atrophy, Hypertrophy, Hyperplasia, Metaplasia, Dysplasia, Apoptosis</li> <li>• Inflammation:               <ul style="list-style-type: none"> <li>○ Acute inflammation (Vascular and Cellular events, systemic effects of acute inflammation)</li> <li>○ Chronic inflammation (Granulomatous inflammation, systemic effects of chronic inflammation)</li> </ul> </li> <li>• Wound healing</li> <li>• Neoplasia: Nomenclature, Normal and Cancer cell, Benign and malignant tumors, Carcinoma in situ, Tumor metastasis: general mechanism, routes of spread and examples of each route</li> <li>• Circulatory disturbances: Thrombosis, embolism, shock</li> <li>• Disturbance of body fluids and electrolytes: Edema, Transudates and Exudates</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using slides</li> <li>• Explain with clinical scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
II	5 (T)	Explain pathological changes in disease conditions of various systems	<b>Special Pathology</b> <b>Pathological changes in disease conditions of selected systems:</b>  <b>1. Respiratory system</b> <ul style="list-style-type: none"> <li>• Pulmonary infections: Pneumonia, Lung abscess, pulmonary tuberculosis</li> <li>• Chronic Obstructive Pulmonary Disease: Chronic bronchitis, Emphysema, Bronchial Asthma, Bronchiectasis</li> <li>• Tumors of Lungs</li> </ul> <b>2. Cardio-vascular system</b> <ul style="list-style-type: none"> <li>• Atherosclerosis</li> <li>• Ischemia and Infarction.</li> <li>• Rheumatic Heart Disease</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using slides, X-rays and scans</li> <li>• Visit to pathology lab, endoscopy unit and OT</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Infective endocarditis</li> </ul> <b>3. Gastrointestinal tract</b> <ul style="list-style-type: none"> <li>• Peptic ulcer disease (Gastric and Duodenal ulcer)</li> <li>• Gastritis-H Pylori infection</li> <li>• Oral mucosa: Oral Leukoplakia, Squamous cell carcinoma</li> <li>• Esophageal cancer</li> <li>• Gastric cancer</li> <li>• Intestinal: Typhoid ulcer, Inflammatory Bowel Disease (Crohn's disease and Ulcerative colitis), Colorectal cancer</li> </ul> <b>4. Liver, Gall Bladder and Pancreas</b> <ul style="list-style-type: none"> <li>• Liver: Hepatitis, Amoebic Liver abscess, Cirrhosis of Liver</li> <li>• Gall bladder: Cholecystitis.</li> <li>• Pancreas: Pancreatitis</li> <li>• Tumors of liver, Gall bladder and Pancreas</li> </ul> <b>5. Skeletal system</b> <ul style="list-style-type: none"> <li>• Bone: Bone healing, Osteoporosis, Osteomyelitis, Tumors</li> <li>• Joints: Arthritis - Rheumatoid arthritis and Osteoarthritis</li> </ul> <b>6. Endocrine system</b> <ul style="list-style-type: none"> <li>• Diabetes Mellitus</li> <li>• Goitre</li> <li>• Carcinoma thyroid</li> </ul>		
III	7 (T)	Describe various laboratory tests in assessment and monitoring of disease conditions	<b>Hematological tests for the diagnosis of blood disorders</b> <ul style="list-style-type: none"> <li>• Blood tests: Hemoglobin, White cell and platelet counts, PCV, ESR</li> <li>• Coagulation tests: Bleeding time (BT), Prothrombin time (PT), Activated Partial Prothrombin Time (APTT)</li> <li>• Blood chemistry</li> <li>• Blood bank: <ul style="list-style-type: none"> <li>○ Blood grouping and cross matching</li> <li>○ Blood components</li> <li>○ Plasmapheresis</li> <li>○ Transfusion reactions</li> </ul> </li> </ul> <p><b>Note:</b> Few lab hours can be planned for observation and visits (Less than 1 credit, lab hours are not specified separately)</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Visit to clinical lab, biochemistry lab and blood bank</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>



  
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**ADULT HEALTH NURSING - I WITH INTEGRATED PATHOPHYSIOLOGY (including BCLS module)****PLACEMENT:** III SEMESTER**THEORY:** 7 Credits (140 hours)**PRACTICUM:** Lab/Skill Lab (SL) – 1 Credit (40 hours) Clinical – 6 Credits (480 hours)

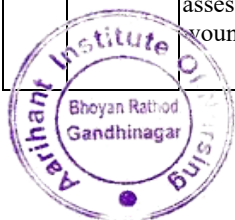
**DESCRIPTION:** This course is designed to equip the students to review and apply their knowledge of Anatomy, Physiology, Biochemistry and Behavioral sciences in caring for adult patients with Medical/Surgical disorders using nursing process approach and critical thinking. It also intends to develop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

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

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

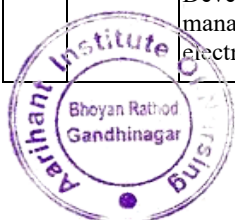
**COURSE CONTENT****T – Theory, L/SL – Lab/Skill Lab**

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	6 (T) 4 (L/SL)	Narrate the evolution of medical surgical nursing  Apply nursing process in caring for patients with medical surgical problems  Execute the role of a nurse in various medical surgical setting  Develop skills in assessment and care of wound	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Evolution and trends of medical and surgical nursing</li> <li>• International classification of diseases</li> <li>• Roles and responsibility of a nurse in medical and surgical settings <ul style="list-style-type: none"> <li>○ Outpatient department</li> <li>○ In-patient unit</li> <li>○ Intensive care unit</li> </ul> </li> <li>• Introduction to medical and surgical asepsis <ul style="list-style-type: none"> <li>○ Inflammation, infection</li> <li>○ Wound healing – stages, influencing factors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration &amp; Practice session</li> <li>• Role play</li> <li>• Visit to outpatient department, in patient and intensive care unit</li> </ul>	<ul style="list-style-type: none"> <li>• Short Answer</li> <li>• OSCE</li> </ul>



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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Develop competency in providing pre and postoperative care	<ul style="list-style-type: none"> <li>○ Wound care and dressing technique</li> <li>• Care of surgical patient               <ul style="list-style-type: none"> <li>○ pre-operative</li> <li>○ post-operative</li> </ul> </li> <li>• Alternative therapies used in caring for patients with Medical Surgical Disorders</li> </ul>		
II	15 (T) 4 (L/SL)	<p>Explain organizational set up of the operating theatre</p> <p>Differentiate the role of scrub nurse and circulating nurse</p> <p>Describe the different positioning for various surgeries</p> <p>Apply principles of asepsis in handling the sterile equipment</p> <p>Demonstrate skill in scrubbing procedures</p> <p>Demonstrate skill in assessing the patient and document accurately the surgical safety checklist</p> <p>Develop skill in assisting with selected surgeries</p> <p>Explain the types, functions, and nursing considerations for different types of anaesthesia</p>	<p><b>Intraoperative Care</b></p> <ul style="list-style-type: none"> <li>• Organization and physical set up of the operation theatre               <ul style="list-style-type: none"> <li>○ Classification</li> <li>○ O.T Design</li> <li>○ Staffing</li> <li>○ Members of the OT team</li> <li>○ Duties and responsibilities of the nurse in OT</li> </ul> </li> <li>• Position and draping for common surgical procedures</li> <li>• Instruments, sutures and suture materials, equipment for common surgical procedures</li> <li>• Disinfection and sterilization of equipment</li> <li>• Preparation of sets for common surgical procedures</li> <li>• Scrubbing procedures – Gowning, masking and gloving</li> <li>• Monitoring the patient during the procedures</li> <li>• Maintenance of the therapeutic environment in OT</li> <li>• Assisting in major and minor operation, handling specimen</li> <li>• Prevention of accidents and hazards in OT</li> <li>• Anaesthesia – types, methods of administration, effects and stages, equipment &amp; drugs</li> <li>• Legal aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstration, Practice session, and Case Discussion</li> <li>• Visit to receiving bay</li> </ul>	<ul style="list-style-type: none"> <li>• Caring for patient intra operatively</li> <li>• Submit a list of disinfectants used for instruments with the action and precaution</li> </ul>
III	6 (T) 4 (L/SL)	<p>Identify the signs and symptoms of shock and electrolyte imbalances</p> <p>Develop skills in managing fluid and electrolyte imbalances</p>	<p><b>Nursing care of patients with common signs and symptoms and management</b></p> <ul style="list-style-type: none"> <li>• Fluid and electrolyte imbalance</li> <li>• Shock</li> <li>• Pain</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, discussion, demonstration</li> <li>• Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• MCQ</li> <li>• Case report</li> </ul>



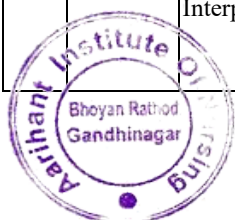
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Perform pain assessment and plans for the nursing management			
IV	18 (T) 4 (L)	<p>Demonstrate skill in respiratory assessment</p> <p>Differentiates different breath sounds and lists the indications</p> <p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of common respiratory problems</p> <p>Describe the health behaviour to be adopted in preventing respiratory illnesses</p>	<p><b>Nursing Management of patients with respiratory problems</b></p> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of respiratory system</li> <li>Nursing Assessment – history taking, physical assessment and diagnostic tests</li> <li>Common respiratory problems:               <ul style="list-style-type: none"> <li>Upper respiratory tract infections</li> <li>Chronic obstructive pulmonary diseases</li> <li>Pleural effusion, Empyema</li> <li>Bronchiectasis</li> <li>Pneumonia</li> <li>Lung abscess</li> <li>Cyst and tumors</li> <li>Chest Injuries</li> <li>Acute respiratory distress syndrome</li> <li>Pulmonary embolism</li> </ul> </li> <li>Health behaviours to prevent respiratory illness</li> </ul>	<ul style="list-style-type: none"> <li>Lecture, discussion,</li> <li>Demonstration</li> <li>Practice session</li> <li>Case presentation</li> <li>Visit to PFT Lab</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>OSCE</li> </ul>
V	16 (T) 5 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of gastrointestinal disorders</p> <p>Demonstrate skill in gastrointestinal assessment</p> <p>Prepare patient for upper and lower gastrointestinal investigations</p> <p>Demonstrate skill in gastric decompression, gavage, and stoma care</p>	<p><b>Nursing Management of patients with disorders of digestive system</b></p> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of GI system</li> <li>Nursing assessment –History and physical assessment</li> <li>GI investigations</li> <li>Common GI disorders:               <ul style="list-style-type: none"> <li>Oral cavity: lips, gums and teeth</li> <li>GI: Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation &amp; Peritonitis</li> <li>Peptic &amp; duodenal ulcer,</li> <li>Mal-absorption, Appendicitis, Hernias</li> <li>Hemorrhoids, fissures, Fistulas</li> <li>Pancreas: inflammation, cysts, and tumors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture, Discussion</li> <li>Demonstration,</li> <li>Role play</li> <li>Problem Based Learning</li> <li>Visit to stoma clinic</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Quiz</li> <li>OSCE</li> </ul>





Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Demonstrate skill in different feeding techniques	<ul style="list-style-type: none"> <li>○ Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors</li> <li>○ Gall bladder: inflammation, Cholelithiasis, tumors</li> <li>● Gastric decompression, gavage and stoma care, different feeding techniques</li> <li>● Alternative therapies, drugs used in treatment of disorders of digestive system</li> </ul>		
VI	20 (T) 5 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of cardiovascular disorders</p> <p>Demonstrate skill in cardiovascular assessment</p> <p>Prepare patient for invasive and non-invasive cardiac procedures</p> <p>Demonstrate skill in monitoring and interpreting clinical signs related to cardiac disorders</p> <p>Complete BLS/BCLS module</p>	<p><b>Nursing Management of patients with cardiovascular problems</b></p> <ul style="list-style-type: none"> <li>● Review of anatomy and physiology of cardio-vascular system</li> <li>● Nursing Assessment: History and Physical assessment</li> <li>● Invasive &amp; non-invasive cardiac procedures</li> <li>● Disorders of vascular system- Hypertension, arteriosclerosis, Raynaud's disease, aneurysm and peripheral vascular disorders</li> <li>● Coronary artery diseases: coronary atherosclerosis, Angina pectoris, myocardial infarction</li> <li>● Valvular disorders: congenital and acquired</li> <li>● Rheumatic heart disease: pericarditis, myocarditis, endocarditis, cardiomyopathies</li> <li>● Cardiac dysrhythmias, heart block</li> <li>● Congestive heart failure, cor pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade</li> <li>● Cardiopulmonary arrest</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture, discussion</li> <li>● Demonstration</li> <li>● Practice session</li> <li>● Case Discussion</li> <li>● Health education</li> <li>● Drug Book/ presentation</li> <li>● <b>Completion of BCLS Module</b></li> </ul>	<ul style="list-style-type: none"> <li>● Care plan</li> <li>● Drug record</li> <li>● BLS/ BCLS evaluation</li> </ul>
VII	7 (T) 3 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of hematological disorders</p> <p>Interpret blood reports</p>	<p><b>Nursing Management of patients with disorders of blood</b></p> <ul style="list-style-type: none"> <li>● Review of Anatomy and Physiology of blood</li> <li>● Nursing assessment: history, physical assessment &amp; Diagnostic tests</li> <li>● Anemia, Polycythemia</li> <li>● Bleeding Disorders: clotting factor defects and platelets defects, thalassemia, leukemia, leukopenia,</li> </ul>	<ul style="list-style-type: none"> <li>● Field visit to blood bank</li> <li>● Counseling</li> </ul>	<ul style="list-style-type: none"> <li>● Interpretation of blood reports</li> <li>● Visit report</li> </ul>



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



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>Demonstrate skill in musculoskeletal assessment</p> <p>Prepare patient for radiological and non-radiological investigations of musculoskeletal system</p> <p>Demonstrate skill in crutch walking and splinting</p> <p>Demonstrate skill in care of patient with replacement surgeries</p> <p>Prepare and provide health education on bone healing</p>	<p>contusion, amputation</p> <ul style="list-style-type: none"> <li>• Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumour</li> <li>• Orthopedic modalities: Cast, splint, traction, crutch walking</li> <li>• Musculoskeletal inflammation: Bursitis, synovitis, arthritis</li> <li>• Special therapies, alternative therapies</li> <li>• Metabolic bone disorder: Osteoporosis, osteomalacia and Paget's disease</li> <li>• Spinal column defects and deformities – tumor, prolapsed intervertebral disc, Pott's spine</li> <li>• Rehabilitation, prosthesis</li> <li>• Replacement surgeries</li> </ul>		
<b>XI</b>	20 (T) 3 (L)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of patients with communicable diseases</p> <p>Demonstrate skill in barrier and reverse barrier techniques</p> <p>Demonstrate skill in execution of different isolation protocols</p>	<p><b>Nursing management of patients with Communicable diseases</b></p> <ul style="list-style-type: none"> <li>• Overview of infectious diseases, the infectious process</li> <li>• Nursing Assessment: History and Physical assessment, Diagnostic tests</li> <li>• Tuberculosis</li> <li>• Diarrhoeal diseases, hepatitis A-E, Typhoid</li> <li>• Herpes, chickenpox, Smallpox, Measles, Mumps, Influenza</li> <li>• Meningitis</li> <li>• Gas gangrene</li> <li>• Leprosy</li> <li>• Dengue, Plague, Malaria, Chikungunya, swine flu, Filariasis</li> <li>• Diphtheria, Pertussis, Tetanus, Poliomyelitis</li> <li>• COVID-19</li> <li>• Special infection control measures: Notification, Isolation, Quarantine, Immunization</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture, discussion, demonstration</li> <li>• Practice session</li> <li>• Case Discussion/ seminar</li> <li>• Health education</li> <li>• Drug Book/ presentation</li> <li>• <b>Refer TB Control &amp; Management module</b></li> </ul>	<ul style="list-style-type: none"> <li>• Prepares and submits protocol on various isolation techniques</li> </ul>



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

**PRACTICE COMPETENCIES:** On completion of the clinical practicum, the students will be able to apply nursing process and critical thinking in delivering holistic nursing care including rehabilitation to the adult patients undergoing surgery, with shock and fluid and electrolyte imbalance and with selected medical & surgical conditions i.e., Gastrointestinal, Respiratory, Endocrine, Orthopedic, Dermatology and Cardiovascular disorders.

The students will be competent to:

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

**I. NURSING MANAGEMENT OF PATIENTS WITH MEDICAL CONDITIONS****A. Skill Lab****Use of manikins and simulators**

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

**B. Clinical Postings**

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
General medical	4	Develop skill in intravenous injection administration and IV therapy	<ul style="list-style-type: none"> <li>Intravenous therapy               <ul style="list-style-type: none"> <li>IV cannulation</li> <li>IV maintenance and monitoring</li> <li>Administration of IV medication</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Care Study – 1</li> <li>Health education</li> <li>Clinical presentation/ Care</li> </ul>	<ul style="list-style-type: none"> <li>Clinical evaluation</li> <li>OSCE</li> <li>Care Study</li> </ul>



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		<p>Assist with diagnostic procedures</p> <p>Develop skill in the management of patients with Respiratory problems</p> <p>Develop skill in managing patients with metabolic abnormality</p>	<ul style="list-style-type: none"> <li>• Care of patient with Central line</li> <li>• Preparation and assisting and monitoring of patients undergoing diagnostic procedures such as thoracentesis, Abdominal paracentesis</li> </ul> <p><i>Management patients with respiratory problems</i></p> <ul style="list-style-type: none"> <li>• Administration of oxygen through mask, nasal prongs, venturi mask</li> <li>• Pulse oximetry</li> <li>• Nebulization</li> <li>• Chest physiotherapy</li> <li>• Postural drainage</li> <li>• Oropharyngeal suctioning</li> <li>• Care of patient with chest drainage</li> <li>• Diet Planning               <ul style="list-style-type: none"> <li>○ High Protein diet</li> <li>○ Diabetic diet</li> </ul> </li> <li>• Insulin administration</li> <li>• Monitoring GRBS</li> </ul>	note) – 1	<p>evaluation</p> <ul style="list-style-type: none"> <li>• Care Note/ Clinical presentation</li> </ul>
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## II. NURSING MANAGEMENT OF PATIENTS WITH SURGICAL CONDITIONS

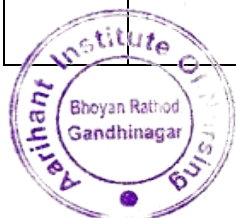
### A. Skill Lab

#### Use of manikins and simulators

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

### B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
General surgical wards	4	<p>Develop skill in caring for patients during pre- and post- operative period</p> <p>Assist with diagnostic procedures</p> <p>Develop skill in managing patient with Gastro-intestinal Problems</p>	<ul style="list-style-type: none"> <li>• Pre-Operative care</li> <li>• Immediate Post-operative care</li> <li>• Post-operative exercise</li> <li>• Pain assessment</li> <li>• Pain Management</li> <li>• Assisting diagnostic procedure and after care of patients undergoing               <ul style="list-style-type: none"> <li>○ Colonoscopy</li> <li>○ ERCP</li> <li>○ Endoscopy</li> <li>○ Liver Biopsy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Care study – 1</li> <li>• Health teaching</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation, OSCE</li> <li>• Care study</li> <li>• Care note/ Clinical presentation</li> </ul>



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		Develop skill in wound management	<ul style="list-style-type: none"> <li>• Nasogastric aspiration</li> <li>• Gastrostomy/Jejunostomy feeds</li> <li>• Ileostomy/Colostomy care</li> <li>• Surgical dressing</li> <li>• Suture removal</li> <li>• Surgical soak</li> <li>• Sitz bath</li> <li>• Care of drain</li> </ul>		
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### III. NURSING MANAGEMENT OF PATIENTS WITH CARDIAC CONDITIONS

#### A. Skill Lab

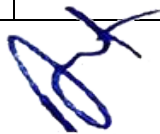
##### Use of manikins and simulators

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

#### B. Clinical Postings

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Cardiology wards	2	Develop skill in management of patients with cardiac problems  Develop skill in management of patients with disorders of Blood	<ul style="list-style-type: none"> <li>• Cardiac monitoring</li> <li>• Recording and interpreting ECG</li> <li>• Arterial blood gas analysis – interpretation</li> <li>• Administer cardiac drugs</li> <li>• Preparation and after care of patients for cardiac catheterization</li> <li>• CPR</li> <li>• Collection of blood sample for:               <ul style="list-style-type: none"> <li>○ Blood grouping/cross matching</li> <li>○ Blood sugar</li> <li>○ Serum electrolytes</li> </ul> </li> <li>• Assisting with blood transfusion</li> <li>• Assisting for bone marrow aspiration</li> <li>• Application of anti-embolism stockings (TED hose)</li> <li>• Application/maintenance of sequential Compression device</li> </ul>	<ul style="list-style-type: none"> <li>• Cardiac assessment – 1</li> <li>• Drug presentation – 1</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• Drug presentation</li> </ul>



  
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**IV. NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF INTEGUMENTARY SYSTEM****A. Skill Lab**

Use of manikins and simulators

Application of topical medication

**B. Clinical Postings**

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Dermatology wards	1	Develop skill in management of patients with disorders of integumentary system	<ul style="list-style-type: none"> <li>Intradermal injection-Skin allergy testing</li> <li>Application of topical medication</li> <li>Medicated bath</li> </ul>		<ul style="list-style-type: none"> <li>Clinical evaluation</li> </ul>

**V. NURSING MANAGEMENT OF PATIENTS WITH COMMUNICABLE DISEASES****A. Skill Lab**

- Barrier Nursing
- Reverse Barrier Nursing
- Standard precautions

**B. Clinical Postings**

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Isolation ward	1	Develop skill in the management of patients requiring isolation	<ul style="list-style-type: none"> <li>Barrier Nursing</li> <li>Reverse barrier nursing</li> <li>Standard precautions (Universal precaution), use of PPE, needle stick and sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices)</li> </ul>	<ul style="list-style-type: none"> <li>Care Note – 1</li> </ul>	<ul style="list-style-type: none"> <li>Clinical evaluation</li> <li>Care note</li> </ul>

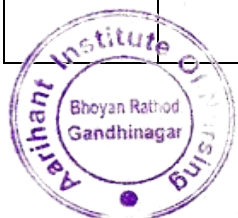
**VI. NURSING MANAGEMENT OF PATIENTS WITH MUSCULOSKELETAL PROBLEMS****A. Skill Lab**

Use of manikins and simulators

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

**B. Clinical Postings**

Clinical area/unit	Duration (Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Orthopedic wards	2	Develop skill in management of patients with musculoskeletal problems	<ul style="list-style-type: none"> <li>Preparation of patient with Myelogram/CT/MRI</li> <li>Assisting with application &amp; removal of POP/Cast</li> <li>Preparation, assisting and after care of patient with Skin</li> </ul>	<ul style="list-style-type: none"> <li>Care Note – 1</li> </ul>	<ul style="list-style-type: none"> <li>Clinical evaluation,</li> <li>Care note</li> </ul>



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			traction/skeletal traction • Care of orthotics • Muscle strengthening exercises • Crutch walking • Rehabilitation		
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## VII. NURSING MANAGEMENT OF PATIENTS IN THE OPERATING ROOMS

### A. Skill Lab

#### Use of manikins and simulators

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

### B. Clinical Postings

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

## PHARMACOLOGY - II

### including Fundamentals of Prescribing Module

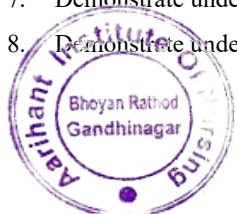
**PLACEMENT:** IV SEMESTER

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

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

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

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

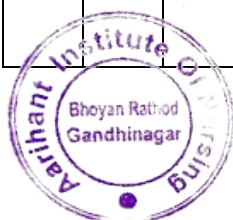


  
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## COURSE OUTLINE

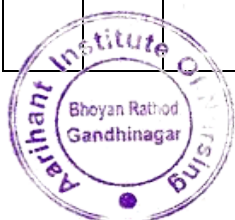
## T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	4 (T)	Describe drugs used in disorders of ear, nose, throat and eye and nurses' responsibilities	<b>Drugs used in disorders of ear, nose, throat &amp; Eye</b> <ul style="list-style-type: none"> <li>Antihistamines</li> <li>Topical applications for eye (Chloramphenicol, Gentamycin eye drops), ear (Soda glycerin, boric spirit ear drops), nose and buccal cavity-chlorhexidine mouthwash</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 cum Discussion</li> <li>Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> </ul>
II	4 (T)	Describe drugs acting on urinary system & nurse's responsibilities	<b>Drugs used on urinary system</b> <ul style="list-style-type: none"> <li>Pharmacology of commonly used drugs               <ul style="list-style-type: none"> <li>Renin angiotensin system</li> <li>Diuretics and antidiuretics</li> <li>Drugs toxic to kidney</li> <li>Urinary antiseptics</li> <li>Treatment of UTI – acidifiers and alkalizers</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 cum Discussion</li> <li>Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> </ul>
III	10 (T)	Describe drugs used on nervous system & nurse's responsibilities	<b>Drugs acting on nervous system</b> <ul style="list-style-type: none"> <li>Basis &amp; applied pharmacology of commonly used drugs</li> <li>Analgesics and anaesthetics               <ul style="list-style-type: none"> <li>Analgesics: Non-steroidal anti-inflammatory (NSAID) drugs</li> <li>Antipyretics</li> <li>Opioids &amp; other central analgesics                   <ul style="list-style-type: none"> <li>General (techniques of GA, pre anesthetic medication) &amp; local anesthetics</li> <li>Gases: oxygen, nitrous, oxide, carbon-dioxide &amp; others</li> </ul> </li> </ul> </li> <li>Hypnotics and sedatives</li> <li>Skeletal muscle relaxants</li> <li>Antipsychotics</li> <li>Mood stabilizers</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Drug study/ presentation</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 Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Antidepressants</li> <li>• Antianxiety Drugs</li> <li>• Anticonvulsants</li> <li>• Drugs for neurodegenerative disorders &amp; miscellaneous drugs</li> <li>• Stimulants, ethyl alcohol and treatment of methyl alcohol poisoning</li> <li>• Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse</li> </ul>		
IV	5 (T)	Describe drugs used for hormonal disorder & supplementation, contraception & medical termination of pregnancy & nurse's responsibilities	<b>Drugs used for hormonal, disorders and supplementation, contraception and medical termination of pregnancy</b> <ul style="list-style-type: none"> <li>• Estrogens and progesterones               <ul style="list-style-type: none"> <li>○ Oral contraceptives and hormone replacement therapy</li> </ul> </li> <li>• Vaginal contraceptives</li> <li>• Drugs for infertility and medical termination of pregnancy               <ul style="list-style-type: none"> <li>○ Uterine stimulants and relaxants</li> </ul> </li> <li>• Composition, actions dosage route indications contraindications, drugs interactions, side effects, adverse effects, toxicity and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
V	3 (T)	Develop understanding about important drugs used for women before, during and after labour	<b>Drugs used for pregnant women during antenatal, labour and postnatal period</b> <ul style="list-style-type: none"> <li>• Tetanus prophylaxis</li> <li>• Iron and Vit K1 supplementation</li> <li>• Oxytocin, Misoprostol</li> <li>• Ergometrine</li> <li>• Methyl prostaglandin F2-alpha</li> <li>• Magnesium sulphate</li> <li>• Calcium gluconate</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
VI	10 (T)	Describe drugs used in deaddiction, emergency, poisoning, vitamins & minerals supplementation, drugs used for immunization & immune-suppression & nurse's responsibilities	<b>Miscellaneous</b> <ul style="list-style-type: none"> <li>• Drugs used for deaddiction</li> <li>• Drugs used in CPR and emergency- adrenaline, Chlorpheniramine, hydrocortisone, Dexamethasone</li> <li>• IV fluids &amp; electrolytes replacement</li> <li>• Common poisons, drugs used for treatment of poisoning               <ul style="list-style-type: none"> <li>○ Activated charcoal</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Ipecac</li> <li>○ Antidotes,</li> <li>○ Anti-snake venom (ASV)</li> <li>● Vitamins and minerals supplementation</li> <li>● Vaccines &amp; sera (Universal immunization program schedules)</li> <li>● Anticancer drugs: Chemotherapeutic drugs commonly used</li> <li>● Immuno-suppressants and Immunostimulants</li> </ul>		
VII	4 (T)	Demonstrate awareness of common drugs used in alternative system of medicine	<b>Introduction to drugs used in alternative systems of medicine</b> <ul style="list-style-type: none"> <li>● Ayurveda, Homeopathy, Unani and Siddha etc.</li> <li>● Drugs used for common ailments</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture cum Discussion</li> <li>● Observational visit</li> </ul>	<ul style="list-style-type: none"> <li>● Short answer</li> <li>● Objective type</li> </ul>
VIII	20 (T)	Demonstrate understanding about fundamental principles of prescribing	<b>Fundamental principles of prescribing</b> <ul style="list-style-type: none"> <li>● Prescriptive role of nurse practitioners: Introduction</li> <li>● Legal and ethical issues related to prescribing</li> <li>● Principles of prescribing</li> <li>● Steps of prescribing</li> <li>● Prescribing competencies</li> </ul>	<ul style="list-style-type: none"> <li>● Completion of module on Fundamental principles of prescribing</li> </ul>	<ul style="list-style-type: none"> <li>● Short answer</li> <li>● Assignments evaluation</li> </ul>

### PATHOLOGY - II AND GENETICS

#### PLACEMENT: IV SEMESTER

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

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

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

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

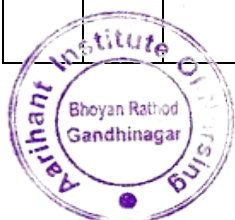


  
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## COURSE OUTLINE

## T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Explain pathological changes in disease conditions of various systems	<b>Special Pathology:</b> <b>Pathological changes in disease conditions of selected systems</b> <b>1. Kidneys and Urinary tract</b> <ul style="list-style-type: none"> <li>Glomerulonephritis</li> <li>Pyelonephritis</li> <li>Renal calculi</li> <li>Cystitis</li> <li>Renal Cell Carcinoma</li> <li>Renal Failure (Acute and Chronic)</li> </ul> <b>2. Male genital systems</b> <ul style="list-style-type: none"> <li>Cryptorchidism</li> <li>Testicular atrophy</li> <li>Prostatic hyperplasia</li> <li>Carcinoma penis and Prostate.</li> </ul> <b>3. Female genital system</b> <ul style="list-style-type: none"> <li>Carcinoma cervix</li> <li>Carcinoma of endometrium</li> <li>Uterine fibroids</li> <li>Vesicular mole and Choriocarcinoma</li> <li>Ovarian cyst and tumors</li> </ul> <b>4. Breast</b> <ul style="list-style-type: none"> <li>Fibrocystic changes</li> <li>Fibroadenoma</li> <li>Carcinoma of the Breast</li> </ul> <b>5. Central nervous system</b> <ul style="list-style-type: none"> <li>Meningitis.</li> <li>Encephalitis</li> <li>Stroke</li> <li>Tumors of CNS</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explain using slides, X-rays and scans</li> <li>Visit to pathology lab, endoscopy unit and OT</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> </ul>
II	5 (T)	Describe the laboratory tests for examination of body cavity fluids, urine and faeces	<b>Clinical Pathology</b> <ul style="list-style-type: none"> <li>Examination of body cavity fluids:               <ul style="list-style-type: none"> <li>Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Visit to clinical lab and biochemistry lab</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> </ul>



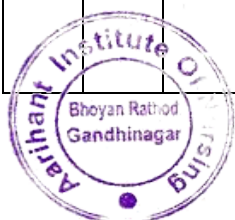
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Analysis of semen:               <ul style="list-style-type: none"> <li>◦ Sperm count, motility and morphology and their importance in infertility</li> </ul> </li> <li>• Urine:               <ul style="list-style-type: none"> <li>◦ Physical characteristics, Analysis, Culture and Sensitivity</li> </ul> </li> <li>• Faeces:               <ul style="list-style-type: none"> <li>◦ Characteristics</li> <li>◦ Stool examination: Occult blood, Ova, Parasite and Cyst, Reducing substance etc.</li> <li>◦ Methods and collection of urine and faeces for various tests</li> </ul> </li> </ul>		

### GENETICS

#### COURSE OUTLINE

##### T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Explain nature, principles and perspectives of heredity	<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</li> <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>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
II	2 (T)	Explain maternal, prenatal and genetic influences on development of defects and diseases	<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> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using slides</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 Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <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>		
III	2 (T)	Explain the screening methods for genetic defects and diseases in neonates and children	<b>Genetic testing in the neonates and children</b> <ul style="list-style-type: none"> <li>• Screening for               <ul style="list-style-type: none"> <li>○ Congenital abnormalities</li> <li>○ Developmental delay</li> <li>○ Dysmorphism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
IV	2 (T)	Identify genetic disorders in adolescents and adults	<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>• Genetic 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 slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
V	2 (T)	Describe the role of nurse in genetic services and counselling	<b>Services related to genetics</b> <ul style="list-style-type: none"> <li>• Genetic testing</li> <li>• Gene therapy</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 answer</li> <li>• Objective type</li> </ul>

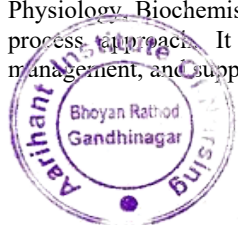
**ADULT HEALTH NURSING - II WITH INTEGRATED PATHOPHYSIOLOGY including Geriatric Nursing  
AND PALLIATIVE CARE MODULE**

**PLACEMENT:** IV SEMESTER

**THEORY:** 7 Credits (140 hours)

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

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



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

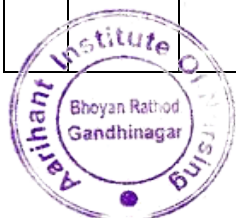
At the completion of Adult Health Nursing II course, students will

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

### COURSE OUTLINE

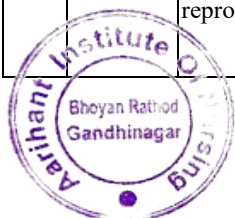
#### T – Theory, L/SL – Lab/Skill Lab

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	12 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management of patients with ENT disorders	<p><b>Nursing management of patient with disorders of Ear, Nose and Throat</b> (Includes etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management)</p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the ear, nose and throat</li> <li>• History, physical assessment, and diagnostic tests</li> <li>• <b>Ear</b> <ul style="list-style-type: none"> <li>○ External ear: deformities otalgia, foreign bodies and tumors</li> <li>○ Middle ear: impacted wax, tympanic, membrane perforation, otitis media, and tumors</li> <li>○ Inner ear: Meniere's disease, labyrinthitis, ototoxicity tumors</li> </ul> </li> <li>• Upper respiratory airway infections: Rhinitis, sinusitis, tonsillitis, laryngitis</li> <li>• Epistaxis, Nasal obstruction, laryngeal obstruction</li> <li>• Deafness and its management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of hearing aids, nasal packing, medication administration</li> <li>• Visit to audiology and speech clinic</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answer</li> <li>• Essay</li> <li>• OSCE</li> <li>• Assessment of skill (using checklist)</li> <li>• Quiz</li> <li>• Drug book</li> </ul>



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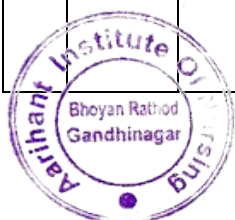
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	12 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye  Describe eye donation, banking and transplantation	<b>Nursing management of patient with disorder of eye</b> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of the eye</li> <li>History, physical assessment, diagnostic assessment</li> </ul> <b>Eye Disorders</b> <ul style="list-style-type: none"> <li>Refractive errors</li> <li>Eyelids: infection, deformities</li> <li>Conjunctiva: inflammation and infection bleeding</li> <li>Cornea: inflammation and infection</li> <li>Lens: cataract</li> <li>Glaucoma</li> <li>Retinal detachment</li> <li>Blindness</li> <li>Eye donation, banking and transplantation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Demonstration of visual aids, lens, medication administration</li> <li>Visit to eye bank</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Short Essay</li> <li>OSCE</li> <li>Drug book</li> </ul>
III	15 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of Kidney and urinary system disorders  Demonstrate skill in genitourinary assessment  Prepare patient for genitourinary investigations  Prepare and provide health education on prevention of renal calculi	<b>Nursing management of patient with Kidney and Urinary problems</b> <ul style="list-style-type: none"> <li>Review of Anatomy and physiology of the genitourinary system</li> <li>History, physical assessment, diagnostic tests</li> <li>Urinary tract infections: acute, chronic, lower, upper</li> <li>Nephritis, nephrotic syndrome</li> <li>Renal calculi</li> <li>Acute and chronic renal failure</li> <li>Disorders of ureter, urinary bladder and Urethra</li> <li>Disorders of prostate: inflammation, infection, stricture, obstruction, and Benign Prostate Hypertrophy</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Demonstration</li> <li>Case Discussion</li> <li>Health education</li> <li>Drug book</li> <li>Field visit – Visits hemodialysis unit</li> </ul>	<ul style="list-style-type: none"> <li>MCQ</li> <li>Short Note</li> <li>Long essay</li> <li>Case report</li> <li>Submits health teaching on prevention of urinary calculi</li> </ul>
IV	6 (T)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of male reproductive disorders	<b>Nursing management of disorders of male reproductive system</b> <ul style="list-style-type: none"> <li>Review of Anatomy and physiology of the male reproductive system</li> <li>History, Physical Assessment, Diagnostic tests</li> <li>Infections of testis, penis and adjacent structures: Phimosis, Epididymitis, and</li> </ul>	<ul style="list-style-type: none"> <li>Lecture, Discussion</li> <li>Case Discussion</li> <li>Health education</li> </ul>	<ul style="list-style-type: none"> <li>Short essay</li> </ul>



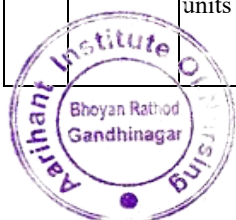
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Orchitis <ul style="list-style-type: none"> <li>Sexual dysfunction, infertility, contraception</li> <li>Male Breast Disorders: gynecomastia, tumor, climacteric changes</li> </ul>		
V	10 (T) 4 (SL)	Explain the etiology, pathophysiology, clinical manifestations, types, diagnostic measures and management of patients with disorders of burns/cosmetic surgeries and its significance	<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 the skin and connective tissues</li> <li>History, physical assessment, assessment of burns and fluid &amp; electrolyte loss</li> <li>Burns</li> <li>Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment</li> <li>Legal and ethical aspects</li> <li>Special therapies: LAD, vacuumed dressing. Laser, liposuction, skin health rejuvenation, use of derma filters</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Demonstration of burn wound assessment, vacuum dressing and fluid calculations</li> <li>Visit to burn rehabilitation centers</li> </ul>	<ul style="list-style-type: none"> <li>OSCE</li> <li>Short notes</li> </ul>
VI	16 (T) 4 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with neurological disorders	<b>Nursing management of patient with neurological disorders</b> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of the neurological system</li> <li>History, physical and neurological assessment, diagnostic tests</li> <li>Headache, Head injuries</li> <li>Spinal injuries: Paraplegia, Hemiplegia, Quadriplegia</li> <li>Spinal cord compression: herniation of in vertebral disc</li> <li>Intra cranial and cerebral aneurysms</li> <li>Meningitis, encephalitis, brain, abscess, neuro-cysticercosis</li> <li>Movement disorders: Chorea, Seizures &amp; Epilepsies</li> <li>Cerebrovascular disorders: CVA</li> <li>Cranial, spinal neuropathies: Bell's palsy, trigeminal neuralgia</li> <li>Peripheral Neuropathies</li> <li>Degenerative diseases: Alzheimer's disease, Parkinson's disease</li> <li>Guillain-Barré syndrome, Myasthenia gravis &amp; Multiple sclerosis</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Demonstration of physiotherapy, neuro assessment, tracheostomy care</li> <li>Visit to rehabilitation center, long term care clinics, EEG, NCV study unit,</li> </ul>	<ul style="list-style-type: none"> <li>OSCE</li> <li>Short notes</li> <li>Essay</li> <li>Drug book</li> </ul>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Rehabilitation of patient with neurological deficit</li> </ul>		
VII	12 (T) 4 (L/SL)	<p>Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of immunological disorders</p> <p>Prepare and provides health education on prevention of HIV infection and rehabilitation</p> <p>Describe the national infection control programs</p>	<p><b>Nursing management of patients with Immunological problems</b></p> <ul style="list-style-type: none"> <li>Review of Immune system</li> <li><b>Nursing Assessment: History and Physical assessment</b></li> <li>HIV &amp; AIDS: Epidemiology, Transmission, Prevention of Transmission and management of HIV/AIDS</li> <li>Role of Nurse; Counseling, Health education and home care consideration and rehabilitation</li> <li>National AIDS Control Program – NACO, various national and international agencies for infection control</li> </ul>	<ul style="list-style-type: none"> <li>Lecture, discussion</li> <li>Case Discussion/ seminar</li> <li>Refer Module on HIV/AIDS</li> </ul>	
VIII	12 (T) 4 (L/SL)	<p>Explain the etiology, pathophysiology, types, clinical manifestations, staging, diagnostic measures and management of patients with different cancer, treatment modalities including newer treatments</p>	<p><b>Nursing management of patient with Oncological conditions</b></p> <ul style="list-style-type: none"> <li>Structure and characteristics of normal and cancer cells</li> <li>History, physically assessment, diagnostic tests</li> <li>Prevention screening early detections warning sign of cancer</li> <li>Epidemiology, etiology classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of Oncological condition</li> <li>Common malignancies of various body system eye, ear, nose, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostate Brain, Spinal cord.</li> <li>Oncological emergencies</li> <li>Modalities of treatment: Chemotherapy, Radiotherapy: Radiation safety, AERB regulations, Surgical intervention, Stem cell and bone marrow transplant, Immunotherapy, Gene therapy</li> <li>Psychological aspects of cancer: anxiety, depression, insomnia, anger</li> <li>Supportive care</li> <li>Hospice care</li> </ul>	<ul style="list-style-type: none"> <li>Lecture and discussion</li> <li>Demonstration of chemotherapy preparation and administration</li> <li>Visit to BMT, radiotherapy units (linear accelerator, brachytherapy, etc.), nuclear medicine unit</li> </ul>	<ul style="list-style-type: none"> <li>OSCE</li> <li>Essay</li> <li>Quiz</li> <li>Drug book</li> <li>Counseling, health teaching</li> </ul>
				<ul style="list-style-type: none"> <li>Completion of palliative care</li> </ul>	



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
				module during clinical hours (20 hours)	
IX	15 (T) 4 (L/SL)	Explain the types, policies, guidelines, prevention and management of disaster and the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with acute emergencies	<b>Nursing management of patient in Emergency and Disaster situations</b> <b>Disaster Nursing</b> <ul style="list-style-type: none"> <li>• Concept and principles of disaster nursing, Related Policies</li> <li>• Types of disaster: Natural and manmade</li> <li>• Disaster preparedness: Team, guidelines, protocols, equipment, resources</li> <li>• Etiology, classification, Pathophysiology, staging, clinical manifestation, diagnosis, treatment modalities and medical and surgical nursing management of patient with medical and surgical emergencies – Poly trauma, Bites, Poisoning and Thermal emergencies</li> <li>• Principles of emergency management</li> <li>• Medico legal aspects</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of disaster preparedness (Mock drill) and triaging</li> <li>• Filed visit to local disaster management centers or demo by fire extinguishers</li> <li>• Group presentation (role play, skit, concept mapping) on different emergency care</li> <li>• Refer Trauma care management/ ATCN module</li> <li>• Guided reading on National Disaster Management Authority (NDMA) guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> <li>• Case presentations and case study</li> </ul>
X	10 (T)	Explain the Concept, physiological changes, and psychosocial problems of ageing  Describe the nursing management of the elderly	<b>Nursing care of the elderly</b> <ul style="list-style-type: none"> <li>• History and physical assessment</li> <li>• Aging process and age-related body changes and psychosocial aspects</li> <li>• Stress and coping in elder patient</li> <li>• Psychosocial and sexual abuse of elderly</li> <li>• Role of family and formal and non-formal caregivers</li> <li>• Use of aids and prosthesis (hearing aids, dentures)</li> <li>• Legal and ethical issues</li> <li>• National programs for elderly, privileges, community programs and health services</li> <li>• Home and institutional care</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration of communication with visual and hearing impaired</li> <li>• Field visit to old age homes</li> </ul>	<ul style="list-style-type: none"> <li>• OSCE</li> <li>• Case presentations</li> <li>• Assignment on family systems of India focusing on geriatric population</li> </ul>
XI	15 (T) 8 (L/SL)	Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients in critical care units	<b>Nursing management of patients in critical Care units</b> <ul style="list-style-type: none"> <li>• Principles of critical care nursing</li> <li>• Organization: physical set-up, policies, staffing norms</li> <li>• Protocols, equipment and supplies</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Demonstration on the use of mechanical ventilators, cardiac monitors etc.</li> <li>• Clinical practice in</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> <li>• Short notes</li> <li>• Case presentations</li> <li>• Assessment of skill of monitoring of</li> </ul>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Use and application of critical care biomedical equipment: ventilators, cardiac monitors, defibrillators, infusion pump, Resuscitation equipment and any other</li> <li>• Advanced Cardiac Life support</li> <li>• Nursing management of critically ill patient</li> <li>• Transitional care</li> <li>• Ethical and Legal Aspects</li> <li>• Breaking Bad News to Patients and/or their families: Communication with patient and family</li> <li>• End of life care</li> </ul>	different ICUs	patients in ICU. <ul style="list-style-type: none"> <li>• Written assignment on ethical and legal issues in critical care</li> </ul>
XII	5 (T)	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with occupational/ industrial health disorders	<b>Nursing management of patients occupational and industrial disorders</b> <ul style="list-style-type: none"> <li>• History, physical examination, Diagnostic tests</li> <li>• Occupational diseases and management</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture and discussion</li> <li>• Industrial visit</li> </ul>	<ul style="list-style-type: none"> <li>• Assignment on industrial health hazards</li> </ul>

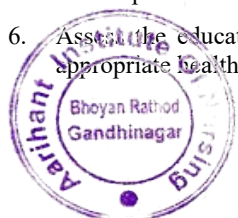
### CLINICAL PRACTICUM


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

**PRACTICE COMPETENCIES:** On completion of the clinical practicum, the students will develop proficiency in applying nursing process and critical thinking in rendering holistic nursing care including rehabilitation to the adult/geriatric patients admitted in Critical Care Units, undergoing cosmetic and reconstructive surgery and with selected medical & surgical disorders of ear, nose, throat, eye, Genitourinary, reproductive, immunologic, nervous systems and in emergency/disaster conditions.

The students will be competent to

- Utilize the nursing process in providing care to the sick adults in the hospital
  - Perform complete health assessment to establish a data base for providing quality patient care.
  - Integrate the knowledge of diagnostic tests in patient assignment.
  - Identify nursing diagnoses and list them according to priority.
  - Formulate nursing care plan, using problem solving approach.
  - Apply scientific principles while giving nursing care to patients.
  - Develop skill in performing nursing procedures applying scientific principle.
  - Establish/develop interpersonal relationship with patients and family members.
  - Evaluate the expected outcomes and modify the plan according to the patient needs.
- Provide comfort and safety to adult patients in the hospital.
- Maintain safe environment for patients during hospitalization.
- Explain nursing actions appropriately to the patients and family members.
- Ensure patient safety while providing nursing procedures.
- Assess the educational needs of the patient and their family related to medical and surgical disorders and provide appropriate health education to patients.



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

## I. Nursing Management of Patients with ENT Disorders

### A. Skill Lab

#### Use of manikins and simulators

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

### B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
ENT Ward and OPD	2	Provide care to patients with ENT disorders  Educate the patients and their families	<ul style="list-style-type: none"> <li>• Examination of ear, nose, throat and History taking</li> <li>• Applying bandages to Ear, Nose</li> <li>• Tracheostomy care</li> <li>• Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures               <ul style="list-style-type: none"> <li>◦ Auditory screening tests</li> <li>◦ <b>Audiometric tests</b></li> </ul> </li> <li>• Preparing the patient and assisting in special procedures like Anterior/ posterior nasal packing, Ear Packing and Syringing</li> <li>• Preparation and after care of patients undergoing ENT surgical procedures</li> <li>• Instillation of drops/medication</li> </ul>	<ul style="list-style-type: none"> <li>• ENT assessment –1</li> <li>• Case study/ Clinical presentation – 1</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• OSCE</li> <li>• Case report study/ Clinical presentation</li> </ul>

## II. Nursing Management of Patients with Eye Conditions

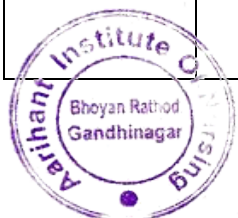
### A. Skill Lab

#### Use of manikins and simulators

- Instilling Eye medications
- Eye irrigation
- Eye bandage

### B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Ophthalmology unit	2	Develop skill in providing care to patients with Eye disorders  Educate the patients and	<ul style="list-style-type: none"> <li>• History taking, Examination of eyes and interpretation</li> <li>• Assisting procedures               <ul style="list-style-type: none"> <li>◦ Visual acuity</li> <li>◦ Fundoscopy, retinoscopy, ophthalmoscopy, tonometry,</li> <li>◦ Refraction tests</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Eye assessment – 1</li> <li>• Health teaching</li> <li>• Case study/ Clinical Presentation– 1</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• OSCE</li> <li>• Clinical presentation</li> </ul>



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		their families	<ul style="list-style-type: none"> <li>• Pre and post-operative care</li> <li>• Instillation of drops/ medication</li> <li>• Eye irrigation</li> <li>• Application of eye bandage</li> <li>• Assisting with foreign body removal</li> </ul>		
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### III. Nursing Management of Patients with Kidney and Urinary System Disorders

#### A. Skill Lab

##### Use of manikins and simulators

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

#### B. Clinical Postings

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Renal ward/ nephrology ward including Dialysis unit	2	Develop skill in Management of patients with urinary, male reproductive problems	<ul style="list-style-type: none"> <li>• Assessment of kidney and urinary system <ul style="list-style-type: none"> <li>○ History taking</li> <li>○ Physical examination</li> <li>○ Testicular self-examination</li> <li>○ digital rectal exam</li> </ul> </li> <li>• Preparation and assisting with diagnostic and therapeutic procedures <ul style="list-style-type: none"> <li>○ Cystoscopy, Cystometrogram,</li> <li>○ Contrast studies: IVP etc.</li> <li>○ Peritoneal dialysis</li> <li>○ Hemodialysis,</li> <li>○ Lithotripsy</li> <li>○ Specific tests: Semen analysis, gonorrhoea test, Renal/ Prostate Biopsy etc.</li> </ul> </li> <li>• Catheterization: care</li> <li>• Bladder irrigation</li> <li>• I/O recording and monitoring</li> <li>• Ambulation and exercise</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment – 1</li> <li>• Drug presentation – 1</li> <li>• Care study/ Clinical presentation – 1</li> <li>• Preparing and assisting in hemodialysis</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• Care plan</li> <li>• OSCE</li> <li>• Quiz</li> <li>• Drug presentation</li> </ul>

### IV. Nursing Management of Patients with Burns and Reconstructive Surgery

#### A. Skill Lab

##### Use of manikins and simulators

- Assessment of burns wound
- Wound dressing



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**B. Clinical Postings**

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Burns unit/ reconstructive surgical unit	2	<p>Develop skill in burns assessment and providing care to patients with different types of burns</p> <p>Develop skill in providing care to patients with different types of cosmetic and reconstructive surgeries</p>	<ul style="list-style-type: none"> <li>Assessment of burns</li> <li>First aid of burns</li> <li>Fluid &amp; electrolyte replacement therapy</li> <li>Skin care</li> <li>Care of Burn wounds               <ul style="list-style-type: none"> <li>Bathing</li> <li>Dressing</li> </ul> </li> <li>Pre-operative and post-operative care of patients</li> <li>Caring of skin graft and post cosmetic surgery</li> <li>Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>burn wound assessment – 1</li> <li>care study/case presentation – 1</li> </ul>	<ul style="list-style-type: none"> <li>Clinical evaluation,</li> <li>Care study/case report</li> </ul>

**V. Nursing Management of Patients with neurological disorders****A. Skill Lab****Use of manikins and simulators**

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

**B. Clinical Postings**

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Neurology-medical/ Surgery wards	3	Develop skill in Management of patients with Neurological problems	<ul style="list-style-type: none"> <li>History taking; Neurological Examination</li> <li>Patient monitoring</li> <li>Prepare and assist for various invasive and non-invasive diagnostic procedures</li> <li>Range of motion exercises, muscle strengthening</li> <li>Care of medical, surgical and rehabilitative patients</li> </ul>	<ul style="list-style-type: none"> <li>Neuro- assessment –1</li> <li>Case study/ case presentation – 1</li> <li>Drug presentation – 1</li> </ul>	<ul style="list-style-type: none"> <li>Clinical evaluation</li> <li>Neuro assessment</li> <li>OSCE</li> <li>Case report/ presentations</li> </ul>

**VI. Nursing Management of Patients with Immunological Disorders****A. Skill Lab**

- Barrier Nursing
- Reverse Barrier Nursing



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**B. Clinical Postings**

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Isolation ward/ Medical ward	1	Develop skill in the Management of patients with immunological disorders	<ul style="list-style-type: none"> <li>History taking</li> <li>Immunological status assessment (e.g. HIV) and Interpretation of specific tests</li> <li>Caring of patients with low immunity</li> <li>Practicing of standard safety measures, precautions/barrier nursing/reverse barrier/isolation skills</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of immune status</li> <li>Teaching of isolation to patient and family care givers</li> <li>Nutritional management</li> <li>Care Note – 1</li> </ul>	<ul style="list-style-type: none"> <li>Care note</li> <li>Quiz</li> <li>Health Teaching</li> </ul>

**VII. Nursing Management of Patients with disorders of Oncological conditions****A. Skill Lab****Use of manikins and simulators**

- Application of topical medication
- Administration of chemotherapy

**B. Clinical Postings**

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Oncology wards (including day care radiotherapy unit)	3	Develop skill in providing care to patients with oncological disorders	<ul style="list-style-type: none"> <li>History taking &amp; physical examination of cancer patients</li> <li>Screening for common cancers: TNM classification</li> <li>Preparation, assisting and after care patients undergoing diagnostic procedures               <ul style="list-style-type: none"> <li>Biopsies/FNAC</li> <li>Pap smear</li> <li>Bone-marrow aspiration</li> </ul> </li> <li>Various modalities of treatment               <ul style="list-style-type: none"> <li>Chemotherapy</li> <li>Radiotherapy</li> <li>Pain management</li> <li>Stoma therapy</li> <li>Hormonal therapy</li> <li>Immuno therapy</li> <li>Gene therapy</li> <li>Alternative therapy</li> </ul> </li> <li>Stoma care and feeding</li> <li>Caring of patients treated with nuclear medicine</li> <li>Rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>Assessment – 1</li> <li>Care study/ clinical presentation – 1</li> <li>Pre and post-operative care of patient with various modes of cancer treatment</li> <li>Teaching on BSE to family members</li> <li>Visit to palliative care unit</li> </ul>	<ul style="list-style-type: none"> <li>Clinical evaluation</li> <li>Care study</li> <li>Quiz</li> <li>Drug book</li> </ul>



**VIII. Nursing Management of Patients in emergency conditions****A. Skill Lab****Use of manikins and simulators**

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

**B. Clinical Postings**

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Emergency room/ Emergency unit	2	Develop skill in providing care to patients with emergency health problems	<ul style="list-style-type: none"> <li>• Practicing 'triage'</li> <li>• Primary and secondary survey in emergency</li> <li>• Examination, investigations &amp; their interpretations, in emergency &amp; disaster situations</li> <li>• Emergency care of medical and traumatic injury patients</li> <li>• Documentations, assisting in legal procedures in emergency unit</li> <li>• Managing crowd</li> <li>• Counseling the patient and family in dealing with grieving &amp; bereavement</li> </ul>	<ul style="list-style-type: none"> <li>• Triage</li> <li>• Immediate care</li> <li>• Use of emergency trolley</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• Quiz</li> </ul>

**IX. Nursing Management of geriatric patients****A. Skill Lab****Use of manikins and simulators**

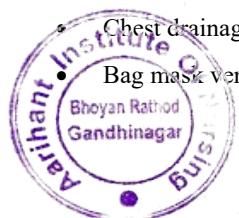
- Use of assistive safety devices

**B. Clinical Postings**

Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Geriatric ward	1	Develops skill in geriatric assessment and providing care to patients with geriatric illness	<ul style="list-style-type: none"> <li>• History taking and assessment of Geriatric patient</li> </ul>	<ul style="list-style-type: none"> <li>• Geriatric assessment – 1</li> <li>• Care of normal and geriatric patient with illness</li> <li>• Fall risk assessment – 1</li> <li>• Functional status assessment – 1</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• Care plan</li> </ul>

**X. Nursing Management of Patients in critical care units****A. Skill Lab****Use of manikins and simulators**

- Assessment critically ill
- ET tube set up –suction
- TT suction
- Ventilator set up
- Chest drainage
- Bag mask ventilation



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- Central & Peripheral line
- Pacemaker

**B. Clinical Postings**

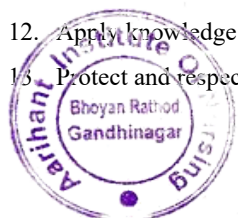
Clinical area/unit	Duration (weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills	Clinical Requirements	Assessment Methods
Critical Care Unit	2	Develop skill in assessment of critically ill and providing care to patients with critical health conditions	<ul style="list-style-type: none"> <li>• Assessment of critically ill patients</li> <li>• Assisting in arterial puncture, ET tube intubation &amp; extubation</li> <li>• ABG analysis &amp; interpretation - respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis</li> <li>• Setting up of Ventilator modes and settings and care of patient on a ventilator</li> <li>• Set up of trolley with instruments</li> <li>• Monitoring and maintenance of Chest drainage system</li> <li>• Bag and mask ventilation</li> <li>• Assisting and maintenance of Central and peripheral lines invasive</li> <li>• Setting up of infusion pump, defibrillator,</li> <li>• Drug administration-infusion, intracardiac, intrathecal, epidural,</li> <li>• Monitoring pacemaker</li> <li>• ICU care bundle</li> <li>• Management of the dying patient in the ICU</li> </ul>	<ul style="list-style-type: none"> <li>• Hemodynamic monitoring</li> <li>• Different scales used in ICU</li> <li>• Communicating with critically ill patients</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical evaluation</li> <li>• OSCE</li> <li>• RASS scale assessment</li> <li>• Use of VAE bundle VAP, CAUTI, BSI</li> <li>• Case Presentation</li> </ul>

**PROFESSIONALISM, PROFESSIONAL VALUES & ETHICS INCLUDING BIOETHICS****PLACEMENT: IV SEMESTER****THEORY: 1 Credit (20 hours)**

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

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

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

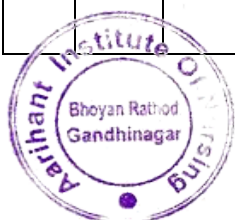


  
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## COURSE OUTLINE

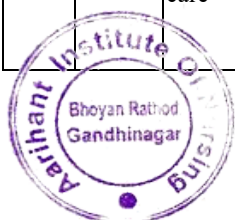
## T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	<p>Discuss nursing as a profession</p> <p>Describe the concepts and attributes of professionalism</p> <p>Identify the challenges of professionalism</p> <p>Maintain respectful communication and relationship with other health team members, patients and society</p> <p>Demonstrate professional conduct</p> <p>Respect and maintain professional boundaries between patients, colleagues and society</p> <p>Describe the roles and responsibilities of regulatory bodies and professional organizations</p>	<p><b>PROFESSIONALISM</b></p> <p><b>Profession</b></p> <ul style="list-style-type: none"> <li>• Definition of profession</li> <li>• Criteria of a profession</li> <li>• Nursing as a profession</li> </ul> <p><b>Professionalism</b></p> <ul style="list-style-type: none"> <li>• Definition and characteristics of professionalism</li> <li>• Concepts, attributes and indicators of professionalism</li> <li>• Challenges of professionalism               <ul style="list-style-type: none"> <li>○ Personal identity vs professional identity</li> <li>○ Preservation of self-integrity: threat to integrity, Deceiving patient: withholding information and falsifying records</li> <li>○ Communication &amp; Relationship with team members: Respectful and open communication and relationship pertaining to relevant interests for ethical decision making</li> <li>○ Relationship with patients and society</li> </ul> </li> </ul> <p><b>Professional Conduct</b></p> <ul style="list-style-type: none"> <li>• Following ethical principles</li> <li>• Adhering to policies, rules and regulation of the institutions</li> <li>• Professional etiquettes and behaviours</li> <li>• Professional grooming: Uniform, Dress code</li> <li>• Professional boundaries: Professional relationship with the patients, caregivers and team members</li> </ul> <p><b>Regulatory Bodies &amp; Professional Organizations: Roles &amp; Responsibilities</b></p> <ul style="list-style-type: none"> <li>• Regulatory bodies: Indian Nursing Council, State Nursing Council</li> <li>• Professional Organizations: Trained Nurses Association of India (TNAI), Student Nurses Association (SNA), Nurses League of Christian Medical Association of India, International Council of Nurses (ICN) and International Confederation of Midwives</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Debate</li> <li>• Role play</li> <li>• Case based discussion</li> <li>• Lecture cum Discussion</li> <li>• Visit to INC, SNC, TNAI</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Objective type</li> <li>• Visit reports</li> </ul>



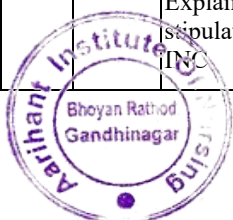
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
II	5 (T)	<p>Discuss the importance of professional values</p> <p>Distinguish between personal values and professional values</p> <p>Demonstrate appropriate professional values in nursing practice</p>	<p><b>PROFESSIONAL VALUES</b></p> <ul style="list-style-type: none"> <li>• Values: Definition and characteristics of values</li> <li>• Value clarification</li> <li>• Personal and professional values</li> <li>• Professional socialization: Integration of professional values with personal values</li> </ul> <p><b>Professional values in nursing</b></p> <ul style="list-style-type: none"> <li>• Importance of professional values in nursing and health care</li> <li>• Caring: definition, and process</li> <li>• Compassion: Sympathy Vs empathy, Altruism</li> <li>• Conscientiousness</li> <li>• Dedication/devotion to work</li> <li>• Respect for the person- Human dignity</li> <li>• Privacy and confidentiality: Incidental disclosure</li> <li>• Honesty and integrity: Truth telling</li> <li>• Trust and credibility: Fidelity, Loyalty</li> <li>• Advocacy: Advocacy for patients, work environment, nursing education and practice, and for advancing the profession</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Value clarification exercise</li> <li>• Interactive learning</li> <li>• Story telling</li> <li>• Sharing experiences</li> <li>• Scenario based discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Assessment of student's behavior with patients and families</li> </ul>
III	10 (T)	<p>Define ethics &amp; bioethics</p> <p>Explain ethical principles</p> <p>Identify ethical concerns</p> <p>Ethical issues and dilemmas in health care</p>	<p><b>ETHICS &amp; BIOETHICS</b></p> <p><b>Definitions: Ethics, Bioethics and Ethical Principles</b></p> <ul style="list-style-type: none"> <li>• Beneficence</li> <li>• Non-maleficence: Patient safety, protecting patient from harm, Reporting errors</li> <li>• Justice: Treating each person as equal</li> <li>• Care without discrimination, equitable access to care and safety of the public</li> <li>• Autonomy: Respects patients' autonomy, Self-determination, Freedom of choice</li> </ul> <p><b>Ethical issues and ethical dilemma:</b></p> <p><b>Common ethical problems</b></p> <ul style="list-style-type: none"> <li>• Conflict of interest</li> <li>• Paternalism</li> <li>• Deception</li> <li>• Privacy and confidentiality</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Group discussion with examples</li> <li>• Flipping/ self-directed learning</li> <li>• Role play</li> <li>• Story telling</li> <li>• Sharing experiences</li> <li>• Case based Clinical discussion</li> <li>• Role modeling</li> <li>• Group exercise on ethical decision-making following steps on a given scenario</li> <li>• Assignment</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Essay</li> <li>• Quiz</li> <li>• Reflective diary</li> <li>• Case report</li> <li>• Attitude test</li> <li>• Assessment of assignment</li> </ul>





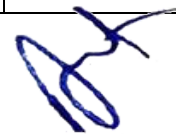
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>Explain process of ethical decision making and apply knowledge of ethics and bioethics in making ethical decisions</p> <p>Explain code of ethics stipulated by ICN and INC</p>	<ul style="list-style-type: none"> <li>• Valid consent and refusal</li> <li>• Allocation of scarce nursing resources</li> <li>• Conflicts concerning new technologies</li> <li>• Whistle-blowing</li> <li>• <i>Beginning of life issues</i> <ul style="list-style-type: none"> <li>○ Abortion</li> <li>○ Substance abuse</li> <li>○ Fetal therapy</li> <li>○ Selective deduction</li> <li>○ Intrauterine treatment of fetal conditions</li> <li>○ Mandated contraception</li> <li>○ Fetal injury</li> <li>○ Infertility treatment</li> </ul> </li> <li>• <i>End of life issues</i> <ul style="list-style-type: none"> <li>○ End of life</li> <li>○ Euthanasia</li> <li>○ Do Not Resuscitate (DNR)</li> </ul> </li> <li>• <i>Issues related to psychiatric care</i> <ul style="list-style-type: none"> <li>○ Non compliance</li> <li>○ Restrain and seclusion</li> <li>○ Refuse to take food</li> </ul> </li> </ul>		



  
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		<p>Discuss the rights of the patients and families to make decisions about health care</p> <p>Protect and respect patients' rights</p>	<p><b>Process of ethical decision making</b></p> <ul style="list-style-type: none"> <li>• Assess the situation (collect information)</li> <li>• Identify the ethical problem</li> <li>• Identify the alternative decisions</li> <li>• Choose the solution to the ethical decision</li> <li>• Implement the decision</li> <li>• Evaluate the decision</li> </ul> <p><b>Ethics committee: Roles and responsibilities</b></p> <ul style="list-style-type: none"> <li>• Clinical decision making</li> <li>• Research</li> </ul> <p><b>Code of Ethics</b></p> <ul style="list-style-type: none"> <li>• International Council of Nurses (ICN)</li> <li>• Indian Nursing Council</li> </ul> <p><b>Patients' Bill of Rights-17 patients' rights (MoH&amp;FW, GoI)</b></p> <ol style="list-style-type: none"> <li>1. Right to emergency medical care</li> <li>2. Right to safety and quality care according to standards</li> <li>3. Right to preserve dignity</li> <li>4. Right to nondiscrimination</li> <li>5. Right to privacy and confidentiality</li> <li>6. Right to information</li> <li>7. Right to records and reports</li> <li>8. Right to informed consent</li> <li>9. Right to second opinion</li> <li>10. Right to patient education</li> <li>11. Right to choose alternative treatment options if available</li> <li>12. Right to choose source for obtaining medicines or tests</li> <li>13. Right to proper referral and transfer, which is free from perverse commercial influences</li> <li>14. Right to take discharge of patient or receive body of deceased from hospital</li> <li>15. Right to information on the rates to be charged by the hospital for each type of service provided and facilities available on a prominent display board and a brochure</li> <li>16. Right to protection for patients involved in clinical trials, biomedical and health research</li> <li>17. Right to be heard and seek redressal</li> </ol>		



  
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**Computation of CGPA**

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

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

Semester 1	Semester 2	Semester 3	Semester 4
Credit – Cr Cr: 20	Cr: 22	Cr: 25	Cr: 26
SGPA: 6.5	SGPA: 7.0	SGPA: 5.5	SGPA: 6.0
$Cr \times SGPA = 20 \times 6.5$			

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

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

**Transcript Format**

Based on the above recommendation on letter grades, grade points, SPGA and CGPA, the transcript shall be issued for each semester with a consolidated transcript indicating the performance in all semesters.

**Declaration of Pass**

First Class with Distinction – CGPA of 7.5 and above

First Class – CGPA of 6.00-7.49

Second Class – CGPA of 5.00-5.99

**2. Internal Assessment and Guidelines**

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

**3. University Theory and Practical Examination Pattern**

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

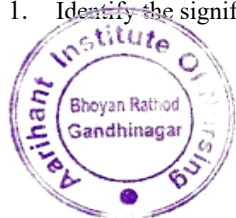
**SYLLABUS****COMMUNICATIVE ENGLISH****PLACEMENT: I SEMESTER**

**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.



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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.

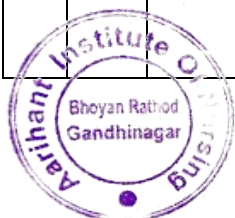
### COURSE OUTLINE

#### T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	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/ communicative strategies in LSRW</li> <li>• Reading excerpts on the above and interpreting them through tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Checking for understanding through tasks</li> </ul>
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>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	5 (T)	Demonstrate attentive listening in different hypothetical situations	<b>Attentive Listening</b> <ul style="list-style-type: none"> <li>Focusing on listening in different situations – announcements, descriptions, narratives, instructions, discussions, demonstrations</li> <li>Reproducing Verbatim</li> <li>Listening to academic talks/ lectures</li> <li>Listening to presentation</li> </ul>	<ul style="list-style-type: none"> <li>Listening to announcements, news, documentaries with tasks based on listening</li> <li>With multiple choice, Yes/No and fill in the blank activities</li> </ul>	<ul style="list-style-type: none"> <li>Checking individually against correct answers</li> <li>Listening for specific information</li> <li>Listening for overall meaning and instructions</li> <li>Listening to attitudes and opinions</li> <li>Listening to audio, video and identify key points</li> </ul>
IV	9 (T)	Converse effectively, appropriately and timely within the given context and the individual or team they are communicating with either face to face or other means	<b>Speaking – Effective Conversation</b> <ul style="list-style-type: none"> <li>Conversation situations – informal, formal and neutral</li> <li>Factors influencing way of speaking – setting, topic, social relationship, attitude and language</li> <li>Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations</li> <li>Asking for information, giving instructions and directions</li> <li>Agreeing and disagreeing, giving opinions</li> <li>Describing people, places, events and things, narrating, reporting &amp; reaching conclusions</li> <li>Evaluating and comparing</li> <li>Complaints and suggestions</li> <li>Telephone conversations</li> <li>Delivering presentations</li> </ul>	<ul style="list-style-type: none"> <li>Different types of speaking activities related to the content</li> <li>Guided with prompts and free discussions</li> <li>Presentation techniques</li> <li>Talking to peers and other adults.</li> <li>Talking to patients and Patient attenders</li> <li>Talking to other healthcare professionals</li> <li>Classroom conversation</li> <li>Scenario based learning tasks</li> </ul>	<ul style="list-style-type: none"> <li>Individual and group/peer assessment through live speaking tests</li> <li>Presentation of situation in emergency and routine</li> <li>Handoff</li> <li>Reporting in doctors/nurses' rounds</li> <li>Case presentation</li> <li>Face to face oral communication</li> <li>Speaking individually (Nurse to nurse/patient/doctor) and to others in the group</li> <li>Telephonic talking</li> </ul>
V	5 (T)	Read, interpret and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes	<b>Reading</b> <ul style="list-style-type: none"> <li>Reading strategies, reading notes and messages</li> <li>Reading relevant articles and news items</li> <li>Vocabulary for everyday activities, abbreviations and medical vocabulary</li> <li>Understanding visuals, graphs, figures and notes on instructions</li> </ul>	<ul style="list-style-type: none"> <li>Detailed tasks and exercises on reading for information, inference and evaluation</li> <li>Vocabulary games and puzzles for medical lexis</li> </ul>	<ul style="list-style-type: none"> <li>Reading/ summarizing/ justifying answers orally</li> <li>Patient document</li> <li>Doctor's prescription of care</li> <li>Journal/news</li> </ul>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Reading reports and interpreting them</li> <li>• Using idioms and phrases, spotting errors, vocabulary for presentations</li> <li>• Remedial Grammar</li> </ul>	<ul style="list-style-type: none"> <li>• Grammar activities</li> </ul>	<ul style="list-style-type: none"> <li>• reading and interpretation</li> <li>• Notes/Reports</li> </ul>
VI	5 (T)	Enhance expressions through writing skills	<b>Writing Skills</b> <ul style="list-style-type: none"> <li>• Writing patient history</li> <li>• Note taking</li> <li>• Summarising</li> <li>• Anecdotal records</li> <li>• Letter writing</li> <li>• Diary/Journal writing</li> <li>• Report writing</li> <li>• Paper writing skills</li> <li>• Abstract writing</li> </ul>	<ul style="list-style-type: none"> <li>• Writing tasks with focus on task fulfilment, coherence and cohesion, appropriate vocabulary and correct grammar</li> <li>• Guided and free tasks</li> <li>• Different kinds of letter writing tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Paper based assessment by the teacher/ trainer against set band descriptors</li> <li>• Presentation of situation</li> <li>• Documentation</li> <li>• Report writing</li> <li>• Paper writing skills</li> <li>• Verbatim reproducing</li> <li>• Letter writing</li> <li>• Resume/CV</li> </ul>
VII	8 (T)	Apply LSRW Skill in combination to learn, teach, educate and share information, ideas and results	<b>LSRW Skills</b> <ul style="list-style-type: none"> <li>• Critical thinking strategies for listening and reading</li> <li>• Oral reports, presentations</li> <li>• Writing instructions, letters and reports</li> <li>• Error analysis regarding LSRW</li> </ul>	<ul style="list-style-type: none"> <li>• Valuating different options/multiple answers and interpreting decisions through situational activities</li> <li>• Demonstration – individually and in groups</li> <li>• Group Discussion</li> <li>• Presentation</li> <li>• Role Play</li> <li>• Writing reports</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidated assessment orally and through written tasks/exercises</li> </ul>

### APPLIED ANATOMY

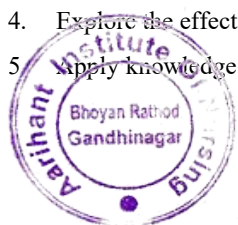
#### PLACEMENT: I SEMESTER

**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 effect of alterations in structure.
5. Apply knowledge of anatomic structures to analyze clinical situations and therapeutic applications.

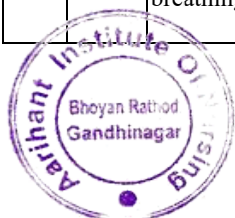


  
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## COURSE OUTLINE

## T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	8 (T)	<p>Define the terms relative to the anatomical position</p> <p>Describe the anatomical planes</p> <p>Define and describe the terms used to describe movements</p> <p>Organization of human body and structure of cell, tissues membranes and glands</p> <p>Describe the types of cartilage</p> <p>Compare and contrast the features of skeletal, smooth and cardiac muscle</p>	<p><b>Introduction to anatomical terms and organization of the human body</b></p> <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> <li>• Anatomical planes (axial/ transverse/ horizontal, sagittal/vertical plane and coronal/frontal/oblique plane)</li> <li>• Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction)</li> <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, fibro cartilage, elastic cartilage</li> <li>• Features of skeletal, smooth and cardiac muscle</li> <li>• <b>Application and implication in nursing</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Use of models</li> <li>• Video demonstration</li> <li>• Use of microscopic slides</li> <li>• Lecture cum Discussion</li> <li>• Video/Slides</li> <li>• Anatomical Torso</li> </ul>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• MCQ</li> <li>• Short answer</li> </ul>
II	6 (T)	<p>Describe the structure of respiratory system</p> <p>Identify the muscles of respiration and examine their contribution to the mechanism of breathing</p>	<p><b>The Respiratory system</b></p> <ul style="list-style-type: none"> <li>• Structure of the organs of respiration</li> <li>• Muscles of respiration</li> <li>• <b>Application and implication in nursing</b></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>

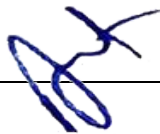


  
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
III	6 (T)	Describe the structure of digestive system	<b>The Digestive system</b> <ul style="list-style-type: none"> <li>Structure of alimentary canal and accessory organs of digestion</li> <li>Application and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Video/Slides</li> <li>Anatomical Torso</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> </ul>
IV	6 (T)	Describe the structure of circulatory and lymphatic system.	<b>The Circulatory and Lymphatic system</b> <ul style="list-style-type: none"> <li>Structure of blood components, blood vessels – Arterial and Venous system</li> <li>Position of heart relative to the associated structures</li> <li>Chambers of heart, layers of heart</li> <li>Heart valves, coronary arteries</li> <li>Nerve and blood supply to heart</li> <li>Lymphatic tissue</li> <li>Veins used for IV injections</li> <li>Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Models</li> <li>Video/Slides</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> </ul>
V	4 (T)	Identify the major endocrine glands and describe the structure of endocrine Glands	<b>The Endocrine system</b> <ul style="list-style-type: none"> <li>Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Models/charts</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> </ul>
VI	4 (T)	Describe the structure of various sensory organs	<b>The Sensory organs</b> <ul style="list-style-type: none"> <li>Structure of skin, eye, ear, nose and tongue</li> <li>Application and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Explain with Video/ models/charts</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> </ul>
VII	10 (T)	Describe anatomical position and structure of bones and joints  Identify major bones that make up the axial and appendicular skeleton  Classify the joints  Identify the application and implications in nursing  Describe the structure of muscle	<b>The Musculoskeletal system:</b>  <b>The Skeletal system</b> <ul style="list-style-type: none"> <li>Anatomical positions</li> <li>Bones – types, structure, growth and ossification</li> <li>Axial and appendicular skeleton</li> <li>Joints – classification, major joints and structure</li> <li>Application and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Review – discussion</li> <li>Lecture</li> <li>Discussions</li> <li>Explain using charts, skeleton and loose bones and torso</li> <li>Identifying muscles involved in nursing procedures in lab</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 Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		Apply the knowledge in performing nursing procedures/skills	<b>The Muscular system</b> <ul style="list-style-type: none"> <li>• Types and structure of muscles</li> <li>• Muscle groups – muscles of the head, neck, thorax, abdomen, pelvis, upper limb and lower limbs</li> <li>• Principal muscles – deltoid, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles and vastus lateralis</li> <li>• Major muscles involved in nursing procedures</li> </ul>		
VIII	5 (T)	Describe the structure of renal system	<b>The Renal system</b> <ul style="list-style-type: none"> <li>• Structure of kidney, ureters, bladder, urethra</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Models/charts</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answer</li> </ul>
IX	5 (T)	Describe the structure of reproductive system	<b>The Reproductive system</b> <ul style="list-style-type: none"> <li>• Structure of male reproductive organs</li> <li>• Structure of female reproductive organs</li> <li>• Structure of breast</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Models/charts</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answer</li> </ul>
X	6 (T)	Describe the structure of nervous system including the distribution of the nerves, nerve plexuses  Describe the ventricular system	<b>The Nervous system</b> <ul style="list-style-type: none"> <li>• Review Structure of neurons</li> <li>• CNS, ANS and PNS (Central, autonomic and peripheral)</li> <li>• Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves, functional areas of cerebral cortex</li> <li>• Ventricular system – formation, circulation, and drainage</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Explain with models</li> <li>• Video slides</li> </ul>	<ul style="list-style-type: none"> <li>• MCQ</li> <li>• Short answer</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

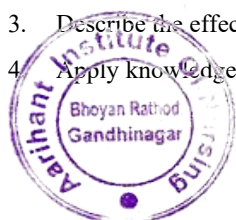
**PLACEMENT:** I SEMESTER

**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, identify alteration in functions and provide the student with the necessary physiological knowledge to practice nursing.

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

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

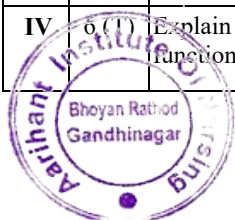


  
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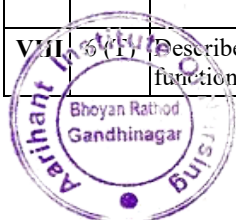
## COURSE OUTLINE

## 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>Video demonstrations</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>Video slides</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>Video slides</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>MCQ</li> </ul>
IV	6 (T)	Explain the functions of the	<b>Circulatory and Lymphatic system</b> <ul style="list-style-type: none"> <li>Functions of heart, conduction system,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> </ul>



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		heart, and physiology of circulation	cardiac cycle, Stroke volume and cardiac output • Blood pressure and Pulse • Circulation – principles, factors influencing blood pressure, pulse • Coronary circulation, Pulmonary and systemic circulation • Heart rate – regulation of heart rate • Normal value and variations • Cardiovascular homeostasis in exercise and posture • Application and implication in nursing	• Discussion • Video/Slides	• MCQ
V	5 (T)	Describe the composition and functions of blood	<b>Blood</b> • Blood – Functions, Physical characteristics • Formation of blood cells • Erythropoiesis – Functions of RBC, RBC life cycle • WBC – types, functions • Platelets – Function and production of platelets • Clotting mechanism of blood, clotting time, bleeding time, PTT • Hemostasis – role of vasoconstriction, platelet plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation • Blood groups and types • Functions of reticuloendothelial system, immunity • Application in nursing	• Lecture • Discussion • Videos	• Essay • Short answer • MCQ
VI	5 (T)	Identify the major endocrine glands and describe their functions	<b>The Endocrine system</b> • Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands. • Other hormones • Alterations in disease • Application and implication in nursing	• Lecture • Explain using charts	• Short answer • MCQ
VII	4 (T)	Describe the structure of various sensory organs	<b>The Sensory Organs</b> • Functions of skin • Vision, hearing, taste and smell • Errors of refraction, aging changes • Application and implications in nursing	• Lecture • Video	• Short answer • MCQ
VIII	5 (T)	Describe the functions of	<b>Musculoskeletal system</b>	• Lecture	• Structured essay



Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		bones, joints, various types of muscles, its special properties and nerves supplying them	<ul style="list-style-type: none"> <li>Bones – Functions, movements of bones of axial and appendicular skeleton, Bone healing</li> <li>Joints and joint movements</li> <li>Alteration of joint disease</li> <li>Properties and Functions of skeletal muscles – mechanism of muscle contraction</li> <li>Structure and properties of cardiac muscles and smooth muscles</li> <li>Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Discussion</li> <li>Video presentation</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> </ul>
IX	4 (T)	Describe the physiology of renal system	<b>Renal system</b> <ul style="list-style-type: none"> <li>Functions of kidney in maintaining homeostasis</li> <li>GFR</li> <li>Functions of ureters, bladder and urethra</li> <li>Micturition</li> <li>Regulation of renal function</li> <li>Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Charts and models</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> </ul>
X	4 (T)	Describe the structure of reproductive system	<b>The Reproductive system</b> <ul style="list-style-type: none"> <li>Female reproductive system – Menstrual cycle, function and hormones of ovary, oogenesis, fertilization, implantation, Functions of breast</li> <li>Male reproductive system – Spermatogenesis, hormones and its functions, semen</li> <li>Application and implication in providing nursing care</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Explain using charts, models, specimens</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>MCQ</li> </ul>
XI	8 (T)	Describe the functions of brain, physiology of nerve stimulus, reflexes, cranial and spinal nerves	<ul style="list-style-type: none"> <li><b>Nervous system</b></li> <li>Overview of nervous system</li> <li>Review of types, structure and functions of neurons</li> <li>Nerve impulse</li> <li>Review functions of Brain-Medulla, Pons, Cerebrum, Cerebellum</li> <li>Sensory and Motor Nervous system</li> <li>Peripheral Nervous system</li> <li>Autonomic Nervous system</li> <li>Limbic system and higher mental Functions- Hippocampus, Thalamus, Hypothalamus</li> <li>Vestibular apparatus</li> <li>Functions of cranial nerves</li> <li>Autonomic functions</li> <li>Physiology of Pain-somatic, visceral and referred</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum Discussion</li> <li>Video slides</li> </ul>	<ul style="list-style-type: none"> <li>Brief structured essays</li> <li>Short answer</li> <li>MCQ</li> <li>Critical reflection</li> </ul>



  
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>• Reflexes</li> <li>• CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier</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 SOCIOLOGY

#### PLACEMENT: I SEMESTER

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

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

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

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

### COURSE OUTLINE

#### T – Theory

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





Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<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>• Role play</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.
9. Apply the knowledge of self-empowerment in workplace, society and personal life.

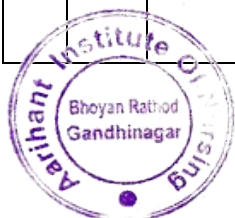


  
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## COURSE OUTLINE

## T – Theory

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Describe scope, branches and significance of psychology in nursing	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Meaning of Psychology</li> <li>• Development of psychology – Scope, branches and methods of psychology</li> <li>• Relationship with other subjects</li> <li>• Significance of psychology in nursing</li> <li>• Applied psychology to solve everyday issues</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>
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>• Characteristic 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 older adult</li> <li>• Introduction to child psychology and role of nurse in meeting the psychological needs of</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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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			children • Psychology of vulnerable individuals – challenged, women, sick etc. • <b>Role of nurse with vulnerable groups</b>		
V	4 (T)	Explain personality and role of nurse in identification and improvement in altered personality	<b>Personality</b> • Meaning, definition of personality • Classification of personality • Measurement and evaluation of personality – Introduction • Alteration in personality • <b>Role of nurse in identification of individual personality and improvement in altered personality</b>	• Lecture • Discussion • Demonstration	• Essay and short answer • Objective type
VI	16 (T)	Explain cognitive process and their applications	<b>Cognitive process</b> • <b>Attention</b> – definition, types, determinants, duration, degree and alteration in attention • <b>Perception</b> – Meaning of Perception, principles, factor affecting perception, • <b>Intelligence</b> – Meaning of intelligence – Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence tests – Mental deficiencies • <b>Learning</b> – Definition of learning, types of learning, Factors influencing learning – Learning process, Habit formation • <b>Memory</b> -meaning and nature of memory, factors influencing memory, methods to improve memory, forgetting • <b>Thinking</b> – types, level, reasoning and problem solving. • <b>Aptitude</b> – concept, types, individual differences and variability • Psychometric assessment of cognitive processes – Introduction • Alteration in cognitive processes	• Lecture • Discussion	• Essay and short answer • Objective type
VII	6 (T)	Describe motivation, emotion, attitude and role of nurse in emotionally sick client	<b>Motivation and emotional processes</b> • <b>Motivation</b> – meaning, concept, types, theories of motivation, motivation cycle, biological and special motives • <b>Emotions</b> – Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness – handling emotions in self and other • Stress and adaptation – stress, stressor, cycle, effect, adaptation and coping	• Lecture • Group discussion	• Essay and short answer • Objective type



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>• <b>Role of nurse in caring for emotionally sick client</b></li> </ul>		
VIII	4 (T)	Explain psychological assessment and tests and role of nurse	<b>Psychological assessment and tests – introduction</b> <ul style="list-style-type: none"> <li>• <b>Types, development, characteristics, principles, uses, interpretation</b></li> <li>• <b>Role of nurse in psychological assessment</b></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 work place 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): Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers</b></li> <li>• <b>Survival strategies – managing time, coping stress, resilience, work – life balance</b></li> <li>• <b>Applying soft skill to workplace and society – Presentation skills, social etiquette, telephone etiquette, motivational skills, teamwork etc.</b></li> <li>• <b>Use of soft skill in nursing</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Group discussion</li> <li>• Role play</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>• <b>Dimensions of self-empowerment</b></li> <li>• <b>Self-empowerment development</b></li> <li>• <b>Importance of women's empowerment in society</b></li> <li>• <b>Professional etiquette and personal grooming</b></li> <li>• <b>Role of nurse in empowering others</b></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.

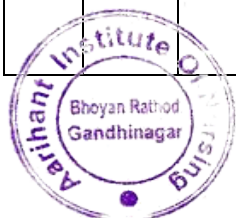
**\*Mandatory Module used in Teaching/Learning:**

First Aid: 40 Hours (including Basic CPR)

**COURSE OUTLINE**

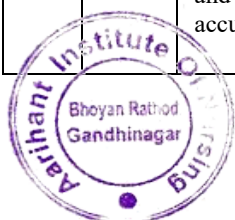
**T – Theory, SL – Skill Lab**

Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	5 (T)	Describe the concept of health and illness	<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>
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</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>

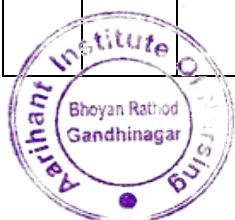


  
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<p>Functions</p> <ul style="list-style-type: none"> <li>Health care teams in hospitals – members and their role</li> </ul>		
III	12 (T)	<p>Trace the history of Nursing</p> <p>Explain the concept, nature and scope of nursing</p> <p>Describe values, code of ethics and professional conduct for nurses in India</p>	<p><b>History of Nursing and Nursing as a profession</b></p> <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)	<p>Describe the process, principles, and types of communication</p> <p>Explain therapeutic, non-therapeutic and professional communication</p> <p>Communicate effectively with patients, their families and team members</p>	<p><b>Communication and Nurse Patient Relationship</b></p> <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 communication with vulnerable groups (children, women, physically and mentally challenged and elderly)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Role play and video film on Therapeutic Communication</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answer</li> <li>Objective type</li> </ul>
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> </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>



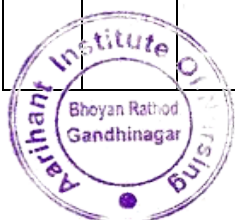
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Guidelines for documentation</li> <li>Do's and Don'ts of documentation/Legal guidelines for Documentation/Recording</li> <li>Reporting – Change of shift reports, Transfer reports, Incident reports</li> </ul>		
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> <ul style="list-style-type: none"> <li>Guidelines for taking vital signs</li> <li><b>Body temperature –</b> <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> </li> <li>Nursing Management               <ul style="list-style-type: none"> <li>Hot and Cold applications</li> </ul> </li> <li><b>Pulse:</b> <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> </li> <li><b>Respiration:</b> <ul style="list-style-type: none"> <li>Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration</li> <li>Assessment of respirations – technique</li> <li>Arterial Oxygen saturation</li> <li>Alterations in respiration</li> </ul> </li> <li><b>Blood pressure:</b> <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>	<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>
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>		



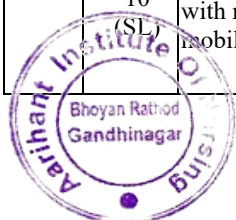
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
VIII	10 (T) 3 (SL)	Describe the basic principles and techniques of infection control and biomedical waste management	<b>Introduction to Infection Control in Clinical setting Infection</b> <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> </ul> <b>Introductory concept of Asepsis – Medical &amp; Surgical asepsis</b> <p><i>Precautions</i></p> <ul style="list-style-type: none"> <li>• Hand Hygiene</li> <li>• (Hand washing and use of hand Rub)</li> <li>• Use of Personal Protective Equipment (PPE)</li> <li>• Standard precautions</li> </ul> <p><i>Biomedical Waste management</i></p> <ul style="list-style-type: none"> <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>
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>• Comfort               <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>• 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>• Pain (Discomfort)               <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>

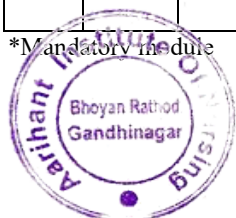


Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Pharmacological and Non-pharmacological pain relieving measures – Use of narcotics, TENS devices, PCA</li> <li>○ Invasive techniques of pain management</li> <li>○ Any other newer measures</li> <li>○ CAM (Complementary &amp; Alternative healing Modalities)</li> </ul>		
X	5 (T) 3 (SL)	Describe the concept of patient environment	<p><b>Promoting Safety in Health Care Environment</b></p> <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 Restraints-Skill and Practice guidelines</li> <li>○ Other Safety Devices – Side rails, Grab bars, 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	<p><b>Hospital Admission and discharge</b></p> <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>
XII	8 (T) 10 (SL)	Demonstrate skill in caring for patients with restricted mobility	<p><b>Mobility and Immobility</b></p> <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 • OSCE
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>
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>

\*Mandatory module



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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 safe and clean environment
9. Demonstrate skill in admission, transfer, and discharge of a patient
10. Demonstrate skill in caring for patients with restricted mobility
11. Plan and provide appropriate health teaching following the principles
12. Acquire skills in assessing and performing First Aid during emergencies.

**SKILL LAB****Use of Mannequins and Simulators**

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

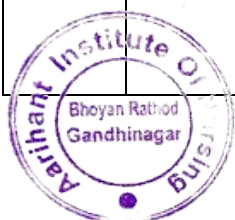


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## CLINICAL POSTINGS – General Medical/Surgical Wards

10 weeks × 16 hours/week = 160 Hours

Clinical Unit	Duration (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
General Medical/ Surgical wards	2	Maintain effective human relations (projecting professional image)  Communicate effectively with patient, families and team members  Demonstrate skills in techniques of recording and reporting	<b>Communication and Nurse patient relationship</b> <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>
	2	Demonstrate skill in monitoring vital signs  Care for patients with altered vital signs  Demonstrate skill in implementing standard precautions and use of PPE	<b>Vital signs</b> <ul style="list-style-type: none"> <li>• Monitor/measure and document vital signs in a graphic sheet               <ul style="list-style-type: none"> <li>○ Temperature (oral, tympanic, axillary)</li> <li>○ Pulse (Apical and peripheral pulses)</li> <li>○ Respiration</li> <li>○ Blood pressure</li> <li>○ Pulse oximetry</li> </ul> </li> <li>• Interpret and report alteration</li> <li>• Cold Applications – Cold Compress, Ice cap, Tepid Sponging</li> <li>• Care of equipment – thermometer, BP apparatus, Stethoscope, Pulse oximeter</li> </ul> <b>Infection control in Clinical settings</b> <ul style="list-style-type: none"> <li>• Hand hygiene</li> <li>• Use of PPE</li> </ul>	<ul style="list-style-type: none"> <li>• Care of patients with alterations in vital signs- 1</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>
	3	Demonstrate skill in meeting the comfort needs of the patients	<b>Comfort, Rest &amp; Sleep, Pain and Promoting Safety in Health Care Environment</b> <b>Comfort, Rest &amp; Sleep</b> <ul style="list-style-type: none"> <li>• Bed making-               <ul style="list-style-type: none"> <li>○ Open</li> <li>○ Closed</li> <li>○ Occupied</li> <li>○ Post-operative</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 (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Cardiac bed</li> <li>○ Fracture bed</li> <li>• <b>Comfort devices</b> <ul style="list-style-type: none"> <li>○ Pillows</li> <li>○ Over bed table/cardiac table</li> <li>○ Back rest</li> <li>○ Bed Cradle</li> </ul> </li> <li>• Therapeutic Positions <ul style="list-style-type: none"> <li>○ Supine</li> <li>○ Fowlers (low, semi, high)</li> <li>○ Lateral</li> <li>○ Prone</li> <li>○ Sim's</li> <li>○ Trendelenburg</li> <li>○ Dorsal recumbent</li> <li>○ Lithotomy</li> <li>○ Knee chest</li> </ul> </li> </ul> <p><i>Pain</i></p> <ul style="list-style-type: none"> <li>• Pain assessment and provision for comfort</li> </ul> <p><i>Promoting Safety in Health Care Environment</i></p> <ul style="list-style-type: none"> <li>• Care of Patient's Unit</li> <li>• Use of Safety devices: <ul style="list-style-type: none"> <li>○ Side Rails</li> </ul> </li> <li>• Restraints (Physical)</li> <li>• <b>Fall risk assessment and Post Fall Assessment</b></li> </ul>	<ul style="list-style-type: none"> <li>• Fall risk assessment-1</li> </ul>	
	2	Demonstrate skill in admission, transfer, and discharge of a patient	<b>Hospital Admission and discharge, Mobility and Immobility and Patient education</b> <i>Hospital Admission and discharge</i> Perform & Document: <ul style="list-style-type: none"> <li>• Admission</li> <li>• Transfer</li> <li>• Planned Discharge</li> </ul>		<ul style="list-style-type: none"> <li>• Assessment of clinical skills using checklist</li> <li>• OSCE</li> </ul>
		Demonstrate skill in caring for patients with restricted mobility	<i>Mobility and Immobility</i> <ul style="list-style-type: none"> <li>• Range of Motion Exercises</li> <li>• Assist patient in: <ul style="list-style-type: none"> <li>○ Moving</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Individual teaching-1</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 (in Weeks)	Learning Outcomes	Procedural Competencies/ Clinical Skills (Supervised Clinical Practice)	Clinical Requirements	Assessment Methods
		Plan and provide appropriate health teaching following the principles	<ul style="list-style-type: none"> <li>○ Turning</li> <li>○ Logrolling</li> <li>● Changing position of helpless patient</li> <li>● Transferring (Bed to and from chair/wheelchair/ stretcher)</li> </ul> <i>Patient education</i>		
	1	Demonstrate skills in assessing and performing First Aid during emergencies	<b>First aid and Emergencies</b> <ul style="list-style-type: none"> <li>● Bandaging Techniques               <ul style="list-style-type: none"> <li>○ Basic Bandages:                   <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>○ Special Bandages:                   <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> <li>▪ Binders</li> </ul> </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>

### APPLIED BIOCHEMISTRY

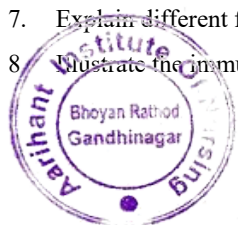
#### PLACEMENT: II SEMESTER

**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.



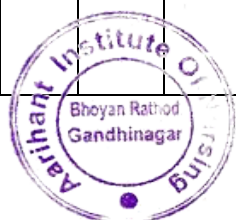
  
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## COURSE OUTLINE

## 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>



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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**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.

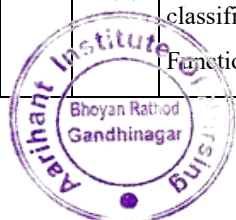
**COMPETENCIES:** On completion of the course, the students will be able to

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

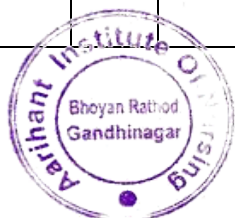
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	2 (T)	Define nutrition and its relationship to Health	<b>Introduction to Nutrition</b> <i>Concepts</i> <ul style="list-style-type: none"> <li>• Definition of Nutrition &amp; Health</li> <li>• Malnutrition – Under Nutrition &amp; Over Nutrition</li> <li>• Role of Nutrition in maintaining health</li> <li>• Factors affecting food and nutrition</li> </ul> <i>Nutrients</i> <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> <i>Food</i> <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>



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><b>Functions</b></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><b>Classification – fat soluble &amp; water soluble</b> <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><b>Classification – Major minerals (Calcium, phosphorus, sodium, potassium and magnesium) and Trace elements</b></li> <li>Functions</li> <li>Dietary Sources</li> <li><b>Requirements – RDA</b></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><b>Calculation of nutritive value of foods</b></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>



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>



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

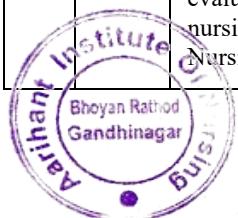
**\*Mandatory Module used in Teaching/Learning:**

Health Assessment Module: 40 hours

**COURSE OUTLINE**

**T – Theory, SL – Skill Lab**

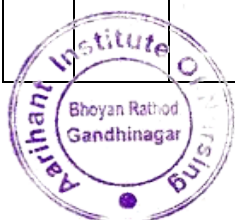
Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
I	20 (T) 20 (SL)	Describe the purpose and process of health assessment and perform assessment under supervised clinical practice	<b>Health Assessment</b> <ul style="list-style-type: none"> <li>• Interview techniques</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></li> <li>• Lecture cum 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>
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>



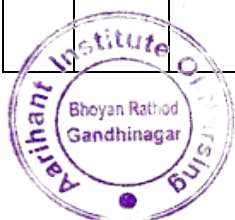
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
		approach	<ul style="list-style-type: none"> <li>○ <b>Assessment</b> <ul style="list-style-type: none"> <li>▪ Collection of Data: Types, Sources, Methods</li> <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>• <b>Importance</b></li> <li>• Factors affecting nutritional needs</li> <li>• Assessment of nutritional status</li> <li>• <i>Review</i>: special diets – Solid, Liquid, Soft</li> <li>• <i>Review</i> 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 assessment &amp; diet planning</li> </ul>

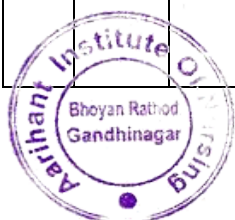


Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			Anorexia, Nausea, Vomiting <ul style="list-style-type: none"> <li>Meeting Nutritional needs: Principles, equipment, procedure, indications               <ul style="list-style-type: none"> <li>Oral</li> <li>Enteral: Nasogastric/ Orogastric</li> <li>Introduction to other enteral feeds – types, indications, Gastrostomy, Jejunostomy</li> <li>Parenteral – TPN (Total Parenteral Nutrition)</li> </ul> </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>

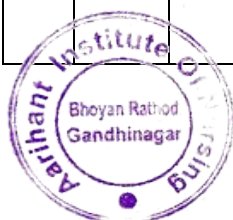


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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Bowel Elimination               <ul style="list-style-type: none"> <li>Review of Physiology of Bowel Elimination, Composition 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)	Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy	<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>

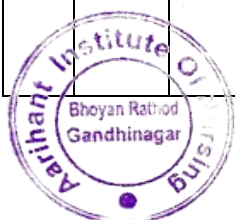


Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>○ Diffusion</li> <li>○ Oxygen transport</li> <li>• Alterations in oxygenation</li> <li>• Nursing interventions to promote oxygenation: assessment, types, equipment used &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>



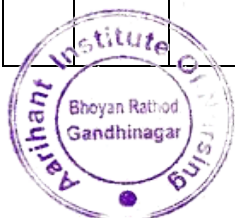
  
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>Peripheral venipuncture sites</li> <li>Types of IV fluids</li> <li>Calculation for making IV fluid plan</li> <li>Complications 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>



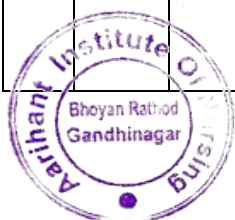
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
			infusion sets ○ <b>Prevention of Needle-Stick Injuries</b> • Topical Administration: Types, purposes, site, equipment, procedure ○ Application to skin & mucous membrane ○ Direct application of liquids, Gargle and swabbing the throat ○ Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina ○ Instillations: Ear, Eye, Nasal, Bladder, and Rectal ○ Irrigations: Eye, Ear, Bladder, Vaginal and Rectal ○ Spraying: Nose and throat • Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications) – purposes, types, equipment, procedure, recording and reporting of medications administered • <b>Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intra-pleural, intra-arterial</b>		
X	5 (T) 6 (SL)	Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice	<b>Sensory needs</b> • Introduction • Components of sensory experience – Reception, Perception & Reaction • Arousal Mechanism • Factors affecting sensory function • Assessment of Sensory alterations – sensory deficit, deprivation, overload & sensory poverty • <b>Management</b> ○ Promoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment) <b>Care of Unconscious Patients</b> • Unconsciousness: Definition, causes & risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations • Assessment and nursing management of patient with unconsciousness, complications	• Lecture • Discussion • Demonstration	• Essay • Short answer • Objective type



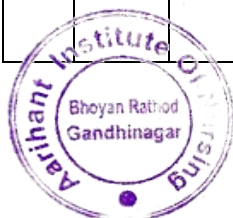
  
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Unit	Time (Hrs)	Learning Outcomes	Content	Teaching/ Learning Activities	Assessment Methods
XI	4 (T) 6 (SL)	Explain loss, death and grief	<b>Care of Terminally ill, death and dying</b> <ul style="list-style-type: none"> <li>Loss – Types</li> <li>Grief, 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><b>Death Declaration, Certification</b></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><b>Releasing body from Mortuary</b></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>





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)

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 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
			<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>● <b>Providing</b> <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><b>Oxygenation needs</b></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><b>Fluid, Electrolyte, and Acid – Base Balances</b></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><b>Identify &amp; Report Complications of Blood &amp; Blood Component therapy</b></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><b>Administer Medications</b> <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>



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>• <b>Death Care</b></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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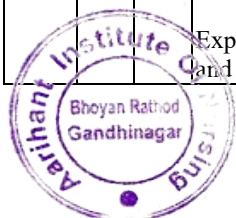
## COURSE OUTLINE

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 trend 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>



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	<b>Patient Safety &amp; Clinical Risk</b> <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	<b>Clinical Knowledge &amp; Decision Making</b> <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	<b>eHealth: Patients and the Internet</b> <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	<b>Using Information in Healthcare Management</b> <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 healthcare informatics  Explains the ethical and legal issues	<b>Information Law &amp; Governance in Clinical Practice</b> <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>





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.

**APPLIED MICROBIOLOGY AND INFECTION CONTROL INCLUDING SAFETY****PLACEMENT:** III SEMESTER**THEORY:** 2 Credits (40 hours)**PRACTICAL:** 1 Credit (40 hours) (Lab/Experiential Learning – L/E)**SECTION A: APPLIED MICROBIOLOGY****THEORY:** 20 hours**PRACTICAL:** 20 hours (Lab/Experiential Learning – L/E)

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

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

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



  
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## II YEAR

### 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

**3 Hours**

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

##### UNIT II

**5 Hours**

- Individual and society
- Socialization
- Interdependence of the individual and society
- Personal disorganization.

##### UNIT III

**5 Hours**

- Culture
- Nature of culture
- Evolution of culture
- Diversity and uniformity of culture

##### UNIT IV

**8 Hours**

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



## UNIT V

5 Hours

- Social process
- Process of Social Interaction: Competition, Conflict-war, cooperation, accommodation and assimilation

## UNIT VI

5 Hours

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

## UNIT VII

14 Hours

- **Social problems**
- 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.
- Role of information technology in environment and human health-case studies.
- Social issues and environment:
  - From unsustainable to sustainable development
  - Urban problems and related to energy
  - Water conservation, rain water harvesting, water shed management
  - Resettlement and rehabilitation of people: its problem and concern-case studies
  - Environmental ethics: issues and possible solutions, climate change, global warming, acid rain, ocean layer depletion, nuclear accident and holocaust-case studies
  - Wasteland reclamation
  - Consumerism and waste products.

## UNIT VIII

15 Hours

- Bio-Diversity & Its Conservation
  - Biogeographical classification of India
  - Value of bio-diversity: Consumptive use, productive use, social, ethical, aesthetic and option values
  - Bio-diversity at global, national and local levels
  - India as a mega diversity nation
  - Hot-Spot of bio-diversity
  - Threats to bio-diversity: habitat loss, poaching of wild life conflicts.
  - Endangered and endemic species of India
  - Conservation of Bio-diversity: in situ-and ex-situ conservation of bio-diversity



## Reference :

1. Bhushan (V), Introduction to Sociology, Kitab Mahan, 2002.
2. Madan (GR), Indian Social Problems, Allied Publishers, Chennai.
3. Mehta (SA), Study of Rural Sociolgy in India, Chand & Co.
4. Ogbern (F), Handbook of Sociology, Eurasoa Publishing, New Delhi.
5. Majmudar (DN), An Introduction to Social Anthropology, Asia Publishing House, Bombay.
6. Indrani (TK), Textbook of Sociology for Nurses, Jaypee Brothers, New Delhi, 2006.
7. Neeraja (KP), Textbook of Sociology for Nursing Students, Jaypee Brothers, New Delhi, 2005.
8. Rao (SD), Psychology and Sociology for Paramedicals, Jaypee Brothers, New Delhi, 2006



## 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

**5 Hours**

##### Introduction

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

#### UNIT – II

**10 Hours**

##### Environment & Health

- **Environment Scope:**
  - Definition, scope and importance-need for public services.
  - Environment and Human Health – Human Rights
- **Forest Resources:** use and over-exploitation, forestation deforestation, case studies, timber extraction mining, dams and their effects on forests and tribal people.
- **Water Resources:** Sources, types of water ,methods of water purification, use and over-utilization of surface, and ground water, floods, drought, conflicts over water dams-benefits and problems
- **Mineral resources:** Uses and exploitation, environmental effects of extracting and using mineral resources, Case studies.



- **Food Resources:** World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
- **Energy Resources:** growing energy needs, renewable and non-renewable energy resources, use of alternate energy sources, case studies
- **Land resources:** land as a resources, land degradation, man induced landslides, soil erosion and desertification.
- Role of an individual in conservation of natural resources,
- Equitable use of resources for sustainable lifestyle
- **Environmental Pollution:**
  - Definition, causes, effects and control measure of: Air pollution, water pollution, soil pollution, marine pollution, noise pollution, Thermal pollution, nuclear pollution, pollution case studies, Impact of environmental pollution on health.
- **Pollution Control:**
  - Environment protection act (Air, Water, Wild Life Protection, Forest Conservation) Issues involved in enforcement of environmental legislation, Public Awareness
- **Solid waste management:** Causes, effects and control measures of urban and industrial waste, and waste disposal methods.
- **Disaster management:** floods, earth quake, cyclone, and land slides
  - Role of Information Technology in Environment and Human health – case studies.
  - Role of an individual in prevention of pollution

### **UNIT III Ecosystems:**

**10 Hours**

- Introduction- Definition: Genetics, species and ecosystem diversity
- Concept of an ecosystem
- Structure and function of an ecosystem producers, consumers and decomposers.
- Energy flow in the ecosystem
- Ecological succession
- Forest ecosystem
- Grassland ecosystem
- Desert ecosystem
- Aquatic ecosystem (ponds, streams, lakes, river, ocean, estuaries)
- Climatic changes, Heat changes, Heat waves and its impact on health.

### **UNIT IV**

**5 Hours**

- Family health/welfare services
- Concept, objectives, scope and principles.
- Individual family and community as a unit of service
- Principles and techniques of home visiting



- Establishing working relationship with the family.
- Working with families in relation to prevention of disease, promotion of health.
- Care of the sick in the home, physically handicapped and mentally challenged.
- Surveillance and monitoring

## UNIT V

**7 Hours**

- Organisation and administration of health services in India.
- National health policy
- Health care delivery system in India
  - Primary Health Centre : Concept of Health and wellness centre – Middle level Health provider
- Health team concept
  - Centre, State, district, urban health services, rural health services
  - System of medicines
  - Centrally sponsored health schemes
  - Role of voluntary health organizations and international health agencies
  - Role of health personnel in the community
  - Public health legislation.

## UNIT VI

**5 Hours**

- Health Education
  - Aims concepts and scope of the health education
  - National plan for health education
  - Communication techniques
  - Methods and media for health education programmes
  - Planning for health education and role of nurse
    - Value education on HIV/AIDS, women and child welfare

## UNIT VII

**5 Hours**

- Role of the community health nurse.
- National health programmes
  - Maternal and child health programmes
  - Family welfare and school health services
  - Occupational health services.
- As a member of the health team.
- Training and supervision of health care workers.

## UNIT VIII

**5 Hours**

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

## UNIT IX

**8 Hours**

- Bio statistics and vital statistics
- Introduction, definition and scope, legislation
- Report, recording and compiling of vital statistics at the local, state, national and international level.
- Definitions and methods of computing vital statistics





- Methods of presenting data
- Management information system.
- Human Population and Environment – population growth, Variations among nations.
- Population explosion

## **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.

## **Mid level health care Provider**

1. Roles and responsibilities of middle level health care providers ( MLHP)
2. New National health programs
3. AYUSHMAN BHARAT- The up gradation of sub centers into health and wellness centers, concept of comprehensive primary health care and key elements of CPHC, Services delivery and continuum of care and roles of middle level health care providers ( MLHP)
4. Diagnosing and treatment skills essential at sub center level using standard treatment protocols as per national health programmes
5. Introduction to Rashtriya Bal Sureksha Karyakaram ( RBSK)
6. Social mobilization skills
7. Drug dispensing
8. Programme management including supervision and monitoring
9. Investigation of an outbreak
10. Behavior change communication and soft skills
11. Integrated disease surveillance project (IDSP)
12. Mother and child tracking system
13. Chikungunya
14. Organization of labour room
15. Safe child birth checklist
16. Postpartum visits by health workers
17. Family planning 2020
18. National family planning programs
19. Food borne diseases

## **TOPICS TO BE REVIEWED:-**

- Health planning and health care delivery system in India (IPHS guidelines )
- Health management information system (HMIS)
- Electronic medical records(EMR)
- Micro birth planning
- Adolescent counseling
- Sources of vital statistics



- Financial management, accounts and computing at sub center
- Mental health act, drug de addiction program
- Time trends in disease occurrence in epidemiology
- Infant and young child feeding and counseling
- Nutrition across lifecycle and update on National nutritional programmes
- Use of equipment
- Throat problems and febrile seizures in children
- Transportation of baby and common accidents and mishaps in labour room
- Counseling - GATHER approach
- Update Biomedical waste management by specifying biomedical waste management rule 2016
- Suturing of superficial wounds
- Postpartum Intra Uterine Contraceptive Device ( PPIUCD)
- All the national health programmes on communicable, non communicable.

### Reference Books

1. Park (JE), Text Book of Preventive and Social Medicine, Bhanarsidas Bhanot Publishers, Jabalpur, 19th Edition, 2007.
2. Stanhope(M), Public Health Nursing: Population-centered Health Care in the Community, Elsevier, 7th Edition, 2008.
3. Rao (KS), Introduction to Community Health Nursing, S.I.Publications, Chennai, 1989.
4. T.N.A.I., A Community Nursing Manual, New Gian Offset Press, New Delhi, 1989.
5. Allender, Community Health Nursing: Promoting & protecting the Public's Health, Lippincott, 6<sup>th</sup> Edition.
6. Piyush, Textbook of Preventive and social Medicine, CBS, 2nd Edition.
7. Clark, Community Nursing, Reston Publishing Company Inc., Virginia.
8. Freeman, Community Health Nursing Practice, W.B.Saunders Company, Philadelphia.
9. Ghosh, Manual of Social and Preventive Medicine, Vijoya Publishing House, Calcutta.



## **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**

**5**

##### **Hours**

- Introduction and historical development
- History of psychiatry
- Historical development of mental health nursing
- Philosophy, principles of mental health and psychiatric nursing
- Concept of normal and abnormal behaviour
- Role and qualities of mental health and psychiatric nursing
- Mental health team and functions of team members
- Legal aspects in psychiatry and mental health services

#### **UNIT II**

**7**

##### **Hours**

- Classification and assessment of mental disorders
- Terminologies used in psychiatry
- Classification of mental disorders
- Etiological factors and psychopathology of mental disorders
- History taking and assessment methods for mental disorders.



### UNIT III

5 Hours

- Therapeutic communication
- Communication process
- Interview skills, therapeutic communication techniques, Nurse patient Relationship, therapeutic impasse and its management process recording.

### UNIT IV

10 Hours

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

### UNIT V

7 Hours

- Management of patients with substance use disorders
- Substance use and misuse.
- Dependence, intoxication and withdrawal
  - Classification of psychoactive substances
  - Etiological and contributory factors
  - Psychopathology
  - Clinical features
  - Diagnostic criteria
- Treatment and nursing management of patient with substance use disorders.
- Preventive and rehabilitative aspects in substance abuse.

### UNIT VI

7 Hours

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



## UNIT VII

7 Hours

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

## UNIT VIII

8 Hours

- Therapeutic Modalities
- Principles, indication, contraindications and role of nurse in various treatment methods:
  - Therapeutic community and Milieu therapy
  - Occupational therapy
  - Psychotherapy
  - Behaviour therapy
  - Group therapy
  - Family therapy
  - Pharmacotherapy
  - Electro convulsive therapy
  - Other miscellaneous therapies.

## UNIT IX

4 Hours

- Preventive Psychiatry
- Model of prevention
- Role of nurse in preventive psychiatry
- Psychiatric social work
- Community mental health nursing
- Community mental health agencies
- National mental health programmes

## PRACTICUM

The 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.



### 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



## INTRODUCTION TO NURSING EDUCATION

**Placement : Second year**

**Time Allotted: Theory -60 hrs  
Practical -75 hrs**

### COURSE DESCRIPTION

This course introduces 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.

### COURSE CONTENTS

#### UNIT I

**5 Hours**

##### Introduction to education

- Meaning of education, aims, function and principles.
- Philosophy of education
- Factors influencing development of Philosophy of Nursing Education

#### UNIT II

**5 Hours**

- Teaching learning process
- Nature and characteristics of learning
- Principles and maxims of teaching
- Formulating objectives
- Lesson planning.

#### UNIT III

**5 Hours**

- Methods of teaching
- Teaching methods
  - Lecture
  - Discussion
  - Demonstration
  - Group discussion





- Project
- Role play
- Panel discussion
- Symposium
- Seminar
- Field trip
- Workshop
- Exhibition
- Programmed instruction
- Computer assisted learning
- Clinical teaching methods:
  - Case methods
  - Case presentation
  - Nursing rounds and reports
  - Bedside clinic
  - Conference(individual and group)
- Recording of interaction process

#### UNIT IV

15 Hours

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

#### UNIT V

8 Hours

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

#### UNIT VI

8 Hours

- Management of school of Nursing
- Planning of school of nursing, organization



- 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

**10 Hours**

- Guidance and counseling definition
- Basic principles of guidance and counseling
- Organisation of guidance and counseling services
- Counselling process
- Managing disciplinary problems
- Management of crisis

## UNIT VIII

**4 Hours**

- In-service education
- Introduction to nature and scope of in-service education programme.
- Principles of adult learning
- Planning for in-service programme
- Techniques, and methods of staff education programme
- Evaluation of in-service programme

## PRACTICUM

**75 Hours**

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.

### 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.



## 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. Organize and manage a nursing unit effectively
6. Identify dynamics of organizational behavior, styles and functions of effective leadership.

### COURSE CONTENTS

#### UNIT I

**12 Hours**

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

#### UNIT II

**12 Hours**

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



### UNIT III

7 Hours

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

### UNIT IV

8 Hours

- Supervision
- Principles of supervision, nature and objectives
- Tools and techniques of supervision
- Evaluation
- Nursing audit
- Staff development –orientation program
- Skill training
- Leadership development
- Problem solving process.

### UNIT V

7 Hours

- Material management
- Principles of material management
- Quality control
- Inventory, care of equipment, safekeeping
- Role of nursing personnel in material management.

### UNIT VI

4 Hours

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

### UNIT VII

10 Hours

- Organizational behaviour
- Group dynamic and human relation, organizational communication (hospital information system)
- Public relations, leadership styles and functions
- Methods of reporting
- 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.



### Reference Books:

1. Basavanthappa (BT), Nursing Administration, Jaypee Brother, New Delhi, 2002.
2. Stanhope(M), Public Health Nursing: Population-centered Health Care in the Community, Elsevier, 7th Edition, 2008.
3. T.N.A.I., A Community Nursing Manual, New Gian Offset Press, New Delhi, 1989.



## 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 project(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

**5 Hours**

- Steps of scientific methods.
- Definition of research
- Need for nursing research
- Characteristics of good research. Research process.

##### UNIT II

**5 Hours**

- Statement of research problem
- Statement of purpose and objectives
- Definition or research terms
- Review of literature.

##### UNIT III

**5 Hours**

**Research approaches:- historical, survey and experimental**



#### UNIT IV

5 Hours

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

#### UNIT V

5 Hours

- Analysis of Data: Tabulation
  - Classification and summarization
  - Presentation
  - Interpretation of data

#### UNIT VI

5 Hours

- Communication of research findings
- Writing Report:
  - Organizing materials for writing
  - Format of the report
  - Use of computers

### B.INTRODUCTION TO STATISTICS

#### UNIT VII

5 Hours

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

#### UNIT VIII

3 Hours

- Correlation
- Computation by rank difference methods
- Uses of correlation co-efficient

#### UNIT IX

2 Hours

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

#### UNIT X

5 Hours

- Introduction to computers in nursing
- Introduction to computers and disk-operating system.
- Introduction to word processing
- Introduction to data base





- Windows applications, word, excel, power point, multimedia.
- Use of statistical packages.
- Introduction to internet & use of electronic mail
- Computer aided teaching and testing.

## **PRACTICUM**

**120 Hours**

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 of nursing literature)

### **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.



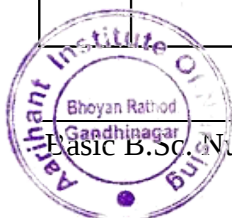
# Midwifery and Obstetrical Nursing

**Placement** - Fourth Year

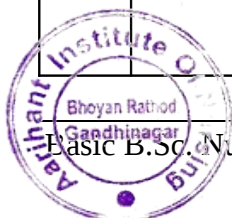
**Time** - Theory - 90 hours  
Practical - 180 hours

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

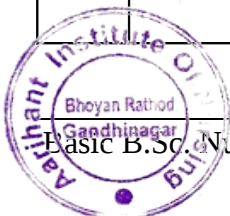
Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	3	Recognise the trends & issues in midwifery and obstetrical nursing	<b>Introduction to midwifery and obstetrical Nursing :</b> <ul style="list-style-type: none"> <li>• Introduction to concepts of midwifery and obstetrical nursing</li> <li>• Trends in midwifery and obstetrical nursing -                             <ul style="list-style-type: none"> <li>o Historical perspectives and current trends</li> <li>o Legal and ethical aspects</li> <li>o Pre-conception care and preparing for parenthood</li> <li>o Role of nurse in midwifery and obstetrical care</li> <li>o National policy and legislation in relation to maternal health &amp; welfare</li> <li>o Maternal morbidity, mortality and fertility rates</li> <li>o Perinatal morbidity and mortality rates</li> </ul> </li> </ul>	Lecture discussion  Explain using Charts and graphs	Short answers  Objective type
II	8	Describe the anatomy & physiology of female reproductive system	<b>Review of anatomy &amp; physiology of female reproductive system and foetal development :</b> <ul style="list-style-type: none"> <li>• Female pelvis- general description of the bones, joints, ligaments, planes of the pelvis, diameters of the true pelvis, important landmarks, variations in pelvis shape</li> <li>• Female organs of reproduction - external genitalia, internal genital organs and their anatomical relations, musculature, blood supply, nerves,</li> </ul>	Lecture discussion  Review with Charts and models	Short answers  Objective type



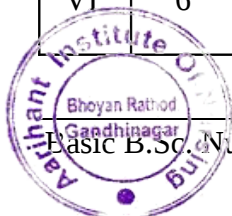
			lymphatics, pelvic cellular tissue, pelvic peritoneum <ul style="list-style-type: none"> <li>• Physiology of menstrual cycle</li> <li>• Human sexuality</li> <li>• Foetal development -             <ul style="list-style-type: none"> <li>o Conception</li> <li>o Review of fertilization, implantation (embedding of the ovum), development of the embryo &amp; placenta at term functions, abnormalities, foetal sac, amniotic fluid, the umbilical cord</li> <li>o Foetal circulation</li> <li>o Foetal skull, bones, sutures and measurements</li> </ul> </li> <li>• Review of Genetics</li> </ul>		
III	8	Describe the diagnosis & management of women during antenatal period	<b>Assessment and management of pregnancy (Antenatal) :</b> <ul style="list-style-type: none"> <li>• <b>Normal pregnancy</b></li> <li>• Physiological changes during pregnancy -             <ul style="list-style-type: none"> <li>o Reproductive system</li> <li>o Cardio vascular system</li> <li>o Respiratory system</li> <li>o Urinary system</li> <li>o Gastro intestinal system</li> <li>o Metabolic changes</li> <li>o Skeletal changes</li> <li>o Skin changes</li> <li>o Endocrine system</li> <li>o Psychological changes</li> <li>o Discomforts of pregnancy</li> </ul> </li> <li>• Diagnosis of pregnancy -             <ul style="list-style-type: none"> <li>o Signs</li> <li>o Differential diagnosis</li> <li>o Confirmatory tests</li> </ul> </li> <li>• Ante-natal care -             <ul style="list-style-type: none"> <li>o Objectives</li> <li>o Assessment - History and physical examination, Antenatal Examination</li> <li>o Signs of previous child birth</li> <li>o Relationship of foetus to uterus and pelvis - Lie, Attitude, Presentation, Position</li> <li>o Per vaginal examination</li> </ul> </li> </ul>	Lecture Discussion  Demonstration  Case discussion / presentation  Health talk  Practice session  Counselling session  Supervised clinical practice	Short answers  Objective type  Assessment of skills with check list  Assessment of patient management problem



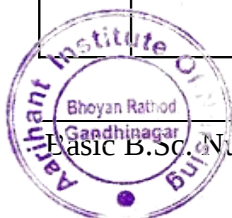
			<ul style="list-style-type: none"> <li>• Screening &amp; assessment for high risk</li> <li>• Risk approach</li> <li>• History and Physical Examination</li> <li>• Modalities of diagnosis - Invasive &amp; Non-Invasive, ultrasonics, cardio-tomography, NST, CST</li> <li>• Antenatal preparation -               <ul style="list-style-type: none"> <li>o Antenatal counselling</li> <li>o Antenatal exercises</li> <li>o Diet</li> <li>o Substance use</li> <li>o Education for child-birth</li> <li>o Husband and families</li> <li>o Preparation for safe-confinement</li> <li>o Prevention from radiation</li> </ul> </li> <li>• Psycho-social and cultural aspects of pregnancy -               <ul style="list-style-type: none"> <li>o Adjustment to pregnancy</li> <li>o Unwed mother</li> <li>o Single parent</li> <li>o Teenage pregnancy</li> <li>o Sexual violence</li> </ul> </li> <li>• Adoption</li> </ul>		
IV	12	<p>Describe the physiology and stages of labour</p> <p>Describe the management of women during intra-natal period</p>	<p><b>Assessment and management of intra natal period :</b></p> <ul style="list-style-type: none"> <li>• Physiology of labour, mechanism of labour</li> <li>• Management of labour -               <ul style="list-style-type: none"> <li>o <u>First stage</u> -</li> </ul> </li> <li>• Signs and symptoms of onset of labour - normal &amp; abnormal</li> <li>• Duration</li> <li>• Preparation of - Labour room &amp; Woman</li> <li>• Assessment &amp; observation of women in labour</li> <li>• Partogram – maternal and foetal monitoring</li> <li>• Active management of labour, induction of labour</li> <li>• Pain relief and comfort in labour</li> <li>o <u>Second stage</u> -</li> <li>• Signs and symptoms - normal &amp; abnormal</li> </ul>	<p>Lecture Discussion</p> <p>Demonstration</p> <p>Case discussion/ presentation</p> <p>Simulated practice</p> <p>Supervised clinical practice</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 problems</p>



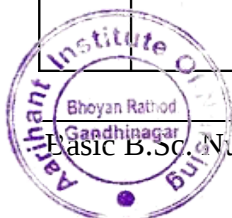
			<ul style="list-style-type: none"> <li>• Duration</li> <li>• Conduct of delivery - principles and techniques</li> <li>• Episiotomy (only if required)</li> <li>• Receiving the new born - <ul style="list-style-type: none"> <li>- Neonatal resuscitation - initial steps and subsequent resuscitation</li> <li>- Care of umbilical cord</li> <li>- Immediate assessment including screening for congenital anomalies</li> <li>- Identification</li> <li>- Bonding</li> <li>- Initiate feeding</li> <li>- Screening and transportation of the neonate</li> </ul> </li> <li>o <u>Third stage</u> - <ul style="list-style-type: none"> <li>• Signs and symptoms - normal &amp; abnormal</li> <li>• Duration</li> <li>• Method of placental expulsion</li> <li>• Management - Principles and techniques</li> <li>• Examination of the placenta</li> <li>• Examination of perineum</li> <li>• Maintaining records and reports</li> </ul> </li> <li>o <u>Fourth Stage</u></li> </ul>		
V	5	<p>Describe the physiology of puerperium</p> <p>Describe the management of women during post-natal period</p>	<p><b>Assessment and management of women during post natal period :</b></p> <ul style="list-style-type: none"> <li>• Normal puerperium - Physiology &amp; Duration</li> <li>• Postnatal assessment and management - <ul style="list-style-type: none"> <li>o Promoting physical and emotional well-being</li> <li>o Lactation management</li> <li>o Immunization</li> </ul> </li> <li>• Family dynamics after child-birth</li> <li>• Family welfare services - methods, counselling</li> <li>• Follow-up</li> <li>• Records and reports</li> </ul>	<p>Lecture</p> <p>Discussion</p> <p>Demonstration</p> <p>Health talk</p> <p>Practice session</p> <p>Supervised clinical practice</p>	<p>Essay type</p> <p>Short answers</p> <p>Objective type</p> <p>Assessment of patient management problems</p> <p>Assessment of skills with check list</p>
VI	6	Describe the	<b>Assessment and management of normal neonates :</b>	Lecture Discussion	Essay type



		assessment and management of normal neonate	<ul style="list-style-type: none"> <li>• Normal Neonate - Physiological adaptation</li> <li>• Initial &amp; Daily assessment</li> <li>• Essential newborn care - Thermal control</li> <li>• Breast feeding &amp; prevention of infections</li> <li>• Immunization</li> <li>• Minor disorders of newborn and its management</li> <li>• Levels of Neonatal care (level I, II &amp; III) at primary, secondary and tertiary levels</li> <li>• Maintenance of Reports and Records</li> </ul>	<p>Demonstration</p> <p>Practice Session</p> <p>Supervised clinical practice</p>	<p>Short answers</p> <p>Objective type</p> <p>Assessment of patient management problems</p> <p>Assessment of skills with check list</p>
VII	10	Describe the Identification and management of women with high risk pregnancy	<p><b>High-risk pregnancy - Assessment &amp; Management :</b></p> <ul style="list-style-type: none"> <li>• Screening and assessment - Ultrasonics, cardiotomography, NST, CST, non-invasive &amp; invasive, Newer modalities of diagnosis</li> <li>• High – risk approach</li> <li>• Levels of care - primary, secondary &amp; tertiary levels</li> <li>• Disorders of pregnancy -               <ul style="list-style-type: none"> <li>o Hyper-emesis gravidarum, bleeding in early, pregnancy, abortion, ectopic Pregnancy, vesicular mole,</li> <li>o Ante-partum haemorrhage</li> </ul> </li> <li>• Uterine abnormality and displacement</li> <li>• Diseases complicating pregnancy -               <ul style="list-style-type: none"> <li>o Medical and surgical conditions</li> <li>o Infections, RTI (STD), UTI, HIV, TORCH</li> <li>o Gynaecological diseases complicating pregnancy</li> <li>o Pregnancy induced hypertension &amp; diabetes, Toxemia of pregnancy, hydramnios</li> <li>o Rh incompatibility</li> <li>o Mental disorders</li> </ul> </li> <li>• Adolescent pregnancy, Elderly primi and grand</li> </ul>	<p>Lecture Discussion</p> <p>Demonstration using video films, scan report, partograph etc.</p> <p>Case discussion / presentations</p> <p>Health talk</p> <p>Practice Session</p> <p>Supervised clinical practice</p>	<p>Essay type</p> <p>Short answers</p> <p>Objective type</p> <p>Assessment of patient management problems</p> <p>Assessment of skills with check list</p>

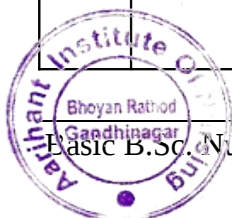


			<ul style="list-style-type: none"> <li>• multipara</li> <li>• Multiple pregnancy</li> <li>• Abnormalities of placenta &amp; cord</li> <li>• Intra Uterine Growth Retardation</li> <li>• Nursing management of mothers with high-risk pregnancy</li> <li>• Maintenance of Records and Report</li> </ul>		
VIII	10	Describe management of abnormal labour and obstetrical emergencies	<b>Abnormal Labour – Assessment and Management :</b> <ul style="list-style-type: none"> <li>• Disorders in labour -</li> <li>• CPD and contracted pelvis</li> <li>• Mal positions and Mal presentations</li> <li>• Premature labour, disorders of uterine actions - precipitate labour, prolonged labour</li> <li>• Complications of third stage - injuries to birth canal</li> <li>• Obstetrical emergencies &amp; their management - Presentation and prolapse of cord, Vasa praevia, amniotic fluid embolism, rupture of uterus, shoulder dystocia, obstetrical shock</li> <li>• Obstetrical procedures and operations - Induction of labour, forceps, vacuum, version, manual removal of placenta, caesarean section, destructive operations</li> <li>• Nursing management of women undergoing Obstetrical operations &amp; procedures</li> </ul>	Lecture Discussion  Demonstration  Case discussion / presentations  Practice Session  Supervised clinical practice	Essay type  Short answers  Objective type  Assessment of patient management problems  Assessment of skills with check list
IX	4	Describe management of post natal complications	<b>Abnormalities during Postnatal Periods :</b> <ul style="list-style-type: none"> <li>• Assessment and management of women with postnatal complications - Puerperal infections, breast engorgement &amp; infections, UTI, Thrombo-embolic disorders, Post-partum haemorrhage, Eclampsia &amp; Subinvolution</li> </ul>	Lecture discussion  Demonstration  Case discussion / presentations  Practice Session  Supervised clinical practice	Essay type  Short answers  Objective type  Assessment of patient management problems





			<ul style="list-style-type: none"> <li>Psychological complications - Post partum Blues, Post partum Depression, Post partum Psychosis</li> </ul>		Assessment of skills with check list
X	10	Identify the high risk neonates and their nursing management	<b>Assessment and management of High risk newborn :</b> <ul style="list-style-type: none"> <li>Admission of neonates in the neonatal intensive care units - protocols</li> <li>Nursing management of               <ul style="list-style-type: none"> <li>Low birth weight babies</li> <li>Infections</li> <li>Respiratory problems</li> <li>haemolytic disorders</li> <li>Birth injuries</li> <li>Malformations</li> </ul> </li> <li>Monitoring of high risk neonates</li> <li>Feeding of high risk neonates</li> <li>Organisation &amp; management of neonatal intensive care units</li> <li>Infection control in neonatal intensive care units</li> <li>Maintenance of reports and records</li> </ul>	Lecture discussion  Demonstration  Case discussion / presentations  Practice Session  Supervised clinical practice	Essay type  Short answers  Objective type  Assessment of patient management problems  Assessment of skills with check list
XI	4	Describe indication, dosage, action, side effects and nurses responsibilities in the administration of drugs used for mothers	<b>Pharmaco-therapeutics in obstetrics :</b> <ul style="list-style-type: none"> <li>Indication, dosage, action, contra-indication &amp; side effects of drugs</li> <li>Effect of drugs on pregnancy, labour &amp; puerperium</li> <li>Nursing responsibilities in the administration of drug in Obstetrics – oxytocins, antihypertensives, diuretics, tocolytic agents, anti-convulsants, Analgesics and anesthetics in obstetrics</li> <li>Effects of maternal medication on foetus &amp; neonate</li> </ul>	Lecture discussions  Drug book  Drug presentation	Short answers  Objective type
XII	10	Appreciate the importance of family welfare programme	<b>Family Welfare Programme :</b> <ul style="list-style-type: none"> <li>Population trends and problems in India</li> <li>Concepts, aims, importance &amp; history of family welfare programme</li> </ul>	Lecture Discussion  Demonstration  Practice session	Essay type  Short answers



		Describe the methods of contraception & role of nurse in family welfare programme	<ul style="list-style-type: none"> <li>• National Population - dynamics, policy &amp; education</li> <li>• National family welfare programme - RCH, ICDS, MCH, Safe motherhood</li> <li>• Organization &amp; administration at - national, state, district, block and village levels</li> <li>• Methods of contraception - spacing, temporary &amp; permanent, emergency contraception</li> <li>• Infertility and its management</li> <li>• Counselling for family welfare</li> <li>• Latest research in contraception</li> <li>• Maintenance of vital statistics</li> <li>• Role of national, international &amp; voluntary organizations</li> <li>• Role of a nurse in family welfare programme</li> <li>• Training / Supervision / Collaboration with other functionaries in community like ANMs, LHVs, Anganwadi workers, TBAs (Traditional birth attendant-Dai)</li> </ul>	<p>Supervised practice</p> <p>Group projecting</p> <p>Counselling session</p> <p>Field visits</p>	<p>Objective type</p> <p>Assessment of skills with check list, project and field visit reports</p>
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# Midwifery and Obstetrical Nursing – Practical

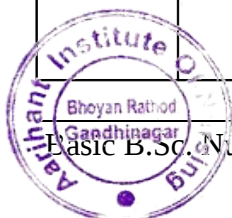
**Placement-** Fourth Year

**Time-** Practical - 180 hours

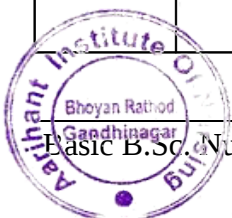
( Each in Third year & Fourth Year)

**Internship** - 240 hours

Areas	Duration (in week)	Objectives	Skills	Assignments	Assessment Methods
Antenatal clinic/ OPD	2	<ul style="list-style-type: none"> <li>Assessment of pregnant women</li> </ul>	<ul style="list-style-type: none"> <li>Antenatal history taking</li> <li>Physical examination</li> <li>Recording of Weight &amp; B.P.</li> <li>Hb &amp; Urine testing for sugar and albumin</li> <li>Antenatal examination- abdomen and breast</li> <li>Immunization</li> <li>Assessment of risk status</li> <li>Teaching antenatal mothers</li> <li>Maintenance of Antenatal records</li> </ul>	Conduct Antenatal examinations – 30  Health talk – 1  Case book recordings	Verification of findings of antenatal examinations  Completion of casebook recordings
Labour room / O.T.	4	<ul style="list-style-type: none"> <li>Assess women in labour</li> <li>Carry out per-vaginal examinations</li> <li>Conduct normal deliveries</li> <li>Perform episiotomy &amp; suture it</li> <li>Resuscitate newborns</li> <li>Assist with Caesarean Sections, MTP and other surgical procedures</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of women in labour</li> <li>Per-vaginal examinations &amp; interpretation</li> <li>Monitoring &amp; caring of woman in labour</li> <li>Maintenance of partograph</li> <li>Conduct normal delivery</li> <li>Newborn assessment &amp; immediate care</li> <li>Resuscitation of newborns</li> <li>Assessment of risk status of newborn</li> <li>Episiotomy &amp; suturing</li> <li>Maintenance of labour &amp; birth records</li> </ul>	Conduct normal deliveries-20  Per-vaginal examinations - 5  Perform & suture the episiotomies -5  Resuscitate newborns-5  Assist with Caesarean sections-2  Witness abnormal deliveries-5	Assessment of clinical performance with rating scale  Assessment of each skill with check-lists  Completion of case book recordings



			<ul style="list-style-type: none"> <li>• Arrange for &amp; assist with caesarean section and care for woman &amp; baby during caesarean</li> <li>• Arrange for and assist with MTP and other surgical procedures</li> </ul>	Assist with MTP & other surgical procedures-1  Case book recordings	
Post natal ward	4	<ul style="list-style-type: none"> <li>• Providing nursing care to post natal mother &amp; baby</li> <li>• Counsel &amp; teach mother &amp; family for parenthood</li> </ul>	<ul style="list-style-type: none"> <li>• Examination and assessment of mother and baby</li> <li>• Identification of deviations</li> <li>• Care of postnatal mother and baby</li> <li>• Perineal care</li> <li>• Lactation management</li> <li>• Breast feeding</li> <li>• Baby bath</li> <li>• Immunization</li> <li>• Teaching postnatal mother :               <ul style="list-style-type: none"> <li>- Mother craft</li> <li>- Post natal care &amp; Exercises</li> <li>- Immunization</li> </ul> </li> </ul>	Give care to Post natal mothers – 20  Health talks – 1  Case study – 1  Case presentation -1  Case book recordings	Assessment of clinical performance  Assessment of each skill with check lists  Completion of case book recording  Evaluation of case study & presentation and health education sessions
Newborn nursery	2	<ul style="list-style-type: none"> <li>• Provide nursing care to newborn at risk</li> </ul>	<ul style="list-style-type: none"> <li>• Newborn assessment</li> <li>• Admission of neonates</li> <li>• Feeding of at risk neonates - Katori spoon, paladi, tube feeding, total parenteral nutrition</li> <li>• Thermal management of neonates - kangaroo mother care, care of baby in incubator</li> <li>• Monitoring and care of neonates</li> <li>• Administering medications</li> <li>• Intravenous therapy</li> <li>• Assisting with diagnostic procedure</li> <li>• Assisting with exchange</li> </ul>	Case study-1  Observation study -1	Assessment of clinical performance  Assessment of each skill with check lists  Evaluation of case study and observation study



			transfusion <ul style="list-style-type: none"> <li>Care of baby on ventilator, Photo-therapy</li> <li>Infection control protocols in the nursery</li> <li>Teaching &amp; counselling of parents</li> <li>Maintenance of neonatal records</li> </ul>		
Family Planning clinic	Rotation from post natal ward - 1 wk	<ul style="list-style-type: none"> <li>Counsel for and provide family welfare services</li> </ul>	<ul style="list-style-type: none"> <li><b>Counselling technique</b></li> <li>Insertion of IUD</li> <li>Teaching on use of family planning methods</li> <li>Arrange for &amp; Assist with family planning operations</li> <li>Maintenance of records and reports</li> </ul>	IUD insertion -5  Observation study -1  Counselling -2  Simulation exercise on recording & reporting - 1	Assessment of each skill with check lists  Evaluation of observation study

**\* Essential Requirements for registration as midwife -**

S. N.	Assignments	Numbers
1.	Antenatal examination	30
2.	Conducting normal deliveries in hospital / home / health centre	20
3.	Vaginal examination	5
4.	Episiotomy and Suturing	5
5.	Neonatal resuscitation	5
6.	Assist with Caesarean Section	2
7.	Witness / Assist abnormal deliveries	5
8.	Postnatal cases nursed in hospital / home / health centre	20
9.	Insertion of IUD	5

*Note - All casebooks must be certified by teacher on completion of essential requirements.*



# Internship Obstetrical Nursing

Clinical Training Duration - 5 weeks

Area	Duration (in weeks)	Objective	Skills	Assignment	Assessment Methods
Labour ward	2	Provide comprehensive care to mothers and neonates	Integrated Practice	Completion of other essential requirements	Assess clinical performance with rating scale
Neonatal intensive care unit / NICU	1			Case book recordings	
Antenatal OPD / Ward	2				Completion of case book recordings



# Community Health Nursing – II

**Placement** - Fourth Year

**Time** - Theory - 90 Hours  
Practical - 135 Hours

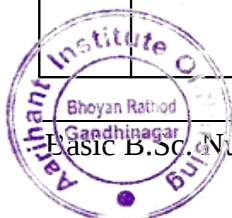
**Course Description**-This course is designed for students to practice Community Health Nursing for the individual, family and groups at both urban and rural settings by using concept and Principles of Health and Community Health Nursing.

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	4	Define Concepts, scope, principles and historical development of Community Health and Community Health Nursing	<b>Introduction :</b> * Definition, concept and scope of Community Health and Community Health Nursing * Historical development of o Community Health o Community Health Nursing - Pre - independence - Post - independence	* Lecture discussion	- Essay type - Short answers
II	6	Describe health plans, policies, various health committees and health problems in India	<b>Health planning and policies and problems :</b> <ul style="list-style-type: none"> <li>National Health planning in India – 5 year plans</li> <li>Various committees and commissions on health and family welfare -               <ul style="list-style-type: none"> <li>o Central Council for Health and Family Welfare (CCH and FW)</li> <li>o National Health Policies (1983, 2002)</li> <li>o National Population policy</li> </ul> </li> <li>Health problems in India</li> </ul>	* Lecture discussion  * Panel discussion	- Essay type - Short answers
III	15	Describe the system of delivery of Community Health Services in Rural and Urban areas	<b>Delivery of Community Health Services :</b> <b>Planning, Budgeting and material management of SCs, PHC and CHC</b>  Rural - Organization, staffing and functions of Rural Health Services provided by Govt. at - <ul style="list-style-type: none"> <li>o Village</li> <li>o Sub-centre</li> <li>o Primary Health Centre</li> <li>o Community Health Centre /</li> </ul>	* Lecture discussion * Visits to various health delivery systems * Supervised field practice * Panel discussion	- Essay type - Short answers

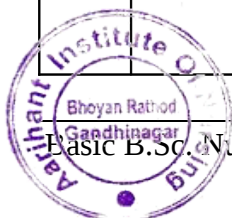




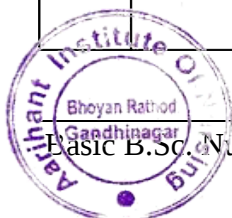
		<p>List the functions of various levels and their staffing pattern</p> <p>Explain the components of health services</p> <p>Describe alternative system of health promotion and health maintenance</p> <p>Describe the chain of referral system</p>	<p>Sub divisional</p> <ul style="list-style-type: none"> <li>o Hospitals – District, State &amp; Central Level</li> </ul> <p>Urban - Organisation, staffing and functions of urban health services provided by Govt. at -</p> <ul style="list-style-type: none"> <li>o Slums</li> <li>o Dispensaries</li> <li>o Maternal and Child Health Centres</li> <li>o Special clinics</li> <li>o Hospitals - Corporation / Municipality / Board</li> </ul> <p>Components of Health Services -</p> <ul style="list-style-type: none"> <li>o Environmental sanitation</li> <li>o Health Education</li> <li>o Vital statistics</li> <li>o MCH – Antenatal, Natal, Postnatal, MTP act, Female Foeticide Act, Child Adaptation Act.</li> <li>o Family welfare</li> <li>o National Health programmes</li> <li>o School Health Services</li> <li>o Occupational Health</li> <li>o Defence services</li> <li>o Institutional services</li> </ul> <p>Systems of medicine and health care -</p> <ul style="list-style-type: none"> <li>o Allopathy</li> <li>o Indian system of medicine and Homeopathy</li> <li>o Alternative health care systems like yoga, meditation, social and spiritual healing, etc</li> </ul> <p>Referral system</p>		
IV	25	<p>Describe Community Health Nursing approaches and concepts</p> <p>Describe the roles and responsibility of Community</p>	<p><b>Community Health Nursing approaches, concepts and roles and responsibilities of Nursing Personnel :</b></p> <p>Approaches -</p> <ul style="list-style-type: none"> <li>o Nursing Theories and Nursing process</li> <li>o Epidemiological approach</li> <li>o Problem solving approach</li> <li>o Evidence based approach</li> <li>o Empowering people to care for themselves</li> </ul> <p>Concepts of Primary Health Care -</p>	<p>* Lecture discussion</p> <p>*</p> <p>Demonstration</p> <p>* Practice session</p> <p>* Supervised field practice</p> <p>* Participation in camps</p> <p>* Group Project</p>	<p>- Essay type</p> <p>- Short answers</p>



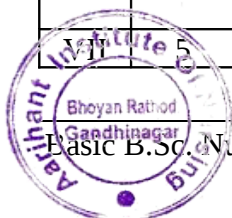
		Health Nursing Personnel	<ul style="list-style-type: none"> <li>o Equitable distribution</li> <li>o Community participation</li> <li>o Focus on prevention</li> <li>o Use of appropriate technology</li> <li>o Multi-sectoral approach</li> </ul> <p>Roles and responsibilities of Community Health Nursing personnel in -</p> <ul style="list-style-type: none"> <li>o Family Health services</li> <li>o Information education communication (IEC)</li> <li>o Management information system (MIS) - Maintenance of records and reports</li> <li>o Training and supervision of various categories of health workers</li> <li>o National Health programmes</li> <li>o Environmental sanitation</li> <li>o Maternal and Child Health and Family Welfare</li> <li>o Treatment of minor ailments</li> <li>o School Health services</li> <li>o Occupational Health</li> <li>o Organisation of clinics, camps - types, preparation, planning, conduct and evaluation</li> <li>o Waste management in the centre, clinics, etc.</li> </ul> <p>Home visit - concept, principles, process techniques - bag technique, home visit</p> <p>Qualities of community health nurse</p> <p>Job description of community Health Nursing personnel</p>		
V	15	Describe and appreciate the activities of community health nurse in assisting individuals	<p><b>Assisting individuals and groups to promote and maintain their health :</b></p> <p>Empowerment for self care of individuals, families and groups in -</p> <p><b>A. Assessment of self and family</b></p> <ul style="list-style-type: none"> <li>o Monitoring growth and development - <ul style="list-style-type: none"> <li>- Mile stones</li> <li>- Weight measurement</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Lecture discussion</li> <li>* Demonstration</li> <li>* Practice session</li> <li>* Supervised field practice</li> <li>* Individual / group/family/</li> </ul>	<ul style="list-style-type: none"> <li>- Essay type</li> <li>- Short answers</li> </ul>



	and groups to promote and maintain their health	<p>- Social development</p> <ul style="list-style-type: none"> <li>o Temperature and Blood pressure monitoring</li> <li>o Menstrual cycle</li> <li>o Breast Self Examination and testicles</li> <li>o Warning signs of various diseases</li> <li>o Tests - Urine for sugar and albumin, blood sugar</li> </ul> <p><b>B. Seek health services for -</b></p> <ul style="list-style-type: none"> <li>o Routine check - up</li> <li>o Immunization</li> <li>o Counselling</li> <li>o Diagnosis</li> <li>o Treatment</li> <li>o Follow up</li> </ul> <p><b>C. Maintenance of health records for self and family</b></p> <p><b>D. Continue medical care and follow up in community for various diseases and disabilities</b></p> <p><b>E Carry - out therapeutic procedures as prescribed / required for self and family</b></p> <p><b>F. Waste Management -</b> Collection and disposal of waste at home and community</p> <p><b>G. Sensitize and handle social issues affecting health and development for self and family -</b></p> <ul style="list-style-type: none"> <li>• Women Empowerment</li> <li>• Women and child abuse</li> <li>• Abuse of elders</li> <li>• Female Foeticide</li> <li>• Commercial sex workers</li> <li>• Food adulteration</li> <li>• Substance abuse</li> </ul> <p><b>H. Utilize community resources for self and family -</b></p> <ul style="list-style-type: none"> <li>o Trauma services</li> <li>o Old age homes</li> <li>o Orphanage</li> <li>o Homes for physically and</li> </ul>	community health education	
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			mentally challenged individuals o Homes for destitute		
VI	20	Describe national health and family welfare programmes and role of a nurse  Describe the various health schemes in India	<b>National health and family welfare programmes and the role of a nurse :</b> 1) National ARI programme 2) Revised National Tuberculosis Control Programme (RNTCP) 3) National Anti - Malaria programme 4) National Filariasis control programme 5) National Guinea Worm Eradication programme 6) National Leprosy eradication programme 7) National AIDS control programme 8) STD control programme 9) National programme for control of blindness 10) Iodine deficiency disorder programme 11) Expanded programme on immunization 12) National Family Welfare Programme - RCH Programme - historical development, organization, administration, research, constraints 13) National water supply and sanitation programme 14) Minimum Need programme 15) National Diabetics control programme 16) Polio Eradication - Pulse Polio Programme 17) National Cancer Control Programme 18) Yaws Eradication Programme 19) National Nutritional Anemia Prophylaxis programme 20) Twenty point programme 21) ICDS programme 22) Mid-day meal applied nutritional programme 23) National mental health programme  Health Schemes – ESI, CGHS, Health insurance	* Lecture discussion * Participation in National Health Programmes * Field visits	- Essay type - Short answers
VII	5	Explain the	<b>Health Agencies</b>	* Lecture	- Essay type



		roles and functions of various national and international health agencies	<p><b>International</b> – WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, DANIDA, European Commission (EC), Red Cross, USAID, UNESCO, Colombo Plan, ILO, CARE etc.</p> <p><b>National</b> – Indian Red Cross, Indian Council for Child Welfare, Family Planning Association of India (FPAI), Tuberculosis Association of India, Hindu Kush Nivaran Sangh, Central Social Welfare Board, All India women's conference, Blind Association of India etc.</p>	discussion * Field Visits	- Short answers
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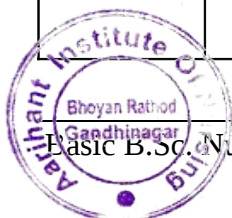
# Community Health Nursing – II – Practical

**Placement** - Fourth Year

**Time** - Practical - 135 hours

**Internship** - 195 hours

Areas	Duration (in week)	Objectives	Skills	Assignments	Assessment Methods
Community health nursing	1 wk. for Urban 4 wk for Rural	<p>Identify Community Profile</p> <p>Identify prevalent communicable and non-communicable diseases</p> <p>Diagnose health needs of individual, families and community</p> <p>Plan, provide and evaluate care</p> <p>Participate in School Health Program</p> <p>Participate in National Health programs</p> <p>Organize group for self help and involve clients in their own health activities</p> <p>Provide family welfare services</p> <p>Counsel and educate individual, family and community</p>	<p>* Community Health Survey</p> <p>* Community diagnosis</p> <p>* Family care - Home adaptation of common procedures</p> <p>* Home visit - bag technique</p> <p>* Organize and conduct clinics – antenatal, postnatal, well baby clinic, camps etc.</p> <p>* Screen, manage and referrals for :</p> <ul style="list-style-type: none"> <li>o High risk mothers and neonates</li> <li>o Accidents and emergencies</li> <li>o Illness - Physical and mental Disabilities</li> </ul> <p>* Conduct delivery at centre / home - Episiotomy and suturing</p> <p>* Resuscitate new born</p> <p>* School Health programme - Screen, manage, refer children</p> <p>* Collaborate with health and allied agencies</p> <p>* Train and supervise health workers</p> <p>* Provide family welfare services - Insertion of IUD</p> <p>* Counsel and teach individual, family and community about -</p>	<p>* Community survey report-1</p> <p>* Family care study-1</p> <p>* Project – 1</p> <p>* Health talk -1</p> <p>* Case book recording</p>	<p>Assess clinical performance with rating scale</p> <p>Evaluation of community survey report, family care study, project and health talk</p> <p>Completion of activity record.</p> <p>Completion of case book recording</p>



		Collect vital health statistics  Maintain records and reports	HIV, TB, Diabetics, hypertension, Mental health, adolescents, elderly health, physically and mentally challenged individuals etc. * Collect and Calculate Vital health statistics * Document and maintain - <ul style="list-style-type: none"> <li>o Individual, family and administrative records.</li> <li>o Write reports - centre, disease, national health programme / projects</li> </ul>		
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**Placement** - Internship

**Time** - 4 Weeks

Area	Duration	Objectives	Skills	Assessment
Urban	4 Weeks	Provide comprehensive care to individual, family and community	Integrated Practice and group project – 1 in urban	* Assess clinical performance with rating scale * Evaluation of project

Note - During the Rural Posting they should stay in Health centers under the supervision of





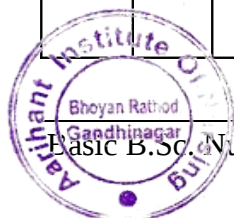
# Management of Nursing Services and Education

**Placement :** Fourth Year

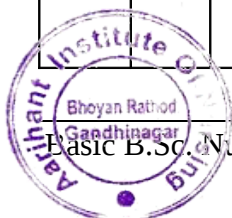
**Time :** Theory - 90 Hours

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

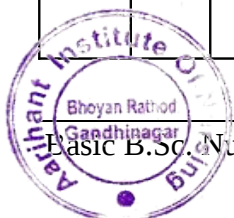
Unit	Time (Hrs)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
I	4		Explain the principles and functions of management	<b>Introduction to management in nursing :</b> * Definition, concepts and theories * Functions of management * Principles of Management * Role of Nurse as a manager	* Lecture Discussion * Explain using organization chart	- Short answers
II	5		Describe the elements and process of management	<b>Management Process :</b> * Planning; mission, philosophy, objectives, operational plan * Staffing: Philosophy, staffing study, norms, activities, patient classification systems, scheduling * Human resource management: recruiting, selecting, deployment, retaining, promoting, super-superannuation, etc. * Budgeting: concept, principles, types, cost benefit analysis, audit * Material management: equipment and supplies * Directing process (Leading) * Controlling: Quality management * Program Evaluation Review Technique (PERT) , Benchmarking, Activity Plan (Gantt Chart),	* Lecture Discussion * Simulated Exercises * Case studies	- Short answers - Essay type
III	8	20	Describe the Management of nursing services in the hospital	<b>Management of nursing services in the hospital and Community :</b> * Planning - o Hospital and patient care units including ward management	* Lecture Discussion * Demonstration * Simulated Exercises	- Short answers - Essay type - Assessment of problem solving



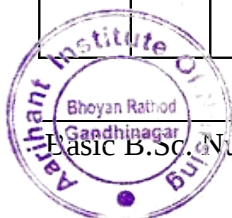
			and community	<ul style="list-style-type: none"> <li>o Emergency and disaster management</li> <li>* Human resource management - <ul style="list-style-type: none"> <li>o Recruiting, selecting, deployment, retaining, promoting, superannuation, etc.</li> <li>o Categories of nursing personnel including job description of all levels</li> <li>o Patient /population classification systems</li> <li>o Patients/population assignment and Nursing care responsibilities</li> <li>o Staff development and welfare</li> </ul> </li> <li>* Budgeting - proposal, projecting requirements for staff, equipments and supplies for - <ul style="list-style-type: none"> <li>o Hospital and patient care units</li> <li>o Emergency and disaster management</li> </ul> </li> <li>* Material Management: procurement, inventory control, auditing and maintenance in - <ul style="list-style-type: none"> <li>o Hospital and patient care units</li> <li>o Emergency and disaster management</li> </ul> </li> <li>* Directing and leading - delegation, participatory management - <ul style="list-style-type: none"> <li>o Assignments, rotations, delegations</li> <li>o Supervision &amp; guidance</li> <li>o Implement standards, policies, procedures and practices</li> <li>o Staff development and welfare</li> <li>o Maintenance of discipline</li> </ul> </li> <li>* Controlling / Evaluation - <ul style="list-style-type: none"> <li>o Nursing Rounds/visits, Nursing protocols,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Case studies</li> <li>* Supervised practice in ward-writing indents, preparing duty roaster, ward supervision</li> <li>* Assignment on duties and responsibilities of ward sister</li> <li>* Writing report</li> </ul>	<p>exercise.</p> <ul style="list-style-type: none"> <li>- Assessment of the assignment</li> <li>- Performance evaluation by ward sister with rating scale.</li> </ul>
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				Manuals <ul style="list-style-type: none"> <li>o Quality Assurance - Model, documentation</li> <li>o Records and reports</li> </ul> *Performance appraisal		
IV	5		Describe the concepts, theories and techniques of Organizational behaviour and human relations	<b>Organizational behaviour and human relations :</b> <ul style="list-style-type: none"> <li>* Concepts and theories of organizational behaviours</li> <li>* Review of Channels of communication</li> <li>* Leadership styles</li> <li>* Review of Motivation - concepts and theories</li> <li>* Group dynamics</li> <li>* Techniques of -               <ul style="list-style-type: none"> <li>o Communication</li> <li>o Interpersonal relationships</li> <li>o Human relations</li> </ul> </li> <li>* Public relations in context of nursing</li> <li>* Relations with professional associations and employee unions and Collective bargaining</li> </ul>	* Lecture Discussion * Role plays * Group games * Self assessment * Case discussion * Practice Session	- Short answers - Essay type - Assessment of problem solving
V	5	5	Participate in planning and organizing In-Service Education Program	<b>In -Service education :</b> <ul style="list-style-type: none"> <li>* Nature &amp; scope of in-service education program</li> <li>* Organization of in-service education</li> <li>* Principles of adult learning</li> <li>* Planning for in-service education program, techniques, methods and evaluation of staff education program.</li> <li>* Preparation of report</li> </ul>	* Lecture Discussion * Plan and conduct an educational session for in-service nursing personnel	- Short answers - Objective type - Assess the planning & conduct of the educational session
VI	10		Describe management of Nursing education institutions	<b>Management of nursing educational institutions :</b> <ul style="list-style-type: none"> <li>* Establishment of Nursing educational institution - INC norms and guidelines</li> <li>* Co-ordination with -               <ul style="list-style-type: none"> <li>o Regulatory bodies</li> <li>o Accreditation</li> <li>o Affiliation</li> <li>- Philosophy/objectives</li> <li>- Organization</li> <li>o Structure</li> <li>o Committees</li> <li>- Physical facilities</li> <li>o College/School</li> </ul> </li> </ul>	* Lecture Discussion * Role plays * Counselling session * Group Exercises	- Short answers - Essay type



				<ul style="list-style-type: none"> <li>○ Hostel <ul style="list-style-type: none"> <li>- Students <ul style="list-style-type: none"> <li>▪ Selection</li> <li>▪ Admission</li> <li>▪ Guidance and Counselling</li> <li>▪ Maintaining discipline</li> </ul> </li> <li>- Faculty and staff</li> </ul> </li> <li>○ Selection</li> <li>○ Recruitment</li> <li>○ Job description</li> <li>○ Placement</li> <li>○ Performance appraisal</li> <li>○ Development and welfare</li> <li>• Budgeting</li> <li>• Equipments and supplies: audio visual equipments, laboratory equipment, books, journals, etc.</li> <li>• Curriculum: Planning, implementation and evaluation</li> <li>• Clinical facilities</li> <li>• Transport facilities</li> <li>• Institutional Records and reports –</li> </ul> <p>Administrative, faculty, staff and students.</p>		
VII	10		<p>Describe the ethical and legal responsibilities of a professional nurse.</p> <p>Explain the nursing practice standards</p>	<p><b>Nursing as a Profession :</b></p> <p>* Nursing as a profession</p> <ul style="list-style-type: none"> <li>○ Philosophy - nursing practice</li> <li>○ Aims and objectives</li> <li>○ Characteristics of a professional nurse</li> <li>○ Regulatory bodies - INC, SNC Acts - Constitution, functions</li> <li>○ Current trends and issues in Nursing</li> </ul> <p>* Professional ethics</p> <ul style="list-style-type: none"> <li>○ Code of ethics - INC, ICN</li> <li>○ Code of professional conduct - INC, ICN</li> </ul> <p>* Practice standards for Nursing - INC</p> <p>* Consumer protection Act</p> <p>* Legal aspects in Nursing</p>	<ul style="list-style-type: none"> <li>* Lecture Discussion</li> <li>* Case discussion</li> <li>* Panel discussion</li> <li>* Role plays</li> <li>* Critical incidents</li> <li>* Visit to INC/SNRCs</li> </ul>	<ul style="list-style-type: none"> <li>- Short answers</li> <li>- Assessment of critical incidents</li> </ul>



				<ul style="list-style-type: none"> <li>o Legal terms related to practice - registration and licensing</li> <li>o Laws related to Nursing practice, Breach and Penalties</li> <li>o Malpractice and negligence</li> </ul>		
VIII	3		Explain the various opportunities for professional advancement	<b>Professional Advancement :</b> * Continuing education * Career opportunities * Collective bargaining * Membership with professional organization - National and International * <b>Participation in research activities</b> * Publications - Journals, newspapers, etc.	* Lecture Discussion * Review / Presentation of published articles * Group work on maintenance of bulletin board.	- Short answers



## VIII. Course Description

### 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. Utilize 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

**7 Hours**

- Development of Nursing as a profession
  - its philosophy
  - Objectives and responsibilities of a graduate nurse
- Trends influencing nursing practice
- Expanded and extended role of the nurse
- Development of nursing education in India and trends in nursing education
- Professional organizations, career planning
- Code of ethics & Professional conduct for nurse.

##### Unit II

**7 Hours**

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



### UNIT III

7 Hours

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

### UNIT IV

10Hours

- Nursing process.
- Assessment: Tools for assessment, methods, recording.
- Planning: Techniques for planning care, types of care plans.
- Implementation: Different approaches to care, organizations and implementation of care, recording.
- Evaluation: Tools for evaluation, process of evaluation.

### UNIT V

7 Hours

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

### UNIT VI

7 Hours

- Primary health care concept:
- Family oriented nursing concept:
- Functional Assignment
  - Community oriented nursing
  - Holistic nursing
  - Primary nursing
  - Problem oriented nursing
  - Progressive patient care
  - Team nursing

### Reference

1. Potter & Perry, Fundamentals of Nursing, Elsevier, 6th Edition.
2. Harkreader, Fundamentals of Nursing: Catering and Clinical Judgment, Elsevier, 3<sup>rd</sup> Edition
3. Kozier, Fundamentals of Nursing: Concepts, Process & Practice, Pearson, 7th Edition
4. Taylor, Fundamentals of Nursing: Arts and science of Nursing Process, Saunders, 7th Edition.
5. Fuller, Health Assessment: Nursing Approach, Lippincott, 3rd Edition
6. Ackley (BJ), Nursing Diagnosis Handbook: An evidence based guide to planning care, Mosby, 8<sup>th</sup> Edition
7. Craven, Fundamentals of Nursing: Human health & function, LWW, 5th Edition.





## NUTRITION AND DIETETICS

**Placement: First Year**

**Time Allotted: Theory -30 hrs.  
Practical -15 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

**5 hours**

- Introduction to nutrition and dietetics.
- **Balanced diet, factors on which it depends.**
- Factors to be considered in planning.
- Guides available for planning.
- Food hygiene, preparation and preservation
- **Review of nutrients –micro and macro.**
- Food chain, Food webs and ecological pyramids

#### UNIT II

**10 Hours**

- **Introduction to diet therapy**
- **Routine hospital diets**
- Therapeutic diet under each unit i.e. cardiovascular disease, Gastro intestinal 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

**7 Hours**

- **Infant and child nutrition**
- Feeding of normal infants: factors to be considered in planning, nutritional requirements.
- Feeding of premature infants: factors to be considered in planning, nutritional requirements.
- Supplementary feeding of infants: Advantage and method of introduction.
- Weaning, effects on mother and child
- **Psychology of infant and child feeding.**
- Feed the sick child. Diet in diseases of infancy and childhood.



- Deficiency states – malnutrition and under nutrition.
- Feeding pre-school child: nutritional needs, factors to be considered in planning diets. Problems in feeding.
- School lunch programme: Advantages, Need in India.

## UNIT IV

8 hours

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

## PRACTICUM

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

8 Hours

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

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

7 Hours

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.

## Reference:

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



## **BIOCHEMISTRY AND BIOPHYSICS**

**Placement: First Year**

**Time Allotted:**

**Section A (Biochemistry) – Theory 30 hrs.**

**Section B (Biophysics) - Theory 30 hrs.**

### **COURSE DESCRIPTION:**

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

### **OBJECTIVES:**

At the end of the course, the 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**

**3 Hours**

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

##### **UNIT II**

**5 Hours**

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

##### **UNIT III**

**7 Hours**

- Enzymes
  - Mechanism of action
  - Factors affecting enzyme activity
  - Diagnostic applications
  - Precautions for handling specimens for enzyme estimation
- Digestion and absorption of carbohydrates, proteins and fats
- Various factors influencing the digestion and absorption, mal-absorption syndrome.

##### **UNIT IV**

**5 Hours**

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



## UNIT V

5 Hours

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

## UNIT VI

5 Hours

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

### Reference :

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. Strayer (L), (1988). Biochemistry, Freeman & Company, New York, 3rd Edition, 1988.
4. Murray (RK), Harper's Illustrated Biochemistry, McGraw Hill, New Delhi, 27th Edition, 2006.



## SECTION B: BIOPHYSICS

COURSE CONTENTS	Theory 30 Hours
<b>UNIT I</b> <ul style="list-style-type: none"><li>➤ Introduction :Concepts of unit and measurements.</li><li>➤ Fundamental and derived units.</li><li>➤ Units of length, weight, mass, time.</li></ul>	<b>2 Hours</b>
<b>UNIT II</b> <ul style="list-style-type: none"><li>➤ Vector and scalar motion, speed, velocity and acceleration.</li></ul>	<b>2 Hours</b>
<b>UNIT III</b> <ul style="list-style-type: none"><li>➤ Gravity: Specific gravity, centre of gravity, principles of gravity.</li><li>➤ Effect of gravitational forces on human body.</li><li>➤ Application of principles of gravity in nursing.</li></ul>	<b>3 Hours</b>
<b>UNIT IV</b> <ul style="list-style-type: none"><li>➤ Force, work, Energy: Their units of measurement.</li><li>➤ Type and transformation of energy, forces of the body, static forces.</li><li>➤ Principles of machines, friction and body mechanics.</li><li>➤ Simple mechanics – lever and body mechanics, pulley and traction, incline plane,screw.</li><li>➤ Application of these principles in nursing.</li></ul>	<b>3 Hours</b>
<b>UNIT V</b> <ul style="list-style-type: none"><li>➤ Heat: Nature, measurement, transfer of heat</li><li>➤ Effects of heat on matter</li><li>➤ Relative humidity, specific heat</li><li>➤ Temperature scales</li><li>➤ Regulation of body temperature</li><li>➤ Use of heat for sterilization</li><li>➤ Application of these principles in nursing</li></ul>	<b>3 Hours</b>
<b>UNIT VI</b> <ul style="list-style-type: none"><li>➤ Light: Laws of reflection</li><li>➤ Focusing elements of the eye, defective vision and its correction, use of lenses.</li><li>➤ Relationship between energy, frequency and wavelength of light</li><li>➤ Biological effects of light.</li><li>➤ Use of light in therapy.</li><li>➤ Application of these principles in Nursing.</li></ul>	<b>3 Hours</b>
<b>UNIT VII</b> <ul style="list-style-type: none"><li>➤ Pressures: Atmospheric pressure, hydrostatic pressure, osmotic pressure.</li><li>➤ Measurements of pressures in the body<ul style="list-style-type: none"><li>• Arterial and venous blood pressures</li><li>• Ocular pressure</li><li>• Intracranial pressure</li><li>• Applications of these principles in nursing.</li></ul></li></ul>	<b>3 Hours</b>



## **UNIT VIII**

**3 Hours**

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

## **UNIT IX**

**3 Hours**

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

## **UNIT X**

**3 Hours**

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

## **UNIT XI**

**2 Hours**

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

### **Practicum:**

Experiments and Tests should be demonstrated wherever applicable.



## 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 an 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

**3 Hours**

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

#### UNIT II

**6 Hours**

- Sensation, Attention and perception: Definitions
- Sensory processes: Normal and abnormal
- Attention and distraction: Contributory factors
- Characteristics of perception, perception: Normal and abnormal

#### UNIT III

**6 Hours**

- Motivation: Definition and nature of motivation
- Biological and social motives
- Frustration and conflicts
- Self-actualization

#### UNIT IV

**4 Hours**

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





## UNIT V

5 Hours

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

## UNIT VI

5 Hours

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

## UNIT VII

5 Hours

- Individual differences
- Significance of individual differences.
- Heredity and environment
- Role of individual differences both in health and sickness.
- Implications of individual differences in nursing.

## UNIT VIII

5 Hours

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

## UNIT IX

6 Hours

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

## UNIT X

4 Hours

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

## UNIT XI

5 hours

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

## UNIT XII

6 Hours

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



## **PRACTICUM**

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

### **References:**

1. Morgon (CT), Introduction to Psychology, Tata McGraw Hill, New Delhi, 20th edition, 2003.
2. Atkinson (RL), Hilgard's Introduction to psychology, Harcourt college publishers, Philadelphia, 13<sup>th</sup> edition, 2000.
3. Shelley, Taylor's Health Psychology, Tata McGraw hill publishing co. Ltd, Sidney, 6th Edition 2006.
4. Santrock (JW), Educational Psychology, Tata McGraw Hill Pub. Co. Ltd., Sidney 2006.
5. Fernald (L.D) Introduction to Psychology A.I.T.B.S. Pub. New Delhi 2006.
6. Mangal (SK), Advanced Educational Psychology, Pentice Hall of India, New Delhi, 2nd Edition, 2006.
7. Gross (R), Psychology for Nurses and Allied Health Professionals, Hodder Arnold, London, 2007.



## **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**

**4 Hours**

- Structure and classification of microbes
- Morphological types
- Size and form of bacteria
- Motility.
- Classification of Microorganisms.

#### **Practical:**

**4 Hours**

- Use and care of microscope.
- Common examination :Smear, blood, modules, yeasts.

#### **UNIT II**

**4 Hours**

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

#### **Practical:**

**4 Hours**

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



### UNIT III

4 Hours

- Growth and Nutrition of Microbes
- Temperature
- Moisture
- Blood

#### Practical:

4 Hours

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

### UNIT IV

6 Hours

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

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

6 Hours

### UNIT V

8 Hours

- Disease producing micro-organisms
- Gram positive bacilli
- Tuberculosis and Leprosy
- Anaerobes
- Cocci
- Spirochaete
- Rickettsiae

#### Practical:

5 Hours

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

### UNIT VI

6 Hours

- Pathogenic Fungi
- Dermatophytes
- Systemic mycotic infection
- Laboratory diagnosis of mycotic infection

### UNIT VII

6 Hours

- Immunity
- Immunity and hypersensitivity –Skin test
- Antigen and antibody reaction
- Immunization in disease.

**Practical:** Demonstration of serological methods

3 Hours



## UNIT VIII

10 Hours

- Parasites and vectors.
- Characteristics and classification of parasites
- Protozoal infection including amoebiasis
- Helminthes infection
- Diagnosis of parasitic infection
- Vectors and diseases transmitted by them.

**Practical:** Identification of Parasites and Vectors.

4 Hours

## UNIT IX

6 Hours

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

## UNIT X

6 Hours

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

## Practicum

Each student will practice in the laboratory as indicated in each unit of the 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.

## References :

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.



## MATERNAL NURSING

**Placement :First Year**

**Time Allotted :Theory -60 hrs  
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

**3 Hours**

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

#### UNIT II

**5 Hours**

- Review of the anatomy and physiology of female reproductive system.
- Female pelvis(normal and contracted)
- Review of foetal development.

#### UNIT III

**15 Hours**

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



#### UNIT IV

4 Hours

- The New born baby
- Care of the baby at birth including resuscitation
- Essential Newborn Care
  - Feeding
  - Jaundice and infection
  - Small and large for date babies
  - Intensive care of the new born
  - Trauma and haemorrhage.

#### UNIT V

24 Hours

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

#### UNIT VI

4 Hours

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

#### UNIT VII

5 Hours

- National Welfare programmes for women
- National Family welfare programme
- Infertile family
- Problems associated with unwanted pregnancy
- Unwed mothers.





## **PRACTICUM**

1. The students will
  - a. Be posted in antenatal clinic, MCH Clinic, antenatal ward, labour room, postnatal ward, maternity OT, MTP room.
  - b. Visit welfare agencies for women and write observation report.
  - c. Follow nursing process in providing care 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. Motivate family for planned parenthood.
  - d. Motivation of family for adopting family planning methods.
  - e. Assist in various diagnostic and therapeutic procedures including IUD insertion and removal.

### **Reference Books:**

1. Fraser (DM), MMyles Textbook of Midwives, Churchill Livingstone, 14th Edition, 2003
2. Dutta (DC), Textbook of Obstetrics, New Central Book Agency.
3. Lowdermilk, Maternity Nursing, Mosby, 7th Edition.
4. Willams, Obstetrics, McGrawhill, 22nd Edition.
5. Bobak, Maternity Nursing Care, Elsevier.
6. Maternity & Child Health Nursing Care for the childbearing family, LWW, 5th edition.
7. Wong, Maternity Child Nursing Care, Mosby, 3rd Edition.



## 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

**8 Hours**

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

#### UNIT II

**12 Hours**

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



### UNIT III

12 Hours

- Nursing care of a neonate
- Nursing care of a normal newborn
- Neonatal resuscitation
- Nursing management of a low birth weight baby.
- Nursing management of common neonatal disorders.
- Organization of neonatal unit. Prevention of infections in the nursery.

### UNIT IV

24 Hours

- Nursing management in common childhood diseases
- Nutritional Deficiency Disorders
- Respiratory disorders and infections
- Gastrointestinal infections, infestations and congenital disorders.
- Cardio vascular problem-congenital defects and rheumatic fever.
- Genito-urinary disorder –Nephrotic syndrome, wilms’ tumor, infection and congenital disorders.
- Neurological infections and disorders-convulsions, epilepsy, meningitis,hydrocephalus, spinabifida.
- Hematological disorders –Anemias thalassemia, ITP, Leukemia, hemophilia.
- Endocrine disorders – Juvenile diabetes mellitus.
- Orthopedic disorders –club feet, hip dislocation and fracture.
- Disorders of skin, eye and ears.
- Common communicable diseases in children, their identification, nursing management in hospital and home and prevention.
- Paediatric emergencies –poisoning, foreign bodies, haemorrhage, burns anddrowning.

### UNIT V

4 Hours

- Management of behaviour disorders in children.
- Management of challenged children:
  - Mentally challenged
  - Physically challenged
  - Socially challenged

### PRACTICUM

The student will:-

1. Be posted in paediatric medical and surgical ward, OPD in hospital, health 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:
  - a. 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.

### 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.



## MEDICAL SURGICAL NURSING

**Placement: First Year**

**Time Allotted: Theory – 90 hrs  
Practical - 270 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

**3 Hours**

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

#### UNIT II

**6 Hours**

**Nursing management of patient with specific problems.**

- Fluid and electrolyte imbalance.
- Dyspnea and cough, respiratory obstruction
- Fever
- Shock
- Unconsciousness
- Pain
- Acute illness
- Chronic Illness
- Terminal illness
- Age Related Illness
- Patient undergoing Surgery
- Incontinence



### UNIT III

9 Hours

- Nursing management of patient with neurological and neuro surgical conditions.
- Review of anatomy and physiology of the nervous system.
- Pathophysiology, diagnostic procedures and management of:
  - Cerebro-vascular accident.
  - Cranial, spinal and peripheral neuropathies.
  - Head-ache and intractable pain
  - Epilepsy
  - Infectious and inflammatory diseases and trauma of the nervous system.
  - Common disorders of the system.
  - Recent advances in diagnostic and treatment modalities.
  - Drugs used in these disorders.
  - Tumors of brain and spinal cord, congenital malformations, degenerative diseases.

### UNIT IV

8 Hours

- Nursing management of patient with cardiovascular problems.
- Review of relevant anatomy and physiology of cardio vascular system.
- Pathophysiology, diagnostic procedures and management of
  - Ischemic heart diseases.
  - Cardiac arrhythmias.
  - Congestive heart failure.
  - Rheumatic and other valvular heart diseases.
  - Endocarditis, cardiomyopathies, congenital heart, diseases, hypertension, heart block.
  - Cardiac emergencies: cardiac arrest, acute pulmonary oedema, cardiac tamponade, cardiogenic shock, aneurysms and peripherovascular disorders, recent advancement in cardiology.

### UNIT V

8 Hours

- Nursing management of patient with respiratory problems.
- Review of anatomy and physiology of respiratory system.
- Pathophysiology, diagnostic procedures and management of upper respiratory tract infections.
  - Bronchitis
  - Asthma
  - Emphysema, empyema, Atelectasis, COPD
  - Bronchiectasis
  - Pneumonia
  - Pulmonary tuberculosis
  - Lung abscess
  - Pleural effusion
  - Tumours and Cysts
  - Chest injuries
  - Respiratory arrest and insufficiency
  - Pulmonary embolism
  - Drugs used in the management of these patients.
  - Special respiratory therapies.



## UNIT VI

**6 Hours**

- Nursing management of patient with genitor-urinary problems.
- Review of anatomy and physiology of the genitor-urinary system
  - Nephritis
  - Renal Calculus
  - Acute renal failure
  - Chronic renal failure
  - End stage renal disease
- Special procedures, dialysis, renal transplant
- Drugs used in management of these patients
- Congenital disorders, urinary infections
- Benign prostate hypertrophy.

## UNIT VII

**8 Hours**

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

## UNIT VIII

**4 Hours**

- Nursing management of patients with endocrine problems
- Review of anatomy and physiology and patho-physiology of patients with
  - Thyroid disorders
  - Diabetes mellitus
  - Diabetes insipidus
  - Adrenal tumour
  - Pituitary disorders
  - Diagnostic procedures
- Nursing management of patient with above problems.
- Drugs used in endocrine problems.



## UNIT IX

7 Hours

- Nursing management of patients with musculoskeletal problems.
- Review of anatomy and physiology and pathophysiology
  - Arthritis, osteomyelitis, bursitis,
  - Fractures, dislocation and trauma
  - Prolapsed disc
  - Osteomalacia and osteoporosis
  - Tumor
  - Amputation
- Diagnostic procedures
- Nursing management of patients with above problems.
- Prosthesis and rehabilitation.
- Transplant and replacement surgeries.

## UNIT X

4 Hours

- Nursing management of patients with disorders of female reproductive tract.
- Disorder of menstruation
- Infections of the genital tract
- Benign and malignant tumors of the genital tract
- R.V.F., V.V.F
- Climatic changes and associated problems.

## UNIT XI

7 Hours

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

## UNIT XII

4 Hours

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

## UNIT XIII

4 Hours

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

## UNIT XIV

5 Hours

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





## UNIT XV

**4 Hours**

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

**3 Hours**

- Nursing in emergencies.
- Cardiac emergencies
- Trauma
- Poisoning
- Crisis management: Thyroid crisis, Hypertensive crisis, adrenal crisis.

## 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.



## Reference Books:

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



## 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

**10 Hours**

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

#### UNIT II

**10 Hours**

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

#### UNIT III

**10 Hours**

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

#### UNIT IV

**10 Hours**

- Verbal communication
- Oral reports
- Summarization of discussion
- Debate
- Listening comprehension –Film, Cassette and Radio.



## **PRACTICUM**

**20 Hours**

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.

### **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.



# Medical Surgical Nursing

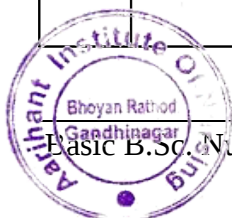
## (Adult including Geriatrics) – II

**Placement** -Third Year

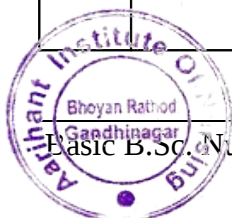
**Time** -Theory – 120 hours  
Practical – 270 hours

**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.

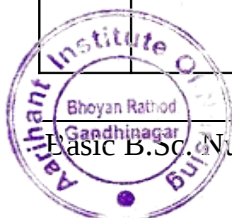
Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	15	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of Ear, Nose and Throat	<b>Nursing management of patient with disorders of Ear, Nose and Throat :</b> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of the Ear, Nose and Throat</li> <li><b>Nursing assessment - History and Physical assessment</b></li> <li>Etiology, Pathophysiology , clinical manifestations, diagnosis, treatment modalities and medical &amp; Surgical nursing management of Ear, Nose &amp; Throat disorders : <ul style="list-style-type: none"> <li>External Ear - deformities otalgia, foreign bodies, and tumours</li> <li>Middle Ear - Impacted wax, Tympanic membrane perforation, otitis media, otosclerosis, mastoiditis, tumours</li> <li>Inner ear - Meniere's Disease, labyrinthitis, ototoxicity, tumours</li> <li>Upper airway infections – Common cold, sinusitis, ethinitis, rhinitis, pharyngitis, tonsillitis and adenoiditis, peritonsillar abscess, laryngitis</li> <li>Upper respiratory airway – epistaxis</li> <li>Nasal obstruction, laryngeal obstruction, cancer of the larynx</li> <li>Cancer of the oral cavity</li> <li>Speech defects and speech therapy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using Charts, graphs, 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>- Objectives type</li> <li>- Assessment of skills with check list</li> <li>- Assessment of patient management problem</li> </ul>



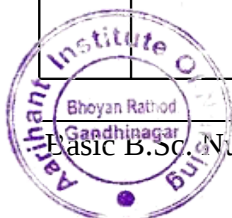
			<ul style="list-style-type: none"> <li>• Deafness – Prevention, control and rehabilitation</li> <li>• Hearing Aids, implanted hearing devices</li> </ul> <p>Special Therapies Nursing procedures Drugs used in treatment of disorders of Ear, Nose and Throat Role of nurse in communicating with hearing impaired and muteness</p>		
II	15	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of Eye.	<p><b>Nursing management of patient with disorder of Eye :</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the eye</li> <li>• Nursing Assessment - History and Physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; Surgical nursing management of eye disorders - <ul style="list-style-type: none"> <li>• Refractive errors</li> <li>• Eyelids - infection, tumours &amp; deformities</li> <li>• Conjunctiva - inflammation and infection, bleeding</li> <li>• Cornea - inflammation and infection</li> <li>• Lens - Cataracts</li> <li>• Glaucoma</li> <li>• Disorder of the uveal tract,</li> <li>• Ocular tumours</li> <li>• Disorders of posterior chamber &amp; retina - retinal and vitreous problems</li> <li>• Retinal detachment</li> <li>• Ocular emergencies and their prevention</li> </ul> </li> <li>• Blindness</li> <li>• National Blindness Control Program</li> <li>o Eye Banking</li> <li>o Eye prostheses and Rehabilitation</li> </ul> <p>Role of nurse - Communication with visually impaired patient, Eye camps Special Therapies Nursing procedures Drugs used in treatment of disorders of eye</p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using Charts, graphs, 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 eye bank</li> <li>• Participation in eye-camps</li> </ul>	<ul style="list-style-type: none"> <li>- Essay type</li> <li>- Short answers</li> <li>- Objectives type</li> <li>- Assessment of skills with check list</li> <li>- Assessment of patient management problem</li> </ul>



III	16	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures & nursing management of patients with Neurological disorders	<b>Nursing management of patient with Neurological disorders :</b> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the neurological system</li> <li>• Nursing Assessment - History and Physical and neurological assessment and Glasgow Coma Scale</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; Surgical nursing management of neurological disorders - <ul style="list-style-type: none"> <li>• Congenital malformations</li> <li>• Headache</li> <li>• Head Injuries</li> <li>• Spinal Injuries - <ul style="list-style-type: none"> <li>o Paraplegia</li> <li>o Hemiplegia</li> <li>o Quadraplegia</li> </ul> </li> <li>• Spinal cord compression - herniation of inter-vertebral disc</li> <li>• Tumors of the brain &amp; spinal cord</li> <li>• Intra cranial &amp; cerebral aneurysms</li> <li>• Infections : <ul style="list-style-type: none"> <li>o Meningitis, Encephalitis, Brain abscess, neurocysticercosis</li> </ul> </li> <li>• Movement disorders - <ul style="list-style-type: none"> <li>o Chorea</li> <li>o Seizures</li> <li>o Epilepsies</li> </ul> </li> <li>• Cerebro Vascular Accidents (CVA)</li> <li>• Cranial, Spinal Neuropathies - Bell's palsy, trigeminal neuralgia</li> <li>• Peripheral Neuropathies - Guillain-Barré Syndrome</li> <li>• Myasthenia gravis</li> <li>• Multiple sclerosis</li> <li>• Degenerative diseases - <ul style="list-style-type: none"> <li>o Delirium</li> <li>o Dementia</li> <li>o Alzheimer's disease</li> <li>o Parkinson's disease</li> </ul> </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> <li>• Visit to rehabilitation centre</li> </ul>	<ul style="list-style-type: none"> <li>- Essay type</li> <li>- Short answers</li> <li>- Objectives type</li> <li>- Assessment of skills with check list</li> <li>- Assessment of patient management problem</li> </ul>
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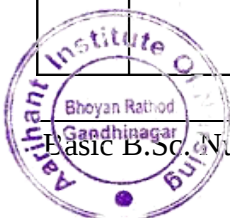


			<ul style="list-style-type: none"> <li>• Management of unconscious patients &amp; patients with stroke</li> <li>• Role of the nurse in communicating with patient having neurological deficit</li> <li>• Rehabilitation of patients with neurological deficit</li> </ul> <p>Role of nurse in long stay facility (institutions) and at home</p> <p>Special Therapies</p> <p>Nursing procedures</p> <p>Drugs used in treatment of neurological disorders</p>		
IV	16	<p>Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures &amp; nursing management of patients with disorders of female reproductive system</p> <p>Describe concepts of reproductive health &amp; family welfare programme</p>	<p><b>Nursing management of patients with disorders of female reproductive system :</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the female reproductive system</li> <li>• Nursing Assessment - History and Physical assessment</li> <li>• Breast Self Examination</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; Surgical nursing management of disorder of female reproductive system -</li> <li>• Congenital abnormalities of female reproductive system</li> <li>• Sexuality &amp; Reproductive Health</li> <li>• Sexual Health Assessment</li> <li>• Menstrual Disorders - Dysmenorrhea, Amenorrhea, Premenstrual Syndrome</li> <li>• Abnormal Uterine Bleeding - Menorrhagia, Metrorrhagia</li> <li>• Pelvic Inflammatory Disease</li> <li>• Ovarian and fallopian tube disorders - infections, cysts, tumours</li> <li>• Uterine &amp; cervical disorders - Endometriosis, polyps, Fibroids, Cervical &amp; uterine tumours, uterine displacement, Cystocele, Urethrocele &amp; Rectocele</li> <li>• Vaginal disorders – Infections, Discharges, Fistulas</li> <li>• Vulver Disorders – Infection, cysts, tumours</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>- Objectives type</li> <li>- Assessment of skills with check list</li> <li>- Assessment of patient management problem</li> </ul>

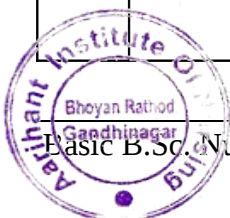




			<ul style="list-style-type: none"> <li>• Diseases of breasts - Deformities, Infections, Cysts and Tumours</li> <li>• Menopause and Hormonal Replacement Therapy</li> <li>• Infertility</li> <li>• Contraception – Types, Methods, Risk and effectiveness</li> <li>o Spacing Methods - <ul style="list-style-type: none"> <li>- Barrier methods, Intra Uterine Devices, Hormonal &amp; Post Conceptional Methods, etc</li> </ul> </li> <li>o Terminal methods - Sterilization</li> <li>• Emergency Contraception methods</li> <li>• Abortion – Natural, Medical &amp; surgical abortion – MTP Act</li> <li>• Toxic Shock Syndrome</li> <li>• Injuries &amp; Trauma; Sexual violence</li> </ul> <p>Special Therapies</p> <p><b>Nursing procedures</b></p> <p><b>Drugs used in treatment of gynaecological disorders</b></p> <p><b>National Family Welfare Programme</b></p>		
V	10	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures & nursing management of patients with Burns, re-constructive and cosmetic surgery	<p><b>Nursing management of patients with Burns, re-constructive &amp; cosmetic surgery :</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of the skin &amp; connective tissues and various deformities</li> <li>• Nursing Assessment - History and Physical assessment &amp; Assessment of burns &amp; fluid and electrolyte loss</li> <li>• Etiology, classification, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; Surgical nursing management of Burns &amp; Re-constructive and Cosmetic surgery -</li> <li>• Types of Re-constructive and Cosmetic surgery - for burns, congenital deformities, injuries &amp; cosmetic purposes</li> <li>• Role of Nurse</li> <li>• Legal aspects</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>- Objectives type</li> <li>- Assessment of skills with check list</li> <li>- Assessment of patient management problem</li> </ul>



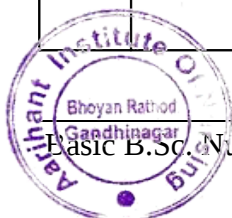
			<ul style="list-style-type: none"> <li>• Rehabilitation</li> <li>• Special therapies - Psycho social aspects</li> </ul> <p>Nursing procedures Drugs used in treatment of Burns, re-constructive and cosmetic surgery</p>		
VI	10	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures & nursing management of patients with Oncology	<p><b>Nursing management of patients with oncological conditions :</b></p> <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, Warning signs of cancer</li> <li>• Epidemiology, Etiology, Classification, Pathophysiology, Staging, clinical manifestations, diagnosis, treatment modalities and medical &amp; Surgical nursing management of oncological conditions -</li> <li>• Common malignancies of various body systems - Oral, larynx, lung, Stomach &amp; Colon, Liver, Leukemias &amp; 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>o Immunotherapy</li> <li>o Chemotherapy</li> <li>o Radiotherapy</li> <li>o Surgical Interventions</li> <li>o Stem cell and Bone marrow transplants</li> <li>o Gene therapy</li> <li>o Other forms of treatment</li> </ul> </li> <li>• Psychosocial 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</li> <li>• Special therapies - Psycho social aspects</li> <li>• Nursing procedures</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>- Objectives type</li> <li>- Assessment of skills with check list</li> <li>- Assessment of patient management problem</li> </ul>



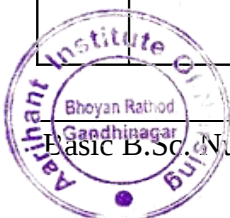
VII	10	<p>Describe organization of emergency &amp; disaster care services</p> <p>Describe the role of nurse in disaster management</p> <p>Describe the role of nurse in management of common Emergencies</p>	<p><b>Nursing management of patient in Emergency &amp; Disaster situations :</b></p> <p><b>Disaster Nursing -</b></p> <ul style="list-style-type: none"> <li>• Concepts &amp; principles of Disaster Nursing</li> <li>• Causes and Types of Disaster - Natural and Man-made               <ul style="list-style-type: none"> <li>o Earthquakes, Floods, Epidemics, Cyclones</li> <li>o Fire, Explosion, Accidents</li> <li>o Violence, Terrorism - Biochemical &amp; War</li> </ul> </li> <li>• Policies related to emergency / disaster management - International, National, State, Institutional</li> <li>• Disaster preparedness</li> <li>• Team, Guidelines, protocols, Equipments, Resources</li> <li>• Co-ordination and involvement of - Community, various govt. departments, non-govt. organizations &amp; International agencies</li> <li>• Role of nurse - working</li> <li>• Legal Aspects of Disaster Nursing</li> <li>• Impact on Health and after effects - Post Traumatic Stress Disorder</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 &amp; scope of emergency nursing</li> <li>• Organization of emergency services-physical set up, staffing, equipment and supplies, protocols, Concepts of triage &amp; role of triage nurse</li> <li>• Coordination &amp; involvement of different departments &amp; facilities</li> <li>• Nursing Assessment - History and Physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; Surgical nursing management of patient with</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using Charts, graphs, 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>• Disaster management drills</li> </ul>	<ul style="list-style-type: none"> <li>- Essay type</li> <li>- Short answers</li> <li>- Objectives type</li> <li>- Assessment of skills with check list</li> <li>- Assessment of patient management problem</li> </ul>
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			<p>medical &amp; surgical Emergency -</p> <ul style="list-style-type: none"> <li>• Principles of emergency management</li> <li>• Common Emergencies</li> <li>• Respiratory Emergencies</li> <li>• Cardiac Emergencies</li> <li>• Shock &amp; Haemorrhage</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>• Paediatric Emergencies</li> <li>• Psychiatric Emergencies</li> <li>• Obstetrical Emergencies</li> <li>• Violence, Abuse, Sexual assault</li> <li>• Cardio Pulmonary Resuscitation</li> <li>• Crisis Intervention</li> <li>• Role of the nurse - Communication &amp; Inter personal Relations</li> <li>• Medico-Legal Aspects</li> </ul>		
VIII	10	<p>Explain the concept and problems of Ageing</p> <p>Describe nursing care of the elderly</p>	<p><b>Nursing care of the elderly :</b></p> <ul style="list-style-type: none"> <li>• Nursing Assessment – History &amp; Physical assessment</li> <li>• Ageing</li> <li>• Demography - Myths and realities</li> <li>• Concepts &amp; theories of ageing</li> <li>• Cognitive Aspects of Ageing</li> <li>• Normal biological ageing</li> <li>• Age related body systems changes</li> <li>• Psychosocial Aspects of Ageing</li> <li>• Medications and elderly</li> <li>• Stress &amp; coping in older adults</li> <li>• Common Health Problems &amp; Nursing Management - Cardiovascular, Respiratory, Musculoskeletal, Endocrine, genitor-urinary, Gastrointestinal, Neurological, Skin and other Sensory organs</li> <li>○ Psychosocial and Sexual</li> <li>○ Abuse of elderly</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using Charts, graphs, 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>- Objectives type</li> <li>- Assessment of skills with check list</li> <li>- Assessment of patient management problem</li> </ul>



			<ul style="list-style-type: none"> <li>• Role of nurse for care of elderly-ambulation, nutritional, communicational, psychosocial &amp; spiritual</li> <li>• Role of nurse for caregivers of elderly</li> <li>• Role of family and formal and non formal caregivers</li> <li>• Use of aids &amp; prosthesis (hearing aids, dentures)</li> <li>• Legal &amp; Ethical Issues</li> <li>• Provisions &amp; Programmes for elderly - Privileges, Community Programs and health services</li> <li>• Home &amp; institutional care</li> </ul>		
IX	10	<p>Describe organization of critical care units</p> <p>Describe the role of nurse in management of patients in critical care units</p>	<p><b>Nursing management of patient in critical care units :</b></p> <ul style="list-style-type: none"> <li>• Nursing Assessment – History &amp; Physical assessment</li> <li>• Classification</li> <li>• Principles of critical care nursing</li> <li>• Organization - Physical set-up, Policies, Staffing norms</li> <li>• Protocols, equipment and supplies</li> <li>• Special equipments - ventilators, cardiac monitors, defibrillators, Resuscitation equipments</li> <li>• Infection Control Protocols</li> <li>• Nursing management of critically ill patient - Monitoring of critically ill patient</li> <li>• CPR - Advance Cardiac Life support</li> <li>• Treatments &amp; procedures</li> <li>• Transitional care</li> <li>• Ethical &amp; Legal Aspects</li> <li>• Communication with patient and family</li> <li>• Intensive care records</li> <li>• Crisis Intervention</li> <li>• Death &amp; Dying - coping with such a patient</li> <li>• Drugs used in critical care unit</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using Charts, graphs, Models, films, slides</li> <li>• Demonstration</li> <li>• Role plays</li> <li>• Counselling</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>- Objectives type</li> <li>- Assessment of skills with check list</li> <li>- Assessment of patient management problem</li> </ul>
X	8	Describe the etiology, pathophysiology,	<p><b>Nursing management of patients (adults including elderly ) with Occupational and Industrial health disorders :</b></p>	<ul style="list-style-type: none"> <li>• Industrial visit</li> </ul>	<ul style="list-style-type: none"> <li>• Report of visit</li> </ul>



		clinical manifestations, assessment, diagnostic measures & management of patients with Occupational and Industrial health disorder	<ul style="list-style-type: none"> <li>• Nursing Assessment –History &amp; Physical assessment</li> <li>• Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; Surgical nursing management of Occupational and Industrial health disorders</li> <li>• <b>Role of nurse</b> <b>Special Therapies, alternative therapies</b> <b>Nursing procedures</b> <b>Drugs used in treatment of Occupational &amp; Industrial disorders</b></li> </ul>		
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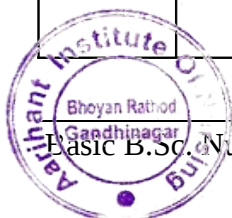
# Medical Surgical Nursing – II Practical

(Adult and Geriatrics) – II

Placement -Third Year

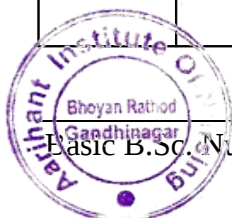
Time - Theory – 120 hrs  
Practical – 270 hrs  
Internship – 430 hrs

Areas	Duration (in wks)	Objectives of Posting	Skills to be developed	Assignments	Assessment methods
ENT	1	Provide care to patients with ENT disorders  Counsel and educate patient and families	<ul style="list-style-type: none"> <li>Perform examination of ear, nose and throat</li> <li>Assist with diagnostic procedures</li> <li>Assist with therapeutic procedures</li> <li>Instillation of drops</li> <li>Perform/assist with irrigations</li> <li>Apply ear bandage</li> <li>Perform tracheostomy care</li> <li>Teach patients &amp; families</li> </ul>	Provide care to 2-3 assigned patients  Nursing care plan -1  Observation reports of OPD  Maintain drug book	<ul style="list-style-type: none"> <li>- Assess each skill with checklist</li> <li>- Assess performance with rating scale</li> <li>- Evaluation of observation report of OPD</li> <li>- Completion of activity record</li> </ul>
Ophthalmology	1	Provide care to patients with Eye disorders  Counsel and educate patient and families	<ul style="list-style-type: none"> <li>Perform examination of eye</li> <li>Assist with diagnostic procedures</li> <li>Assist with therapeutic procedures</li> <li>Perform/assist with irrigations</li> <li>Apply eye bandage</li> <li>Apply eye drops/ointments</li> <li>Assist with foreign body removal</li> <li>Teach patients &amp; families</li> </ul>	Provide care to 2-3 assigned patients  Nursing care plan -1  Observation reports of OPD & Eye bank  Maintain drug book	<ul style="list-style-type: none"> <li>- Assess each skill with checklist</li> <li>- Assess performance with rating scale</li> <li>- Evaluation of observation report of OPD / Eye bank</li> <li>- Completion of activity record</li> </ul>



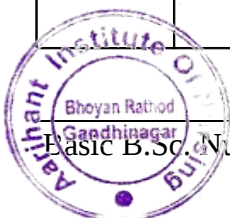


Neurology	2	Provide care to patients with neurological disorders  Counsel and educate patient and families	<ul style="list-style-type: none"> <li>• Perform Neurological Examination</li> <li>• Use Glasgow coma scale</li> <li>• Assist with diagnostic procedures</li> <li>• Assist with therapeutic procedures</li> <li>• Teach patients &amp; families</li> <li>• Participate in rehabilitation program</li> </ul>	Provide care to assigned 2-3 patients  Case study/ case presentation – 1  Maintain drug book  Health teaching-1	<ul style="list-style-type: none"> <li>- Assess each skill with checklist</li> <li>- Assess performance with rating scale</li> <li>- Evaluation of case study &amp; health teaching</li> <li>- Completion of activity record</li> </ul>
Gynaecology ward	1	Provide care to patients with gynaecological disorders  Counsel and educate patient and families	<ul style="list-style-type: none"> <li>• Assist with gynaecological Examination</li> <li>• Assist with diagnostic procedures</li> <li>• Assist with therapeutic procedures</li> <li>• Teach patients &amp; families</li> <li>• Teaching Breast Self Examination</li> <li>• Assist with PAP smear collection</li> </ul>	Provide care to 2-3 assigned patients  Nursing care plan -1  Maintain drug book	<ul style="list-style-type: none"> <li>- Assess each skill with checklist</li> <li>- Assess performance with rating scale</li> <li>- Evaluation of care plan</li> <li>- Completion of activity record</li> </ul>
Burns Unit	1	Provide care to patients with Burns  Counsel and educate patient and families	<ul style="list-style-type: none"> <li>• Assessment of the burns patient</li> <li>• Percentage of burns</li> <li>• Degree of burns</li> <li>• Fluid &amp; electrolyte replacement therapy – Assess, Calculate, Replace</li> <li>• Record intake/output</li> <li>• Care of Burn wounds – Bathing, Dressing</li> </ul>	Provide care to 1-2 assigned patients  Nursing care plan - 1  Observation reports of Burns unit	<ul style="list-style-type: none"> <li>- Assess each skill with checklist</li> <li>- Assess performance with rating scale</li> <li>- Evaluation of care plan</li> <li>- Completion of activity record</li> </ul>

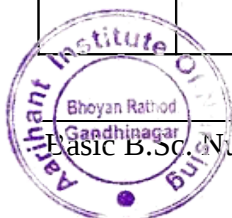




			<ul style="list-style-type: none"> <li>• Perform active &amp; passive exercises</li> <li>• Practice medical &amp; surgical asepsis</li> <li>• Counsel &amp; Teach patients and families</li> <li>• Participate in rehabilitation program</li> </ul>		
Onology Unit	1	<p>Provide care to patients with Cancer</p> <p>Counsel and educate patient and families</p>	<ul style="list-style-type: none"> <li>• Screen for common cancers - TNM classification</li> <li>• Assist with diagnostic procedures – Biopsies, Pap smear, Bone-marrow aspiration</li> <li>• Breast examination</li> <li>• Assist with therapeutic procedures</li> <li>• Participate in various modalities of treatment – Chemotherapy, Radiotherapy</li> <li>• Pain management</li> <li>• Stoma therapy</li> <li>• Hormonal therapy</li> <li>• Immuno therapy</li> <li>• Gene therapy</li> <li>• Alternative therapy</li> <li>• Participating palliative care</li> <li>• Counsel and teach patients families</li> <li>• Breast Self Examination</li> <li>• Warning signs</li> </ul>	<p>Provide care to 2-3 assigned patients</p> <p>Nursing care plan -1</p> <p>Observation report of cancer unit</p>	<ul style="list-style-type: none"> <li>- Assess each skill with checklist</li> <li>- Assess performance with rating scale</li> <li>- Evaluation of care plan</li> <li>- Completion of activity record</li> </ul>



			<ul style="list-style-type: none"> <li>Participate in rehabilitation program</li> </ul>		
Critical care unit	2	<p>Provide care to critically ill patients</p> <p>Counsel patient and families for grief and bereavement</p>	<ul style="list-style-type: none"> <li>Monitoring of patients in ICU</li> <li>Maintain flow sheet</li> <li>Care of patient on ventilators</li> <li>Perform Endotracheal suction</li> <li>Demonstrates use of ventilators, cardiac monitors, etc.</li> <li>Collect specimens and interpret ABG analysis</li> <li>Assist with arterial puncture</li> <li>Maintain CVP line</li> <li>Pulse oximetry</li> <li>CPR – ALS</li> <li>Defibrillators</li> <li>Pace makers</li> <li>Bag - mask ventilation</li> <li>Emergency tray / trolley</li> <li>Administration of drugs - Infusion pump,</li> <li>Epidural, Intrathecal, Intracardiac</li> <li>Total parenteral therapy</li> <li>Chest physiotherapy</li> <li>Perform active &amp; passive exercises</li> <li>Counsel the patient and family in dealing with grieving and bereavement</li> </ul>	<p>Provide care to 1 assigned patient</p> <p>Observation report of critical care unit</p> <p>Drugs book</p>	<ul style="list-style-type: none"> <li>- Assess each skill with checklist</li> <li>- Assess performance with rating scale</li> <li>- Evaluation of observation report</li> <li>- Completion of activity record</li> </ul>



Casualty / Emergency	1	<p>Provide care to patients in emergency and disaster situation</p> <p>Counsel patient and families for grief and bereavement</p>	<ul style="list-style-type: none"> <li>Practice "Triage"</li> <li>Assist with assessment, examination, investigations &amp; their interpretations in emergency &amp; disaster situations</li> <li>Assist in documentations</li> <li>Assist in legal procedures in emergency unit</li> <li>Participate in managing crowd</li> <li>Counsel patient &amp; families in grief and bereavement</li> </ul>	Observation report of emergency unit	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Evaluation of observation report</li> <li>Completion of activity record</li> </ul>
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**Placement - Internship**

**Time - 9 weeks**

Areas	Duration (in week)	Objective	Skills	Assessment
Medical ward	2	Provide comprehensive care to patients with medical and surgical conditions including emergencies	Integrated Practice	- Assess clinical performance with rating scale
Surgical ward	2	Assist with common operations		
Critical care unit / ICCU	1			
Casualty/Emergency	2			
Operation Theatre (Eye, ENT, Neuro)	2			



# Child Health Nursing

**Placement** - Third Year

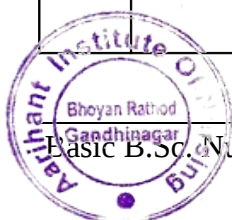
**Time** -Theory - 90 hours

Practical - 270 hours

Internship - 145 hours

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

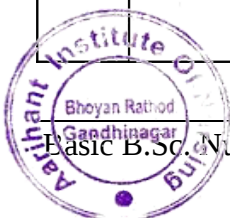
Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	15	<p>Explain the modern concept of child care &amp; principles of child health Nursing</p> <p>Describe national policy programs and legislation in relation to child health and welfare</p> <p>List major causes of death during infancy, early &amp; late childhood</p> <p>Describe the major functions and role of the paediatric nurse in caring for a hospitalized child.</p>	<p><b>Introduction modern concepts of childcare :</b></p> <ul style="list-style-type: none"> <li>Internationally accepted rights of the child</li> <li>National policy &amp; 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 &amp; curative aspects of child health</li> <li>Child morbidity and mortality rates</li> <li>Differences between an adult and child</li> <li>Hospital environment for a sick child</li> <li>Impact of hospitalization on the child and family</li> <li>Grief and bereavement</li> <li>The role of a Child health nurse in caring for a hospitalised 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</li> <li>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>



		Describe the principles of child health nursing			
II	20	<p>Describe the Normal growth &amp; development of children at different ages</p> <p>Identify the needs of children at different ages &amp; provide parental guidance</p> <p>Identify the nutritional needs of children at different ages and ways of meeting the needs</p> <p>Appreciate the role of play for normal &amp; sick children</p> <p>Appreciate the preventive measures and strategies for children</p>	<p><b>The healthy child :</b></p> <ul style="list-style-type: none"> <li>Principles of growth and development</li> <li>Factors affecting growth &amp; development</li> <li>Growth and development from birth to adolescence</li> <li>The needs of normal children through the stages of developmental 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 material</li> <li>Preventive immunization, Immunization Programme and Cold chain</li> <li>Preventive paediatrics</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 on 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 visits and developmental study reports</li> </ul>
III	15	Provide care to normal & high risk neonates	<p><b>Nursing care of a neonate :</b></p> <ul style="list-style-type: none"> <li>Nursing care of a normal newborn / Essential newborn care</li> <li>Neonatal resuscitation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Workshop on</li> </ul>	<ul style="list-style-type: none"> <li>- Short answers</li> <li>- Objective type</li> </ul>



		Perform neonatal resuscitation  Recognize and manage common neonatal problems	<ul style="list-style-type: none"> <li>Nursing management of a low birth weight baby</li> <li>Kangaroo mother care</li> <li>Nursing management of common neonatal disorders</li> <li>Organization of neonatal unit</li> <li>Identification &amp; nursing management of common congenital malformations</li> </ul>	neonatal resuscitation <ul style="list-style-type: none"> <li>Demonstration</li> <li>Practice session</li> <li>Clinical practice</li> </ul>	Assessment of skills with checklist
IV	10	-	<b>Integrated management of neonatal and childhood illnesses (IMNCI)</b>	-	-
V	20	Provide nursing care in common childhood diseases  Identify measures to prevent common childhood diseases including immunization	<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>Gastrointestinal infections, infestations and congenital disorders</li> <li>Cardio vascular problem - congenital defects and rheumatic fever, rheumatic heart disease</li> <li>Genitor-urinary disorders - acute glomerulo nephritis, nephrotic syndrome, Wilms' tumor, infection and congenital disorders</li> <li>Neurological infections and disorders - convulsions, epilepsy, meningitis, hydrocephalus, spina-bifida</li> <li>Hematological disorders - Anemias, Thalassemia, ITP, Leukemia, hemophilia</li> <li>Endocrine disorders - Juvenile Diabetes Mellitus</li> <li>Orthopedic disorders - club feet, hip dislocation and fracture</li> <li>Disorders of skin, eye, &amp; ears</li> <li>Common communicable diseases in children, their identification, nursing management in hospital and home and prevention</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Demonstration</li> <li>Practice session</li> <li>Clinical practice</li> </ul>	- Short answers - Objective type - Assessment of skills with checklist



			<ul style="list-style-type: none"> <li>• Child health emergencies - poisoning, foreign bodies, haemorrhage, burns &amp; drowning</li> <li>• Nursing care of infant and children with HIV / AIDS</li> </ul>		
VI	10	<p>Manage the child with behavioural &amp; social problems</p> <p>Identify the social &amp; welfare services for challenged children</p>	<p><b>Management of behavioural &amp; social problems in children :</b></p> <ul style="list-style-type: none"> <li>• Management of common behavioural disorders</li> <li>• Management of common psychiatric problems</li> <li>• Management of challenged children - Mentally, Physically &amp; socially challenged</li> <li>• Welfare services for challenged children in India</li> <li>• Child Guidance Clinics</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Field visits to Child Guidance Clinics, school for mentally &amp; physically , socially challenged</li> </ul>	<p>- Short answers</p> <p>- Objective type</p> <p>- Assessment of field reports.</p>



# Child Health Nursing – Practical

**Placement** - Third Year  
Fourth Year

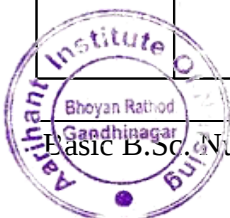
**Time** -270 hours (9 Weeks)  
Internship -145 hours (3 Weeks)

Areas	Durati on (in weeks)	Objectives	Skills	Assignment s	Assessment Methods
Paediatric Medicine ward	3	Provide nursing care to children with various medical disorders  Counsel and educate parents	<ul style="list-style-type: none"> <li>• Taking paediatric History</li> <li>• Physical examination and assessment of children</li> <li>• Administration of oral, IM &amp; IV medicine / fluids</li> <li>• Calculation of fluid requirements</li> <li>• Prepare different strengths of IV fluids</li> <li>• Apply restraints</li> <li>• Administer O<sub>2</sub> inhalation by different methods</li> <li>• Give baby bath</li> <li>• Feed children by Katori spoon, etc.</li> <li>• Collect specimens for common investigations</li> <li>• Assist with common diagnostic procedures</li> <li>• Teach mothers / parents -               <ul style="list-style-type: none"> <li>o Malnutrition</li> <li>o Oral rehydration therapy</li> <li>o Feeding &amp; Weaning</li> <li>o Immunization Schedule</li> <li>o Play therapy</li> <li>o Specific Disease conditions</li> </ul> </li> </ul>	Give care to 3 assigned paediatric patients  Nursing Care Plan – 1  Case study/presentations-1  Health Talk -1	Assess clinical performance with rating scale  Assess each skill with checklist OSCE/ OSPE  Evaluation of care plan, case study/presentation & Health education session  Completion of activity record
Paediatric Surgery	3	Recognize different paediatric	<ul style="list-style-type: none"> <li>• Calculate, prepare and administer I/V</li> </ul>	Give care to 3 assigned paediatric	Assess clinical performance with rating scale





Ward		<p>surgical conditions / malformations</p> <p>Provide pre and post operative care to children with common paediatric surgical conditions / malformation</p> <p>Counsel and educate parents</p>	<p>fluids</p> <ul style="list-style-type: none"> <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 – Naso-gastric, Gastrostomy, Jejunostomy</li> <li>Care of surgical wounds – Dressing &amp; Suture removal</li> </ul>	<p>surgical patients</p> <p>Nursing Care Plan – 1</p> <p>Case study/presentation-1</p>	<p>Assess each skill with checklist OSCE/ OSPE</p> <p>Evaluation of care plan, case study/presentation</p> <p>Completion of activity record</p>
Paediatric OPD/ Immunization room	1	<p>Perform assessment of children - Health, Developmental and Anthropometric</p> <p>Perform Immunization</p> <p>Give Health Education / Nutritional Education</p>	<ul style="list-style-type: none"> <li>Assessment of children - Health assessment, Developmental assessment, Anthropometric assessment</li> <li>Immunization</li> <li>Health / Nutritional Education</li> </ul>	Developmental study -1	<p>Assess clinical performance with rating scale</p> <p>Completion of activity record</p>
Paediatric medicine and surgery ICU	1+1	Provide nursing care to critically ill children	<ul style="list-style-type: none"> <li>Care of a baby in incubator / warmer</li> <li>Care of a child on ventilator</li> <li>Endotracheal suction</li> <li>Chest physiotherapy</li> <li>Administer fluids with infusion pump</li> <li>Total parenteral nutrition</li> <li>Phototherapy</li> <li>Monitoring of babies</li> </ul>	<p>Nursing care plan - 1</p> <p>Observation report - 1</p>	<p>Assess clinical performance with rating scale</p> <p>Completion of activity record</p> <p>Evaluation of Care plan &amp; observation report</p>



			<ul style="list-style-type: none"> <li>• Cardio Pulmonary Resuscitation – Neonatal &amp; Paediatric</li> </ul>		
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## Internship

Internship -145 hours (3 Weeks)

Areas	Duration (in week)	Objective	Skills	Assessment
Paediatric medicine ward / ICU	1	Provide comprehensive care to children with medical conditions	Integrated Practice	Assess clinical performance with rating scale
Paediatric surgery ward / ICU	1	Provide comprehensive care to children with surgical conditions	Integrated Practice	Assess clinical performance with rating scale
NICU	1	Provide intensive care to neonates	Integrated Practice	Assess clinical performance with rating scale



# Mental Health Nursing

**Placement** - Third Year

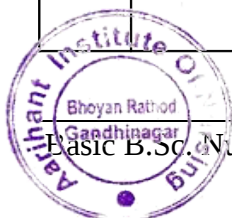
**Time** - Theory - 90 hours

**Practical** - 270 hours

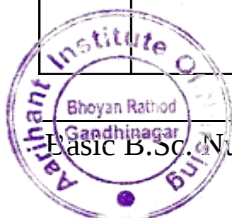
**Internship** - 95 hours (2 weeks)

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

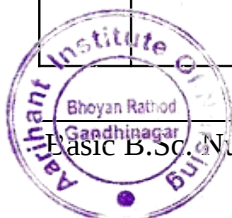
Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	5	<p>Describe the historical development &amp; current trends in mental health nursing</p> <p>Describe the epidemiology of mental health problems</p> <p>Describe the National Mental Health Act, programmes and mental health policy</p> <p>Discuss the scope of mental health nursing</p> <p>Describe the concept</p>	<p><b>Introduction :</b></p> <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 functions of mental health nurse in various settings and factors affecting the level of nursing practice</li> <li>Concepts of normal and abnormal behaviour</li> </ul>	<p>Lecture</p> <p>Discussion</p> <p>Field visit</p>	<p>- Short answers</p> <p>- Objective type</p> <p>- Assessment of field visit reports.</p>



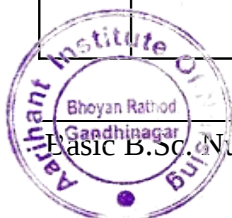
		of normal & abnormal behaviour			
II	5	<p>Define the various terms used in mental health nursing</p> <p>Explain the classification of mental disorders</p> <p>Explain psychodynamics of maladaptive behaviour</p> <p>Discuss the etiological factors, psychopathology of mental disorders</p> <p>Explain the Principles &amp; standards of mental health nursing</p> <p>Describe the conceptual models of mental health nursing</p>	<p><b>Principles and Concepts of Mental Health Nursing :</b></p> <ul style="list-style-type: none"> <li>• Definition - mental health nursing and terminology used</li> <li>• Classification of mental disorders - ICD</li> <li>• Review of personality development, defence mechanisms</li> <li>• Maladaptive behaviour of individuals and groups - stress, crisis and disaster(s)</li> <li>• Etiology-bio-psycho-social factors</li> <li>• Psychopathology of mental disorders - review of structure &amp; function of brain, limbic system and abnormal neuro transmission</li> <li>• Principles of Mental health Nursing</li> <li>• Standard of mental health nursing practice</li> <li>• Conceptual models and the role of nurse - <ul style="list-style-type: none"> <li>o Existential Model</li> <li>o Psycho - analytical models</li> <li>o Behavioural model</li> <li>o Interpersonal model</li> </ul> </li> </ul>	<p>Lecture discussion</p> <p>Explain using charts</p> <p>Review of personality development</p>	<p>- Short answers</p> <p>- Objective type</p> <p>- Essay type</p>
III	8	Describe nature, purpose & process of assessment of mental health	<p><b>Assessment of mental health status :</b></p> <ul style="list-style-type: none"> <li>• History taking</li> <li>• Mental status examination</li> <li>• Mini mental status examination</li> </ul>	<p>Lecture discussion</p> <p>Demonstration</p> <p>Practice session</p>	<p>- Short answers</p> <p>- Objective type</p> <p>- Assessment of skills</p>



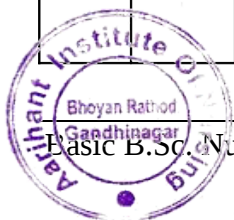
		status	<ul style="list-style-type: none"> <li>Neurological examination - review</li> <li>Investigations - Related Blood chemistry, EEG, CT &amp; MRI</li> <li>Psychological tests</li> <li>Role and Responsibilities of nurse</li> </ul>	Clinical practice	with check list
IV	6	<p>Identify therapeutic communication techniques</p> <p>Describe therapeutic relationship</p> <p>Describe therapeutic impasse and its intervention</p>	<p><b>Therapeutic communication and nurse - patient relationship :</b></p> <ul style="list-style-type: none"> <li>Therapeutic communication - types, techniques, characteristics</li> <li>Types of relationship</li> <li>Ethics and responsibilities</li> <li>Elements of nurse patient contract</li> <li>Review of technique of IPR-Johari Window</li> <li>Goals, phases, tasks, therapeutic techniques</li> <li>Therapeutic impasse and its intervention</li> </ul>	<p>Lecture discussion</p> <p>Demonstration</p> <p>Role play</p> <p>Process recording</p>	<p>- Short answers</p> <p>- Objective type</p>
V	14	Explain treatment modalities & therapies used in mental disorders and role of the nurse	<p><b>Treatment modalities and therapies used in mental disorders :</b></p> <ul style="list-style-type: none"> <li>Psycho Pharmacology</li> <li>Psychological therapies - Therapeutic community, Psycho therapy-individual-psycho-analytical, cognitive &amp; supportive, Family, Group, behavioural. Play, Psycho-drama, Music, Dance, Recreational &amp; Light therapy, Relaxation therapies -Yoga, Meditation, bio feedback</li> <li>Alternative systems of medicine</li> <li>Occupational therapy</li> <li>Physical Therapy - Electro convulsive therapy</li> <li>Geriatric considerations</li> </ul> <p>Role of nurse in above therapies</p>	<p>Lecture discussion</p> <p>Demonstration</p> <p>Group work</p> <p>Practice session</p> <p>Clinical practice</p>	<p>- Short answers</p> <p>- Objective type</p> <p>- Essay type.</p>
VI	5	Describe the etiology, psychopathology, clinical	<p><b>Nursing management of patient with Schizophrenia and other psychotic disorders :</b></p> <ul style="list-style-type: none"> <li>Classification - ICD</li> <li>Etiology, psycho-pathology, types, clinical manifestations,</li> </ul>	<p>Lecture discussion</p> <p>Case discussion</p> <p>Case</p>	<p>- Short answers</p> <p>- Assessment of patient management</p>



		manifestations, diagnostic criteria & management of patients with Schizophrenia and other psychotic disorders	<p>diagnosis</p> <ul style="list-style-type: none"> <li>Nursing Assessment - History, Physical &amp; mental assessment</li> <li>Treatment modalities and nursing management of patients with Schizophrenia &amp; other psychotic disorders</li> <li>Geriatric considerations</li> <li>Follow up and home care and rehabilitation</li> </ul>	<p>presentation</p> <p>Clinical practice</p>	<p>t problems</p> <p>- Essay type.</p>
VII	5	Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with mood disorders	<p><b>Nursing management of patient with mood disorders :</b></p> <ul style="list-style-type: none"> <li>Mood disorders - Bipolar affective disorder, Mania, depression &amp; dysthymia etc</li> <li>Etiology, psycho-pathology, clinical manifestations, diagnosis</li> <li>Nursing Assessment – History, Physical and mental assessment</li> <li>Treatment modalities and nursing management of patients with mood disorders</li> <li>Geriatric considerations</li> <li>Follow-up and home care and rehabilitation</li> </ul>	<p>Lecture discussion</p> <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p>	<p>- Essay type</p> <p>- Short answers</p> <p>- Assessment of patient management problems</p>
VIII	8	Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders	<p><b>Nursing management of patient with neurotic, stress related and somatization disorders :</b></p> <ul style="list-style-type: none"> <li>Anxiety disorder - Phobias, Dissociation and Conversion disorder, Obsessive Compulsive Disorder, somatoform disorders, Post traumatic stress disorder</li> <li>Etiology, psycho-pathology, clinical manifestations, diagnosis</li> <li>Nursing Assessment- History, Physical &amp; mental assessment</li> <li>Treatment modalities and nursing management of patients with neurotic, stress related and somatization disorders</li> </ul>	<p>Lecture discussion</p> <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p>	<p>- Essay type</p> <p>- Short answers</p> <p>- Assessment of patient management problems</p>

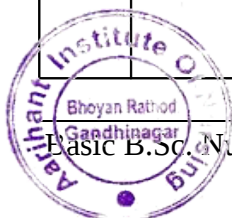


			<ul style="list-style-type: none"> <li>• Geriatric considerations</li> <li>• Follow-up and home care and rehabilitation</li> </ul>		
IX	5	Describe the etiology psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with substance use disorders	<b>Nursing management of patient with substance use disorders :</b> <ul style="list-style-type: none"> <li>• Commonly used psychotropic substance - Classification, forms, routes, action, intoxication &amp; withdrawal</li> <li>• Etiology of dependence - tolerance, psychological and physical dependence, withdrawal syndrome, diagnosis</li> <li>• Nursing Assessment - History, Physical, mental assessment and drug assay</li> <li>• Treatment (detoxification, antagonism and narcotic antagonist therapy and harm reduction) &amp; nursing management of patients with substance use disorders</li> <li>• Geriatric considerations</li> <li>• Follow-up and home care and rehabilitation</li> </ul>	Lecture discussion  Case discussion  Case presentation  Clinical practice	- Essay type - Short answers - Assessment of patient management problems
X	4	Describe the etiology psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with Personality, Sexual & Eating disorders	<b>Nursing management of patient with Personality, Sexual &amp; Eating disorders :</b> <ul style="list-style-type: none"> <li>• Classification of disorders</li> <li>• Etiology, psycho-pathology, characteristics, diagnosis</li> <li>• Nursing assessment - History, Physical and mental assessment</li> <li>• Treatment modalities and nursing management of patients with Personality, Sexual &amp; Eating disorders</li> <li>• Geriatric considerations</li> <li>• Follow-up and home care and rehabilitation</li> </ul>	Lecture discussion  Case discussion  Case presentation  Clinical practice	- Essay type - Short answers - Assessment of patient management problems
XI	6	Describe the etiology psycho-pathology, clinical manifestations, diagnostic	<b>Nursing management of childhood and adolescent disorders including mental deficiency :</b> <ul style="list-style-type: none"> <li>• Classification</li> <li>• Etiology, psycho-pathology, characteristics, diagnosis</li> <li>• Nursing assessment -</li> </ul>	Lecture discussion  Case discussion  Case presentation	- Essay type - Short answers - Assessment of patient management problems





		criteria and management of childhood and adolescent disorders including mental deficiency	<p>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>	Clinical practice	
XII	5	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of organic brain disorders	<p><b>Nursing management of organic brain disorders :</b></p> <ul style="list-style-type: none"> <li>• Classification - ICD</li> <li>• Etiology, psycho-pathology, clinical features, diagnosis, and Differential diagnosis (Parkinsons and Alzheimers)</li> <li>• Nursing assessment - History, Physical, mental and neurological assessment</li> <li>• Treatment modalities and nursing management of organic brain disorders</li> <li>• Geriatric considerations</li> <li>• Follow-up and home care and rehabilitation</li> </ul>	<p>Lecture discussion</p> <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p>	<p>- Essay type</p> <p>- Short answers</p> <p>- Assessment of patient management problems</p>
XIII	6	Identify psychiatric emergencies and carry out crisis intervention	<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 stressor, coping, resources and mechanism</li> <li>• Grief-theories of grieving process, principles, techniques of counselling</li> <li>• Types of crisis</li> <li>• Crisis Intervention- Principles, Techniques and Process</li> <li>• Geriatric considerations</li> <li>• Role and responsibilities of nurse</li> </ul>	<p>Lecture discussion</p> <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p>	<p>- Short answers</p> <p>- Objectives types</p>
XIV	4	Explain legal aspects applied in mental health settings and	<p><b>Legal issued in Mental Health Nursing :</b></p> <ul style="list-style-type: none"> <li>• The Mental Health Act 1987 - Act, Sections, Articles &amp; their implications etc.</li> <li>• Indian Lunacy Act - 1912</li> <li>• Rights of mentally ill clients</li> </ul>	<p>Lecture discussion</p> <p>Case discussion</p>	<p>- Short answers</p> <p>- Objectives types</p>





		role of the nurse	<ul style="list-style-type: none"> <li>• Forensic psychiatry</li> <li>• Acts related to narcotic and psychotropic substances and illegal drug trafficking</li> <li>• Admission and discharge procedures</li> <li>• Role and responsibilities of nurse</li> </ul>		
XV	4	<p>Describe the model of preventive psychiatry</p> <p>Describes Community Mental health services &amp; role of the nurse</p>	<p><b>Community Mental Health Nursing :</b></p> <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, Handicapped, HIV / AIDS etc.</li> </ul>	<p>Lecture discussion</p> <p>Clinical / Field practice</p> <p>Field visits to mental health service agencies.</p>	<p>- Short answers</p> <p>- Objectives types</p> <p>- Assessment of the field visit reports</p>

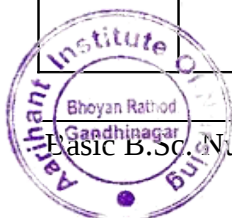


# Mental Health Nursing – Practical

**Placement** - Third Year  
Fourth Year

**Time -Practical** - 270 hours (9 Weeks)  
**Clinical Training** - 95 hours (2 Weeks)

Areas	Durati on (in week)	Objectives	Skills	Assignment s	Assessment Methods
Psychiat ric OPD	1	Assess patients with mental health problems  Observe & assist in therapies  Counsel & educate patient, & families	<ul style="list-style-type: none"> <li>History taking</li> <li>Perform mental status examination (MSE)</li> <li>Assist in Psychometric assessment</li> <li>Perform Neurological examination</li> <li>Observe and assist in therapies</li> <li>Teach patients and family members</li> </ul>	History taking and mental status examination – 2  Health education - 1  Observation report of OPD	Assess performance with rating scale  Assess each skill with checklist  Evaluation of health education, MSE  Assessment of observation report  Completion of activity record
Child Guidanc e clinic	1	Assessment of children with various mental health problems  Counsel and educate children, families & significant others	<ul style="list-style-type: none"> <li>History taking</li> <li>Assist in psychometric assessment</li> <li>Observe and assist in various therapies</li> <li>Teach family and significant others</li> </ul>	Case work – 1  Observation report of different therapies - 1	Assess performance with rating scale  Assess each skill with checklist  Evaluation of the observation report & case work
Inpatien t ward	6	Assess patients with mental health problems  To provide nursing care for patients with various mental health problems  Assist in various therapies	<ul style="list-style-type: none"> <li>History taking</li> <li>Perform mental status examination (MSE)</li> <li>Perform Neurological examination</li> <li>Assist in psychometric assessment</li> <li>Record therapeutic communication</li> </ul>	Give care to 2-3 patients with various mental disorders  Case study - 1  Care plan - 2  Clinical Presentation - 1  Process	Assess performance with rating scale  Assess each skill with checklist  Evaluation of the case study, care plan, clinical presentation, process recording



		Counsel & educate patients, families & significant others	<ul style="list-style-type: none"> <li>• Administer medications</li> <li>• Assist in Electro-Convulsive Therapy (ECT)</li> <li>• Participate in all therapies</li> <li>• Prepare patients for Activities of Daily living (ADL)</li> <li>• Conduct admission and discharge counselling</li> <li>• Counsel and teach patients and families</li> </ul>	recording - 2  Maintain drug book	Completion of activity record
Community Psychiatry	1	To identify patients with various mental disorders  To motivate patients for early treatment & follow up  To assist in follow up clinic  Counsel and educate patient, family and community	<ul style="list-style-type: none"> <li>• Conduct case work</li> <li>• Identify individuals with mental health problems</li> <li>• Assists in mental health camps and clinics</li> <li>• Counsel and Teach family members, patients and community</li> </ul>	Case work - 1  Observation report on field visits	Assess performance with rating scale  Evaluation of case work and observation report  Completion of activity record

#### Internship – 95 Hours (2 Weeks)

Areas	Duration (in week)	Objectives	Skills	Assessment Methods
Psychiatric Ward	2	Provide comprehensive care to patient with mental health problems	<ul style="list-style-type: none"> <li>• Integrated practice</li> </ul>	Assess clinical performance with rating scale



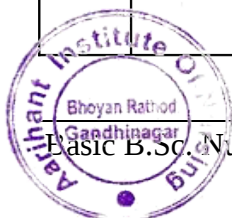
# Nursing Research and Statistics

Placement - Third Year

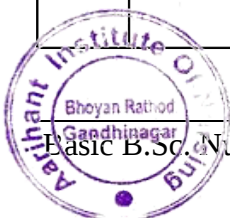
Time - Theory – 45 Hours  
Practical - 45 Hours

**Course Description**-The course is designed to enable students to develop and 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	Describe the concept of research, terms, need and areas of research in Nursing  Explain the steps of research process	<b>Research and Research Process :</b> * Introduction and need for nursing research * Definition of research & nursing research * Steps of scientific method * Characteristics of good research * Steps of Research process - overview	* Lecture discussion * Narrate steps of research process followed from examples of published studies	- Short answer - Objective type
II	3	Identify and state the research problem and objectives	<b>Research problem / question :</b> * Identification of problem area * Problem statement * Criteria of a good research problem * Writing objectives	* Lecture discussion * Exercise on writing statement of problem and objectives	- Short answer - Objective type
III	3	Review the related literature	<b>Review of Literature :</b> * Location * Sources * On-line search - CINHALL, COCHRANE etc * Purposes * Method of review	* Lecture discussion * Exercise on reviewing one research report/article for a selected research problem * Prepare annotated bibliography	- Short answer - Objective type
IV	4	Describe the research approaches and designs	<b>Research approaches and designs :</b> * Historical, survey and experimental * Qualitative and Quantitative designs	* Lecture discussion * Explain types of research approaches used from examples of	- Short answer - Objective type



				published and unpublished research studies with rationale	
V	8	<p>Explain the sampling process</p> <p>Describe the methods of data collection</p>	<p><b>Sampling and Data Collection :</b></p> <p>* Definition of population, sample, sampling criteria, factors influencing sampling process, types of sampling techniques</p> <p>* Data - why, what, from, whom, when, where to collect</p> <p>* Data collection methods and instruments :</p> <ul style="list-style-type: none"> <li>o Methods of data collection</li> <li>o Questioning, interviewing</li> <li>o Observations, record analysis and measurements</li> <li>o Types of instruments</li> <li>o Validity and reliability of the instrument</li> <li>o Pilot study</li> <li>o Data collection procedure</li> </ul>	<p>* Lecture discussion</p> <p>* Reading assignment on examples of data collection tools</p> <p>* Preparation of sample data collection tools</p> <p>* Conduct group research project</p>	<p>- Short answer</p> <p>- Objective type</p>
VI	4	Analyse, interpret and summarize the research data	<p><b>Analysis of data :</b></p> <p>* Compilation, Tabulation, classification, summarization, presentation, interpretation of data</p>	<p>* Lecture discussion</p> <p>* Preparation of sample tables</p>	<p>- Short answer</p> <p>- Objective type</p>
VII	15	<p>Explain the use of statistics, scales of measurement and graphical presentation of data</p> <p>Describe the measures of central tendency and variability and methods of correlation.</p>	<p><b>Introduction to statistics :</b></p> <p>* Definition, use of statistics, scales of measurement</p> <p>* Frequency distribution and graphical presentation of India</p> <p>* Mean, Median, Mode, Standard deviation</p> <p>* Normal probability and tests of significance.</p> <p>* Co-efficient of correlation</p> <p>* Statistical packages and its application</p>	<p>* Lecture discussion</p> <p>* Practice on graphical presentation</p> <p>* Practice on computation of measures of central tendency, variability and correlation</p>	<p>- Short answer</p> <p>- Objective type</p>



VIII	4	Communicate and utilize the research findings	<b>Communication and Utilization of Research :</b> * Communication of Research findings <ul style="list-style-type: none"> <li>o Verbal report</li> <li>o Writing research report</li> <li>o Writing scientific article / paper</li> <li>- Critical review of published research</li> <li>- Utilization of research findings</li> </ul>	* Lecture discussion * Read / presentations of a sample published / unpublished research report * Writing group research project	- Short answer - Objective type
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# Sociology

**Placement :** Second Year

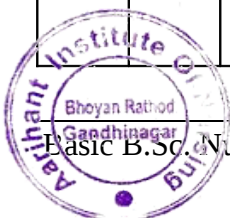
**Time:** Theory 60 Hours

**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 Activities	Assessment Methods
I	1	State the importance of Sociology in Nursing	<b>Introduction :</b> * Definition of Sociology * Nature and Scope of the discipline * Importance and application of Sociology in Nursing	* Lecture Discussion	- Essay type - Short answers
II	3	Describe the inter-relationship of individual in society and community	<b>Individual and Society :</b> * Society and Community * Nature of Society * Difference between Society and Community * Process of Socialization and individualization * Personal disorganization	* Lecture Discussion	- Essay type - Short answers
III	3	Describe the influence of culture on health and disease	<b>Culture :</b> * Nature of culture * Evolution of culture * Diversity and uniformity of culture * Culture and socialization * Transcultural society * Influence on health and disease	* Lecture Discussion * Panel Discussion	- Essay type - Short answers
IV	4	Identify various social groups and their interactions	<b>Social groups and processes :</b> * The meaning and classification of groups * Primary & Secondary group * In-group V/s. Out-group, class, tribe, caste * Economic, Political, Religious, groups, Mob, Crowd, Public and Audience Interaction & Social Processes * Co-operation, Competition, Conflict * Accommodation, Assimilation & Isolation	* Lecture Discussion	- Essay type - Short answers
V	6	Explain the growth of population in India and its impact on	<b>Population :</b> * Society and population * Population distribution in India Demographic characteristics * Malthusian theory of Populations	* Lecture Discussion * Community identification	- Essay type - Short answers - Assessment of report on



		health	<ul style="list-style-type: none"> <li>* Population explosion in India and its impact on health status</li> <li>* Family welfare programmes</li> </ul>		community identification
VI	5	Describe the Institutions of family and marriage in India	<b>Family and Marriage :</b> <ul style="list-style-type: none"> <li>* <b>Family – functions</b></li> <li>* Types – Joint, Nuclear, blended and extended family: characteristics</li> <li>* The modern family changes, problems – dowry etc, welfare services</li> <li>* Changes and 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>* <b>Family, Marriage and their influence on health and health practices</b></li> </ul>	<ul style="list-style-type: none"> <li>* Lecture 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	Describe the class and caste system and their influence on health and health practices	<b>Social stratification :</b> <ul style="list-style-type: none"> <li>* Meaning and types of social stratification</li> <li>* The Indian caste system-origin and 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 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	Describe the types of communities in India, their practices and the impact on health	<b>Types of Communities in India (Rural, Urban and Regional) :</b> <ul style="list-style-type: none"> <li>* Features of village community and characteristics of Indian villages Panchayat system, social dynamics</li> <li>* Community Development project &amp; planning</li> <li>* Changes in Indian Rural life</li> <li>* Availability of health facilities in rural and its impact on health and health practices</li> <li>* Urban–Community – features</li> <li>* The growth of cities: urbanization and its impact on health and health practices</li> </ul>	<ul style="list-style-type: none"> <li>* Lecture Discussion</li> <li>* Visits to rural and urban community</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>





			<ul style="list-style-type: none"> <li>* Major Urban problems – Urban Slums</li> <li>* Region: Problems and impact on Health</li> </ul>		
IX	4	Explain the process of Social Change	<b>Social Change :</b> <ul style="list-style-type: none"> <li>* Nature and process of social change</li> <li>* Factors influencing Social change: cultural change, Cultural lag.</li> <li>* Introduction to Theories of social change: :Linear, Cyclical, Marxian, Functional</li> <li>Role of nurse-Change agents</li> </ul>	* Lecture Discussion	<ul style="list-style-type: none"> <li>- Essay type</li> <li>- Short answers</li> </ul>
X	4	Describe the Social system and inter-relationship of social organizations	<b>Social Organization and Social System :</b> <ul style="list-style-type: none"> <li>* Social organization: elements, types</li> <li>* Democratic and authoritarian modes of participation</li> <li>* Voluntary association</li> <li>* Social system: Definition and Types of social system</li> <li>* Role and Status as structural elements of social system</li> <li>* Inter-relationship of institutions</li> </ul>	* Lecture Discussion  * Observation visits	<ul style="list-style-type: none"> <li>- Essay type</li> <li>- Short answers</li> <li>- Assessment of visit report</li> </ul>
XI	2	Explain the nature and process of social control	<b>Social control :</b> <ul style="list-style-type: none"> <li>* Nature and process of social control</li> <li>* Political, Legal, Religious, Educational, Economic, Industrial and Technological system, Norms &amp; Values – Folkways &amp; Mores Customs, Laws and fashion</li> <li>Role of Nurse</li> </ul>	* Lecture Discussion * Community survey	<ul style="list-style-type: none"> <li>- Essay type</li> <li>- Short answers</li> <li>- Assessment of report on community survey</li> </ul>
XII	15	Describe the role of the nurse in dealing with social problems in India	<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</li> <li>* Social welfare programmes in India</li> <li>Role of Nurse</li> </ul>	* Lecture Discussion * Institutional visits	<ul style="list-style-type: none"> <li>- Essay type</li> <li>- Short answers</li> <li>- Assessment of visit report</li> </ul>



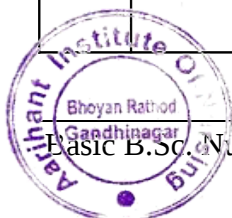
# Pharmacology

**Placement :** Second Year

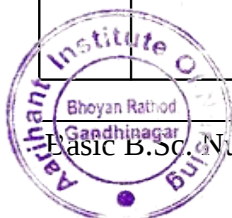
**Time :** Theory – 45 hours

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

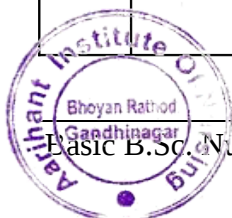
Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	3	Describe pharmacokinetics, classification and the principles of drug administration	<b>Introduction to pharmacology :</b> <ul style="list-style-type: none"> <li>Definitions</li> <li>Sources</li> <li>Terminology 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>	* Lecture Discussion	- Objective type question  - Short answers
II	6	Explain Chemotherapy of specific infections and infestations and nurse's responsibilities	<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> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>	* Lecture Discussion * Drug study/presentation	- Objective type question  - Short answers



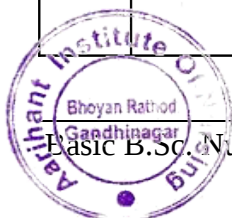
III	2	Describe Antiseptics disinfectants, insecticides and nurse's responsibilities	<b>Pharmacology of commonly used antiseptics, disinfectants and insecticides :</b> <ul style="list-style-type: none"> <li>Antiseptics: Composition, Action, Dosage, Route, Indications, Contraindication, Drug interactions, Side-effects, Adverse effects, Toxicity &amp; Role of nurse</li> <li>Disinfectants</li> <li>Insecticides</li> </ul>	* Lecture Discussion * Drug study/ presentation	- Objective type question  - Short answers
IV	2	Describe Drugs acting on Gastro Intestinal system and nurse's responsibilities	<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> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	* Lecture Discussion * Drug study/ presentation	- Objective type question  - Short answers
V	2	Describe Drugs used on Respiratory systems and nurse's responsibilities	<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> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	* Lecture Discussion * Drug study/ presentation	- Objective type question  - Short answers
VI	2	Describe Drugs used on Urinary System and nurse's responsibilities	<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> </ul> </li> </ul>	* Lecture Discussion * Drug study/ presentation	- Objective type question  - Short answers



			<input type="checkbox"/> Acidifiers and alkalanizers Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse		
VII	4	Describe Drugs used in de-addiction, emergency, deficiency of vitamins & minerals, poisoning, for immunization and immuno-suppression and nurse's responsibilities	<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>	* Lecture Discussion * Drug study/ presentation	- Objective type question  - Short answers
VIII	1	Describe Drugs used on skin and mucous membranes and nurse's responsibilities	<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</li> <li>Antipruritics</li> </ul> Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse	* Lecture Discussion * Drug study/ presentation	- Objective type question  - Short answers
IX	8	Describe Drugs used on Nervous System and nurse's responsibilities	<b>Drugs acting on Nervous system :</b> <ul style="list-style-type: none"> <li>• Basic &amp; applied Pharmacology of commonly used :</li> <li>• Analgesics and Anaesthetics</li> </ul> <input type="checkbox"/> Analgesics <ul style="list-style-type: none"> <li>- Non steroidal anti-inflammatory (NSAID) drugs</li> </ul> <input type="checkbox"/> Antipyretics <input type="checkbox"/> 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>• Cholinergic and anti-cholinergics:</li> <input type="checkbox"/> Muscle relaxants <input type="checkbox"/> Major tranquilizers <input type="checkbox"/> Anti-psychotics <input type="checkbox"/> Antidepressants	* Lecture Discussion * Drug study/ presentation	- Objective type question  - Short answers



			<ul style="list-style-type: none"> <li>❑ Anticonvulsants</li> <li>❑ Adrenergics</li> <li>❑ Noradrenics</li> <li>❑ Mood stabilizers</li> <li>❑ Acetylcholine</li> <li>❑ Stimulants</li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>		
X	5	Describe Drugs used on Cardiovascular System and nurse's responsibilities	<p><b>Cardiovascular drugs :</b></p> <ul style="list-style-type: none"> <li>• Haematinics</li> <li>• Cardiotonics</li> <li>• <b>Anti anginals</b></li> <li>• <b>Anti-hypertensives &amp; Vasodilators</b></li> <li>• <b>Anti-arrhythmics</b></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, contra-indications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p>	<p>* Lecture Discussion</p> <p>* Drug study/ presentation</p>	<p>- Objective type question</p> <p>- Short answers</p>
XI	4	Describe drugs used for hormonal disorders and supplementation, contraception and medical termination of pregnancy and nurse's responsibilities	<p><b>Drugs used for hormonal disorders &amp; supplementation, contraception and medical termination of pregnancy :</b></p> <ul style="list-style-type: none"> <li>• <b>Insulins &amp; Oral hypoglycemics</b></li> <li>• <b>Thyroid supplements and suppressants</b></li> <li>• Steroids, Anabolics</li> <li>• Uterine stimulants and relaxants</li> <li>• <b>Oral contraceptives</b></li> <li>• Other estrogen-progestrone 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> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse</p>	<p>* Lecture Discussion</p> <p>* Drug study/ presentation</p>	<p>- Objective type question</p> <p>- Short answers</p>



			effects, toxicity and role of nurse		
XII	6	Demonstrate awareness of the common drugs used in alternative system of medicine	<b>Introduction to Drugs used in alternative systems of medicine :</b> <ul style="list-style-type: none"> <li>Ayurveda, Homeopathy, Unani and Siddha etc.</li> </ul>	* Lecture Discussion * Observational visit	- Objective type question  - Short answers



# Pathology and Genetics

Time : Theory – 45 hours (Pathology 30 & Genetics 15 hrs)

## Section A – Pathology

Placement : Second Year

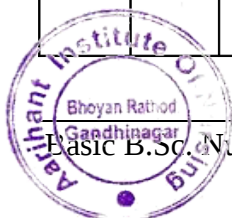
Time : Theory – 30 hours

**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)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
I	3	-	Define the common terms used in pathology  Appreciate the deviations from normal to abnormal structure and functions of the body system	<b>Introduction :</b> <ul style="list-style-type: none"> <li>□ Importance of the study of pathology</li> <li>□ <b>Definition of terms</b></li> <li>□ Methods and techniques</li> <li>□ Cellular and Tissue changes</li> <li>□ Infiltration and regeneration</li> <li>□ Inflammations and Infections</li> <li>□ Wound healing</li> <li>□ Vascular changes</li> <li>• Cellular growth, Neoplasms</li> <li>□ Normal and Cancer cell</li> <li>□ Benign and Malignant growths</li> <li>□ <b>In-situ carcinoma</b></li> <li>• <b>Disturbances of fluid and electrolyte imbalance</b></li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts</li> </ul>	- Short answers  - Objective type question
II	10	5	Explain Pathological changes in disease conditions of various systems	<b>Special pathology :</b> <ul style="list-style-type: none"> <li>• Pathological changes in disease conditions of various systems:</li> <li>• Respiratory tract</li> <li>□ Tuberculosis, Bronchitis, Pleural effusion and pneumonia</li> <li>□ Lung abscess, emphysema, bronchiectasis</li> <li>□ Bronchial asthma, Chronic Obstructive Pulmonary Disease and tumours</li> <li>• <b>Cardio-vascular system</b></li> <li>□ <b>Pericardial effusion</b></li> <li>□ <b>Rheumatic heart disease</b></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>	- Short answers  - Objective type question

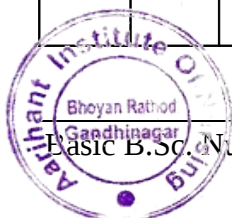


				<ul style="list-style-type: none"> <li>❑ Infective endocarditis, atherosclerosis</li> <li>❑ Ischemia, infarction &amp; aneurysm</li> <li>• Gastro Intestinal Tract</li> <li>❑ <b>Peptic ulcer,</b> typhoid</li> <li>❑ Carcinoma of GI tract- buccal, Esophageal, Gastric &amp; intestinal</li> <li>• Liver, Gall bladder &amp; pancreas</li> <li>❑ Hepatitis, Chronic liver abscess, cirrhosis</li> <li>❑ Tumours of liver, gall bladder and pancreas,</li> <li>❑ Cholecystitis</li> <li>• Kidneys &amp; Urinary tract</li> <li>❑ Glomerulonephritis, pyelonephritis</li> <li>❑ Calculi, renal failure, renal carcinoma &amp; cystitis</li> <li>• Male genital systems</li> <li>❑ Cryptorchidism, testicular atrophy</li> <li>❑ Prostatic hyperplasia, carcinoma Penis &amp; prostate</li> <li>• Female genital system</li> <li>❑ Fibroids</li> <li>❑ Carcinoma cervix and Endometrium</li> <li>❑ Vesicular mole, choriocarcinoma</li> <li>❑ Ectopic gestation</li> <li>❑ Ovarian cyst &amp; tumours</li> <li>• Cancer Breast</li> <li>• Central Nervous system</li> <li>❑ Hydrocephalus, Meningitis, encephalitis,</li> <li>❑ Vascular disorders – thrombosis, embolism</li> <li>❑ Stroke, paraplegia, quadriplegia</li> <li>❑ Tumours, meningiomas- gliomas</li> <li>• Metastatic tumour</li> <li>• Skeletal system</li> <li>❑ <b>Bone healing,</b> osteoporosis, osteomyelitis</li> <li>• Arthritis &amp; tumours</li> </ul>	
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III	4	3	Describe various laboratory tests in assessment and monitoring of disease conditions	<b>Clinical pathology :</b> <ul style="list-style-type: none"> <li>• Various blood and bone marrow tests in assessment and monitoring of disease conditions</li> <li>❑ Hemoglobin</li> <li>❑ RBC, White cell &amp; platelet counts</li> <li>❑ Bleeding time, clotting time and prothrombine time</li> <li>❑ Blood grouping and cross matching</li> <li>❑ Blood chemistry</li> <li>❑ Blood culture</li> <li>❑ Serological and immunological tests</li> <li>❑ Other blood tests</li> <li>❑ Examination of Bone marrow</li> <li>❑ Methods of collection of blood specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> <li>• Visit to Clinical Pathology &amp; Bio-Chemistry lab and Blood bank</li> </ul>	- Short answers  - Objective type question
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> <ul style="list-style-type: none"> <li>• The laboratories tests used in CSF analysis</li> <li>• Examination of other body cavity fluids, transudates and exudates –sputum, wound discharge, etc</li> <li>• Analysis of gastric and duodenal contents</li> <li>• Analysis of semen-sperm count, motility and morphology and their importance in infertility</li> <li>• Methods of collection of CSF and other cavity fluids specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> </ul>	- Short answers  - Objective type question



V	1	1	Describe laboratory tests for examination of Urine and faeces	<b>Urine and Faeces :</b> <ul style="list-style-type: none"> <li>• <b>Urine</b> <ul style="list-style-type: none"> <li>□ Physical characteristics</li> <li>□ Analysis</li> <li>□ Culture and sensitivity</li> </ul> </li> <li>• Faeces           <ul style="list-style-type: none"> <li>□ Characteristics</li> <li>□ <b>Stool examination :</b> occult blood, ova, parasite and cyst, reducing substance etc.</li> </ul> </li> <li>• Methods of collection for various tests, inference and normal values</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstration</li> </ul>	- Short answers  - Objective type question
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## Section B – 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)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	3	Explain nature, principles and perspectives of heredity	<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>• <b>Review of cellular division</b> 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 alleles 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 Discussion</li> <li>• Explain using charts, slides</li> </ul>	- Short answers  - Objective type question
II	3	Explain Maternal, prenatal and genetic influences on development of defects and diseases	<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>• <b>Maternal Age</b></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 Discussion</li> <li>• Explain using charts, slides</li> </ul>	- Short answers  - Objective type question



III	2	Explain the screening methods for genetic defects and diseases in neonates and children	<b>Genetic testing in the neonates and children :</b> <ul style="list-style-type: none"> <li>• Screening for <ul style="list-style-type: none"> <li>□ Congenital abnormalities</li> <li>□ Developmental delay</li> <li>□ Dysmorphism</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, slides</li> </ul>	- Short answers  - Objective type question
IV	2	Identify genetic disorders in adolescents and adults	<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 haematological disorder</li> <li>• Genetic haemochromatosis</li> <li>• Huntington's disease</li> <li>• Mental illness</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, slides</li> </ul>	- Short answers  - Objective type question
V	5	Describe the role of nurse in genetic services and counselling	<b>Services related to Genetics :</b> <ul style="list-style-type: none"> <li>• <b>Genetic testing</b></li> <li>• Human genome project</li> <li>• Gene therapy</li> <li>• The Eugenics movement</li> <li>• Genetic Counselling</li> <li>• Legal and Ethical issues</li> <li>• Role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> </ul>	- Short answers  - Objective type question



# Medical Surgical Nursing

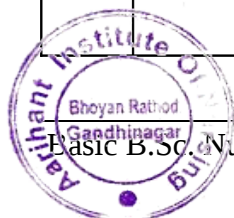
## (Adult including Geriatrics) – I

**Placement** -Second Year

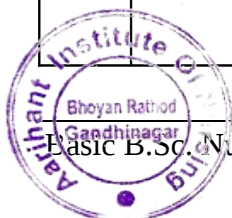
**Time** - Theory – 210 hours  
Practical – 720 hours

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

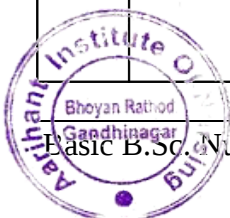
Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	15	<p>Appreciate the trends in medical and surgical nursing</p> <p>Describe the role of nurse in caring for adult patient in hospital and community</p> <p>Describe the concepts of medical surgical asepsis</p>	<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</li> <li>• Disease - concepts, causations, 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>❑ <b>Out-patient department</b></li> <li>❑ <b>In-patient unit</b></li> <li>❑ Intensive care unit</li> <li>❑ Home and Community settings</li> </ul> </li> <li>• Introduction to Medical Surgical asepsis :               <ul style="list-style-type: none"> <li>❑ Inflammation &amp; Infection</li> <li>❑ Immunity</li> <li>❑ Wound healing</li> </ul> </li> <li>• Care of Surgical Patient :               <ul style="list-style-type: none"> <li>❑ Pre-operative</li> <li>❑ Intra-operative</li> <li>❑ Post-operative</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised clinical practice</li> </ul>	<p>- Short answers</p> <p>- Objective type question</p> <p>- Assessment of skills with check list</p>
II	15	<p>Describe the common signs, symptoms,</p>	<p><b>Common signs and symptoms and management</b></p> <ul style="list-style-type: none"> <li>• Fluid and electrolyte imbalance</li> <li>• Vomiting</li> <li>• Dyspnea and cough, respiratory</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Seminar</li> <li>• Case discussion</li> </ul>	<p>- Short answers</p> <p>- Objective type question</p>



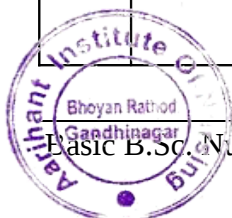
		problems and their specific nursing interventions	obstruction <ul style="list-style-type: none"> <li>• Fever</li> <li>• Shock</li> <li>• Unconsciousness, Syncope</li> <li>• Pain</li> <li>• Incontinence</li> <li>• Edema</li> <li>• Age related problems – Geriatric</li> </ul>		
III	20	Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of respiratory system	<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>❑ Empyema</li> <li>❑ Atelectasis</li> <li>❑ Chronic Obstructive Pulmonary Diseases (COPD)</li> <li>❑ Bronchiectasis</li> <li>❑ Pneumonia</li> <li>❑ Pulmonary Tuberculosis</li> <li>❑ Lung abscess</li> <li>❑ Pleural effusion</li> <li>❑ Cysts and Tumours</li> <li>❑ Chest injuries</li> <li>❑ Respiratory arrest and insufficiency</li> <li>❑ Pulmonary embolism</li> </ul> </li> </ul> Special therapies, alternative therapies, nursing procedures Drugs used in treatment of respiratory disorders	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs, 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>	- Essay type - Short answers - Objective type question - Assessment of skills with check list - Assessment of patient management problem
IV	30	Describe the etiology, pathophysiology clinical	<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> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs,</li> </ul>	- Essay type - Short answers - Objective



		manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of digestive system	<ul style="list-style-type: none"> <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>• Disorders 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 deudenum - hiatus hernia, gastritis, peptic and deudenal ulcer, bleeding, tumours, pyloric stenosis</li> <li>❑ Small intestinal disorders - inflammation &amp; infection, enteritis, mal-absorption, obstruction, tumour and perforation</li> <li>❑ Large intestinal disorders- colitis, inflammation and infection, obstruction and tumour and lump</li> <li>❑ <b>Hernias</b></li> <li>❑ <b>Appendix – inflammation, mass, abscess, rupture</b></li> <li>❑ Anal &amp; Rectum - hemorrhoides, fissures, fistulas</li> <li>❑ Peritonitis / Acute abdomen</li> <li>❑ Pancreas - inflammation, cyst, abscess and tumours</li> <li>❑ Liver - inflammation, cyst, abscess, cirrhosis, portal hypertension, hepatic failure, tumours</li> <li>❑ Gall Bladder - inflammation, obstruction, stones and tumours</li> </ul> </li> </ul> <p>Special therapies, alternative therapies Nursing procedures Drugs used in treatment of disorders of digestive system</p>	<p>Models, films, slides</p> <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>type question</p> <ul style="list-style-type: none"> <li>- Assessment of skills with check list</li> <li>- Assessment of patient management problem</li> </ul>
V	30	Describe the etiology, pathophysiology, clinical manifestations	<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 cardiovascular system,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs</li> <li>• Models,</li> </ul>	<ul style="list-style-type: none"> <li>- Essay type</li> <li>- Short answers</li> <li>- Objective type</li> </ul>

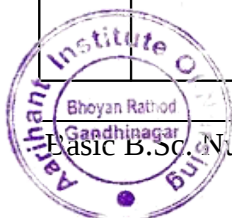


	<p>ons, diagnostic measures and management of patients (adults including elderly) with blood and cardiovascular problems</p> <p>Describe the vascular conditions and its nursing management</p>	<ul style="list-style-type: none"> <li>• Nursing Assessment – History and Physical assessment</li> <li>• Etiology, Pathophysiology clinical manifestations, diagnosis, treatment modalities &amp; medical, surgical, dietetics &amp; nursing management of –</li> <li>• Vascular system <ul style="list-style-type: none"> <li>□ Hypertension, Hypotension</li> <li>□ Artherosclerosis</li> <li>□ Raynaud's disease</li> <li>□ Aneurism and Perpheral vascular disorders</li> </ul> </li> </ul> <p>Heart</p> <ul style="list-style-type: none"> <li>• <b>Coronary artery diseases</b> <ul style="list-style-type: none"> <li>□ Ischemic Heart Disease</li> <li>□ Cornory atherosclerosis</li> <li>□ Angina pectoris</li> <li>□ Myocardial infarction</li> </ul> </li> <li>• Valvular disorders of the heart <ul style="list-style-type: none"> <li>□ Congenital and acquired</li> <li>□ Rheumatic Heart diseases</li> </ul> </li> <li>• Endocarditis, Pericarditis Myocarditis</li> <li>• Cardio Myopathies</li> <li>• Cardiac dysrhythmias, Heart Block</li> <li>• Congestive cardiac failure <ul style="list-style-type: none"> <li>□ Cor-pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade</li> </ul> </li> <li>• Cardiac emergencies and arrest</li> <li>• Cardio Pulmonary Resuscitation (CPR)</li> <li>• Blood <ul style="list-style-type: none"> <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> </ul> </li> <li>• Special therapies <ul style="list-style-type: none"> <li>□ Blood transfusion, safety checks, procedure and requirements, management of adverse transfusion reaction, records for blood transfusion.</li> </ul> </li> </ul>	<p>films, slides</p> <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 blood bank</li> <li>• Participation in blood donation camps</li> <li>• Counselling</li> </ul>	<p>question</p> <ul style="list-style-type: none"> <li>- Assessment of skills with check list</li> <li>- Assessment of patient management problem</li> </ul>
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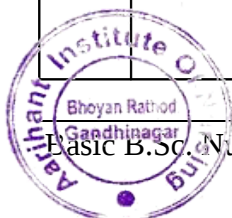




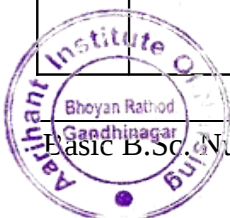
			<ul style="list-style-type: none"> <li>❑ Management &amp; counselling of blood donors, phlebotomy procedure &amp; post donation management Blood bank functioning &amp; hospital transfusion committee. Bio-safety and waste management in relation to blood transfusion</li> <li>❑ Role of a nurse in Organ donation, retrieval and banking</li> </ul> <p>Alternative therapies Nursing procedures Drugs used in treatment of blood and cardio vascular disorders</p>		
VI	10	Describe the etiology, pathophysiology, Clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of genito-urinary system	<p><b>Nursing management of patient (adults including elderly) with genito-urinary problems :</b></p> <ul style="list-style-type: none"> <li>■ Review of anatomy and physiology of genito-urinary system</li> <li>■ Nursing Assessment –History and Physical assessment</li> <li>■ Etiology, Pathophysiology clinical manifestations, diagnosis, treatment modalities &amp; medical, surgical, dietetics and nursing management of –</li> <li>■ Nephritis</li> <li>■ Nephrotic syndrome</li> <li>■ Nephrosis</li> <li>■ Renal calculus</li> <li>■ Tumours</li> <li>■ Acute renal failure</li> <li>■ Chronic renal failure</li> <li>■ End stage renal disease</li> <li>■ Dialysis &amp; renal transport</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, prostate</li> </ul> <p>Special therapies, alternative therapies Nursing procedures Drugs used in treatment of genito-urinary disorders</p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs, 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>- Essay type</p> <p>- Short answers</p> <p>- Objective type question</p> <p>- Assessment of skills with check list</p> <p>- Assessment of patient management problem</p>
VII	5	Describe the etiology,	<p><b>Nursing management of disorders of male (adults including elderly) reproductive system :</b></p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain</li> </ul>	<p>- Essay type</p> <p>- Short</p>



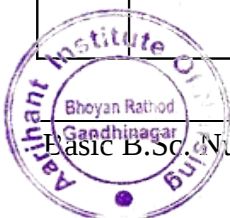
		pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of male reproductive system	<ul style="list-style-type: none"> <li>■ Review of anatomy and physiology of male reproductive system</li> <li>■ Nursing Assessment -History and physical assessment</li> <li>■ Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities &amp; medical, surgical, dietetics &amp; nursing management of disorders of male reproductive system -</li> <li>■ Congenital malformations; cryptorchidism</li> <li>■ Hypospadias &amp; Epispadias</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, tumour</li> <li>■ Climacteric changes</li> </ul> <p>Special therapies, alternative therapies Nursing procedures Drugs used in treatment of disorders of male reproductive system</p>	<p>using charts, graphs, Models, films, slides</p> <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>answers</p> <ul style="list-style-type: none"> <li>- Objective type question</li> <li>- Assessment of skills with check list</li> <li>- Assessment of patient management problem</li> </ul>
VIII	10	Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of endocrine system	<p><b>Nursing management of patient (adults including elderly) with disorders of endocrine system :</b></p> <ul style="list-style-type: none"> <li>■ Review of anatomy and physiology endocrine system</li> <li>■ Nursing Assessment - History and Physical assessment</li> <li>■ Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities &amp; medical, surgical, dietetics &amp; nursing management of –</li> <li>□ Disorders of Thyroid and Parathyroid</li> <li>□ Diabetes mellitus</li> <li>□ Diabetes insipidus</li> <li>□ Adrenal tumour</li> <li>□ Pituitary disorders</li> </ul> <p>Special therapies, alternative therapies</p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs, 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> </ul>	<ul style="list-style-type: none"> <li>- Essay type</li> <li>- Short answers</li> <li>- Objective type question</li> <li>- Assessment of skills with check list</li> <li>- Assessment of patient management problem</li> </ul>



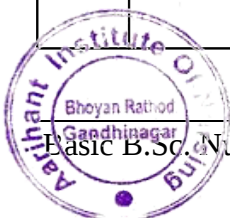
			Nursing procedures Drugs used in treatment of disorders of endocrine system	<ul style="list-style-type: none"> <li>• Drug book/ presentation</li> </ul>	
IX	10	Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of skin	<b>Nursing management of patient (adults including elderly) with disorders of Integumentary system :</b> <ul style="list-style-type: none"> <li>■ Review of anatomy and physiology of skin and its appendages</li> <li>■ Nursing Assessment -History and Physical assessment</li> <li>■ Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities &amp; medical, surgical, dietetics &amp; nursing management of disorders of skin and its appendages</li> <li>□ Lesions and abrasions</li> <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> <p>Special therapies, alternative therapies Nursing procedures Drugs used in treatment of disorders of Integumentary system</p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs, 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 question</li> <li>- Assessment of skills with check list</li> <li>- Assessment of patient management problem</li> </ul>
X	15	Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with	<b>Nursing management of patient (adults including elderly) with musculo-skeletal problems :</b> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of musculo-skeletal system</li> <li>■ Nursing Assessment -History and Physical assessment</li> <li>■ Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities &amp; medical, surgical, dietetics &amp; nursing management of –</li> <li>• Disorders of -</li> <li>□ Muscles, Ligaments and Joints - inflammation, infection, trauma</li> <li>□ Bones –inflammation, infection,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs, Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussions/ Seminar</li> <li>• Health education</li> </ul>	<ul style="list-style-type: none"> <li>- Essay type</li> <li>- Short answers</li> <li>- Objective type question</li> <li>- Assessment of skills with check list</li> <li>- Assessment of patient</li> </ul>



		disorders of musculo skeletal system	<p>dislocation, fracture, tumour and trauma</p> <ul style="list-style-type: none"> <li>❑ Osteomalacia and Osteoporosis</li> <li>❑ Arthritis</li> <li>❑ Congenital deformities</li> <li>❑ Spinal column – defects &amp; deformities, Tumor, Prolapsed inter vertebral disc, pott's spine</li> <li>❑ Paget's disease</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 disorders of musculoskeletal system</p>	<ul style="list-style-type: none"> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> </ul>	managemen t problem
XI	10	Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of immunological system.	<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 &amp; medical, surgical, dietetics &amp; nursing management of –</li> <li>■ Immunodeficiency disorder</li> <li>■ Primary immuno deficiency</li> <li>■ Phagocytic dysfunction</li> <li>■ B-cell and T-cell deficiencies</li> <li>■ Secondary immuno-deficiencies</li> <li>■ Acquired immunodeficiency syndrome (AIDS)</li> <li>■ Incidence of HIV &amp; AIDS</li> <li>■ Epidemiology</li> <li>■ Prevention of Transmission</li> <li>■ Standard Safety precautions</li> <li>■ Role of Nurse, Counselling</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> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs, 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>• Orientation visit to Hospital Infection Control System</li> </ul>	<p>- Essay type</p> <p>- Short answers</p> <p>- Objective type question</p> <p>- Assessment of skills with check list</p> <p>- Assessment of patient management problem</p>



			<p>Special therapies, alternative therapies</p> <p>Nursing procedures</p> <p>Drugs used in treatment of disorders of immunological system</p>		
XII	20	Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with Communicable Diseases	<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 dietetics</li> <li>• Control and eradication of common Communicable Diseases <ul style="list-style-type: none"> <li>□ Tuberculosis</li> <li>□ Diarrhoeal diseases</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> <li>□ Mumps</li> <li>□ Influenza</li> <li>□ Tetanus</li> <li>□ Yellow fever</li> <li>□ Filariasis</li> <li>□ HIV, AIDS</li> </ul> </li> <li>• Reproductive Tract Infections</li> <li>• Special Infection control measures - Notification, Isolation, Quarantine, Immunization, Infectious disease of hospitals, Special therapies, alternative therapies</li> </ul> <p>Nursing procedures</p> <p>Drugs used in treatment of Communicable diseases</p>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs, 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>- Essay type</p> <p>- Short answers</p> <p>- Objective type question</p> <p>- Assessment of skills with check list</p> <p>- Assessment of patient management problem</p>



XIII	25	<p>Describe the organisation and physical set up of Operation Theatre</p> <p>Identify the various instruments and equipments used for common surgical procedures</p> <p>Describe the infection control measures in the operation theatre</p> <p>Describe the role of the nurse in the Peri-operative nursing care</p>	<p><b>Peri operative nursing :</b></p> <ul style="list-style-type: none"> <li>• Organisation and Physical set up of the Operation Theatre (O.T.) :</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 &amp; 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 sterilisation</li> <li>□ Biomedical waste management</li> <li>□ Prevention of accidents and hazards in O.T.</li> <li>• Anaesthesia</li> <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>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explain using charts, graphs, 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 question</li> <li>- Assessment of skills with check list</li> </ul>
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# Medical Surgical Nursing -I Practical

## (Adult including Geriatrics)

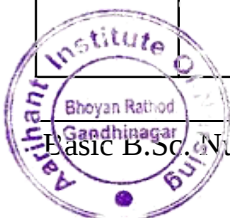
**Placement** - Second Year

**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</li> <li>Taking history</li> <li>Perform general and specific physical examination</li> <li>Identify alterations and deviations</li> <li>Practice medical surgical asepsis standard safety measures</li> <li>Administer medications</li> <li>Oral, IV, IM, Subcutaneous, IV therapy</li> <li>IV cannulation</li> <li>Maintenance and monitoring</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 procedures</li> <li>Blood and component therapy</li> <li>Throat Suctioning</li> <li>Collect specimens for common investigations</li> <li>Maintain elimination</li> <li>Catheterisation</li> <li>Bowel wash</li> <li>Enema</li> <li>Urinary drainage</li> <li>Maintain Intake,</li> </ul>	<ul style="list-style-type: none"> <li>Assign 3 - 4 patients for giving planned nursing care</li> <li>Prepare 2 nursing care plan</li> <li>1 - Nursing case study &amp; presentation including drug</li> <li>Maintaining 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 check list</li> <li>Evaluation of case study / presentation</li> <li>Completion of practical record</li> </ul>

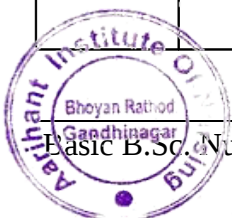


			output and documentation <ul style="list-style-type: none"> <li>• Counsel and teach related to specific disease conditions</li> </ul>		
General Surgical Ward (GI, Urinary, CTVS)	6	<ul style="list-style-type: none"> <li>• Provide pre and post operative nursing care to adult patients with surgical disorders</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 (along with drugs)</li> <li>• Post operative care - Receiving patient, assessment, monitoring care</li> <li>• Care of wounds 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 :               <ul style="list-style-type: none"> <li>□ Gastrostomy</li> <li>□ Colostomy</li> <li>□ Enterostomy</li> </ul> </li> <li>• Blood &amp; 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>• 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 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>• <b>Physical examination</b> of 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> </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 check list</li> <li>• Evaluation of case study / presentation / health talk</li> <li>• Completion of activity record</li> </ul>





			<ul style="list-style-type: none"> <li>• Teach patients and families</li> <li>• Practice medical and surgical asepsis – Standard safety measures</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 diseases</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Assessment of patients with skin disorders</b></li> <li>• Assist in diagnostic and therapeutic procedures</li> <li>• Administer topical medication</li> <li>• Practice medical surgical asepsis – Standard safety measures</li> <li>• Use of personal protective equipment (PPE)</li> <li>• Give medicated baths</li> <li>• Counselling HIV positive patients</li> <li>• Teach prevention of infectious diseases</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and give care to 2 - 3 assigned patients</li> <li>• Health talk / Counselling HIV positive patients and families – 1</li> <li>• Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Evaluation health talk / Counselling session</li> <li>• Completion of activity record</li> </ul>
Orthopaedic ward	2	<ul style="list-style-type: none"> <li>• Provide nursing care to patients with musculo-skeletal disorders</li> <li>• Counsel and educate patients and families</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of orthopaedic patients</li> <li>• Assist in application of plaster cast and removal of cast</li> <li>• Apply skin traction - buck's extension traction</li> <li>• Assist in application and removal of prosthesis</li> <li>• Physiotherapy - Range of motion exercises (ROM), muscle strengthening exercises</li> <li>• Crutch manoeuvring technique</li> <li>• Activities of daily living</li> <li>• Ambulation</li> <li>• Teach and counsel patients &amp; families</li> </ul>	<ul style="list-style-type: none"> <li>• Plan &amp; give care to 2-3 assigned patients</li> <li>• Nursing care plan- 1</li> <li>• Nursing case study / presentation – 1</li> <li>• Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Evaluation of nursing care plan &amp; nursing case study / presentation</li> <li>• Completion of activity record</li> </ul>

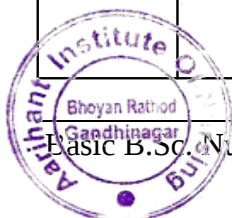


Operation Theatre	6	<ul style="list-style-type: none"> <li>Identify instruments used in common operations</li> <li>Participate in infection control practices in the Operation Theatre</li> <li>Set-up the table / trolleys for common operative procedures</li> <li>Assist in giving anaesthesia</li> <li>Assist in the operative procedures</li> <li>Provide peri-operative nursing care</li> </ul>	<ul style="list-style-type: none"> <li>Scrubbing, gowning gloving</li> <li>Identify instruments, suturing materials for common operations</li> <li>Disinfection, Carbolization, fumigation</li> <li>Preparation of instrument sets for common operations</li> <li>Sterilization of sharps and other instruments</li> <li>Prepare the OT table depending upon the operation</li> <li>Positioning and monitoring of patients</li> <li>Endotracheal intubation</li> <li>Assisting in minor and major operations</li> <li>Handling specimens</li> <li>Disposal of waste as per the guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Assist as a circulator y nurse in * Major cases- 10, * Minor cases – 5</li> <li>Assist as a scrub nurse in * Major cases- 10, * Minor cases – 5</li> <li>Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>Assess performance with rating scale</li> <li>Completion of activity record</li> </ul>
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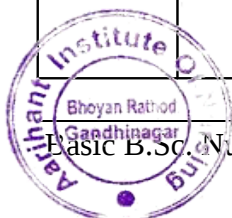
### Internship

Time -260 hours (9 weeks)

Areas	Durati on (in week)	Objectives	Skills	Assignment s	Assessment Methods
ICU, CCU, Cardiac OT	2	<ul style="list-style-type: none"> <li>To gain proficiency in ICU nursing</li> <li>Develop advance skill in special procedures used in Critical Care Unit</li> <li>Identify potential problems and provide care accordingly</li> </ul>	<ul style="list-style-type: none"> <li>Assist in arterial puncture for blood gas analysis</li> <li>Perform ECG and interpret accordingly</li> <li>Conduct &amp; analyse pulse oximetry</li> <li>Care with artificial airway</li> <li>Assist in endotracheal intubation</li> <li>Setting up ventilator</li> <li>Giving care to patient on ventilator</li> <li>Drug sheet</li> <li>Observation of</li> </ul>	<ul style="list-style-type: none"> <li>Arterial puncture –5</li> <li>Taking out ECG strip–5</li> <li>Tracheal suction-5</li> <li>Oxygen administration by CPAP mask and use Ambu bag.</li> <li>Assessm</li> </ul>	<ul style="list-style-type: none"> <li>Record book</li> <li>Checking with supervisor</li> </ul>



		<ul style="list-style-type: none"> <li>• Skill in setting and handling ventilator</li> <li>• Administer injection using infusion pump</li> <li>• Record accurately findings and medications</li> <li>• Develop IPR with family members</li> <li>• Acquaint with OT technique</li> </ul>	special procedure in OT.	<ul style="list-style-type: none"> <li>• ent for all assigned patients</li> <li>• Nursing care of patient on ventilator</li> <li>• Drug sheet</li> </ul>	
Neuro ICU, ITU, OT	2	<ul style="list-style-type: none"> <li>• Develop skill in neurological assessment</li> <li>• Give care to the patient with head injury and spinal injury</li> <li>• Care with chest surgery and cranial surgery</li> </ul>	<ul style="list-style-type: none"> <li>• Assess neurological status</li> <li>• Implement care to head injury, spinal injury patients</li> <li>• Drug sheet</li> <li>• Pre and post operative care with neuro surgery patients</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment for all assigned patients</li> <li>• Nursing care plan-2</li> <li>• Drug sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Record book</li> <li>• Observation checklist</li> </ul>
Burns & plastic Re-constructive surgery	2	<ul style="list-style-type: none"> <li>• Assess the severity of burns</li> <li>• Administer rehydration therapy</li> <li>• Observe re-constructive surgery</li> </ul>	<ul style="list-style-type: none"> <li>• Nursing care</li> </ul>	-	-
OT Laparoscopic, Orthopaedic, Eye, ENT	3	<ul style="list-style-type: none"> <li>• Identify instruments</li> <li>• Assist in OT set-up</li> <li>• Supervise sterilization</li> <li>• Assist in OT table lay out</li> <li>• Observe immediately</li> </ul>	-	<ul style="list-style-type: none"> <li>• Assist - 5 cases</li> </ul>	<ul style="list-style-type: none"> <li>• Record book</li> </ul>



		after operation <ul style="list-style-type: none"> <li>• Supervise infection control</li> </ul>			
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A handwritten signature in blue ink, appearing to be "A.R.", located above the principal's name.

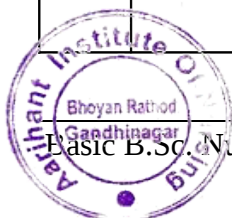
# Community Health Nursing – I

**Placement** - Second Year

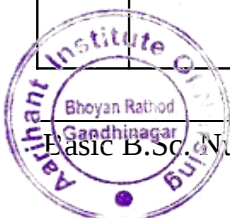
**Time** - Theory – 90 hours  
Practical – 135 hours

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

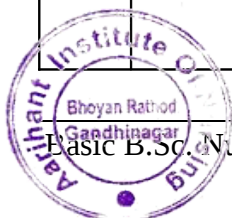
Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	2	Describe concept and dimensions of health	<b>Introduction :</b> <ul style="list-style-type: none"> <li>Community health nursing</li> <li>Definition, concept and dimensions of health</li> <li>Promotion of health</li> <li>Maintenance of health</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> </ul>	- Short Answers
II	20	Describe determinant s of health	<b>Determinants of health :</b> <ul style="list-style-type: none"> <li>Eugenics</li> <li>Environment -                             <ul style="list-style-type: none"> <li>Physical - Air, Light, Ventilation, Water, Housing,</li> <li>Sanitation : Disposal of waste, Disposal of dead bodies</li> <li>Forestation, Noise, Climate</li> <li>Communication - Infrastructure facilities and Linkages</li> <li>Acts regulating the environment - National Pollution Control Board</li> <li>Bacterial &amp; Viral - Agents, host, carriers and immunity</li> <li>Arthropods and Rodents</li> </ul> </li> <li>Food hygiene - Production, Preservation, Purchase, Preparation, Consumption</li> <li>Acts regulating food hygiene - Prevention of Food Adulteration Act, Drugs &amp; Cosmetic Act</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>Life Style</li> <li>Hygiene</li> <li>Physical activity -                             <ul style="list-style-type: none"> <li>Recreation and sleep</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Explain using Charts, graphs, Models, films, slides</li> <li>Visits to water supply, sewage disposal, milk plants, slaughter house etc</li> </ul>	- Essay type - Short answers - Objective type



			<ul style="list-style-type: none"> <li><input type="checkbox"/> Sexual life</li> <li><input type="checkbox"/> Spiritual, Life philosophy</li> <li><input type="checkbox"/> Self reliance</li> <li><input type="checkbox"/> Dietary pattern</li> <li><input type="checkbox"/> Education</li> <li><input type="checkbox"/> Occupation</li> <li>• Financial Management -</li> <li><input type="checkbox"/> Income</li> <li><input type="checkbox"/> Budget</li> <li><input type="checkbox"/> Purchasing power</li> <li><input type="checkbox"/> Security</li> </ul>		
III	10	Describe concept, 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 of -               <ul style="list-style-type: none"> <li><input type="checkbox"/> Descriptive</li> <li><input type="checkbox"/> Analytical -Epidemic Investigation</li> <li><input type="checkbox"/> Experimental</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs, Models, films, slides</li> </ul>	- Essay type - Short answers
IV	25	Describe Epidemiology and nursing management of common Communicable diseases	<b>Epidemiology and nursing management of common Communicable Diseases :</b> <ul style="list-style-type: none"> <li>• <b>Respiratory infections -</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Small Pox</li> <li><input type="checkbox"/> Chicken Pox</li> <li><input type="checkbox"/> Measles</li> <li><input type="checkbox"/> Influenza</li> <li><input type="checkbox"/> Rubella</li> <li><input type="checkbox"/> ARI's &amp; Pneumonia</li> <li><input type="checkbox"/> Mumps</li> <li><input type="checkbox"/> Diphtheria</li> <li><input type="checkbox"/> Whooping cough</li> <li><input type="checkbox"/> Meningococcal meningitis</li> <li><input type="checkbox"/> Tuberculosis</li> <li><input type="checkbox"/> S.A.R.S.</li> </ul> </li> <li>• Intestinal Infections -               <ul style="list-style-type: none"> <li><input type="checkbox"/> Poliomyelitis</li> <li><input type="checkbox"/> Viral Hepatitis</li> <li><input type="checkbox"/> Cholera</li> <li><input type="checkbox"/> Diarrhoeal diseases</li> <li><input type="checkbox"/> Typhoid Fever</li> <li><input type="checkbox"/> Food poisoning</li> <li><input type="checkbox"/> Amoebiasis</li> <li><input type="checkbox"/> Hook worm infection</li> <li><input type="checkbox"/> Ascariasis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs, Models, films, slides</li> <li>• Seminar</li> <li>• Supervised field practice - health centers, clinics and homes</li> <li>• Group projects/ Health education</li> </ul>	- Essay type - Short answers - Objective type



			<ul style="list-style-type: none"> <li>❑ Dracunculiasis</li> <li>• Arthropod infections -</li> <li>❑ Dengue</li> <li>❑ Malaria</li> <li>❑ Filariasis</li> <li>• Zoonoses</li> <li><b>Viral -</b></li> <li>❑ Rabies</li> <li>❑ Yellow fever</li> <li>❑ Japanese encephalitis</li> <li>❑ Kyasnur Forest Disease</li> <li><b>Bacterial -</b></li> <li>❑ Brucellosis</li> <li>❑ Plague</li> <li>❑ Human Salmonellosis</li> <li>❑ Anthrax</li> <li>❑ Leptospirosis</li> <li><b>Rickettsial diseases -</b></li> <li>❑ Rickettsial Zoonoses</li> <li>❑ Scrub typhus</li> <li>❑ Murine typhus</li> <li>❑ Tick typhus</li> <li>❑ Q fever</li> <li><b>Parasitic zoonoses -</b></li> <li>❑ Taeniasis</li> <li>❑ Hydatid disease</li> <li>❑ Leishmaniasis</li> <li><b>Surface infection -</b></li> <li>❑ Trachoma</li> <li>❑ Tetanus</li> <li>❑ Leprosy</li> <li>❑ STD &amp; RTI</li> <li>❑ Yaws</li> <li>❑ HIV/AIDS</li> <li>Any other</li> </ul>		
V	10	Describe Epidemiology and nursing management of common Non communicable diseases	<b>Epidemiology and nursing management of Non - communicable diseases :</b> <ul style="list-style-type: none"> <li>• Malnutrition-under nutrition, over nutrition, nutritional deficiencies</li> <li>• Anaemia</li> <li>• Hypertension</li> <li>• Stroke</li> <li>• Rheumatic Heart Disease</li> <li>• Coronary Heart Disease</li> <li>• Cancer</li> <li>• Diabetes mellitus</li> <li>• Blindness</li> <li>• Accidents</li> <li>• Mental illness</li> <li>• Obesity</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using Charts, graphs, Models, films, slides</li> <li>• Seminar</li> <li>• Supervised field practice - health centers, clinics and homes</li> <li>• Group</li> </ul>	- Essay type - Short answers - Objective type



			<ul style="list-style-type: none"> <li>• Iodine deficiency</li> <li>• Fluorosis</li> <li>• Epilepsy</li> </ul>	projects/ Health education	
VI	6	<p>Describe the concepts &amp; scope of Demography</p> <p>Describe methods of data collection, analysis &amp; interpretation of demographic data</p>	<p><b>Demography :</b></p> <ul style="list-style-type: none"> <li>• Definition, concept and scope</li> <li>• Methods of collection, analysis &amp; interpretation of demographic data</li> <li>• Demographic rates and ratios</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Community identification survey</li> </ul>	<ul style="list-style-type: none"> <li>- Essay type</li> <li>- Short answers</li> <li>- Objective type</li> <li>- Assessment of survey report</li> </ul>
VII	17	<p>Identify the impact of population explosion in India</p> <p>Describe methods of population control</p>	<p><b>Population and its control :</b></p> <ul style="list-style-type: none"> <li>• Population explosion and its impact on social, economic development of individual, society and country</li> <li>• Population control - <ul style="list-style-type: none"> <li>□ Over all development- Women empowerment, social, economic and educational development</li> </ul> </li> <li>• Limiting family size : <ul style="list-style-type: none"> <li>□ Promotion of small family norm</li> <li>□ Methods - spacing (natural, biological, chemical, mechanical methods, etc)</li> <li>□ Terminal - surgical methods</li> <li>□ Emergency contraception</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Population survey</li> <li>• Counselling</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised field practice</li> </ul>	<ul style="list-style-type: none"> <li>- Essay type</li> <li>- Short answers</li> <li>- Objective type</li> <li>- Assessment of survey report</li> </ul>





# Community Health Nursing I – Practical

Placement -Second Year

Time -Practical – 135 hours

Areas	Durati on (in week)	Objectives	Skills	Assignment s	Assessment methods
Communi ty health nursing	2 wks urban and 2 wks rural	<ul style="list-style-type: none"> <li>• Build and Maintain rapport</li> <li>• Identify demographic characteristics, health determinants &amp; community health resources</li> <li>• Diagnose health needs of individual and families</li> <li>• Provide primary care in health centre</li> <li>• Counsel &amp; educate individual, family &amp; community</li> </ul>	<ul style="list-style-type: none"> <li>• Use techniques of inter-personal relationship</li> <li>• Identification of health determinants of community</li> <li>• <b>History taking</b></li> <li>• Physical examination</li> <li>• Collect specimens- sputum, malaria smear</li> <li>• Perform simple lab tests at centre - blood for Haemoglobin and sugar, urine for albumin &amp; sugar</li> <li>• Administer vaccines and medications to adults</li> <li>• Counsel and teach individual, family and community</li> <li><input type="checkbox"/> Nutrition</li> <li><input type="checkbox"/> Hygiene</li> <li><input type="checkbox"/> Self health monitoring</li> <li><input type="checkbox"/> Seeking health services</li> <li><input type="checkbox"/> Healthy life style</li> <li><input type="checkbox"/> Family welfare methods</li> <li><input type="checkbox"/> Health promotion</li> </ul>	<ul style="list-style-type: none"> <li>• To work with 2 assigned families each in urban &amp; 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 skill with checklist</li> <li>• Evaluation of family study, observation report and health talk</li> <li>• Completion of activity record</li> </ul>



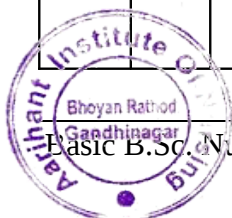
# Communication & Educational Technology

**Placement** -Second Year

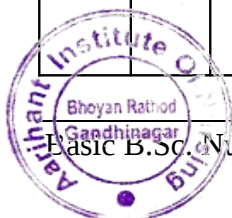
**Time** -Theory – 90 hours

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

Unit	Time (Hrs)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
I	5		Describe the communication process  Identify techniques of effective communication	<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>Objectives type</li> </ul>
II	5		Establish effective interpersonal relations with patients families & co-workers	<b>Interpersonal relations :</b> <ul style="list-style-type: none"> <li>Purpose &amp; types</li> <li>Phases</li> <li>Barriers &amp; 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>Objectives type</li> </ul>
III	5		Develop effective human relations in context of nursing	<b>Human relations :</b> <ul style="list-style-type: none"> <li>Understanding self</li> <li>Social behaviour, motivation, social attitudes</li> <li>Groups &amp; Individual</li> <li>Human relations 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>Objectives type</li> <li>Respond to critical incidents</li> </ul>
IV	10	5	Develop basic skill of counselling and guidance	<b>Guidance &amp; counselling :</b> <ul style="list-style-type: none"> <li>Definition</li> <li>Purpose, scope &amp; need</li> <li>Basic principles</li> <li>Organization of counselling services</li> <li>Types of counselling approaches</li> <li>Role and preparation of counsellor</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Role play on counselling in different situations followed by discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objectives type</li> <li>Assess performance in role play situations</li> </ul>



				<ul style="list-style-type: none"> <li>Issues for counselling in nursing - students and practitioners</li> <li>Counselling process - steps &amp; techniques, tools of counsellor</li> <li>Managing disciplinary problems</li> <li>Management of crisis &amp; referral</li> </ul>		
V	5		Describe the philosophy & principles of education Explain the teaching learning process	<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>- Objectives type</li> <li>- Assess lesson plans &amp; teaching sessions</li> </ul>
VI	10	10	Demonstrate teaching skill using various teaching methods in clinical, classroom & community settings	<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, micro teaching, problem based learning, Self instructional module and simulation, etc.</li> <li>Clinical teaching methods - case method, nursing round &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>- Objectives type</li> <li>- Assess teaching sessions</li> </ul>
VII	10	8	Prepare and use different types of educational media effectively	<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, cartoon</li> <li>Three dimensional aids - objects, specimens, models, puppets</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Demonstration</li> <li>Prepare different teaching aids - projected &amp; non projected</li> </ul>	<ul style="list-style-type: none"> <li>- Short answers</li> <li>- Objectives type</li> <li>- Assess the prepared teaching aids.</li> </ul>



				<ul style="list-style-type: none"> <li>Printed aids - pamphlets &amp; leaflets</li> <li>Projected aids - slides, overhead projector, films, TV, VCR / VCD, camera, microscope, LCD</li> <li>Audio aids - tape recorder public address system</li> <li>Computer</li> </ul>		
VIII	5	7	Prepare different types of questions for assessment of knowledge, skills and attitudes	<b>Assessment :</b> <ul style="list-style-type: none"> <li>Purpose &amp; scope of evaluation &amp; assessment</li> <li>Criteria for selection of assessment techniques and methods</li> <li>Assessment of knowledge - Essay type questions, Short answer questions (SAQ), Multiple choice questions (MCQ)</li> <li>Assessment of skills - observation checklist, practical exam, Viva, Objective structured clinical examination (OSCE)</li> <li>Assessment of Attitudes - Attitude scales</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Exercise on writing different types of assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objectives type</li> <li>Assess the strategies used in practice teaching sessions and exercise sessions.</li> </ul>
IX	5		Teach individuals, groups and communities about health with their active participation	<b>Information, Education &amp; Communication for health (IEC) :</b> <ul style="list-style-type: none"> <li>Health behaviour &amp; health education, Planning for health education</li> <li>Health education with individuals, groups &amp; communities</li> <li>Communicating health messages</li> <li>Methods &amp; media for communicating health messages, Using mass media</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Plan &amp; conduct health education sessions for individuals, group &amp; communities</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objectives type</li> <li>Assess the planning &amp; conduct of the educational session.</li> </ul>

