

**Governing Regulations and Curriculum of
Basic B.Sc. Nursing Degree Course
2018**

**Volume I
REGULATIONS AND CURRICULUM**



**Adichunchanagiri University, Karnataka
BGSIT Campus, B G Nagara, Mandya - 571448.**



Adichunchanagiri University Logo

The heraldic design of the logo brings out the heritage look & feel of Adichunchanagiri. The teachings from our past, from our nature and surroundings - that has evolved through generations are being taught here to the next generation in a disciplined way from an institution that has a rich traditional foundation.

The colours Maroon and Purple give the logo a royal touch while distinguishing it clearly from the many shades of clichéd blue that is generally associated with education. The colours also symbolise courage, power, nobility, luxury and ambition. Purple colour of the logo is inspired from a shade of purple spotted on a peacock by The University Chancellor Swami Sri Sri Sri Dr. Nirmalanandanatha Maha Swamiji and is also a colour associated with wisdom, dignity, independence, creativity, mystery and magic.

The globe icon used within the shield symbolises Global standards of education, with India part of the map strategically fitting within the "U" as though it is being highlighted, for it is today an education destination for students from world over.

“Sa Vidya Ya Vimuktaye - that which liberates is knowledge”

Article titled ‘The Science in Spirituality’ Gopal C Bhar

Source – Prabuddha Bharata – April 2017 Issue

Knowledge or vidya gives power, pleasure, and honor. Both science and spirituality enrich us with knowledge, but that knowledge is superior, which leads us to liberation. Liberation from physical, mental, and external bonds is attained through the control of external nature with the help of science; while liberation from internal bonds is attained through ethics and religion. Hindu scriptures say: ‘Sa vidya ya vimuktaye; that which liberates is knowledge.’

But the main role of knowledge is to free us from all these bondages: fear, doubts, inadequacy, and uncertainty. Total knowledge is apara and para, lower and higher, according to the Mundaka Upanishad.

Despite the assertion that spiritual knowledge is higher, it is emphasized that cultivating both of them (science and spirituality) is required for our full-fledged

development. The former knowledge is about doing, while the latter is about being. It is basically a way of developing a holistic way of life — living a mature and balanced life and achieving the integration of personality. It is a way of turning away from a ‘having mode’ of life to a ‘being mode’ of life.

Experience is present in both science and spirituality; but two additional features such as moral and psychological transformation are required in spirituality, but are optional in science. It is possible to be simultaneously immoral and scientific, but it is impossible to be simultaneously immoral and spiritual.

Truth is the regime of both science and spirituality; they have mutual kinship, although the roads they follow are different. Science is objective knowledge while spirituality is subjective knowledge. The former is of the external world while the latter is of the internal world of our body-mind complex.

Vision Statement

Education for all with Value Systems of **Empathy, Enrichment, Equity, Excellence, Empowerment & Enlightenment** to Serve the Society

Mission Statement

Education to all for Self Reliance, Socio-Economic Change to develop an Inclusive Society with Shared Opportunities & Responsibilities

Empathy towards the Less Fortunate, the Sick, the Suffering & the Disabled

Enrichment to acquire Abundant Knowledge, Requisite Skills & Appropriate Attitude

Excellence for Quality Assurance, Enhancement & Sustenance in Academics & Research to produce Graduates of Global Standards **Equity** for Fairness & Social Justice by providing Equal Opportunities

Empowerment of Graduates to become Intuitive, Innovative & Inventive

Enlightenment to attain Wisdom & Virtues in Life to think beyond Self

**Governing Regulations and Curriculum of
Basic B.Sc. Nursing Degree Course 2018
(As per Indian Nursing Council Guidelines of 2004)**

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GOVERNMENT OF KARNATKA

No. ED 254 URC 2017

Karnataka Government Secretariat,
M.S. Building,
Bengaluru, dated 22nd January 2018.

NOTIFICATION

In exercise of Powers conferred under sub section (3) of Section 1 of ADICHUNCHANAGIRI UNIVERSITY Act, 2012 (Karnataka Act No. 18 of 2013), it is hereby notified by Government of Karnataka that the ADICHUNCHANAGIRI UNIVERSITY Act, 2012 shall come into effect from 22nd January 2018.

By Order and in the name of
Governor of Karnataka



(M.A. AHAMED JHON)

Under Secretary to Government
Higher Education Department (Universities-2)

To

The Compiler, Karnataka Gazette, Bengaluru – This will be published today in a Special Karnataka Gazette and 50 copies shall be supplied to the Department at the earliest.

Copies to:-

- 1 The Secretary to Government of India, Department of Higher Education, Ministry of Human Resources, Development, Shastry Bhavan, New Delhi-11.
- 2 The Chairman, University Grants Commission, New Delhi.
- 3 The Chairman, All India Council for Technical Education, New Delhi.
- 4 The Chairman, Medical Council of India, New Delhi.
- 5 The President, Dental Council of India, New Delhi.
- 6 The Chairman, Bar Council of India, New Delhi.
- 7 The Chairman, NCTE, New Delhi.
- 8 The President, Council of Architecture, New Delhi.
- 9 The President, Pharmacy Council of India, New Delhi.
- 10 The President, Indian Nursing Council, New Delhi.
- 11 The President, Central Council of India, Medicine, New Delhi.
- 12 The President, Central Council of Homeopathy, New Delhi.
- 13 The President, Indian Council of Agricultural Research, New Delhi.
- 14 The Secretary General, Association of Indian Universities, AIU House, No. 16, Gomrade Indrajit Gupta Marg (Kotla Marg), New Delhi 110 002.
- 15 The Special Secretary to Hon'ble Governor and Chancellor, Raj Bhavan, Bengaluru.
- 16 The Principal Secretary to Chief Minister, Vidhana Soudha, Bengaluru.

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- 17 All the Vice Chancellors/Registrars of All the Universities in Karnataka.
- 18 The Principal Secretary to Government, Primary and Secondary Education, Bengaluru.
- 19 The Principal Secretary to Government, Department of Parliamentary Affairs and Legislation, Vidhana Soudha, Bengaluru.
- 20 The Principal Secretary to Government, Medical Education Department, M.S Building, Bengaluru.
- 21 The Commissioner, Collegiate Education, Bengaluru.
- 22 The Director, Department of Technical Education, Bengaluru.
- 23 The Director, Medical Education Department, Bengaluru.
- 24 The Executive Director, Karnataka State Higher Education Council, Bengaluru.
- 25 The PS to Hon'ble Minister for Higher Education, Vidhana Soudha, Bengaluru.
- 26 The Joint Secretary, Cabinet Section, Vidhana Soudha, Bengaluru.
- 27 The Secretary, Karnataka Legislative Assembly, Bengaluru.
- 28 The Secretary, Karnataka legislative Council, Bengaluru.
- 29 The President/ Secretary, Adichunchanagiri Shikshana Trust (R), B.G. Nagara, Nagamangala Taluk, Mandya District,
- 30 PS to Principal Secretary to Government, Higher Education Department.
- 31 PA to Deputy Secretary to Government, Higher Education Department (Universities), M.S. Building, Bengaluru.
- 32 SGF/Space Copies.

SECTION I

Philosophy, Aims and Objectives

Philosophy

(Adapted from Indian Nursing Council)

Indian Nursing Council believes that:

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

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

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

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

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

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

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

Aim

The aim of the undergraduate nursing program is to:

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

Objectives

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

1. Apply knowledge from physical, biological, and behavioral sciences, medicine including alternative systems and providing nursing care to individuals, families and communities.
2. Demonstrate understanding of life style and other factors, which affect health of individuals and groups.
3. Provide nursing care based on steps of nursing process in collaboration with the individuals and groups.
4. Demonstrate critical thinking skill in making decisions in all situations in all situations in order to provide quality care.
5. Utilize the latest trends and technology in providing health care.
6. Provide promotive, preventive, and restorative health services in line with the national health policies and programmes.
7. Practice within the framework of code of ethics and professional conduct, and acceptable standards of practice within the legal boundaries.
8. Communicate effectively with individuals and groups, and members of the health team in order to promote effective interpersonal relationships and teamwork.
9. Demonstrate skills in teaching to individuals and groups in clinical/community health settings.
10. Participate effectively as members of the health team in health care delivery system.
11. Demonstrate leadership and managerial skills in clinical/community health settings.
12. Conduct need based research studies in various settings and utilize the research findings to improve the quality of care.
13. Demonstrate awareness, interest and contribute towards advancement of self and of the profession.

Governing Regulations and Curriculum of Basic B.Sc. Nursing Degree Course - 2018

(As per Indian Nursing Council Guidelines of 2004, *vide letter from the Secretary, INC, No. 12-1/2004-INC dated 07.05.2005*)

SECTION – II REGULATIONS

1. Eligibility

1.1 Qualifying Examination

A candidate seeking admission to first Basic B.Sc. Nursing course:

- i) Shall have passed two years Pre University examination conducted by Department of Pre-University Education, Karnataka State, with English as one of the subjects and Physics, Chemistry and Biology as optional subjects. The candidate shall have passed subjects of English, Physics, Chemistry and Biology individually and must have obtained a minimum of not less than 45% marks in Physics, Chemistry, Biology and English (PCBE) taken together in the qualifying examination. In respect of candidates belonging to Scheduled Castes, Scheduled Tribes or Other Backward Classes, the marks obtained in Physics, Chemistry, Biology and English taken together in qualifying examination be not less than 40% instead of 45 % as above.

OR

- ii) shall have passed any other examination conducted by Boards /Councils/ Intermediate Education established by State Governments/ Central Government and recognised as equivalent to two year Pre University examination by the Adichunchanagiri University/Association of Indian Universities (AIU), with English as one of the subjects and Physics, Chemistry and Biology as optional subjects and the candidate shall have passed subjects of English, Physics, Chemistry and Biology individually and must have obtained a minimum of not less than 45% marks in Physics, Chemistry, Biology and English taken together in the qualifying examination. In respect of candidates belonging to Scheduled Castes, Scheduled Tribes or Other Backward Classes, the marks obtained in Physics, Chemistry, Biology and English taken together in qualifying examination be not less than 40% instead of 45 % as above.

OR

- iii) In case of candidates from the stream of Vocational Higher Secondary Course conducted by the Board of Vocational Higher Secondary Examination, Kerala, the candidate shall have taken a minimum of 5 (five) subjects including Physics, Chemistry, Biology and English in addition to the vocational subject and shall have passed the said examination in all the subjects individually and shall have obtained a minimum of not less than 45% marks in Physics, Chemistry, Biology and English taken together in the qualifying examination. In respect of candidates belonging to Scheduled Castes, Scheduled Tribes or Other Backward Classes, the marks obtained in Physics, Chemistry, Biology and English taken together in the qualifying examination is not less than 40% instead of 45% as above.

1.2 Age: The candidate should have completed 17 years on or before 31st day of December of the year of admission.

1.3 Candidate shall be medically fit.

2. Selection

Selection of the candidates should be based on the merit in the entrance examination held by University or competent authority.

3. Duration of the Course

Duration of the course shall be four completed years including clinical training of 24 weeks.

4. Medium of Instruction

English shall be the medium of for the course as well as for the examination.

5. Course of Study

Candidates shall undergo course of instruction in the following subjects. Details of Subjects and Distribution of Hours of Teaching in Theory and Practical from First to Fourth Year are given in the Tables 1 to 4. Particulars of clinical training posting are given in Table 5.

Table 1. First year Basic B.Sc. Nursing

Subjects	Theory Hours	Practical / Clinical Hours	Hours
1. English	60		
2. Anatomy	60		
3. Physiology	60		
4. Nutrition	60		
5. Biochemistry	30		
6. Nursing Foundations	265 + 200	450	
7. Psychology	60		
8. Microbiology	60		
9. English	60		
9. Introduction to Computers	45		
10 Kannada	30		
11 Library work / Self Study			50
12 Co-curricular activities			50
TOTAL	930	450	100
TOTAL HOURS = 1480 HRS			

Table 2. Second Year Basic B.Sc. Nursing

Subjects	Theory Hours	Practical / Clinical Hours	Hours
1. Sociology	60		
2. Pharmacology	45		
3. Pathology	45		
4. Genetics	15		
5. Medical Surgical Nursing (Adult including geriatrics)	210	720	
6. Community Health Nursing	90	135	
7. Communication and Educational Technology	60 + 30		
8. Library work / Self Study			50
9. Co-curricular activities			35
TOTAL	555	855	85
TOTAL HOURS = 1495 HRS			

Table 3. Third Year Basic B.Sc. Nursing

Subjects	Theory Hours	Practical Hours (Clinical)	Hours
1. Medical-Surgical Nursing (Adult including geriatrics)-II	120	270	
2. Child Health Nursing	90	270	
3. Mental Health Nursing	90	270	
4. Nursing Research & Statistics	45	* Project	
5. Library work / Self Study			50
6. Co-curricular activities			50
TOTAL	345	810+100*	100
TOTAL HOURS = 1355* HRS			

* Project work to be carried out during third year only

Table 4. Fourth Year Basic B.Sc. Nursing

Subjects	Theory Hours	Practical / Clinical Hours
1. Midwifery and Obstetrical Nursing	90	360
2. Community Health Nursing – II	90	135
3. Management of Nursing Services and Education	60 + 30	
TOTAL	270	495
TOTAL HOURS = 765 HRS		

Table 5. Details of Distribution of Hours for clinical training (Integrated Practice)

Subject	Practical (In hrs)	In Weeks
1. Midwifery and Obstetrical nursing	240	5
2. Community Health Nursing-II	195	4
3. Medical Surgical Nursing (Adult and geriatric)	430	9
4. Child Health Nursing	145	3
5. Mental Health Nursing	95	2
6. Library work/Self study	45	1
Total Hours	1150	24

Note:

1. Clinical training means 8 hours of integrated clinical duties in which 2 weeks of evening and night shift duties are included
2. Clinical training should be carried out as 8 hours per day @ 48 hours per week
3. Students during Clinical training will be supervised by nursing teachers
4. **Students will be eligible to appear in the Fourth year final examination only after Completion of Clinical training.**

6. Attendance

A minimum of not less than 80 % attendance in theory and practical / clinical separately in each subject in each academic year is essential for appearing in the examination. A candidate pursuing in the course shall study in the college for the entire period as a full time student. No candidate is permitted to work in a hospital / nursing home / laboratory / college while studying this course. No candidate should join any other course of study or appear for any other examination conducted by this university or any other university in India or abroad during the period of registration. Each academic year shall be taken as a unit for calculating the attendance.

7 Internal Assessment

Regular periodic assessment shall be conducted throughout the course. Although the question of number of tests is left to the institution at least three tests in theory and practical each year be held. The test preceding the university examination may be similar to the pattern of university examination. Average of the marks of the three tests for theory and practical separately shall be sent to the university.

A candidate shall secure not less than 50% of marks prescribed for internal assessment in theory and not less than 50% marks prescribed in practical, separately, in each subject/paper to be eligible to appear in the university examination.

8. Schedule of Examination

The university shall conduct two examinations annually at an interval of not less than 4 to 6 months as notified by the university from time to time. A candidate who satisfies the requirement of attendance, progress and conduct as stipulated by the university shall be eligible to appear for the university examination. Certificate to that effect shall be produced from the Head of the institution along with the application for examination and the prescribed fee.

9.Question Paper Setting:

4 sets of Question papers are procured/obtained for each paper of the subject, equally from the Internal and External Paper Setters selected from the approved panel of examiners

10.Gap between each theory paper of examination

One-day gap between each theory paper of the examination of all the courses under
ACU

11. Scheme of Examination

First year

Table 6 (A): Distribution of Subjects and Marks for Internal Assessment and University Examination

Subjects	Internal Assessment	University Examination	Total
Theory			
1. English*	25	75*	100
2. Anatomy & Physiology	25	75	100
3. Nutrition & Biochemistry	25	75	100
4. Nursing Foundation	25	75	100
5. Psychology	25	75	100
6. Microbiology	25	75	100
7. Introduction to Computer*	25	75*	100
8. Kannada*	25	75*	100
Practical and Viva Voce			
1. Nursing Foundations	100	100	200

*Note: College will conduct examination for Introduction to Computer, Kannada and English as college examination. Marks to be sent to the university.

- All practical examinations must be held in the respective clinical areas.
- One internal and one external examiner should jointly conduct practical /clinical examination for each student.

Second Year

Table 7. Distribution of Subjects and Marks for Internal Assessment and University Examination

Subjects	Internal Assessment	University Examination	Total
Theory			
9. Sociology	25	75	100
10. Medical Surgical Nursing- I	25	75	100
11. Pharmacology, Pathology, Genetics	25	75	100
12. Community Health Nursing – I	25	75	100
13. Communication and Educational Technology	25	75	100
Practical and Viva Voce			
2. Medical – Surgical Nursing - I	100	100	200

Third Year

Table 8. Distribution of Subjects and Marks for Internal Assessment and University Examination for Third Year Basic B.Sc. Nursing

Subjects	Internal Assessment	University Exam	Total
Theory			
14. Medical Surgical Nursing- II	25	75	100
15. Child Health Nursing	25	75	100
16. Mental Health Nursing	25	75	100
17. Nursing Research & Statistics	25	75	100
Practical and Viva Voce			
3. Medical - Surgical Nursing- II	50	50	100
4. Child Health Nursing	50	50	100
5. Mental Health Nursing	50	50	100

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

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

Fourth Year

Table 9. Distribution of Subjects and Marks for Internal Assessment and University Examination for Fourth Year Basic B.Sc. Nursing

Subjects	Internal Assessment	University Exam	Total
Theory			
18. Midwifery and Obstetrical Nursing	25	75	100
19. Community Health Nursing – II	25	75	100
20. Management of Nursing Services and Education	25	75	100
Practical and Viva Voce			
6. Midwifery and Obstetrical Nursing	50	50	100
7. Community Health Nursing	50	50	100

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

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

12. Criteria for Pass: A candidate has to fulfill the following criteria:

For declaration of pass in any subject in the University examination, a candidate shall pass both in Theory and Practical/Clinical examinations components separately as stipulated below:

The Theory component consists of marks obtained in University Written paper(s) and internal Assessment (Theory). For a pass in theory, a candidate shall secure not less than 50% marks in aggregate i.e., marks obtained in written examination and internal assessment (theory) added together. For a pass in practical/clinical examination, a candidate shall secure not less than 50% marks in aggregate, i.e., marks obtained in university practical /clinical examination and internal assessment (practical) added together.

A candidate not securing 50% marks in aggregate in Theory or Practical/Clinical examination in a subject shall be declared to have failed in that subject and is required to appear for both Theory and Practical/Clinical again in the subsequent examination in that subject.

However, for a pass in English paper, a candidate shall secure not less than 40% of maximum prescribed marks in theory and 40% of maximum prescribed marks in internal assessment.

13. Declaration of Class:

Nursing	BSc Nursing/ P B BSc Nursing /MSc Nursing
	Distinction -75% & above I Class—60% to 74% II Class—50% to 59% Pass class: Passed in attempts.

14. Carry Over

- A candidate Shall be promoted to the next year of He/She failed on one or more subjects
- A Candidate Shall Pass all the papers of the previous examination before appearing for the final year (IV year B.Sc Nursing)
- If a candidate fails in theory or practical exam in a paper in that paper he/she has to re-appear for both in Theory and Practical.

15. Maximum number of attempts and maximum period for completion of the course

- A Candidate can take any number of attempts with a condition that maximum period allowed is **Eight Years**. However all papers need to be cleared before appearing in the **Final Examination**.

16. Re-valuation:

Since the provision of a two and four complete and in-depth valuations by two(double) and four evaluators (four valuator) are more objective, there is no provision for revaluation.

17.Verification & Re-totalling by the University:

There is provision for re-totalling and verification of the answer script by the university with a fixed fee and application duly forwarded within 10 days of announcement of results by the Principal.

18.Provision for Photocopy of answer scripts:

Since the provision of in-depth verification and re-totaling process, there is no provision for issuing of photocopy of the answer scripts.

19.Award of Ranks:

Award of ranks in the ratio of 10% of the total candidates for each course and up-to a maximum of 10 ranks only

20.Number of Examiners:

One internal and one external examiner should jointly conduct Practical / clinical examination for each student.

21. Grace Marks

It was decided to provide Grace marks for the candidates to enable them to clear the examination as below (not applicable for passed candidates): The grace marks up to a maximum of 5% of the total marks fixed for the subject may be awarded at the discretion of the University to a student who has failed only in one subject but has passed in all other subjects in the university conducted examinations.

22. Make UP Examinations

Make-up examination within two months after Final exam

23.. Eligibility of Examiner

1. To be eligible to be an examiner, one should have passed M.Sc (N) in concerned subject, should have a minimum **of three years teaching experience** in a college of nursing and should be holding a full time post of Lecturer or above.
2. To be an examiner for Nursing Foundations course, a teacher should have passed M.Sc(N) in concerned subject, should have a minimum of three years teaching experience in a college of nursing and should be holding a full time post of Lecturer or above

SECTION III
COURSE DESCRIPTION
English

Placement – First Year
Time: Theory – 60 hours

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	10	➤ Speak and write grammatically correct English	<ul style="list-style-type: none"> ➤ Review of Grammar ➤ Remedial study of Grammar ➤ Building Vocabulary ➤ Phonetics ➤ Public Speaking 	<ul style="list-style-type: none"> * Demonstrate use of dictionary * Class room conversion * Exercise on use of grammar * Practice in public speaking 	<ul style="list-style-type: none"> ✚ Essay type ✚ Objective type ✚ Fill in the Blanks ✚ Para phrasing
II	30	➤ Develop ability to read, understand and express meaningfully the prescribed text	<ul style="list-style-type: none"> ➤ Read and comprehend prescribed course books 	<ul style="list-style-type: none"> * Exercise on : <ul style="list-style-type: none"> • Reading • Summarizing • Comprehension 	<ul style="list-style-type: none"> ✚ Essay type ✚ Short Answers ✚ Essay Types
III	10	➤ Develop writing skills	<ul style="list-style-type: none"> ➤ Various forms of Composition <ul style="list-style-type: none"> ▪ Letter writing ▪ Note taking ▪ Precise writing ▪ Nurses notes ▪ Anecdotal records ▪ Diary writing ▪ Reports on health problems etc. ▪ Resume/CV 	<ul style="list-style-type: none"> * Exercises on writing <ul style="list-style-type: none"> ▪ Letter writing ▪ Nurses Notes ▪ Precise ▪ Diary ▪ Anecdote ▪ Health problems ▪ Story writing ▪ Resume/CV * Essay Writing <ul style="list-style-type: none"> ▪ Discussion on written reports/ documents 	<ul style="list-style-type: none"> ✚ Essay type ✚ Assessment of the skills based on the checklist.
IV	6	➤ Develop skill in spoken English	<ul style="list-style-type: none"> ➤ Spoken English <ul style="list-style-type: none"> ▪ Oral report ▪ Discussion ▪ Debate ▪ Telephonic Conversation 	<ul style="list-style-type: none"> * Exercise on: <ul style="list-style-type: none"> ▪ Debating ▪ Participating in Seminar, panel, symposium ▪ Telephonic Conversation 	<ul style="list-style-type: none"> ✚ Assessment of the skills based on the checklist.
V	4	➤ Develop skill in listening comprehension	<ul style="list-style-type: none"> * Learning Comprehension <ul style="list-style-type: none"> ▪ Media, audio, video, speeches etc 	<ul style="list-style-type: none"> * Exercise on: <ul style="list-style-type: none"> ▪ Listening to audio, video tapes and identify the key points 	<ul style="list-style-type: none"> ✚ Assessment of the skills based on the checklist.

Scheme of University Examination

There shall be one theory paper of three hours duration carrying 75 marks. Distribution of Type of Questions and Marks for English shall be as given under. There shall be no practical examination.

Type of Questions	No. of Questions	Marks	Sub-total
Long Essay (LE)	2	10	20
Short Essay (SE)	7	5	35
Short Answer (SA)	10	2	20
Total Marks			75

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Anatomy

Placement – First year

Time: Theory – 60 hours

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

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

		nervous system	<ul style="list-style-type: none"> ▪ Structure of brain, spinal chord, cranial nerves, spinal nerves, peripheral nerves <p>* Autonomic Nervous System – Sympathetic, parasympathetic</p> <ul style="list-style-type: none"> ▪ Structure, location <p>Alterations in disease Applications and implications in nursing</p> <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Explain using models, charts, slides, specimens * Record book
V	6	Explain the structure & functions of sensory organs	<p>The Sensory Organs</p> <ul style="list-style-type: none"> * Structure of skin, eye, ear, nose tongue, (Auditory and olfactory apparatus) <p>Alterations in disease Applications and implications in nursing</p> <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Explain using models, charts, slides, specimens * Record book
VI	7	Describe the structure & function of circulatory and lymphatic system	<p>Circulatory and lymphatic system</p> <ul style="list-style-type: none"> * The Circulatory System <ul style="list-style-type: none"> ▪ Blood – Microsoft structure ▪ Structure of Heart ▪ Structure of blood vessels- Arterial & Venous System ▪ Circulation: Systemic, pulmonary, coronary * Lymphatic System <ul style="list-style-type: none"> ▪ Lymphatic vessels & lymph ▪ Lymphatic tissues <ul style="list-style-type: none"> - Thymus gland - Lymph nodes - Spleen - Lymphatic tissues <p>Alterations in disease Applications and implications in nursing.</p> <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Explain using models, charts, slides, specimens • Record book
VII	5	* Describe the structure & functions of respiratory system.	<p>The Respiratory System</p> <ul style="list-style-type: none"> * Structure of the organs of respiration * Muscles of respiration: Intercostals and Diaphragm <p>Alterations in disease Applications and implications in nursing.</p> <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion

			<ul style="list-style-type: none"> * Explain using models, torso, charts slides, specimens * Record book
VIII	6	* Describe the structure & functions of digestive system.	<p>The Digestive System</p> <ul style="list-style-type: none"> * Structure of Alimentary tract and accessory organs of digestion Alterations in disease Applications and implications in nursing <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Explain using models, torso, charts slides, specimens * Record book
IX	4	* Describe the structure & functions of excretory system	<p>The Excretory system (Urinary)</p> <ul style="list-style-type: none"> * Structure of organs of urinary * System: Kidney, Ureters, urinary, bladder, urethra, structure of skin Alterations in disease Applications and implications in nursing. <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Explain using models, torso, charts slides, specimens * Record book
X	4	* Describe the structure & functions of endocrine system	<p>The Endocrine system</p> <ul style="list-style-type: none"> * Structure of Pituitary, Pancreas, thyroid, Parathyroid, thymus and adrenal glands Alterations in disease Applications and implications in nursing <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Explain using models, torso, charts slides, specimens * Record book
XI	4	* Describe the structure & functions of reproductive system	<p>The Reproductive system including breast</p> <ul style="list-style-type: none"> * Structure of female reproductive organs * Structure of male reproductive organs * Structure of breast Alterations in disease Applications and implications in nursing <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Explain using models, torso, charts slides, specimens * Record book

Physiology

Placement – First Year

Time: Theory – 60 Hours

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

Unit	Time (Hrs)	Learning Objectives	Content and Teaching Learning Activities
I	4	* Describe the physiology of cell, tissues, membranes and glands	<p>Cell Physiology</p> <ul style="list-style-type: none"> * Tissue formation, repair * Membranes & glands – functions <p>Alterations in disease Applications and implications in nursing</p> <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion
II	4	* Describe the bone formation and growth and movements of skeleton system	<p>Skeletal System</p> <ul style="list-style-type: none"> * Bone formation & growth * Bones – Functions and movements of bones of axial and appendicular skeleton, bone healing * Joints and joint movement <p>Alterations in disease Applications and implications in nursing</p> <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Explain using charts, models and films * Demonstration of joint movements
III	4	* Describe the muscle movements and tone and demonstrate muscle contraction and tone	<p>Muscular System</p> <ul style="list-style-type: none"> * Muscle movements, Muscle tone, Physiology of muscle contraction, levels and maintenance of posture <p>Alterations in disease Applications and implications in nursing</p> <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Explain using Charts, models, slides, specimen and films <ul style="list-style-type: none"> • Demonstration of muscle movements, tone and contraction <p>Content and Teaching Learning Activities</p>
IV	7	* Describe the physiology of nerve stimulus, reflexes, brain, cranial and spinal nerves *Demonstrate	<p>Nervous System</p> <ul style="list-style-type: none"> * Functions of Neuralgia & neurons * Stimulus & nerve-impulse- definitions and mechanism * Functions of brain, spinal cord, cranial and spinal nerves * Cerebrospinal fluid-composition, circulation and function * Reflex arc, Reflex action and reflexes * Automatic functions –

		<p>reflex action and stimulus</p>	<ul style="list-style-type: none"> ▪ Pain: somatic, visceral and referred ▪ Automatic learning and biofeedback <p>Alterations in disease Applications and implications in nursing</p> <p>Teaching Learning Activities * Lecture discussion * Explain using, Charts, models and films * Demonstrate nerve stimulus, reflex action, reflexes</p>
V	8	<p>* Describe the physiology of blood and functions of Heart</p> <p>*Demonstrate blood cell count, coagulation, grouping Hb: BP and Pulse monitoring</p>	<p>Circulatory System * Blood formation, composition, blood groups, blood coagulation * Hemoglobin: Structure, Synthesis and breakdown, Variation of molecules, estimation * Functions of Heart, Conduction, Cardiac cycle, circulation-Principles, Control, factors influencing BP and Pulse Alterations in disease Applications and implications in nursing</p> <p>Teaching Learning Activities * Lecture discussion * Explain using charts, films * Demonstration of Blood cell count, coagulation, grouping, Hemoglobin estimation, Heart conduction system. * Measurement of pulse, BP.</p>
VI	6	<p>* Describe the physiology and mechanisms of respiration</p> <p>*Demonstrates spirometry</p>	<p>The Respiratory System * Functions of respiratory organs * Physiology of respiration * Pulmonary ventilation, Volume * Mechanics of respiration * Gaseous exchange in lungs * Carriage of oxygen & carbon-dioxide *Exchange of gases in tissues * Regulation of respiration, Alterations in disease Applications and implications in nursing.</p> <p>Teaching Learning Activities * Lecture discussion * Explain using Charts, films * Demonstration of spirometer.</p>
VII	6	<p>*Describe the Physiology of digestive system</p> <p>*Demonstrates BMR</p>	<p>The Digestive System * Functions of organs of digestive tract. Movements of alimentary tract, Digestion in mouth, stomach, small intestines, Large intestines, Absorption of food. Functions of liver, gall bladder and pancreas * Metabolism of carbohydrates, protein and fat</p> <p>Teaching Learning Activities * Lecture discussion * Explain using Charts, films</p>

VIII	5	*Describe the Physiology of excretory system	<p>The Excretory System * Functions of kidneys, ureters, urinary bladder & urethra * Composition of urine * Mechanism of urine formation * Functions of skin * Regulation of body temperature * Fluid and electrolyte balance Alterations in disease Applications and implications in nursing.</p> <p>Teaching Learning Activities * Lecture discussion * Explain using Charts, films</p>
IX	4	*Describe the physiology of sensory organs	<p>The Sensory Organs * Functions of skin, eye, ear, nose, tongue, Alterations in disease Applications and implications in nursing.</p> <p>Teaching Learning Activities * Lecture discussion * Explain using Charts, films</p>
X	5	*Describe the physiology of endocrine glands	<p>The Endocrine Glands * Functions of Pituitary, pineal body, thymus, Thyroid, parathyroid, pancreas, Suprarenal, Placenta and ovaries & Testes Alterations in disease Applications and implications in nursing.</p> <p>Teaching Learning Activities * Lecture discussion * Explain using Charts, films * Demonstration of BMR</p>
XI	5	*Describe the physiology of male and female reproductive system	<p>The Reproductive System * Reproduction of cells – DNA, Mitosis, Meiosis, spermatogenesis, oogenesis. * Functions of female reproductive organs; Functions breast, Female sexual cycle. * Introduction to embryology * Functions of male reproductive organs, Male function in reproduction, Male fertility system Alterations in disease Applications and implications in nursing.</p> <p>Teaching Learning Activities * Lecture discussion * Explain using Charts, films models, specimens</p>

XII	2	*Describe the Physiology of Lymphatic and Immunological System	<p>Lymphatic & Immunological System</p> <p>* Circulation of lymph</p> <p>* Immunity</p> <ul style="list-style-type: none"> ▪ Formation of T-cells and B cells ▪ Types of Immune response ▪ Antigens ▪ Cytokines ▪ Antibodies <p>Teaching Learning Activities</p> <p>* Lecture discussion</p> <p>* Explain using Charts, films</p>
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Scheme of Examination: Anatomy and Physiology

There shall be one paper of three hours duration for Anatomy and Physiology, carrying 75 marks. Section A- shall be Anatomy carrying 37 marks and Section B- Physiology carrying 38 marks. The distribution of type of questions and marks shall be as under. There shall be no practical examination.

Distribution of Type of Questions and Marks for Anatomy (37 marks)

Type of Questions	No. of Questions	Marks	Sub-total
Long Essay (LE)	1	10	10
Short Essay (SE)	3	5	15
Short Answer (SA)	6	2	12
Total Marks			37

Distribution of Type of Questions and Marks for Physiology (38 marks)

Type of Questions	No. of Questions	Marks	Sub-total
Long Essay (LE)	1	10	10
Short Essay (SE)	4	5	20
Short Answer (SA)	4	2	08
Total Marks			38

Anatomy & Physiology

Recommended Books:

- Cohen – Memmler’s Structure & Function of Human Body, 2009, LWW.
- Waugh – Ross & Wilson Anatomy & Physiology, 2008, Elsevier.

Reference Books

1. Tortora – Anatomy & Physiology, 2007, Wiley
2. Chaurasia – Human Anatomy, 2005, CBS Publishers
3. Standring - Gray’s Anatomy, 2006, Elsevier
4. Snell – Clinical Anatomy by Regions, WK
5. Inderbir Singh – Anatomy – 2nd Edition
6. Raju – Anatomy & Physiology – 1st Edition
7. Shambulingama – Physiology – 17th Edition
8. Ackermann – Human Physiology – old Edition

Nutrition

Placement: First Year

Time: Theory 60 hours

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

Unit	Time (Hrs)		Learning Objectives	Content and Teaching Learning Activities
	Th	Pr		
I	5		* Describe the relationship between nutrition & Health	<p>Introduction</p> <ul style="list-style-type: none"> * Nutrition: <ul style="list-style-type: none"> ▪ History ▪ Concepts * Role of nutrition in maintaining health * Nutritional problems in India * National nutritional policy * Factors affecting food and nutrition: socio-economic, cultural, tradition, production, system of distribution, life style and food habits etc. * Role of food and its medicinal value * Classification of foods * Food standards * Elements of nutrition: macro and micro * Calorie, BMR <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture Discussion * Explaining using charts * Panel discussion
II	2		* Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates	<p>Carbohydrates</p> <ul style="list-style-type: none"> * Classification * Calorie Value * Recommended daily allowances * Dietary sources * Functions * Digestion, absorption and storage, metabolism of carbohydrates * Malnutrition: Deficiencies and Over consumption <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Explaining using charts
III	2		* Describe the classification, functions, sources and recommended	<p>Fats</p> <ul style="list-style-type: none"> * Classification * Caloric value * Recommended daily allowances * Dietary sources

			<p>daily allowances (RDA) of Fats</p>	<ul style="list-style-type: none"> * Functions * Digestion, absorption and storage, metabolism * Malnutrition: Deficiencies and over consumption <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Explaining using charts
IV	2		<ul style="list-style-type: none"> * Describe the classification, functions, sources and recommended daily allowances (RDA) of Proteins 	<p>Proteins</p> <ul style="list-style-type: none"> * Classification * Caloric value * Recommended daily allowances * Dietary sources * Functions * Digestion, absorption, metabolism and storage * Malnutrition: Deficiencies and Over consumption <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Explaining using charts
V	3		<ul style="list-style-type: none"> * Describe the daily calorie requirement for different categories of people 	<p>Energy</p> <ul style="list-style-type: none"> * Unit of Energy – Kcal * Energy requirements of different categories of people * Measurements of energy * Body Mass Index (BMI) and basic metabolism * Basal Metabolic Rate (BMR) - determination and factors affecting <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Explaining using charts * Exercise * Demonstration
VI	4		<ul style="list-style-type: none"> * Describe the classification, functions, sources and recommended daily allowances (RDA) of Vitamins 	<p>Vitamins</p> <ul style="list-style-type: none"> * Classification * Recommended daily allowances * Dietary sources * Functions * Absorption, synthesis, metabolism storage and excretion * Deficiencies * Hypervitaminosis <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Explaining using charts
VII	4		<ul style="list-style-type: none"> * Describe the classification, functions, sources and recommended 	<p>Minerals</p> <ul style="list-style-type: none"> * Classification * Recommended daily allowances * Dietary sources * Functions

			<p>daily allowances (RDA) of Minerals</p>	<p>* Absorption, synthesis, metabolism storage and excretion * Deficiencies * Over consumption and toxicity</p> <p>Teaching Learning Activities * Lecture discussion * Explaining using charts</p>
VIII	4		<p>* Describe the sources, functions and requirements of Water & electrolytes</p>	<p>Water & electrolytes * Water: Daily requirement, regulation of water metabolism, distribution of body water, * Electrolytes: Types, sources, composition of body fluids * Maintenance of fluid & electrolyte balance * Over hydration, dehydration and water intoxication * electrolyte imbalances</p> <p>Teaching Learning Activities * Lecture discussion * Explaining using charts</p>
IX	5	15	<p>* Describe the Cookery rules and preservation of nutrients * Prepare and serve simple beverages and different types of foods</p>	<p>Cookery rules and preservation of nutrients * Principles, methods of cooking and serving ▪ Preservation of nutrients * Safe Food handling-toxicity * Storage of food * Food preservation, food additives and its principles * prevention of food adulteration Act (PFA) * Food standards * Preparation of simple beverages and different types of food</p> <p>Teaching Learning Activities * Lecture discussion * Demonstration * Practice session</p>
X	5	5	<p>* Describe and plan balanced diet for different categories of people</p>	<p>Balanced diet * Elements * Food groups * Recommended Daily allowance * Nutritive value of foods * Calculation of balanced diet for different categories of people * Planning menu * Budgeting of food * Introduction to therapeutic diets: Naturopathy – diet</p>
XI	4		<p>* Describe various national programs related to nutrition</p>	<p>Role of nurse in nutritional programmes * National programmes related to nutrition ▪ Vitamin A deficiency programme ▪ National iodine deficiency disorders (IDD) programme ▪ Mid-day meal programme</p>

		<ul style="list-style-type: none"> * Describe the role of nurse in assessment of nutritional status and nutrition education 	<ul style="list-style-type: none"> ▪ Integrated child development scheme (ICDS) * National and International agencies working towards food/nutrition <ul style="list-style-type: none"> ▪ NIPCCD, CARE, FAO, NIN, CFTRI (Central food technology and research institute) etc. * Assessment of nutritional status * Nutrition education and role of nurse <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture Discussion * Explaining with * Slide / Film shows * Demonstration of Assessment of nutritional status
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Reference:-

1. Elizabeth – Bio Chemistry – old Edition
2. Raju – Nutrition & Biochemistry – old Edition
3. Rumasinh – Nutrition – 1st Edition
4. Indrani – Nutrition – 1st Edition

Biochemistry

Placement – First Year

Time: Theory – 30 Hours

Course Description: The Course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body and understand the alterations in biochemistry in diseases for practice of nursing.

Unit	Time (Hrs)	Learning Objectives	Content and Teaching Learning Activities
I	3	<ul style="list-style-type: none"> *Describe the structure Composition and functions of cell. *Differentiate between Prokaryote & Eukaryote cell. * Identify techniques of Microscopy 	<p>Introduction</p> <ul style="list-style-type: none"> * Definition and significance in nursing * Review of structure, Composition and functions of cell * Prokaryote and Eukaryote cell organization * Microscopy <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion using charts, slides * Demonstrate use of microscope
II	6	<ul style="list-style-type: none"> * Describe the structure and functions of cell membrane 	<p>Structure and functions of Cell membrane</p> <ul style="list-style-type: none"> * Fluid mosaic model tight junction, Cytoskeleton * Transport mechanism: diffusion osmosis, filtration, active channel, sodium pump * Acid base balance-maintenance & diagnostic tests <ul style="list-style-type: none"> ▪ PH buffers

			<p>Teaching Learning Activities * Lecture discussion</p>
III	6	* Explain the metabolism of carbohydrates	<p>Composition and metabolism of Carbohydrates * Types, structure, composition and uses <ul style="list-style-type: none"> ▪ Monosaccharides, Disaccharides, Polysaccharides Oligosaccharides * Metabolism <ul style="list-style-type: none"> ▪ Pathways of glucose: • Glycolysis • Gluconeogenesis: Cori's cycle, Tricarboxylic acid (TCA) cycle • Glycogenolysis • Pentose phosphate Pathways (Hexose mono phosphate) ▪ Regulation of blood glucose level Investigations and their interpretations Teaching Learning Activities * Lecture discussion using charts * Demonstration of laboratory tests</p>
IV	4	* Explain the metabolism of Lipids	<p>Composition and metabolism of Lipids * Types, Structure, composition and uses of fatty acids <ul style="list-style-type: none"> ▪ Nomenclature, Roles and Prostaglandins * Metabolism of fatty acid <ul style="list-style-type: none"> ▪ Breakdown ▪ Synthesis * Metabolism of triacylglycerol's * Cholesterol metabolism <ul style="list-style-type: none"> ▪ Biosynthesis and its Regulation • Bile salts and bilirubin • Vitamin D • Steroid hormones * Lipoproteins and their functions <ul style="list-style-type: none"> ▪ VLDLs- IDLs, LDLs and HDLs ▪ Transport of lipids ▪ Atherosclerosis, Investigations and their interpretations Teaching Learning Activities * Lecture discussion using charts * Demonstration of laboratory tests.</p>
V	6	* Explain the metabolism of Amino acids and Proteins.	<p>Composition and metabolism of Amino acids and Proteins * Types, structure, composition and uses of Amino acids and Proteins * Metabolism of Amino acids and Proteins <ul style="list-style-type: none"> ▪ Protein synthesis, targeting and Glycosylation </p>

			<ul style="list-style-type: none"> ▪ Chromatography ▪ Electrophoresis ▪ Sequencing <p>* Metabolism of Nitrogen</p> <ul style="list-style-type: none"> ▪ Fixation and Assimilation ▪ Urea Cycle ▪ Hemes and chlorophylls <p>* Enzymes and co-enzymes</p> <ul style="list-style-type: none"> ▪ Classification ▪ Properties ▪ Kinetics and inhibition ▪ Control <p>Investigations and their interpretations</p> <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion using charts * Demonstration of laboratory tests.
VI	2	* Describe types, composition and utilization of Vitamins & minerals	<p>Composition of Vitamins and minerals</p> <p>* Vitamins and minerals:</p> <ul style="list-style-type: none"> ▪ Structure, Classification, Properties, Absorption ▪ Storage & transportation ▪ Normal concentration <p>*Investigations and their interpretation</p> <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion using charts * Demonstration of laboratory tests.
VII	3	* Describe Immuno-chemistry	<p>Immunochemistry</p> <ul style="list-style-type: none"> * Immune response, * Structure and classification of immunoglobins * Mechanism of antibody production * Antigens: HLA typing * Free radical and Antioxidants * Specialized Protein: Collagen, Elastin, Keratin, Myosin, Lens Protein. * Electrophoretic and Quantitative determination of immunoglobins – ELISA etc. <p>Investigations and their interpretations</p> <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion using charts * Demonstration of laboratory tests

Scheme of Examination: Nutrition and Biochemistry

- There shall be one paper of three hours duration carrying 100 marks. Section A Nutrition of 60 marks and Section B of Biochemistry of 40 marks. There shall be no practical examination.

Distribution of Type of Questions and Marks for Nutrition (45 marks)

Type of Questions	No. of Questions	Marks	Sub-total
Long Essay (LE)	1	10	20
Short Essay (SE)	5	5	25
Short Answer (SA)	5	2	10
Total Marks			45

Distribution of Type of Questions and Marks for Biochemistry (30 marks)

Type of Questions	No. of Questions	Marks	Sub-total
Long Essay (LE)	1	10	10
Short Essay (SE)	2	5	10
Short Answer (SA)	5	2	10
Total Marks			30

References:-

1. AVSS RamRo – Bio Chemistry – 7th Edition
2. Harbans Lal – Bio Chemistry – 1st Edition
3. Chatterjee – Bio Chemistry – 7th Edition
4. Vasudevan Sreekumari – Bio Chemistry – 2nd Edition

Nursing Foundation

Placement: First Year

Time: Theory - 265 hours

Practical - 650 hours
(200 lab and 450 clinical)

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

Unit	Time (Hrs)	Learning Objectives	Content and Teaching Learning Activities
I	10	* Describe the concept of health, illness and health care agencies	<p>Introduction</p> <ul style="list-style-type: none"> * Concept of Health: Health – illness continuum * Factors influencing health * Causes and risk factors for developing illness * Body defenses: Immunity and immunization * Illness and illness Behavior: * Impact of illness on patient and family * Health Care Services: Health Promotion and Prevention, Primary Care, Diagnosis, Treatment, Rehabilitation and Continuing Care * Health care teams * Types of health care agencies * Hospitals: Types, Organization and Functions * Health Promotion and Levels of Disease Prevention * Primary Health care and its delivery: Role of nurse <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Visit to health care agencies
II	10	<ul style="list-style-type: none"> * Explain concept and scope of nursing. * Describe values, code of ethics and professional conduct for nurses of India 	<p>Nursing as a profession</p> <ul style="list-style-type: none"> * Definition and Characteristics of a profession * Nursing: <ul style="list-style-type: none"> ▪ Definition, Concepts, philosophy, objectives ▪ Characteristics, nature and scope of nursing practice ▪ Functions of nurse ▪ Qualities of a nurse ▪ Categories of nursing personnel ▪ Nursing as a profession ▪ History of Nursing in India. * Values: Definition, Types, Values Classification and values in professional Nursing: Caring & Advocacy * Ethics: <ul style="list-style-type: none"> ▪ Definition and Ethical Principles ▪ Code of ethics and professional conduct for

			nurses. Teaching Learning Activities * Lecture discussion * Case discussion * Role plays
III	4	* Explain the admission and discharge procedure. * Performs admission and discharge procedure	Hospital admission and discharge * Admission to the hospital <ul style="list-style-type: none"> ▪ Unit and its preparation-admission bed ▪ Admission procedure ▪ Special considerations ▪ Medico-legal issues ▪ Roles and Responsibilities of the nurse * Discharge from the hospital <ul style="list-style-type: none"> ▪ Types: Planned discharge, LAMA and abscond, Referrals and transfers ▪ Discharge Planning ▪ Discharge procedure ▪ Special consideration ▪ Medico-legal issues ▪ Roles and Responsibilities of the nurse ▪ Care of the unit after discharge Teaching Learning Activities * Lecture discussion * Demonstration * Lab Practice * Supervised Clinical practice
IV	10	*Communicate effectively with patient, families and team members and maintain effective human relations (projecting professional image). * Appreciate the importance of patient teaching in nursing	Communication and Nurse patient relationship * Communication: Levels, Elements, Types, Modes, Process, Factors influencing Communication <ul style="list-style-type: none"> ▪ Methods of Effective Communication, <ul style="list-style-type: none"> • Attending skills • Rapport building skills • Empathy skills ▪ Barriers to effective communication, * Helping Relationship (NPR): Dimensions of Helping Relationships, Phase of a helping relationship * Communicating effectively with patient, families and team members and maintain effective human relations with special reference to communicating with vulnerable group(children, women, physically and mentally challenged and elderly) * Patient Teaching: Importance, Purposes, Process, role of nurse and Integrating teaching in Nursing Process. Teaching Learning Activities * Lecture discussion * Role play and video film on the nurses interacting with the patient

			<ul style="list-style-type: none"> * Practice session on patient teaching * Supervised Clinical Practice
V	15	<ul style="list-style-type: none"> * Explain the concept, uses, format and steps of nursing process. * Documents nursing process as per the format 	<p>The Nursing Process</p> <ul style="list-style-type: none"> * Critical Thinking and Nursing Judgment <ul style="list-style-type: none"> ▪ Critical Thinking: Thinking and Learning ▪ Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing * Nursing Process Overview: Application in Practice <ul style="list-style-type: none"> ▪ Nursing process format: INC, current format ▪ Assessment <ul style="list-style-type: none"> - Collection of Data : Types, Sources, Methods - Formulating Nursing Judgment: Data interpretation <ul style="list-style-type: none"> ▪ Nursing Diagnosis <ul style="list-style-type: none"> - Identification of client problems - Nursing diagnosis statement - Difference between medical and nursing diagnosis ▪ Planning <ul style="list-style-type: none"> - Establishing Priorities - Establishing Goals and Expected Outcomes - Selection of interventions : Protocols and standing Orders - Writing the Nursing Care Plan ▪ Implementation <ul style="list-style-type: none"> - Implementing the plan of care ▪ Evaluation <ul style="list-style-type: none"> - Outcome of care - Review and Modify ▪ Documentation and Reporting <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Demonstration * Exercise * Supervised Clinical Practice
VI	4	<ul style="list-style-type: none"> * Describe the purposes, types and techniques of recording and reporting 	<p>Documentation and Reporting</p> <ul style="list-style-type: none"> * Documentation : Purposes of Recording and reporting * Communication within the Health Care Team * Types of records; ward records, medical/nursing records, * Common Record-keeping forms, Computerized documentation * Guidelines for Reporting: Factual Basis, Accuracy, Completeness, correctness, Organization, confidentiality * Methods of Recording * Reporting: Change of shift reports: Transfer

			<p>reports, incident reports</p> <ul style="list-style-type: none"> Minimizing legal Liability through effective record keeping <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> Lecture discussion Demonstration Practice Session Supervised Clinical Practice
VII	15	<p>* Describe principles and techniques of monitoring and maintaining vital signs.</p> <p>* Monitor and maintain vital signs</p>	<p>Vital signs</p> <ul style="list-style-type: none"> Guidelines for taking vital signs : Body temperature: <ul style="list-style-type: none"> Physiology, Regulation, Factors affecting body temperature, Assessment of body temperature: sites, equipments and technique, special considerations Temperature alterations: Hyperthermia, Heatstroke, Hypothermia <ul style="list-style-type: none"> Hot and cold applications Pulse: <ul style="list-style-type: none"> Physiology & Regulation, Characteristics of the pulse, Factors affecting pulse Assessment of the pulse: sites, location, equipments and technique, special considerations Alterations in pulse: Respiration <ul style="list-style-type: none"> Physiology and Regulation, Mechanics of breathing Characteristics of the respiration, Factors affecting respiration Assessment of respirations: Technique, special considerations Alterations in respiration Blood pressure : <ul style="list-style-type: none"> Physiology and Regulation, Characteristics of the blood pressure, Factors affecting blood pressure Assessment of blood pressure: sites, equipments and technique, special considerations Alterations in blood pressure <p>Recording of vital signs</p> <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> Lecture discussion Demonstration Practice Supervised Clinical Practice

VIII	20	<p>* Describe purpose and process of health assessment.</p> <p>* Describe the health assessment of each body system.</p> <p>* Perform health assessment of each body system</p>	<p>Health assessment</p> <p>* Purposes</p> <p>* Process of Health assessment</p> <ul style="list-style-type: none"> ▪ Health History ▪ Physical examination : <ul style="list-style-type: none"> - Methods-Inspection, Palpation, Percussion, Auscultation, Olfaction - Preparation for examination: patient and unit - General assessment - Assessment of each body system - Recording of health assessment <p>Teaching Learning Activities</p> <p>* Lecture discussion</p> <p>* Demonstration</p> <p>* Practice on stimulators</p> <p>* Supervised Clinical Practice</p>
IX	5	<p>* Identify the various machinery, equipment and linen and their care</p>	<p>Machinery, Equipment and linen</p> <p>* Types: Disposables and reusable- Linen, rubber goods, glass ware, metal, plastics, furniture, machinery</p> <p>* Introduction</p> <ul style="list-style-type: none"> ▪ Indent ▪ Maintenance ▪ Inventory <p>Teaching Learning Activities</p> <p>* Lecture discussion</p> <p>* Demonstration</p>
X	60	<p>* Describe the basic, psychological needs of patient.</p> <p>* Describe the principles and techniques for meeting basic, Physiological and psychosocial needs of patient.</p> <p>* Perform nursing assessment, plan implement and evaluate the care for meeting basic, physiological and psychosocial needs of patient.</p>	<p>Meeting needs of patient</p> <p>* Basic needs (Activities of daily living)</p> <ul style="list-style-type: none"> ▪ Providing safe and clean environment: <ul style="list-style-type: none"> • Physical-environment: Temperature, Humidity, Noise, Ventilation, light, Odour, pests control • Reduction of physical hazards: fire, accidents • Safety devices: Restraints, side rails, airways, trapeze etc. • Role of nurse in providing safe and clean environment. ▪ Hygiene:- <ul style="list-style-type: none"> • Factors Influencing Hygienic Practice • Hygienic care: Care of the Skin-Bath and pressure points, feet and nail, Oral cavity, Hair Care, Eyes, Ears and Nose ○ Assessment, Principles, Types, Equipments, Procedure, Special Considerations - Patient environment: Room Equipment and linen, making patient beds <ul style="list-style-type: none"> ○ Types of beds and bed making

			<ul style="list-style-type: none"> ▪ Comfort:- - Factors influencing Comfort - Comfort devices * Physiological needs:- ▪ Sleep and Rest : <ul style="list-style-type: none"> - Physiology of sleep - Factors affecting sleep - Promoting Rest and sleep - Sleep Disorders ▪ Nutrition :- - Importance - Factors affecting nutritional needs - Assessment of nutritional needs - Meeting Nutritional needs: Principles, equipments, procedure and special considerations <ul style="list-style-type: none"> ○ Oral ○ Enteral : Naso/Orogastric, gastrostomy ○ Parenteral : <ul style="list-style-type: none"> ▪ Urinary Examination - Review of Physiology of Urine Elimination, Composition and characteristics of urine. - Factors influencing Urination - Alteration in Urinary Elimination - Types and Collection of urine specimen: Observation, urine testing - Facilitating urine elimination: assessment, types, equipments, procedures and special considerations <ul style="list-style-type: none"> ○ Providing urinal/bed pan ○ Condom drainage ○ Perineal care ○ Catheterization ○ Care of urinary drainage ○ Care of urinary diversions ○ Bladder irrigation ▪ Bowel Elimination - Review of Physiology of Bowel Elimination, Composition and characteristics of feces - Factors affecting Bowel elimination - Alteration in Bowel Elimination - Types and Collection of specimen of feces: Observation - Facilitating bowel elimination: assessment, equipments, procedures and special considerations <ul style="list-style-type: none"> ○ Passing of Flatus tube ○ Enemas ○ Suppository ○ Sitz bath ○ Bowel was ○ Care of Ostomies
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			<ul style="list-style-type: none"> ▪ Mobility and Immobility - Principles of Body Mechanics - Maintenance of normal body Alignment and mobility - Factors affecting body Alignment and mobility - Hazards associated with immobility - Alteration In body Alignment and mobility - Nursing interventions for impaired Body Alignment and Mobility: assessment, types, devices used, method and special considerations, rehabilitation aspects ○ Range of motion exercises ○ Maintaining body alignment: Positions ○ Moving ○ Lifting ○ Transferring ○ Walking ○ Restraints ▪ Oxygenation - Review of Cardiovascular and respiratory Physiology - Factors Affecting Oxygenation - Alterations in oxygenation - Nursing interventions in oxygenation : assessment, types, equipment used, procedure and special considerations ○ Maintenance of patent airway ○ Oxygen administration ○ Suction ○ Inhalations: dry and moist ○ Chest physiotherapy and postural drainage ○ Pulse oximetry ○ CPR-Basic life support ▪ Fluid, Electrolyte, and Acid – Base Balances - Review of Physiological regulation of Fluid, Electrolyte, and Acid-Base Balances - Factors Affecting Fluid, Electrolyte, and Acid-Base Balances - Alterations in Fluid, Electrolyte, and Acid-Base Balances - Nursing interventions in Fluid, Electrolyte and Acid - Base Imbalances : assessment, types, equipment, procedure and special considerations ○ Measurement fluid intake and output ○ Correcting Fluid - Electrolyte Imbalance: ➤ Replacement of fluids: Oral and Parenteral -Venipuncture, regulating IV flow rates, changing IV solutions and tubing, changing IV dressing,
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			<ul style="list-style-type: none"> ➤ Administering Blood transfusion ➤ Restriction of fluids ● Psychosocial Needs ○ Concepts of Cultural Diversity, Stress and Adaptation, Self-concept, Sexuality, Spiritual Health, coping with loss, death and grieving ○ Assessment of psychosocial needs ○ Nursing intervention for psychosocial needs - Assist with coping and adaptation - Creating therapeutic environment ○ Recreational and diversional therapies <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Demonstration * Practice sessions * Supervised Clinical Practice
XI	15	<p>* Describe principles and techniques for infection control and biomedical waste management in Supervised Clinical settings</p>	<p>Infection control in Clinical settings</p> <ul style="list-style-type: none"> * Infection control <ul style="list-style-type: none"> ▪ Nature of infection ▪ Chain of infection transmission ▪ Defenses against infection: Natural and acquired ▪ Hospital acquired infection (Nosocomial infection) * Concept of asepsis: medical asepsis, and surgical asepsis * Isolation precautions (Barrier nursing): <ul style="list-style-type: none"> ▪ Hand washing: simple, hand antisepsis and surgical antisepsis (scrub) ▪ Isolation: source and protective ▪ Personal protecting equipments: types, uses and technique of wearing and removing ▪ Decontamination of equipment and unit ▪ Transportation of infected patients ▪ Standard safety precautions (Universal precautions) ▪ Transmission based precautions * Biomedical waste management : <ul style="list-style-type: none"> ▪ Importance ▪ Types of hospital waste ▪ Hazards associated with hospital waste ▪ Decontamination of hospital waste ▪ Segregation and Transportation and disposal <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Demonstration * Practice session * Supervised Clinical practice

<p>XII</p>	<p>40</p>	<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, Subcutaneous, Intramuscular, Intra Venous topical, inhalation</p>	<p>Administration of Medications</p> <p>* General</p> <p>Principles/Considerations</p> <ul style="list-style-type: none"> ▪ Purposes of Medication ▪ Principles: 5 rights, Special Considerations, Prescriptions, Safety in Administering Medications and Medication Error ▪ Drugs forms ▪ Routes of administration ▪ Storage and maintenance of drugs and Nurses responsibility ▪ Broad classification of drugs ▪ Therapeutic Effect, Side Effects, Toxic Effects, Idiosyncratic Reactions, Allergic Reactions, Drug Tolerance, Drug Interactions, ▪ Factors influencing drug Actions, ▪ Systems of Drug Measurement: Metric System, Apothecary System, Household Measurements, Solutions. ▪ Converting Measurements units: Conversions within one system, Conversion between systems, Dosage Calculation, ▪ Terminologies and abbreviations used in prescriptions of medications <p>* Oral Drugs Administration: Oral, Sublingual and Buccal : Equipment, procedure</p> <p>* Parenteral</p> <ul style="list-style-type: none"> ▪ General principles: Decontamination and disposal of syringes and needles ▪ Types of parenteral therapies ▪ Types of syringes, needles, cannula, and infusion sets ▪ Protection from Needle stick Injuries: Giving Medications with a safety syringes ▪ Routes of parenteral therapies <ul style="list-style-type: none"> - Intradermal: purpose, site, equipment, procedure, special considerations. - Subcutaneous: purpose, site, equipment, procedure, special considerations - Intramuscular: purpose, site, equipment, procedure, special considerations - Intra Venous: purpose, site, equipment, procedure, special considerations - Advanced techniques: epidural, intrathecal, intraosseous, intraperitoneal, intraplural, intra arterial - Role of nurse <p>* Topical Administration :</p> <p>purposes, site, equipment, procedure, special considerations for</p> <ul style="list-style-type: none"> ▪ Application to Skin ▪ Application to mucous membrane - Direct application of liquids-Gargle and
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			<p>swabbing the throat</p> <ul style="list-style-type: none"> - Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina - Institutions: Ear, Eye, Nasal, Bladder, and Rectal - Irrigations: Eye, Ear, Bladder, Vaginal and Rectal - Spraying: Nose and throat <p>* Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications) - purposes, types, equipment, procedure, special considerations</p> <ul style="list-style-type: none"> ▪ Recording and reporting of medications administered <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Demonstration * Practice session * Supervised Clinical practice
XIII	10	<ul style="list-style-type: none"> * Describe the pre and post-operative care of patients. * Explain the process of wound healing. * Explain the principles and techniques of wound care. * Perform care of wounds 	<p>Meeting needs of Perioperative patients</p> <ul style="list-style-type: none"> * Definition and concept of Perioperative Nursing * Preoperative Phase <ul style="list-style-type: none"> ▪ Preparation of patient for surgery * Intraoperative <ul style="list-style-type: none"> ▪ Operation theatre Set up and environment ▪ Role of nurse * Postoperative Phase <ul style="list-style-type: none"> ▪ Recovery unit ▪ Post operative unit ▪ Post operative care, * Wounds: types, Classifications, wound Healing Process, Factors affecting Wound, Complications of Wound Healing * Surgical asepsis * Care of the wound: types, equipments, procedure and special consideration <ul style="list-style-type: none"> ▪ Dressings, Suture Care, ▪ Care of Drainage ▪ Application of Bandages, Binders, Splints & Slings ▪ Heat and Cold Therapy <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Demonstration * Practice session * Supervised Clinical practice
XIV	15	<ul style="list-style-type: none"> * Explain care of patients having alterations in 	<p>Meeting special needs of the patient</p> <ul style="list-style-type: none"> * Care of patients having alteration in <ul style="list-style-type: none"> ○ Temperature (hyper and hypothermia);

		body functioning	<p>Types, Assessment, Management</p> <ul style="list-style-type: none"> ○ Sensorium (Unconsciousness); Assessment, Management ○ Urinary Elimination (retention and incontinence); Assessment, Management ○ Functioning of sensory organs: (Visual & hearing impairment) ○ Assessment of Self-Care ability ○ Communication methods and special considerations ○ Mobility (physically challenged, cast) assessment of Self-Care ability: Communication Methods and special considerations ○ Mental state (mentally challenged), assessment of Self-Care ability; ○ Communication Methods and special considerations ○ Respiration (distress); Types, Assessment, Management ○ Comfort – (Pain) – Nature, Types, Factors influencing Pain, Coping, Assessment, Management; ○ Treatment related to gastrointestinal system : naso-gastric suction, gastric irrigation, gastric analysis. <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Case Discussions * Supervised Clinical practice
XV	5	* Explain care of terminally ill patient	<p>Care of Terminally ill patient</p> <ul style="list-style-type: none"> ○ Concepts of Loss, Grief, grieving Process ○ Signs of clinical death ○ Care of dying patient: special considerations ● Advance directives: Euthanasia, will, dying declaration, organ donation etc. ○ Medico-legal issues ○ Care of dead body: equipment, procedure and care of unit ○ Autopsy ○ Embalming <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture discussion * Demonstration * Case discussion/Role play * Practice session * Supervised Clinical practice

XVI	10	* Explain the basic concepts of conceptual and theoretical models of nursing	<p>Professional Nursing concepts and practices * Conceptual and theoretical models of nursing practice: Introduction of models-holistic model, health belief model, health promotion model etc. * Introduction to Theories in Nursing; Peplau's, Henderson's, Orem's, Neumann's, Roger's and Roy's Metaparadigm of nursing * Linking theories with nursing process</p> <p>Teaching Learning Activities * Lecture discussion</p>
XVII	12	*Explain the basic concepts of First aid	<p>First aid</p> <ul style="list-style-type: none"> • Meaning, Scope, Objectives and Principles • Importance and rules of First aid. • First aid equipment's. • First aid in emergencies <ul style="list-style-type: none"> * Fire, Burns, Fracture, Accidents, Poisoning, Drowning, Hemorrhage, Insect bites, Foreign bodies. • Transportation of the Injured.
XVIII	05	*Explain the Rehabilitation aspects of Nursing care	<p>Rehabilitation aspects of Nursing care</p> <ul style="list-style-type: none"> ❖ Definition, Philosophy, Principles, Rehabilitation Process, Rehabilitation Team. Role of a nurse in Rehabilitation

Recommended Books:

1. Taylor – Fundamentals of Nursing, 2007, LWW
2. Kozier – Fundamentals of Nursing ,2007,Pearson
3. Potter – Basic Nursing ,2008,Elsevier
4. Lynn – Taylor's Clinical Nursing Skills,2008,LWW

Reference Books:

1. Craven – Fundamentals of Nursing ,2010,LWW
2. Potter – Fundamentals of Nursing ,2009,Elsevier's
3. St John's Ambulance – First AID, 2007,St John's Ambulance Association.
4. LWW – Lippincott's Nursing Procedure, 2008, LWW.
5. Jacob – Clinical Nursing Skills & Procedures ,2008,Jaypee
6. Carpenito – Understanding Nursing Process,2007,LWW

Nursing Foundation – Practical

Placement: First Year

Time: Practical – 650 hours
(200 lab and 450 clinicals)

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

Areas	Time (Hrs)	Objectives	Skills	Assignments	Assessment Methods
Demonstration Lab General Medical and Surgery ward	200 450 Minimum practice time in clinical area: 100	<ul style="list-style-type: none"> * Performs admission and discharge procedure * Prepares nursing care plans as per the nursing process format * Communicate effectively with patient, families and team members 	<p>Hospital admission and discharge (III)</p> <ul style="list-style-type: none"> * Admission * Prepare Unit for new patient * Prepare admission bed * Performs admission procedure <ul style="list-style-type: none"> o New patient o Transfer in * Prepare patient records <p>Discharge / Transfer out</p> <ul style="list-style-type: none"> * Gives discharge counseling * Perform discharge procedure (Planned discharge, LAMA and abscond, Referrals and transfers) * Prepare records of discharge/transfer * Dismantle, and disinfect unit and equipment after discharge / transfer. <p>Perform assessment:</p> <ul style="list-style-type: none"> * History taking, Nursing diagnosis, problem list, Prioritization, Goals & Expected Outcomes, selection of interventions * Write Nursing Care Plan * Gives care as per the plan <p>Communication</p> <ul style="list-style-type: none"> * Use verbal and non verbal communication techniques 	<ul style="list-style-type: none"> * Practice in Unit/hospital * Write nursing process records of patient * Simulated-1 * Actual - 1 * Role-plays in simulated situations on communication techniques-1 * Health talk-1 	<ul style="list-style-type: none"> * Evaluate with checklist * Assessment of clinical performance with rating scale * Competition of practical record * Assessment of nursing process records with checklist * Assessment of actual care given with rating scale * Assess role plays with the check list on communication techniques * Assess health talk with the checklist * Assessment of communication

	<ul style="list-style-type: none"> * Maintain effective human relations * Develops plan for patient teaching * Prepare patient reports * Presents reports * Monitor vital signs * Perform health assessment of each body system * Provide basic nursing care to patients 	<p>Write patient report</p> <ul style="list-style-type: none"> * Change-of shift reports, Transfer reports, Incident reports etc. * Presents patient report <p>Vital Signs</p> <ul style="list-style-type: none"> * Measure, Records and interpret alterations in body temperature, pulse respiration and blood pressure <p>Health assessment</p> <ul style="list-style-type: none"> * Health history taking * Perform assessment: <ul style="list-style-type: none"> o General o Body system * Use various methods of physical examination * Inspection, Palpation, Percussion, Auscultation, Olfaction * Identification of system wise deviations <p>Prepare Patient's unit:</p> <ul style="list-style-type: none"> * Prepare beds: <ul style="list-style-type: none"> o Open, closed, occupied, operation, amputation, o Cardiac, fracture, burn, Divided, & Fowlers bed * Pain assessment and provision for comfort <p>Use comfort devices Hygienic care</p> <ul style="list-style-type: none"> * Oral hygiene: * Baths and care of pressure points * Hair wash, Pediculosis treatment 	<ul style="list-style-type: none"> * Write nurses notes and present the patient report of 2-3 assigned patient * Lab practice * Measure Vital signs of assigned patient * Practice in lab & hospital * Simulated exercise on CPR manikin * Observation study - 2 * Department of Infection control & CSSD 	<p>techniques by rating scale</p> <ul style="list-style-type: none"> *Assessment of performance with rating scale *Assessment of each skill with checklist *Completion of activity record *Assessment of each skill with rating scale *Completion of activity record * Assess observation study in checklist
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		<p>Feeding: * Oral, Enteral, Naso/Orogastric, gastrostomy and Parenteral feeding * Naso-gastric insertion, suction, and irrigation</p> <p>Assisting patient in urinary elimination * Provides urinal/bed pan * Condom drainage * Perineal care * Catheterization * Care of urinary drainage</p> <p>Bladder irrigation Assisting bowel Elimination: * Insertion of Flatus tube * Enemas * Insertion of Suppository</p> <p>Bowel wash Body Alignment and Mobility:</p> <ul style="list-style-type: none"> ○ Range of motion exercises ○ Positioning: Recumbent, Lateral (rt/lt), Flowers, Sims, Lithotomy, Prone, Trendelenburg position ○ Assist patient in Moving lifting, transferring, walking, ○ Restraints <p>Oxygen administration</p> <p>Suctioning: Oropharyngeal, nasopharyngeal</p> <p>Chest physiotherapy and postural drainage</p> <p>Care of Chest drainage</p> <p>CPR-Basic life support</p> <p>Intravenous therapy</p> <p>Blood and blood component therapy</p> <p>Collect/assist for collection of specimens for investigations Urine, sputum, feces, vomitus, blood and other body fluids</p>	<p>* Visits CSSD write observation report 1</p> <p>* Collection of samples for culture</p> <p>* Do clinical postings in infection control department and write report</p> <p>* Practice in lab/ward</p>	
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		<p>* Perform infection control procedures</p> <p>* Provide care to pre and post operative patients</p> <p>* Perform procedures for care of wounds</p>	<p>Perform lab tests: * Urine: sugar, albumin, acetone * Blood: sugar(with strip/ Glucometer)</p> <p>Hot and cold applications: Local and general Sitz bath</p> <p>Communicating and assisting with self-care of visually & hearing impaired patients</p> <p>Communicating and assisting with self-care of mentally challenged/disturbed patients Recreational and diversional therapies.</p> <p>Caring of patient with alteration in sensorium</p> <p>Infection control * Perform following procedures : <ul style="list-style-type: none"> ○ Hand washing techniques ○ (Simple, hand antisepsis and surgical antisepsis (scrub) ○ Prepare isolation unit in lab/ward ○ Practice technique of wearing and removing Personal protective equipment (PPE) ○ Practice Standard safety precautions (Universal precautions) </p> <p>Decontamination of equipment and unit:- * Surgical asepsis: <ul style="list-style-type: none"> ○ Sterilization ○ Handling sterilized equipment ○ Calculate strengths of lotions, ○ Prepare lotions ● Care of articles </p> <p>Pre and post operative care: * Skin preparations for surgery : Local * Preparation of Post operative unit</p>		<p>* Evaluate all procedures with checklist</p>
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		<ul style="list-style-type: none"> * Pre & Post operative teaching and counseling * Pre & Post operative monitoring * Care of the wound * Dressings, Suture Care, care of Drainage, Application of Bandages, Binders, splints & Slings * Bandaging of various body parts 		
	<ul style="list-style-type: none"> * Administer drugs 	<p>Administration of medications</p> <ul style="list-style-type: none"> * Administer medications in different forms and routes * Oral, Sublingual and Buccal * Parenteral: Intradermal, subcutaneous, Intramuscular etc. * Assist with Intra venous mediations * Drug measurements and dose calculations * Preparation of lotions and solutions * Administers topical applications * Insertion of drug into body cavity: Suppository & medicated packing etc. * Instillation of medicines and spray into Ear, Eye, Nose and throat * Irrigations: Eye, Ear, Bladder, Vagina and Rectum * Inhalations: dry and moist 		
	<ul style="list-style-type: none"> * Provide care to dying and dead * Counsel and support relatives. 	<p>Care of dying patient</p> <ul style="list-style-type: none"> * Caring and packing of dead body * Counseling and supporting grieving relatives * Terminal care of the unit 		

Scheme of University Examination for Nursing Foundations***Theory***

There shall be one theory paper of three hours duration carrying 75 marks. Distribution of type of questions and marks for Nursing Foundations shall be as given under.

Type of Questions	No. of Questions	Marks	Sub-total
Long Essay (LE)	2	10	20
Short Essay (SE)	7	5	35
Short Answer (SA)	10	2	20
Total Marks			75

Practical and Viva-voce

There shall be practical and viva-voce examination carrying 100 marks. The practical examinations must be held in the respective clinical areas. One internal and one external examiner should jointly conduct practical /clinical examination for each student. Assessment methods are given in column 6 under course description.

Psychology

Placement: First Year

Time: Theory 60 Hours

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

Unit	Time (Hrs)	Learning Objectives	Content and
I	2	* Describe the history, scope and methods of Psychology	<p>Introduction:</p> <ul style="list-style-type: none"> * History and origin of Science of Psychology * Definitions and scope of Psychology * Relevance to Nursing * Methods of Psychology <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion
II	4	* Explain the Biology of Human behavior	<p>Biology of Behavior</p> <ul style="list-style-type: none"> * Body mind relationship – modulation process in health and illness. * Genetics and behavior : Heredity and Environment * Brain and behavior: Nervous system, Neurons and synapse * Association cortex, Right and Left Hemispheres * Psychology of sensations * Muscular and glandular controls of behavior * Nature of behavior of an organism/integrated responses <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion
III	20	* Describe various cognitive processes and their applications	<p>Cognitive processes</p> <ul style="list-style-type: none"> * Attention: Types, determinants, duration and degree, alterations * Perception: Meaning, Principles, factors affecting, errors * Learning: Nature, Types, learner and learning, Factors influencing, laws and theories, process, transfer, study habits. * Memory: Meaning, types, nature factors influencing, development theories and methods of memorizing and forgetting * Thinking: Types and levels, stages of development, relationship with language and communication * Intelligence: Meaning, classification, uses, theories * Aptitude: Concepts, types, individual differences and variability.

			<ul style="list-style-type: none"> * Psychometric assessments of cognitive processes * Alterations in cognitive processes * Applications <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion
IV	8	<ul style="list-style-type: none"> * Describe motivation, emotions, stress, attitudes and their influence on behavior 	<p>Motivation and Emotional processes:</p> <ul style="list-style-type: none"> * Motivation: Meaning, concepts, types, theories, motives and behavior, conflicts and frustration, conflict resolution * Emotions and stress <ul style="list-style-type: none"> ○ Emotions: Definition, components, changes in emotions, theories, emotional adjustments, emotions in health and illness. ○ Stress: stressors, cycle, effect, adaptation and coping * Attitude: Meaning, nature, development, factors affecting, <ul style="list-style-type: none"> ○ Behavior and attitudes ○ Attitudinal change * Psychometric assessments of emotions and attitudes * Alterations in emotions * Applications <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion
V	7	<ul style="list-style-type: none"> * Explain the concepts of personality and its influence on behavior 	<p>Personality</p> <ul style="list-style-type: none"> * Definitions, topography, types, Theories * Psychometric assessments of personality * Alterations in personality * Applications <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion
VI	7	<ul style="list-style-type: none"> * Describe Psychology of people during the life cycle 	<p>Developmental Psychology</p> <ul style="list-style-type: none"> * Psychology of people at different ages from infancy to old age * Psychology of vulnerable individuals-challenged, women, sick, etc. * Psychology of groups <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion
VII	8	<ul style="list-style-type: none"> * Describe the characteristics of * Mentally health person * Explain ego defense mechanisms 	<p>Mental hygiene and mental Health</p> <ul style="list-style-type: none"> * Concepts of mental hygiene and mental health * Characteristics of mentally healthy person * Warning signs of poor mental health * Promotive and Preventive mental health-strategies and services * Ego Defense mechanisms and implications

			<ul style="list-style-type: none"> * Personal and social adjustments * Guidance and counseling * Role of nurse <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion * Case Discussion * Role Play * Demonstration
VIII	4	<ul style="list-style-type: none"> * Explain the Psychological assessments and role of nurse 	<p>Psychological assessment & tests</p> <ul style="list-style-type: none"> * Types, development, Characteristics, Principles, Uses, Interpretations and Role of nurse in psychological assessment <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion * Demonstration * Practice sessions

References:-

1. Hurlock – Developmental Psychology A Life Span Approach
2. Morgen & King – Introduction to Psychology
3. Anthinkad J- Psychiatry for Guidance Nurse

Microbiology

Placement: First Year

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

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

Unit	Time (Hrs)		Learning Objectives	Content and Teaching Learning Activity
	Th	Pr		
I	5		<ul style="list-style-type: none"> * Explain concepts and principles of microbiology and their importance in nursing 	<p>Introduction:</p> <ul style="list-style-type: none"> * Importance and relevance to nursing * Historical perspective * Concepts and terminology * Principles of microbiology <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion
II	10	5	<ul style="list-style-type: none"> * Describe structure, classification morphology and growth of bacteria * Identify Micro-organisms 	<p>General characteristics of Microbes</p> <ul style="list-style-type: none"> * Structure and classification of Microbes * Morphological types * Size and form of bacteria * Motility * Colonization * Growth and nutrition of microbes <ul style="list-style-type: none"> o Temperature o Moisture o Blood and body fluids * Laboratory methods for Identification of Micro-organisms * Staining techniques, Gram staining, Acid fast staining, Hanging drop preparation * Culture; various medias <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion * Demonstration
III	10	2	<ul style="list-style-type: none"> * Describe the methods of infection control * Identify the role of nurse in hospital infection control programme 	<p>Infection Control</p> <ul style="list-style-type: none"> * Infection: Sources, portals of entry and exit, transmission * Asepsis * Disinfection: Types and methods * Sterilization: Types and methods * Chemotherapy and antibiotics * Standard safety measures * Biomedical waste management * Role of Nurse * Hospital acquired infection * Hospital infection control programme <ul style="list-style-type: none"> o Protocols, collection of samples, preparation of report and status of rate of infection in the unit/ hospital, nurse's

				<p>accountability, Continuing education etc.</p> <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion * Demonstration * Visits to CSSD * Clinical practice
IV	12	4	<p>* Describe the different disease producing organisms</p>	<p>Pathogenic organisms</p> <ul style="list-style-type: none"> * Micro-organisms <ul style="list-style-type: none"> ○ Cocci – gram positive and gram negative ○ Bacilli – gram positive and gram negative ○ Spirochete ○ Mycoplasma ○ Rickettsia ○ Chlamydia * Viruses * Fungi-Superficial and Deep mycoses * Parasites * Rodents & vectors Characteristics, Source, portal of entry, transmission of infection Identification of disease producing micro-organisms collection, handling and transportation of various specimens <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion * Demonstration * Clinical practice
V	8	4	<p>Explain the concept of immunity, hyper sensitivity and immunization</p>	<p>Immunity</p> <ul style="list-style-type: none"> * Immunity – Types, classification, * Antigen & antibody reaction *Hypersensitivity – skin test, * Serological tests * Immunoprophylaxis <ul style="list-style-type: none"> ○ Vaccines & sera – Types & classification, storage and handling, cold chain ○ Immunization for various diseases ○ Immunization schedule <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion * Demonstration * Clinical practice

References:-

- Jayaram Paniker – Text Book of Parasitology -2003-JAYPEE
- Satish Gupta – Short Text Book of Medical Microbiology – 2002 – JAYPEE
- Ichhpujan & Batia – Microbiology For Nurses – 2003 - JAYPEE

Introduction to Computers

Placement: First Year

Time: Theory – 45 Hours

Course Description: This course is designed for students to develop basic understanding of uses of computer and its application in Nursing.

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

V	2	2	* Describe and use the statistical packages	* Statistical packages: types and their features Teaching Learning Activities * Lecture Discussion * Demonstration * Practice session	* Short answers * Objective type * Practical Exam and Viva Voce
VI	1	2	* Describe the use of Hospital Management System	* Hospital Management System: Types and uses Teaching Learning Activities * Lecture Discussion * Demonstration	* Short answers * Objective type * Practical Exam and Viva Voce

References:-

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

**ಕನ್ನಡ : ಒಂದು
ಪಠ್ಯಕ್ರಮದ ರೂಪರೇಖೆ**

ಸ್ಥಾನ : ಬೇಸಿಕ್ ಬಿಎಸ್ಸಿ.(ನರ್ಸಿಂಗ್) ಮೊದಲ ವರ್ಷ

ಸಮಯ : 15 ಘಂಟೆಗಳು (ಹದಿನೈದು ಘಂಟೆಗಳು)

ಪಠ್ಯಕ್ರಮ : ವಿದ್ಯಾರ್ಥಿ/ವಿದ್ಯಾರ್ಥಿನಿಯರು ದಿನನಿತ್ಯ ಸಂಪರ್ಕಿಸಬಹುದಾದ ಜನಸಾಮಾನ್ಯರೊಡನೆ ಶುಶ್ರೂಷೆಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಕನ್ನಡದಲ್ಲಿ ಸಂಭಾಷಣೆ ಮಾಡಲು ಹಾಗೂ ತಿಳುವಳಿಕೆ ನೀಡಲು ಸಹಕಾರವಾಗುವಂತೆ ಪಠ್ಯಕ್ರಮದ ಮಾದರಿಯನ್ನು ಅಳವಡಿಸುವುದು.

ಉದ್ದೇಶ : ೧. ದಿನ ಬಳಕೆಯ ವ್ಯವಹಾರದಲ್ಲಿ ಶುಶ್ರೂಷೆಗೆ ಸಂಬಂಧಪಟ್ಟಂತೆ ಕನ್ನಡ ಭಾಷೆಗೆ ಅಳವಡಿಕೆ.

೨. ಕನ್ನಡೇತರರಿಗೆ ಕನ್ನಡ ಭಾಷೆಯ ಪರಿಚಯ ಮಾಡಿಕೊಡುವುದು.

ಪಠ್ಯಕ್ರಮದ ವಿವರ

ಘಟಕ ಒಂದು : (ಅ) ಅಕ್ಷರಮಾಲೆ, ಸ್ವರಗಳು, ವ್ಯಂಜನಗಳು

(ಆ) ಪದ, ಪದಪುಂಜ, ವಾಕ್ಯರಚನೆ, ಪತ್ರಲೇಖನ ಪ್ರಬಂಧರಚನೆ

ಘಟಕ ಎರಡು : ಶುಶ್ರೂಷಾ ಪದಗಳು (ಇಂಗ್ಲೀಷಿನಿಂದ ಕನ್ನಡಕ್ಕೆ ಶುಶ್ರೂಷೆಯಲ್ಲಿ ಸಾಮಾನ್ಯ ಬಳಕೆಗೆ ಸಂಬಂಧಪಟ್ಟಂತೆ)

ಘಟಕ ಮೂರು : ರೋಗಿ ಹಾಗೂ ಶುಶ್ರೂಕರ ಮಧ್ಯೆ ಸಾಮಾನ್ಯವಾಗಿ ನಡೆಯುವ ಸಂಭಾಷಣೆ

(ಅ) ಪ್ರಶ್ನಾರ್ಥಕ ಸಲಹೆ ಕೊಡುವ ವಾಕ್ಯಗಳು.

(ಆ) ವೈದ್ಯರೊಂದಿಗೆ ಹಾಗೂ ಇತರೆ ಸಹಚರರೊಂದಿಗೆ ವ್ಯವಹರಿಸಲು ಸಂಭಾಷಣೆ ನಡೆಸಲು ಬೇಕಾದ ವಾಕ್ಯಗಳು.

ಅಧ್ಯಯನಕ್ಕೆ ಶಿಫಾರಸ್ಸು ಮಾಡಲಾಗಿರುವ ಗ್ರಂಥಗಳು

೧. ಕನ್ನಡ ವ್ಯಾಕರಣ (೮, ೯ ಮತ್ತು ೧೦ನೇ ತರಗತಿಗಳಿಗೆ ಕರ್ನಾಟಕ ಸರ್ಕಾರ, ಪಠ್ಯಪುಸ್ತಕಗಳ ಇಲಾಖೆ)
೨. ವ್ಯವಹಾರಿಕ ಕನ್ನಡ : ಎಚ್ಚೆಸ್ಕೆ
೩. ಪತ್ರ ಲೇಖನ : ಕನ್ನಡ ಸಾಹಿತ್ಯ ಪರಿಷತ್ತು
೪. ಲೇಖನ ಕಲೆ : ಎನ್. ಪ್ರಹ್ಲಾದರಾವ್
೫. ಆರೋಗ್ಯ ಮತ್ತು ಇತರೆ ಪ್ರಬಂಧಗಳು : ಡಾ. ಪಿ.ಎನ್. ಶಂಕರ್
೬. ವೈದ್ಯಪದಗಳ ಹುಟ್ಟು ರಚನೆ : ಡಾ. ಡಿ.ಎನ್. ಶಿವಪ್ಪ

ಕನ್ನಡ : ಎರಡು

ಪಠ್ಯಕ್ರಮದ ರೂಪರೇಖೆ

- ಸ್ಥಾನ : ಬೇಸಿಕ್ ಬಿಎಸ್ಸಿ.(ನರ್ಸಿಂಗ್) ಮೊದಲ ವರ್ಷ
- ಸಮಯ : 15 ಘಂಟೆಗಳು (ಹದಿನೈದು ಘಂಟೆಗಳು)
- ಉದ್ದೇಶ : ಜನಾರೋಗ್ಯದ ಬಗ್ಗೆ ಜನಸಮುದಾಯಕ್ಕೆ ತಿಳುವಳಿಕೆ ಕೊಡುವುದು

ಪಠ್ಯಕ್ರಮದ ವಿವರ

ಘಟಕ ಒಂದು : ಜನಾರೋಗ್ಯದ ಶುಶ್ರೂಷೆಯಲ್ಲಿ ಸಂದೇಶಗಳು ವ್ಯವಸ್ಥೆ ಸಂದರ್ಶನ ಮಹತ್ವ ಸಂದರ್ಶನದ ಗುಣಗಳು.

- ಅನುಸರಿಸಬೇಕಾದ ನಿಯಮಗಳು
- ಅವಶ್ಯ ಮಾಹಿತಿಗಳ ಸಂಗ್ರಹ, ಸಂದೇಹಗಳು (ಶಂಕೆಗಳು)
- ಕುಟುಂಬ ಸಂಪರ್ಕ, ಸಂದರ್ಶಕ ಭಾಷೆಯಾಗಿ ಕನ್ನಡ ಬಳಕೆ

- ಘಟಕ ಎರಡು : ವೈಯಕ್ತಿಕ ಆರೋಗ್ಯ
- ಘಟಕ ಮೂರು : ನೈಸರ್ಗಿಕ ನೈರ್ಮಲ್ಯ
- ಘಟಕ ನಾಲ್ಕು : ಸಾಂಕ್ರಾಮಿಕ ರೋಗಗಳು ಮತ್ತು ಅವುಗಳ ತಡೆಗಟ್ಟುವಿಕೆ
- ಘಟಕ ಐದು : ಆಹಾರ ಮತ್ತು ಆರೋಗ್ಯ
- ಘಟಕ ಆರು : ತಾಯಿ ಮತ್ತು ಮಗುವಿನ ಆರೋಗ್ಯ
- ಘಟಕ ಏಳು : ಕುಟುಂಬ ಕಲ್ಯಾಣ ಯೋಜನೆ

ಅಧ್ಯಯನಕ್ಕೆ ಶಿಫಾರಸ್ಸು ಮಾಡಲಾಗಿರುವ ಗ್ರಂಥಗಳು

೧. ಸಮಾಜ ಆರೋಗ್ಯ : ಡಾ. ಎಸ್.ಎ. ನಾರಾಯಣ್
೨. ತಾಯಿ ಮಗು : ಡಾ. ಅನುಪಮ ನಿರಂಜನ್
೩. ರೋಗೋಪಚಾರ : ಡಾ. ಎಸ್. ಆರ್. ಕಾವಳಿ(ಸೆಂಟ್‌ಜಾನ್ ಆಂಬ್ಯುಲೆನ್ಸ್ ಅಸೋಸಿಯೇಷನ್)
೪. ಪರಿಸರ ಸಂದರ್ಶನ
೫. ಪರಿಸರ ಮಲಿನತೆ : ಕರ್ನಾಟಕ ರಾಜ್ಯ ವಿಜ್ಞಾನ ಪರಿಷತ್ತಿನ ಪ್ರಕಟಣೆಗಳು
೬. ಆರೋಗ್ಯ ಶಿಕ್ಷಣ ಮತ್ತು ಶಾಲಾ ಮಕ್ಕಳ ಆರೋಗ್ಯ (ಆರೋಗ್ಯ ಮತ್ತು ಕುಟುಂಬ ಯೋಜನೆ ಇಲಾಖೆ, ಬೆಂಗಳೂರು ಪ್ರಕಟಗೊಳಿಸಿರುವ ಪ್ರಸ್ತುತ ಪುಸ್ತಕಗಳು)

Scheme of Examination

- **Theory**
Psychology, Microbiology, English, Kannada and Introduction to Computer

There shall be one paper of three hours duration carrying 75 marks for each of the subjects mentioned above.

Table 6(E): Distribution of Type of Questions and Marks for Psychology †, Microbiology †, English †*, Kannada †* and Introduction to Computer †* (75 marks for each subject)

Type of Questions	No. of Questions	Marks	Sub-total
Long Essay (LE)	2	10	20
Short Essay (SE)	7	5	35
Short Answer (SA)	10	2	20
Total Marks			75

† = Indicates No Practical Examination.

*** = Indicates Examination for Introduction to Computer, English and Kannada to be conducted as college examination and marks to be sent to the University for Inclusion in the marks sheet.**

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 and Teaching Learning Activity
I	2	* State the importance of sociology in Nursing	<p>Introduction</p> <ul style="list-style-type: none"> * Definition of Sociology * Nature and Scope of the discipline * Importance and application of Sociology in Nursing <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion
II	5	* Describe the inter-relationship of individual in society and community	<p>Individual and Society</p> <ul style="list-style-type: none"> * Society and Community * Nature of Society * Difference between Society and Community * Process of Socialization and individualization * Personal disorganization <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion
III	5	* Describe the influence of culture and disease	<p>Culture</p> <ul style="list-style-type: none"> * Nature of culture * Evolution of culture * Diversity and uniformity of culture * Culture and socialization * Transcultural society * Influence on health and disease <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion * Panel Discussion
IV	4	* Identify various social groups and their interactions	<p>Social groups and processes</p> <ul style="list-style-type: none"> * 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 <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion

V	7	* Explain the growth of population in India and its impact on health	<p>Population</p> <ul style="list-style-type: none"> * Society and population * Population distribution in India Demographic characteristics * Malthusian theory of Populations * Population explosion in India and its impact on health status * Family welfare programmes <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion * Community identification
VI	4	* Describe the Institutions of family and marriage in India	<p>Family and Marriage</p> <ul style="list-style-type: none"> * Family – functions * Types – Joint, Nuclear, blended and extended family: characteristics * The modern family changes, problems – dowry etc, welfare services * Changes and legislations on family and marriage in India – Marriage acts * Marriage: forms and functions of marriage * Marriage and family problems in India * Family, Marriage and their influence on health and health practices <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion * Family case study
VII	7	* Describe the class and caste system and their influence on health and health practices	<p>Social stratification</p> <ul style="list-style-type: none"> * Meaning and types of social stratification * The Indian caste system-origin and features * Features of caste in India today * Social class system and status * Social Mobility –Meaning & types * Race as a biological concept, criteria of racial classification * Salient features of Primary races-Racism * Influence of Class, Caste and Race on health and health practices <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion * Community survey
VIII	7	* Describe the types of communities in India, their practices and the impact on health	<p>Types of Communities in India (Rural, Urban and Regional)</p> <ul style="list-style-type: none"> * Features of village community and characteristics of Indian villages Panchayat system, social dynamics * Community Development project & planning * Changes in Indian Rural life * Availability of health facilities in rural and its impact on health and health practices

			<ul style="list-style-type: none"> * Urban–Community – features * The growth of cities: urbanization and its impact on health and health practices * Major Urban problems – Urban Slums * Region: Problems and impact on Health <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion * Visits to rural and urban community * Community survey
IX	7	* Explain the process of Social Change	<p>Social Change</p> <ul style="list-style-type: none"> * Nature and process of social change * Factors influencing Social change: cultural change, Cultural lag. * Introduction to Theories of social change: :Linear, Cyclical, Marxian, Functional Role of nurse-Change agents <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion
X	4	* Describe the Social system and inter-relationship of social organizations	<p>Social Organization and Social System</p> <ul style="list-style-type: none"> * Social organization: elements, types * Democratic and authoritarian modes of participation * Voluntary association * Social system: Definition and Types of social system * Role and Status as structural elements of social system * Inter-relationship of institutions <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion * Observation visits
XI	4	* Explain the nature and process of social control	<p>Social control</p> <ul style="list-style-type: none"> * Nature and process of social control * Political, Legal, Religious, Educational, Economic, Industrial and Technological system, Norms & Values – Folkways & Mores Customs, Laws and fashion Role of Nurse <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion * Community survey
XII	4	* Describe the role of the nurse in dealing with	<p>Social Problems</p> <ul style="list-style-type: none"> * Social disorganization * Control & planning: poverty, housing, illiteracy, food supplies, prostitution, rights of women &

		social problems in India	children, vulnerable groups: Elderly, handicapped, minority groups and other marginalized groups, child labour, child abuse, delinquency and crime, substance abuse, HIV/Aids * Social welfare programmes in India Role of Nurse <i>Teaching Learning Activity</i> * Lecture Discussion * Institutional visits
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Scheme of University Examination: Sociology

Theory

There shall be one paper of three hours duration carrying 75 marks

Distribution of Type of Questions and Marks for Sociology

Type of Questions	No. of Questions	Marks	Sub-total
Long Essay (LE)	2	10	20
Short Essay (SE)	7	5	35
Short Answer (SA)	10	2	20
Total Marks			75

No Practical Examination.

Reference:-

1. Sachdeva D R & Bhushan – An Introduction to Sociology -2002 – Kitab Mahal

Pharmacology

Placement: Second Year

Time: Theory – 45 hours

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

Unit	Time (Hrs)	Learning Objectives	Content and Teaching learning Activities
I	3	Describe pharmacokinetics, classification and the principles of drug administration	<p>Introduction to pharmacology</p> <ul style="list-style-type: none"> • Definitions • Sources • Terminology used • Types: Classification • Pharmacodynamics: Actions, therapeutic • Adverse, toxic • Pharmacokinetics : absorption, distribution, metabolism, interaction, excretion • Review: Routes and principles of administration of drugs • Indian pharmacopoeia : Legal issues • Rational use of drugs • Principles of therapeutics <p><i>Teaching learning Activities</i> * Lecture Discussion</p>
II	6	Explain Chemotherapy of specific infections and infestations and nurse's responsibilities	<p>Chemotherapy</p> <ul style="list-style-type: none"> • Pharmacology of commonly used; <ul style="list-style-type: none"> □ Penicillin □ Cephalosporin's □ Aminoglycosides □ Macrolide & Broad Spectrum Antibiotics □ Sulfonamides □ Quinolones □ Antiamoebic □ Antimalarials □ Anthelmintics □ Antiscabies agents □ Antiviral & anti-fungal agents □ Antitubercular drugs □ Anti leprosy drugs □ Anticancer drugs □ Immuno-suppressants <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p> <p><i>Teaching learning Activities</i> * Lecture Discussion * Drug study/ presentation</p>

III	2	Describe Antiseptics, disinfectants, insecticides and nurse's responsibilities	<p>Pharmacology of commonly used antiseptics, disinfectants and insecticides</p> <ul style="list-style-type: none"> • Antiseptics; • Disinfectants • Insecticides <p><i>Teaching learning Activities</i> * Lecture Discussion * Drug study/ presentation</p>
IV	2	Describe Drugs acting on Gastro Intestinal system and nurse's responsibilities	<p>Drugs acting on G.I. system</p> <ul style="list-style-type: none"> • Pharmacology of commonly used – <ul style="list-style-type: none"> □ Antiemetic □ Emetics □ Purgatives □ Antacids □ Cholinergic □ Anticholinergics □ Fluid and electrolyte therapy □ Anti-diarrheal □ Histamines <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p> <p><i>Teaching learning Activities</i> * Lecture Discussion * Drug study/ presentation</p>
V	2	Describe Drugs used on Respiratory systems and nurse's responsibilities	<p>Drugs used on Respiratory Systems</p> <ul style="list-style-type: none"> • Pharmacology of commonly used – <ul style="list-style-type: none"> □ Antiasthmatics □ Mucolytics □ Decongestants □ Expectorants □ Antitussives □ Bronchodilators □ Broncho constrictors □ Antihistamines <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p> <p><i>Teaching learning Activities</i> * Lecture Discussion * Drug study/ presentation</p>
VI	2	Describe Drugs used on Urinary System and nurse's responsibilities	<p>Drugs used on Urinary System</p> <ul style="list-style-type: none"> • Pharmacology of commonly used – <ul style="list-style-type: none"> □ Diuretics and antidiuretics □ Urinary antiseptics □ Cholinergic and anticholinergics □ Acidifiers and alkalanizers

			<p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p> <p><i>Teaching learning Activities</i> * Lecture Discussion * Drug study/ presentation</p>
VII	4	Describe Drugs used in Dead diction, emergency, deficiency of vitamins & minerals, poisoning, for immunization and immunosuppressant and nurse's responsibilities	<p>Miscellaneous</p> <ul style="list-style-type: none"> • Drugs used in de-addiction • Drugs used in CPR and emergency • Vitamins and minerals • Immunosuppressant's • Antidotes • Antivenom • Vaccines and sera <p><i>Teaching learning Activities</i> * Lecture Discussion * Drug study/ presentation</p>
VIII	1	Describe Drugs used on skin and mucous membranes and nurse's responsibilities	<p>Drugs used on skin and mucous membranes</p> <ul style="list-style-type: none"> • Topical applications for skin, eye, ear, nose and buccal cavity Antipruritics • Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse <p><i>Teaching learning Activities</i> * Lecture Discussion * Drug study/ presentation</p>
IX	8	Describe Drugs used on Nervous System and nurse's responsibilities	<p>Drugs acting on Nervous system</p> <ul style="list-style-type: none"> • Basic & applied Pharmacology of commonly used : <ul style="list-style-type: none"> • Analgesics and Anesthetics <ul style="list-style-type: none"> □ Analgesics <ul style="list-style-type: none"> - Non steroidal anti-inflammatory (NSAID) drugs □ Antipyretics □ Hypnotics and Sedatives <ul style="list-style-type: none"> - Opioids - Non-Opioids - Tranquilizers - General & local anesthetics - Gases : oxygen, nitrous oxide, carbon-dioxide • Cholinergic and anti-cholinergic: <ul style="list-style-type: none"> □ Muscle relaxants □ Major tranquilizers □ Anti-psychotics □ Antidepressants □ Anticonvulsants

			<ul style="list-style-type: none"> ❑ Adrenergic ❑ Noradrenergics ❑ Mood stabilizers ❑ Acetylcholine ❑ Stimulants <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p> <p>Teaching learning Activities * Lecture Discussion * Drug study/ presentation</p>
X	5	Describe Drugs used on Cardio-vascular System and nurse's responsibilities	<p>Cardiovascular drugs</p> <ul style="list-style-type: none"> ● Haematinics ● Cardiotonics ● Anti anginals ● Anti-hypertensives & Vasodilators ● Anti-arrhythmics ● Plasma expanders ● Coagulants & anticoagulants ● Antiplatelets & thrombolytics ● Hypolipidemics <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p> <p>Teaching learning Activities * Lecture Discussion * Drug study/ presentation</p>
XI	4	Describe drugs used for hormonal disorders and supplementation, contraception and medical termination of pregnancy and nurse's responsibilities	<p>Drugs used for hormonal disorders & supplementation, contraception and medical termination of pregnancy</p> <ul style="list-style-type: none"> ● Insulins & Oral hypoglycemics ● Thyroid supplements and suppressants ● Steroids, Anabolics ● Uterine stimulants and relaxants ● Oral contraceptives ● Other estrogen-progesterone preparations ● Corticotrophins & Gonadotropins ● Adrenaline ● Prostaglandins ● Calcitonin's ● Calcium salts ● Calcium regulators <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</p> <p>Teaching learning Activities * Lecture Discussion * Drug study/ presentation</p>

XII	6	Demonstrate awareness of the common drugs used in alternative system of medicine	<p>Introduction to Drugs used in alternative systems of medicine:</p> <ul style="list-style-type: none"> • Ayurveda, Homeopathy, Unani and Siddha etc. <p><i>Teaching learning Activities</i></p> <ul style="list-style-type: none"> * Lecture Discussion * Observational Visits
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Section A – Pathology

Placement: Second Year

Time: Theory – 45 hours

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

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

			<p>changes in disease conditions of various systems</p> <ul style="list-style-type: none"> □ Rheumatic heart disease □ Infective endocarditis, atherosclerosis □ Ischemia, infarction & aneurysm • Gastro Intestinal Tract <ul style="list-style-type: none"> □ Peptic ulcer, typhoid □ Carcinoma of GI tract-buccal, Esophageal, □ Gastric & intestinal • Liver, Gall bladder & pancreas <ul style="list-style-type: none"> □ Hepatitis, Chronic liver abscess, cirrhosis □ Tumours of liver, gall bladder and pancreas, □ Cholecystitis • Kidneys & Urinary tract <ul style="list-style-type: none"> □ Glomerulonephritis, pyelonephritis □ Calculi, renal failure, renal carcinoma & cystitis • Male genital systems <ul style="list-style-type: none"> □ Cryptorchidism, testicular atrophy □ Prostatic hyperplasia, carcinoma Penis & prostate • Female genital system <ul style="list-style-type: none"> □ Fibroids □ Carcinoma cervix and Endometrium □ Vesicular mole, choriocarcinoma □ Ectopic gestation □ Ovarian cyst & tumours • Cancer Breast • Central Nervous system <ul style="list-style-type: none"> □ Hydrocephalus, Meningitis, encephalitis, □ Vascular disorders – thrombosis, embolism □ Stroke, paraplegia, quadriplegia □ Tumours, meningioma-gliomas • Metastatic tumour • Skeletal system <ul style="list-style-type: none"> □ Bone healing, osteoporosis, osteomyelitis • Arthritis & tumours <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, slides, specimen, X-rays and scans • Visit to Pathology lab, endoscopy unit and OT
IV	4	3	<p>Describe various laboratory tests in assessment and monitoring of disease conditions</p> <p>Clinical pathology</p> <ul style="list-style-type: none"> • Various blood and bone marrow tests in assessment and monitoring of disease conditions <ul style="list-style-type: none"> □ Hemoglobin □ RBC, White cell & platelet counts □ Bleeding time, clotting time and prothrombin time □ Blood grouping and cross matching □ Blood chemistry □ Blood culture

				<ul style="list-style-type: none"> ❑ Serological and immunological tests ❑ Other blood tests ❑ Examination of Bone marrow ❑ Methods of collection of blood specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values <p>Teaching learning Activities</p> <ul style="list-style-type: none"> ● Lecture Discussion ● Demonstration ● Visit to Clinical Pathology & Bio-Chemistry lab and Blood bank
V	2	1	Describe the laboratory tests for examination of body cavity fluids, transudates and exudates	<p>Examination of body cavity fluids, transudates and exudates</p> <ul style="list-style-type: none"> ● The laboratories tests used in CSF analysis ● Examination of other body cavity fluids, transudates and exudates –sputum, wound discharge etc ● Analysis of gastric and duodenal contents ● Analysis of semen-sperm count, motility and morphology and their importance in infertility ● Methods of collection of CSF and other cavity fluids specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values <p>Teaching learning Activities</p> <ul style="list-style-type: none"> ● Lecture Discussion ● Demonstration
VI	1	1	Describe laboratory tests for examination of Urine and faeces	<p>Urine and faeces</p> <ul style="list-style-type: none"> ● Urine ❑ Physical characteristics ❑ Analysis ❑ Culture and sensitivity ● Faeces ❑ Characteristics ❑ Stool examination: occult blood, ova, parasite and cyst, reducing substance etc. ● Methods of collection for various tests, inference and normal values <p>Teaching learning Activities</p> <ul style="list-style-type: none"> ● Lecture Discussion ● Demonstration

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)	Objectives	Content and Teaching Learning Activities	Teaching Learning Activities
I	3	Explain nature, principles and perspectives of heredity	<p>Introduction :</p> <ul style="list-style-type: none"> • Practical application of genetics in Nursing • Impact of genetic condition on families • Review of cellular division mitosis and meiosis. • Characteristics and structure of genes • Chromosomes – sex determination • Chromosomal aberrations <p>Patterns of inheritance</p> <ul style="list-style-type: none"> □ Mendalin theory of inheritance □ Multiple allots and blood groups □ Sex linked inheritance □ Mechanism of inheritance □ Errors in transmission (Mutation) <p><i>Teaching learning Activities</i></p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, slides 	<ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, slides
II	3	Explain Maternal, prenatal and genetic influences on development of defects and diseases	<p>Maternal, prenatal and genetic influences on development of defects and diseases</p> <ul style="list-style-type: none"> • Conditions affecting the mother : genetic and infections • Consanguinity atopy • Prenatal nutrition and food allergies • Maternal Age • Maternal drug therapy • Prenatal testing and diagnosis • Effect of Radiation, drugs and chemicals • Infertility • Spontaneous abortion • Neural Tube Defects and the 	<ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, slides

			<p>role of folic acid in lowering the risks</p> <ul style="list-style-type: none"> • Down syndrome (Trisomy 21) <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, slides 	
III	2	Explain the screening methods for genetic defects and diseases in neonates and children	<p>Genetic testing in the neonates and children</p> <ul style="list-style-type: none"> • Screening for <ul style="list-style-type: none"> □ Congenital abnormalities □ Developmental delay □ Dimorphisms <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, slides 	<ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, slides
IV	2	Identify genetic disorders in adolescents and adults	<p>Genetic conditions of adolescents and adults</p> <ul style="list-style-type: none"> • Cancer genetics – Familial Cancer • Inborn errors of metabolism • Blood group alleles and hematological disorder • Genetic haemochromatosis • Huntington’s disease • Mental illness <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, slides 	<ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, slides
V	5	Describe the role of nurse in genetic services and counseling	<p>Services related to Genetics</p> <ul style="list-style-type: none"> • Genetic testing • Human genome project • Gene therapy • The Eugenics movement • Genetic Counselling <p>Legal and Ethical issues Role of nurse</p> <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, slides 	<ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, slides

Scheme of University Examination:**Theory****Pharmacology, Pathology and Genetics,**

There shall be one paper of three hours duration carrying 75 marks for the subjects Pharmacology, Pathology and Genetics.

Section A shall be Pharmacology with 38 marks.

Section B shall be Pathology & Genetics with 37.

The distribution of type of questions and marks shall be as follows:

Table 7(B): Distribution of Type of Questions and Marks for Pharmacology (38 marks)

Type of Questions	No. of Questions	Marks	Sub-total
Long Essay (LE)	1	10	10
Short Essay (SE)	4	5	20
Short Answer (SA)	4	2	08
Total Marks			38

Pathology and Genetics

Table 7 (C): Distribution of Type of Questions and Marks for Pathology (37 marks)

Type of Questions	No. of Questions	Marks	Sub-total
Long Essay (LE)	1	10	10
Short Essay (SE)	3	5	15
Short Answer (SA)	6	2	12
Total Marks			37

No practical examination.

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 and Teaching Learning Activities
I	10	<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>Introduction :</p> <ul style="list-style-type: none"> • Introduction to medical surgical nursing – Evolution and trends of medical and surgical nursing • Review of Concepts of Health and illness Disease - concepts, causations, classification diseases (ICD -10 or later version), Acute illness Chronic illness & Terminal illness, stages of illness • Review of concepts of comprehensive nursing care in medical surgical conditions based on nursing process • Role of nurse, patient and family in care of adult patient • Role and responsibilities of a nurse in medical surgical settings : <ul style="list-style-type: none"> □ Outpatient department □ In-patient unit □ Intensive care unit □ Home and Community settings • Introduction to Medical Surgical aepsis <ul style="list-style-type: none"> □ Inflammation & Infection □ Immunity □ Wound healing • Care of Surgical Patient <ul style="list-style-type: none"> □ Pre-operative □ Intra operative □ Post operative <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Demonstration • Practice session • Supervised clinical practice
II	15	<p>Describe the common signs, symptoms, problems and their Specific nursing interventions</p>	<p>Common signs and symptoms and management</p> <ul style="list-style-type: none"> • Fluid and electrolyte imbalance • Vomiting • Dyspnea and cough, respiratory obstruction • Fever • Shock • Unconsciousness, Syncope

			<ul style="list-style-type: none"> • Pain • Incontinence • Edema • Age related problems – geriatric <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Seminar • Case discussion
III	20	Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of respiratory systems	<p>Nursing management of patients (adults including elderly) with respiratory problems</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of respiratory system, • Nursing Assessment –History and Physical assessment • Etiology, Pathophysiology clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of adults including elderly with – <ul style="list-style-type: none"> □ Upper Respiratory tract infections □ Bronchitis □ Asthma □ Emphysema □ Empyema □ Atelectasis □ Chronic Obstructive Pulmonary Diseases (COPD) □ Bronchiectasis □ Pneumonia □ Pulmonary tuberculosis □ Lung abscess □ Pleural effusion □ Cysts and Tumours □ Chest injuries □ Respiratory arrest and insufficiency □ Pulmonary embolism <p>Special therapies, alternative therapies Nursing procedures Drugs used in treatment of respiratory disorders</p> <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, graphs • Models, films, slides • Demonstration • Practice session • Case discussions/ Seminar • Health education • Supervised clinical practice • Drug book/ presentation
IV	25	Describe the etiology,	Nursing management of patient (adults including elderly) with disorders of digestive system

		<p>pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of digestive systems</p>	<ul style="list-style-type: none"> • Review of anatomy and physiology of digestive system • Nursing Assessment –History and physical assessment • Etiology, Pathophysiology clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management • Disorders of <ul style="list-style-type: none"> □ Oral cavity – lips, gums, tongue, salivary glands and teeth □ Esophagus-inflammation stricture, obstruction, bleeding and tumours □ Stomach and duodenum-hiatus hernia, gastritis, peptic and duodenal ulcer, bleeding, tumours, pyloric stenosis □ Small intestinal disorders- inflammation & infection, enteritis, malabsorption, obstruction, tumor and perforation □ Large intestinal disorders-Colitis, inflammation and infection, obstruction and tumor and lump □ Hernias □ Appendix – inflammation, mass, abscess, rupture □ Anal & Rectum ; hemorrhoids, fissures, Fistulas □ Peritonitis/acute abdomen □ Pancreas; inflammation, cyst, abscess and tumours □ Liver; inflammation, cyst, abscess, cirrhosis, portal hypertension, hepatic failure, tumours □ Gall Bladder; inflammation, obstruction, stones and tumours <p>Special therapies, alternative therapies Nursing procedures Drugs used in treatment of disorders of digestive system</p> <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, graphs • Models, films, slides • Demonstration • Practice session • Case discussions/ Seminar • Health education • Supervised clinical practice • Drug book/ presentation • Assessment of skills with check list • Assessment of patient management problem
<p>V</p>	<p>30</p>	<p>Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults</p>	<p>Nursing management of patient (adults including elderly) with blood and cardio vascular problems</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of blood and cardio vascular system, • Nursing Assessment –History and Physical assessment • Etiology, Pathophysiology clinical manifestations, diagnosis, treatment modalities & medical, surgical, dietetics & nursing management of –

		<p>including elderly) with blood and cardio vascular problems</p> <p>Describe the vascular conditions and its nursing management</p>	<ul style="list-style-type: none"> • Vascular system <ul style="list-style-type: none"> □ Hypertension, Hypotension □ Atherosclerosis □ Raynaud’s disease □ Aneurism and Peripheral vascular disorders Heart <ul style="list-style-type: none"> • Coronary artery diseases <ul style="list-style-type: none"> □ Ischemic Heart Disease □ Coronary atherosclerosis □ Angina pectoris □ Myocardial infarction • Valvular disorders of the heart <ul style="list-style-type: none"> □ Congenital and acquired □ Rheumatic Heart diseases • Endocarditis, Pericarditis Myocarditis • Cardio Myopathies • Cardiac dysrhythmias, Heart Block • Congestive cardiac failure <ul style="list-style-type: none"> □ Cor-pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade • Cardiac emergencies and arrest • Cardio Pulmonary Resuscitation (CPR) • Blood <ul style="list-style-type: none"> □ Anaemia □ Polycythemia □ Bleeding disorders; clotting factor defects and platelets defects □ Thalassemia □ Leukemia □ Leukopenia and agranulocytosis □ Lymphomas □ Myelomas • Special therapies <ul style="list-style-type: none"> □ Blood transfusion, safety checks, procedure and requirements, management of adverse transfusion reaction, records for blood transfusion. □ Management & counsel-ling of blood donors, phlebotomy procedure, & post donation management Blood bank functioning & hospital transfusion committee. Bio-safety and waste management in relation to blood transfusion □ Role of a nurse in Organ donation, retrieval and banking □ Alternative therapies □ Nursing procedures □ Drugs used in treatment of blood and cardio vascular disorders <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, graphs • Models, films, slides • Demonstration
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			<ul style="list-style-type: none"> • Practice session • Case discussions/ Seminar • Health education • Supervised clinical practice • Drug book/ presentation • Visit to blood bank • Participation in blood donation camps • Counselling • Assessment of skills with check list • Assessment of patient management problem
VI	10	Describe the etiology, pathophysiology, Clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of genito-urinary system	<p>Nursing management of patient (adults including elderly) with genito-urinary problems</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of genito-urinary system • Nursing Assessment –History and Physical assessment • Etiology, Pathophysiology clinical manifestations, diagnosis, treatment modalities & medical, surgical, dietetics and nursing management of – • Nephritis • Nephrotic syndrome • Nephrosis • Renal calculus • Tumours • Acute renal failure • Chronic renal failure • End stage renal disease • Dialysis, renal transport • Congenital disorders, urinary infections • Benign prostate hypertrophy • Disorders of ureter, urinary bladder and urethra inflammation, infection, stricture. obstruction, tumor, prostrate Special therapies, alternative therapies • Nursing procedures • Drugs used in treatment of genito-urinary disorders <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, graphs • Models, films, slides • Demonstration • Practice session • Case discussions/ Seminar • Health education • Supervised clinical practice • Drug book/ presentation
VII	5	Describe the etiology, pathophysiology clinical	<p>Nursing management of disorders of male (adults including elderly) reproductive system</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of male reproductive system

		<p>manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of male reproductive system</p>	<ul style="list-style-type: none"> • Nursing Assessment -History and physical assessment • Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities & medical, surgical, dietetics & nursing management of disorders of male reproductive system • Congenital malformations; cryptorchidism • Hypospadiasis, Epispadiasis • Infections • Testis and adjacent structures • Penis • Prostate: inflammation, infection, hypertrophy, tumor • Sexual Dysfunction • Infertility • Contraception • Breast ; gynecomastia, tumor • Climacteric changes <p>Special therapies, alternative therapies Nursing procedures Drugs used in treatment of disorders of male reproductive system</p> <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, graphs • Models, films, slides • Demonstration • Practice session • Case discussions/ Seminar • Health education • Supervised clinical practice • Drug book/ presentation
VIII	10	<p>Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of endocrine system</p>	<p>Nursing management of patient (adults including elderly) with disorders of endocrine system</p> <ul style="list-style-type: none"> • Review of anatomy and physiology endocrine system • Nursing Assessment -History and Physical assessment • Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities & medical, surgical, dietetics & nursing management of – □ Disorders of Thyroid and Parathyroid □ Diabetes mellitus □ Diabetes insipidus □ Adrenal tumor □ Pituitary disorders <p>Special therapies, alternative therapies Nursing procedures Drugs used in treatment of disorders of endocrine system</p> <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, graphs • Models, films, slides

			<ul style="list-style-type: none"> • Demonstration • Practice session • Case discussions/ Seminar • Health education • Supervised clinical practice • Drug book/ presentation • Assessment of skills with check list <p>Assessment of patient management problem</p>
IX	10	Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of skin	<p>Nursing management of patient (adults including elderly) with disorders of Integumentary system</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of Skin and its appendages • Nursing Assessment - History and Physical assessment • Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities & medical, surgical, dietetics & nursing management of disorders of skin and its appendages <ul style="list-style-type: none"> □ Lesions and abrasions □ Infection and infestations; Dermatitis □ Dermatomes ; infectious and Non infectious “inflammatory dermatomes” □ Acne Vulgaris □ Allergies and Eczema □ Psoriasis □ Malignant melanoma □ Alopecia <p>Special therapies, alternative therapies Nursing procedures Drugs used in treatment of disorders of Integumentary system</p> <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, graphs • Models, films, slides • Demonstration • Practice session • Case discussions/ Seminar • Health education • Supervised clinical practice • Drug book/ presentation • Assessment of skills with check list <p>Assessment of patient management problem</p>
X	15	Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and	<p>Nursing management of patient (adults including elderly) with musculo-skeletal problems</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of musculo-skeletal system • Nursing Assessment -History and Physical assessment • Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities & medical, surgical,

		<p>management of patients (adults including elderly) with disorders of musculo – skeletal system</p>	<p>dietetics & nursing management of –</p> <ul style="list-style-type: none"> • Disorders of : <ul style="list-style-type: none"> □ Muscles, Ligaments and Joints- inflammation, infection, trauma □ Bones –inflammation, infection, dislocation, fracture, tumor and trauma □ Osteomalacia and osteoporosis □ Arthritis □ Congenital deformities □ Spinal column – defects & deformities, Tumor, Prolapsed inter vertebral disc, pott’s spine □ Paget’s disease • Amputation • Prosthesis • Transplant & replacement surgeries • Rehabilitation <p>Special therapies, alternative therapies Nursing procedures Drugs used in treatment of disorders of musculoskeletal system</p> <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, graphs • Models, films, slides • Demonstration • Practice session • Case discussions/ Seminar • Health education • Supervised clinical practice • Drug book/ presentation • Assessment of skills with check List • Assessment of patient management problem
<p>XI</p>	<p>10</p>	<p>Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of musculoskeletal system</p>	<p>Nursing management of patient (adults including elderly) with Immunological problems</p> <ul style="list-style-type: none"> • Review of Immune system • Nursing Assessment -History and Physical assessment • Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities & medical, surgical, dietetics & nursing management of – • Immunodeficiency disorder • Primary Immuno deficiency • Phagocytic dysfunction • B-cell and T-cell deficiencies • Secondary Immuno-deficiencies • Acquired immunodeficiency syndrome (AIDS) • Incidence of HIV & AIDS • Epidemiology • Transmission - Prevention of Transmission • Standard Safety precautions • Role of Nurse; Counseling

			<ul style="list-style-type: none"> • Health education and home care consideration • National AIDS Control Program- NACO, various national and international agencies • Infection control program • Rehabilitation <p>Special therapies, alternative therapies Nursing procedures Drugs used in treatment of disorders of immunological system</p> <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, graphs • Models, films, slides • Demonstration • Practice session • Case discussions/ Seminar • Health education • Supervised clinical practice • Drug book/ presentation • Orientation visit to Hospital Control system • Assessment of skills with check list • Assessment of patient management problem
<p>XII</p>	<p>20</p>	<p>Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and management of patients (adults including elderly) with Communicable Diseases</p>	<p>Nursing management of patient (adults including elderly) with Communicable Diseases</p> <ul style="list-style-type: none"> • Overview of infectious disease, the infectious process • Nursing Assessment -History and Physical assessment • Epidemiology, infectious process, clinical manifestations, diagnosis, treatment, prevention and dietetics. Control and eradication of common Communicable Diseases- <ul style="list-style-type: none"> <input type="checkbox"/> Tuberculosis <input type="checkbox"/> Diarrheal diseases <input type="checkbox"/> Hepatitis A- E <input type="checkbox"/> Herpes <input type="checkbox"/> Chickenpox <input type="checkbox"/> Smallpox <input type="checkbox"/> Typhoid <input type="checkbox"/> Meningitis <input type="checkbox"/> Gas gangrene <input type="checkbox"/> Leprosy <input type="checkbox"/> Dengue <input type="checkbox"/> Plague <input type="checkbox"/> Malaria <input type="checkbox"/> Diphtheria <input type="checkbox"/> Pertussis <input type="checkbox"/> Poliomyelitis <input type="checkbox"/> Measles <input type="checkbox"/> Mumps <input type="checkbox"/> Influenza <input type="checkbox"/> Tetanus

			<ul style="list-style-type: none"> □ Yellow fever □ Filariasis □ HIV, AIDS • Reproductive Tract Infections • Special Infection control measures : Notification, Isolation, Quarantine, Immunization, Infectious Disease Hospitals <p>Special therapies, alternative therapies Nursing procedures Drugs used in treatment of Communicable diseases</p> <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, graphs • Models, films, slides • Demonstration • Practice session • Case discussions/ Seminar • Health education • Supervised clinical practice • Drug book/ presentation • Assessment of skills with check list • Assessment of patient management problem
<p>XIII</p>	<p>25</p>	<p>Describe the Organization 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>Peri operative nursing:</p> <ul style="list-style-type: none"> • Organization and Physical set up of the Operation Theatre (OT) : <ul style="list-style-type: none"> □ Classifications □ O.T. DESIGN □ Staffing □ Members of the OT team □ Duties and responsibilities of nurse in O.T. □ Principles of Health and operating room attire □ Instruments, □ Sutures & suture materials □ Equipments □ O.T. tables and sets for common surgical procedures □ Positions and draping for common surgical procedures □ Scrubbing procedures □ Gowning and gloving □ Preparation of O.T. Sets □ Monitoring the patient during surgical procedures • Maintenance of therapeutic environment in O.T • Standard Safety measures <ul style="list-style-type: none"> □ Infection control ; fumigation, disinfection and sterilization □ Biomedical waste management □ Prevention of accidents and hazards in O.T. • Anesthesia <ul style="list-style-type: none"> □ Types □ Methods of administration □ Effects and Stages

			<ul style="list-style-type: none"> ❑ Equipments ❑ Drugs • Cardio Pulmonary Resuscitation (CPR) • Pain management techniques • Legal Aspects <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using charts, graphs, Models, films, slides • Demonstration • Practice session • Supervised clinical practice • Drug book/ presentation • Assessment of skills with check list • Assessment of patient management problem
XIV	05	Describe the role of the nurse in related to patient safety	<p>Introduction to patient safety measures</p> <ul style="list-style-type: none"> • Medico Legal cases and Patient rights • Medical Negligence and Malpractice • Prevention of accidents & infections <p>Legal responsibilities & maintenance of quality nursing care</p>

Recommended Books:

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

References:

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

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

CTVS)		<ul style="list-style-type: none"> disorders • Counsel and educate patients and families 	<ul style="list-style-type: none"> • Post operative care- Receiving pt, assessment, monitoring care • Care of wounds and drainage • Suture removal • Ambulation and exercise • Naso gastric aspiration • Care of chest drainage • Ostomy care □ Gastrostomy □ Colostomy • Blood & component therapy • Practice universal precautions 	<ul style="list-style-type: none"> • Nursing care plan-2 • Nursing case study/ presentation – 1 • Maintain drug book 	<ul style="list-style-type: none"> each skill with checklist • Evaluation of case study/presentation • Completion of activity record
Cardiology ward	2	<ul style="list-style-type: none"> • Provide nursing care to patients with cardiac disorders • Counsel and educate patients and families 	<ul style="list-style-type: none"> • Physical examination of cardio vascular system Recording and interpreting ECG • Monitoring of patients • Preparation and assisting in non-invasive and invasive diagnostic procedures • Administer cardiac drugs • Cardio pulmonary Resuscitation • Teach patients and families • Practice medical and surgical asepsis – Standard safety measures 	<ul style="list-style-type: none"> • Plan and give care to 2 - 3 assigned patients • Nursing care plan-1 • Nursing case study/ presentation/ Health talk – 1 • Maintain drug book 	<ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with checklist • Evaluation of case study/presentation/health talk • Completion of activity record
Skin & Communicable diseases Ward	1	<ul style="list-style-type: none"> • Identify skin problems • Provide nursing care to patients with skin disorders & Communicable diseases • Counsel and educate patients and families 	<ul style="list-style-type: none"> • Assessment of patients with skin disorders • Assist in diagnostic and therapeutic procedures • Administer topical medication • Practice medical surgical asepsis – Standard safety measures • Use of personal protective equipment (PPE) • Give medicated baths • Counseling HIV positive patients • Teach prevention of infectious diseases 	<ul style="list-style-type: none"> • Plan and give care to 2 - 3 assigned patients • Health talk /Counselling HIV positive patients and families –1 • Maintain drug book 	<ul style="list-style-type: none"> • Assess performance with rating scale • Evaluation health talk /Counseling session • Completion of activity record

Orthopedic ward	2	<ul style="list-style-type: none"> • Provide nursing care to patients with musculo - skeletal disorders • Counsel and educate patients and families 	<ul style="list-style-type: none"> • Assessment of orthopedic patients • Assist in application of plaster cast and removal of cast • Apply skin traction- buck's extension traction • Assist in application and removal of prosthesis • Physiotherapy -Range of motion exercises (ROM), muscle strengthening exercises • Crutch maneuvering technique • Activities of daily living • Ambulation • Teach and counsel patients & families 	<ul style="list-style-type: none"> • Plan & give care to 2-3 assigned patients • Nursing care plan-1 • Nursing case study/ presentation – 1 • Maintain drug book 	<ul style="list-style-type: none"> • Assess performance with rating scale • Evaluation of nursing care plan & nursing case study /presentation • Completion of activity record
Operation Theatre	6	<ul style="list-style-type: none"> • Identify instruments used in common operations • Participate in Infection control practices in the Operation Theatre • Set-up the table/ trolleys for common operative procedures • Assist in giving anesthesia • Assist in the operative procedures • Provide peri operative nursing care 	<ul style="list-style-type: none"> • Scrubbing, gowning gloving • Identify instruments suturing materials for common operations • Disinfection, Carbonization, fumigation • Preparation of instrument sets for common operations • Sterilization of sharps and other instruments • Prepare the OT table depending upon the operation • Positioning and monitoring of patients • Endotracheal intubation • Assisting in minor and major operations • Handling specimens • Disposal of waste as per the guidelines 	<ul style="list-style-type: none"> • Assist as a circulatory nurse in • Major cases- 10 • Minor cases – 5 • Assist as a scrub nurse in • Major cases- 10 • Minor cases – 5 • Maintain drug book 	<ul style="list-style-type: none"> • Assess performance with rating scale • Completion of activity record

Clinical Training

Time: 260 hours (9 weeks)

Areas	Duration (in week)	Objectives	Skills	Assignments	Assessment Methods
ICU, CCU, CARDIAC OT	2	<ul style="list-style-type: none"> To gain proficiency in ICU nursing Develop advance skill in special procedures used in critical care unit Identify potential problems and provide accordingly Skill in setting and handling ventilator Administer injection in infusion pump Record accurately findings and medications Develop IPR with family members Acquint with OT technique 	<ul style="list-style-type: none"> Assist in arterial puncture for blood gas analysis Perform ECG and interpret accordingly. Conduct & analysis pulse oximetry Care with artificial airway Assist in endotracheal intubation Setting up ventilator Giving care in ventilator Drug sheet Observation of special procedure in OT. 	<ul style="list-style-type: none"> Arterial puncture –5 Taking out ECG stripe – 5 Tracheal suction-5 For all assigned patients Oxygen administration by CPAP mask and use Ambu bag. Assessment for all assigned patients Nursing care in ventilator Drug sheet 	<ul style="list-style-type: none"> Record book Checking with supervisor
Neuro ICU, ITU, OT	2	<ul style="list-style-type: none"> Develop skill in neurological assessment Give care to the pt with head injury and spinal injury Care with chest surgery and cranial surgery 	<ul style="list-style-type: none"> Assess neurological status Implement care to head injury spinal injury patients Drug sheet Pre and postoperative care with neuro surgery patients 	<ul style="list-style-type: none"> Assessment for all assigned patients Nursing care plan-2 Drug sheet 	<ul style="list-style-type: none"> Record book Observation checklist
Burns & plastic Reconstructive surgery	2	<ul style="list-style-type: none"> Assess the severity of burns Administer rehydration therapy Observe reconstructive surgery 	<ul style="list-style-type: none"> Nursing care 		

OT Lapro – scopic Orthopaedi c Eye ENT	3	<ul style="list-style-type: none"> • Identify instruments • Assist in OT set up • Supervise sterilization • Assist in OT table lay out • Observe immediately after operation • Supervise infection control 		<ul style="list-style-type: none"> • Assist - 5 cases 	<ul style="list-style-type: none"> • Record book
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Scheme of University Examination for Med-Surg Nursing-I

Theory

There shall be one theory paper of three hours duration carrying 75 marks. Distribution of type of questions and marks for Medical Surgical Nursing-I shall be as given under.

Type of Questions	No. of Questions	Marks	Sub-total
Long Essay (LE)	2	10	20
Short Essay (SE)	7	5	35
Short Answer (SA)	10	2	20
Total Marks			75

Practical and Viva-voce

There shall be practical and viva-voce examination carrying 100 marks. The practical examinations must be held in the respective clinical areas. One internal and one external examiner should jointly conduct practical /clinical examination for each student. Assessment methods are given in column 6 under course description.

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 and Teaching Learning Methods
I	2	Describe concept and dimensions of health	<p>Introduction</p> <ul style="list-style-type: none"> • Community health nursing • Definition, concept and dimensions of health • Promotion of health • Maintenance of health <p><i>Teaching learning Activities</i></p> <ul style="list-style-type: none"> • Lecture discussion
II	20	Describe determinants of health	<p>Determinants of health</p> <ul style="list-style-type: none"> • Eugenics • Environment : <ul style="list-style-type: none"> □ Physical : Air, light, Ventilation, Water, Housing, Sanitation; disposal of waste, disposal of dead bodies, Forestation, Noise, Climate, Communication: infrastructure facilities and Linkages □ Acts regulating the environment: National Pollution control board □ Bacterial & viral: Agents, host carriers and immunity □ Arthropods and Rodents • Food hygiene: Production, Preservation, Purchase, Preparation, Consumption • Acts regulating food hygiene- Prevention of food adulteration act, drugs and cosmetic act • Socio-cultural <ul style="list-style-type: none"> □ Customs, taboos □ Marriage system □ Family structure □ Status of special groups; Females, Children, Elderly, challenged groups and Sick persons • Life Style • Hygiene • Physical activity <ul style="list-style-type: none"> □ Recreation and sleep □ Sexual life □ Spiritual life philosophy □ Self reliance □ Dietary pattern □ Education

			<ul style="list-style-type: none"> <input type="checkbox"/> Occupation • Financial Management <ul style="list-style-type: none"> <input type="checkbox"/> Income <input type="checkbox"/> Budget <input type="checkbox"/> Purchasing power <input type="checkbox"/> Security <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture discussion • Explain using Charts, graphs, Models, films, slides • Visits to water supply, sewage disposal, milk plants, slaughter house etc
III	10	Describe concept, scope, uses methods and approaches of epidemiology	<p>Epidemiology</p> <ul style="list-style-type: none"> • Definition, concept, aims, scope, uses and terminology used in epidemiology • Dynamics of disease transmission : epidemiological triad • Morbidity and mortality : measurements • Levels of prevention • Methods of epidemiology of <ul style="list-style-type: none"> <input type="checkbox"/> Descriptive <input type="checkbox"/> Analytical: Epidemic investigation <input type="checkbox"/> Experimental <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture discussion • Explain using Charts, graphs • Models, films, slides
IV	25	Describe Epidemiology and nursing management of common Communicable diseases	<p>Epidemiology and nursing management of common Communicable Diseases</p> <ul style="list-style-type: none"> • Respiratory infections <ul style="list-style-type: none"> <input type="checkbox"/> Small Pox <input type="checkbox"/> Chicken Pox <input type="checkbox"/> Measles <input type="checkbox"/> Influenza <input type="checkbox"/> Rubella <input type="checkbox"/> ARI's & Pneumonia <input type="checkbox"/> Mumps <input type="checkbox"/> Diphtheria <input type="checkbox"/> Whooping cough <input type="checkbox"/> Meningococcal meningitis <input type="checkbox"/> Tuberculosis <input type="checkbox"/> SARS • Intestinal Infections <ul style="list-style-type: none"> <input type="checkbox"/> Poliomyelitis <input type="checkbox"/> Viral Hepatitis <input type="checkbox"/> Cholera <input type="checkbox"/> Diarrheal diseases <input type="checkbox"/> Typhoid Fever <input type="checkbox"/> Food poisoning

			<ul style="list-style-type: none"> <input type="checkbox"/> Amoebiasis <input type="checkbox"/> Hook worm infection <input type="checkbox"/> Ascariasis <input type="checkbox"/> Dracunculiasis • Arthropod infections <ul style="list-style-type: none"> <input type="checkbox"/> Dengue <input type="checkbox"/> Malaria <input type="checkbox"/> Filariasis • Zoonoses <ul style="list-style-type: none"> <input type="checkbox"/> Rabies <input type="checkbox"/> Viral <input type="checkbox"/> Yellow fever <input type="checkbox"/> Japanese encephalitis <input type="checkbox"/> Kyasnur Forest Disease • Bacterial <ul style="list-style-type: none"> <input type="checkbox"/> Brucellosis <input type="checkbox"/> Plague <input type="checkbox"/> Human Salmonellosis <input type="checkbox"/> Anthrax <input type="checkbox"/> Leptospirosis • Rickettsial diseases <ul style="list-style-type: none"> <input type="checkbox"/> Rickettsial Zoonoses <input type="checkbox"/> Scrub typhus <input type="checkbox"/> Murine typhus <input type="checkbox"/> Tick typhus <input type="checkbox"/> Q fever • Parasitic zoonoses <ul style="list-style-type: none"> <input type="checkbox"/> Taeniasis <input type="checkbox"/> Hydatid disease <input type="checkbox"/> Leishmaniasis • Surface infection <ul style="list-style-type: none"> <input type="checkbox"/> Trachoma <input type="checkbox"/> Tetanus <input type="checkbox"/> Leprosy <input type="checkbox"/> STD & RTI <input type="checkbox"/> Yaws <input type="checkbox"/> HIV/AIDS <p>Any other</p> <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture discussion • Explain using Charts, graphs • Models, films, slides • Seminar, Supervised field practice - health centers, clinics and homes • Group projects/ Health education
V	10	Describe Epidemiology and nursing management of common Non-communicable diseases	<p>Epidemiology and nursing management of Non - communicable diseases</p> <ul style="list-style-type: none"> • Malnutrition: under nutrition, over nutrition, nutritional deficiencies • Anaemia • Hypertension • Stroke

			<ul style="list-style-type: none"> • Rheumatic Heart Disease • Coronary Heart Disease • Cancer • Diabetes mellitus • Blindness • Accidents • Mental illness • Obesity • Iodine deficiency • Fluorosis • Epilepsy <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture discussion • Explain using Charts, graphs • Models, films, slides • Seminar, Supervised field practice - health centers, clinics and homes • Group projects/ Health education
VI	6	<p>Describe the concepts & scope of Demography.</p> <p>Describe methods of data collection, analysis & interpretation of demographic data</p>	<p>Demography</p> <ul style="list-style-type: none"> • Definition, concept and scope • Methods of collection, analysis & interpretation of demographic data • Demographic rates and ratios <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture discussion • Community identification survey • Assessment of survey report
VII	17	<p>Identify the impact of population explosion in India</p> <p>Describe methods of population control</p>	<p>Population and its control</p> <ul style="list-style-type: none"> • Population explosion and its impact on social, economic development of individual, society and country • Population control : <ul style="list-style-type: none"> □ Overall development: Women empowerment, social, economic and educational development • Limiting family size : <ul style="list-style-type: none"> □ Promotion of small family norm □ Methods : spacing (natural, biological, chemical, mechanical methods etc) □ Terminal : surgical methods □ Emergency contraception <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture discussion • Population survey • Counseling • Demonstration • Practice session • Supervised field practice • Assessment of survey report

Recommended Books

- Park – Social and Preventive Medicine, Bannott Publishers

Reference Books

- Allender – Community Health Nursing,2009,LWW
- Stanhope – Community Health Nursing,2008,Elsevier
- Anderson – Community as Partner,2009,LWW
- Deim – Community Health Projects,2006,Lippincott
- K Park – 22nd Edition- A textbook of preventive medicine
- Basavanthappa- Community Health Nursing-3rd Edition
- Swarna Kar - Community Health Nursing- 3rd Edition
- Kamamma - Community Health Nursing – 3rd Edition
- K K Gulani - Community Health Nursing -1st Edition
- Stanhope - Community Health Nursing – 5th Edition

Community Health Nursing I – Practical

Placement: Second Year

Time: Practical – 135 hours

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

Scheme of University Examination for Community Health Nursing-I

Theory

There shall be one theory paper of three hours duration carrying 75 marks.

Distribution of type of questions and marks for Community Health Nursing-I shall be as given under.

Type of Questions	No. of Questions	Marks	Sub-total
Long Essay (LE)	2	10	20
Short Essay (SE)	7	5	35
Short Answer (SA)	10	2	20
Total Marks			75

No Practical Examination

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		Learning Objectives	Content and Teaching Learning Activities
	Th.	Pr.		
I	3		Describe the communication process Identify techniques of effective communication	Review of Communication Process <ul style="list-style-type: none"> • Process; elements and channel • Facilitators • Barriers and methods of overcoming • Techniques Teaching learning Activities <ul style="list-style-type: none"> • Lecture Discussion • Role plays • Exercises with audio/video tapes • Respond to critical incidents
II	3		Establish effective interpersonal relations with patients families & co-workers	Interpersonal relations <ul style="list-style-type: none"> • Purpose & types • Phases • Barriers & methods of overcoming • Johari Window Teaching Learning Activities <ul style="list-style-type: none"> • Lecture Discussion • Role plays • Exercises with audio/video tapes Process recording
III	5		Develop effective human relations in context of nursing	Human relations <ul style="list-style-type: none"> • Understanding self • Social behaviour, motivation, social attitudes • Individual and groups • Groups & individual • Human relations in context of nursing • Group dynamics • Team work Teaching Learning Activities <ul style="list-style-type: none"> • Lecture Discussion • Sociometry • Group games • Psychometric exercises followed by discussion • Respond to critical incidents

IV	10	5	Develop basic skill of counselling and guidance	<p>Guidance & counselling</p> <ul style="list-style-type: none"> • Definition • Purpose, scope & need • Basic principles • Organization of counseling services • Types of counselling approaches • Role and preparation of counselor • Issues for counseling in nursing: students and practitioners • Counselling process – steps & techniques, tools of counselor • Managing disciplinary problems • Management of crisis & referral <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Role play on counselling in different situations followed by discussion • Assess performance in role play situations
V	7		Describe the philosophy & principles of education Explain the teaching learning process	<p>Principles of education & teaching learning process</p> <ul style="list-style-type: none"> • Education: meaning, philosophy, aims, functions & Principles • Nature and characteristics of learning, • Principles and maxims of teaching, <p>Formulating objectives: general and specific</p> <ul style="list-style-type: none"> • Lesson planning • Classroom management <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Prepare lesson plan • Micro teaching • Exercise on writing objectives • Assess lesson plans & teaching sessions
VI	10	10	Demonstrate teaching skill using various teaching methods in clinical, classroom & community settings	<p>Methods of teaching</p> <ul style="list-style-type: none"> • Lecture, demonstration, group discussion, seminar symposium, panel discussion, role play, project, field trip, workshop, exhibition, programmed instruction, computer assisted learning, micro teaching problem based learning, Self instructional module and simulation etc. • Clinical teaching methods : case method, nursing round & reports, bedside clinic, conference (individual & group) process recording <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Conduct 5 teaching sessions using different methods & media • Assess teaching sessions

VII	12	8	Prepare and use different types of educational media effectively	<p>Educational media</p> <ul style="list-style-type: none"> • Purposes & types of A.V. Aids, principles and sources etc. • Graphic aids: chalk board, chart, graph, poster, flash cards, flannel graph, bulletin, cartoon • Three dimensional aids : objects, specimens, models, puppets • Printed aids: pamphlets & leaflets • Projected aids : slides, overhead projector, films, TV, VCR/VCD, camera, microscope, LCD • Audio aids : tape recorder public address system • Computer <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Demonstration • Prepare different teaching aids- projected & non projected • Assess the teaching aids prepared
VIII	7	7	Prepare different types of questions for assessment of knowledge, skills and attitudes	<p>Assessment</p> <ul style="list-style-type: none"> • Purpose & scope of evaluation & assessment • Criteria for selection of assessment techniques and methods • Assessment of knowledge : essay type questions, Short answer questions (SAQ), Multiple choice questions (MCQ) • Assessment of skills : observation checklist, practical exam, Viva, Objective structured clinical examination (OSCE) • Assessment of Attitudes: Attitude scales <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Exercise on writing different types of assessment tools
IX	3		Teach individuals, groups and communities about health with their active participation	<p>Information, Education & communication for health (IEC)</p> <ul style="list-style-type: none"> • Health behaviour & health education • Planning for health education • Health education with individuals, groups & communities • Communicating health messages • Methods & media for communicating health messages • Using mass media • Assess the strategies used in practice teaching sessions and exercise sessions <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion

				<ul style="list-style-type: none"> Plan & conduct health education sessions for individuals, group & communities Assess the planning & conduct of the educational session
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Scheme of University Examination for Communication & Educational Technology

Theory

There shall be one theory paper of three hours duration carrying 75 marks.

Distribution of type of questions and marks for Communication & Educational Technology shall be as given under.

Type of Questions	No. of Questions	Marks	Sub-total
Long Essay (LE)	2	10	20
Short Essay (SE)	7	5	35
Short Answer (SA)	10	2	20
Total Marks			75

Recommended Books:

- Sankar Narayanan – Education & Communication Technology, 2007, Brainfill
- Young – Teaching Nursing, 2008, LWW
- Neeraja – Nursing Education, 2008, Jaypee

Reference Books:-

- Bosek – Ethical Component of Nursing Education , LWW
- Mariner – Teaching Nursing, 2008, Elsevier
- Smith - The Legal, Professional and Ethical Dimensions of Higher Education, Kluwerin
- Keating – Curriculum Development Nursing, Wolters Kluwer.

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 and Teaching Learning Activity
I	15	Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of Ear Nose and Throat	<p>Nursing management of patient with disorders of Ear Nose and Throat</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the Ear Nose and Throat • Nursing assessment- History and Physical assessment • Etiology, Pathophysiology , clinical manifestations, diagnosis, treatment modalities and medical & Surgical nursing management of Ear Nose & Throat disorders: <ul style="list-style-type: none"> ○ External ear: deformities otalgia, foreign bodies, and tumours ○ Middle Ear – Impacted wax, Tympanic membrane perforation, otitis media, otosclerosis, mastoiditis, tumours ○ Inner ear – Meniere’s Disease, labyrinthitis, ototoxicity, tumours ○ Upper airway infections – Common cold, sinusitis, <u>ethinitis</u>, rhinitis, pharyngitis, tonsillitis and adenoiditis, peritonsillar abscess, laryngitis • Upper respiratory airway – epistaxis, • Nasal obstruction, laryngeal obstruction, cancer of the larynx • Cancer of the oral cavity • Speech defects and speech therapy • Deafness – • Prevention, control and rehabilitation • Hearing Aids, implanted hearing devices <p>Special Therapies Nursing procedures Drugs used in treatment of disorders of Ear Nose and Throat Role of nurse Communicating with hearing impaired and muteness.</p> <p>Teaching learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using Charts, graphs • Models, films, slides • Demonstration • Practice session • Case discussions/ Seminar • Health education • Supervised clinical practice

			<ul style="list-style-type: none"> • Drug book/ presentation Assessment of skills with check list • Assessment of patient management problem
II	15	Describe the etiology, patho Physiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye.	<p>Nursing management of patient with disorder of eye</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the eye – • Nursing Assessment - History and Physical assessment • Etiology, Pathophysiology , clinical manifestations, diagnosis, treatment modalities and medical & Surgical nursing management of eye disorders: <ul style="list-style-type: none"> ○ Refractive errors ○ Eyelids-infection, tumours & deformities ○ Conjunctiva - inflammation and infection, bleeding ○ Cornea-inflammation and infection ○ Lens-Cataracts ○ Glaucoma ○ Disorder of the <u>uveal</u> tract, ○ Ocular tumours ○ Disorders of posterior chamber & retina : retinal and vitreous problems ○ Retinal detachment ○ Ocular emergencies and their prevention • Blindness • National blindness control program <ul style="list-style-type: none"> ○ Eye Banking ○ Eye prostheses and Rehabilitation <p>Role of nurse - Communication with visually impaired patient, Eye camps Special Therapies Nursing procedures Drugs used in treatment of disorders of eye</p> <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using Charts, graphs • Models, films, slides • Demonstration • Practice session • Case discussions/ Seminar • Health education • Supervised clinical practice • Drug book/ presentation • Visit to eye bank • Participation in eye-camps • Assessment of skills with check list • Assessment of patient management problem
III	15	Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures &	<p>Nursing management of patient with neurological disorders</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the neurological system • Nursing Assessment - History and Physical and neurological • Etiology, Pathophysiology , clinical manifestations, diagnosis, treatment modalities and medical & Surgical

		<p>nursing management of patients with neuro-logical disorders</p>	<p>nursing management of neurological disorders</p> <ul style="list-style-type: none"> • Congenital malformations • Headache • Head Injuries • Spinal Injuries: <ul style="list-style-type: none"> ○ Paraplegia ○ Hemiplegia ○ Quadriplegia • Spinal cord compression-herniation of intervertebral disc • Tumors of the brain & spinal cord • Intra cranial & cerebral aneurysms • Infections : <ul style="list-style-type: none"> ○ Meningitis, Encephalitis, Brain abscess, neurocysticercosis • Movement disorders <ul style="list-style-type: none"> ○ Chorea ○ Seizures ○ Epilepsies • Cerebro Vascular Accidents (CVA) • Cranial, Spinal Neuropathies - Bell's palsy, trigeminal neuralgia • Peripheral Neuropathies; Guillain-Barr'e Syndrome • Myasthenia gravis • Multiple sclerosis • Degenerative diseases <ul style="list-style-type: none"> ○ Delirium ○ Dementia ○ Alzheimer's disease ○ Parkinson's disease • Management of unconscious patients & patients with stroke • Role of the nurse in communicating with patient having neurological deficit • Rehabilitation of patients with neurological deficit <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> <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using Charts, graphs • Models, films, slides • Demonstration • Practice session • Case discussions/ Seminar • Health education • Supervised clinical practice • Drug book/ presentation • Visit to rehabilitation centre • Assessment of skills with check list • Assessment of patient management problem
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<p>IV</p>	<p>16</p>	<p>Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures & nursing management of patients with disorders of female reproductive system</p> <p>Describe concepts of reproductive health & family welfare programme</p>	<p>Nursing management of patients with disorders of female reproductive system</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the female reproductive system • Nursing Assessment - History and Physical assessment • Breast Self Examination • Etiology, Pathophysiology , clinical manifestations, diagnosis, treatment modalities and medical & Surgical nursing management of disorder of female reproductive system • Congenital abnormalities of female reproductive system • Sexuality & Reproductive Health • Sexual Health Assessment • Menstrual Disorders; Dysmenorrhea, Amenorrhea, Premenstrual Syndrome • Abnormal Uterine Bleeding; Menorrhagia, Metrorrhagia • Pelvic Inflammatory Disease – • Ovarian and fallopian tube disorders; infections, cysts, tumours • Uterine & cervical disorders; Endometriosis, polyps, Fibroids, Cervical & uterine tumours, uterine displacement, Cystocele/ Urethrocele/Rectocele • Vaginal disorders; Infections, cysts, tumours • Diseases of breasts; Deformities, Infections, Cysts and Tumours • Menopause and Hormonal Replacement Therapy • Infertility • Contraception ; Types Methods, Risk and effectiveness <ul style="list-style-type: none"> ○ Spacing Methods <ul style="list-style-type: none"> - Barrier methods, Intra Uterine Devices, Hormonal, Post Conceptional Methods, etc ○ Terminal methods <ul style="list-style-type: none"> - Sterilization • Emergency Contraception methods • Abortion – Natural, Medical & surgical abortion – MTP Act • Toxic Shock Syndrome • Injuries & Trauma; Sexual violence <p>Special Therapies Nursing procedures Drugs used in treatment of gynaecological disorders National family welfare programme</p> <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using Charts, graphs • Models, films, slides • Demonstration • Practice session • Case discussions/ Seminar • Health education • Supervised clinical practice • Drug book/ presentation
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			<ul style="list-style-type: none"> • Assessment of skills with check list • Assessment of patient management problem
V	10	Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures & nursing management of patients with Burns, reconstructive and cosmetic surgery	<p>Nursing management of patients with Burns, reconstructive & cosmetic surgery</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the skin & connective tissues and various deformities • Nursing Assessment - History and Physical assessment & Assessment of burns & fluid and electrolyte loss • Etiology, Classification, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & Surgical nursing management of Burns & Re-constructive and Cosmetic surgery; • Types of Re-constructive and Cosmetic surgery; for burns, congenital deformities, injuries & cosmetic purposes • Role of Nurse • Legal aspects • Rehabilitation • Special therapies <ul style="list-style-type: none"> ○ Psycho social aspects <p>Nursing procedures, Drugs used in treatment of Burns, reconstructive and cosmetic surgery</p> <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using Charts, graphs • Models, films, slides • Demonstration • Practice session • Case discussions/ Seminar • Health education • Supervised clinical practice • Drug book/ presentation
VI	10	Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures & nursing management of patients with oncology	<p>Nursing management of patients with oncological conditions</p> <ul style="list-style-type: none"> • Structure & characteristics of normal & cancer cells • Nursing Assessment - History and Physical assessment • Prevention, Screening, Early detection, Warning signs of cancer • Epidemiology, Etiology, Classification, Patho-physiology, Staging, clinical manifestations, diagnosis, treatment modalities and medical & Surgical nursing management of oncological conditions • Common malignancies of various body systems ; Oral, larynx, lung, Stomach & Colon, Liver, Leukemia's & lymphomas, Breast, Cervix, Ovary, Uterus, Sarcoma, Brain, Renal, Bladder, Prostate etc • Oncological emergencies • Modalities of treatment <ul style="list-style-type: none"> ○ Immunotherapy ○ Chemotherapy ○ Radiotherapy ○ Surgical Interventions

			<ul style="list-style-type: none"> ○ Stem cell and Bone marrow transplants ○ Gene therapy ○ Other forms of treatment ● Psychosocial aspects of cancer ● Rehabilitation ● Palliative care; Symptom and Pain Management, Nutritional support ● Home care ● Hospice care ● Stomal Therapy ● Special therapies <ul style="list-style-type: none"> ○ Psycho social aspects ● Nursing procedures <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> ● Lecture Discussion ● Explain using Charts, graphs ● Models, films, slides ● Demonstration ● Practice session ● Case discussions/ Seminar ● Health education ● Supervised clinical practice ● Drug book/ presentation ● Assessment of skills with check list ● Assessment of patient management problem
VII	10	<p>Describe organization of emergency & 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>Nursing management of patient in Emergency & Disaster situations</p> <p>Disaster Nursing :</p> <ul style="list-style-type: none"> ● Concepts & principles of Disaster Nursing ● Causes and Types of Disaster : Natural and Man-made <ul style="list-style-type: none"> ○ Earthquakes, Floods, Epidemics, Cyclones ○ Fire, Explosion, Accidents ○ Violence, Terrorism; bio-chemical, War ● Policies related to emergency/disaster management; International, national, state, institutional ● Disaster preparedness: <ul style="list-style-type: none"> ● Team, Guidelines, protocols, Equipments, Resources ● Coordination and involvement of; Community, various govt. departments, non-govt. organizations & International agencies ● Role of nurse: working ● Legal Aspects of Disaster Nursing ● Impact on Health and after effects; Post Traumatic Stress Disorder ● Rehabilitation; physical, psycho-social, financial, relocation <p>Emergency Nursing</p> <ul style="list-style-type: none"> ● Concept, priorities, principles & scope of emergency nursing ● Organization of emergency services: physical setup, staffing, equipment and supplies, protocols, Concepts of triage & role of triage nurse

			<ul style="list-style-type: none"> • Coordination & involvement of different departments & facilities • Nursing Assessment- History and Physical assessment • Etiology, Pathophysiology , clinical manifestations, diagnosis, treatment modalities and medical & Surgical nursing management of patient with medical & surgical Emergency • Principles of emergency management • Common Emergencies; • Respiratory Emergencies • Cardiac Emergencies • Shock & Hemorrhage • Pain • Poly-Trauma, road accidents, crush injuries, wound • Bites • Poisoning; Food, Gas, Drugs & chemical poisoning • Seizures • Thermal Emergencies • Heat stroke & Cold injuries • Pediatric Emergencies • Psychiatric Emergencies • Obstetrical Emergencies • Violence, Abuse, Sexual assault • Cardio Pulmonary Resuscitation • Crisis Intervention • Role of the nurse; Communication & Inter personal Relations • Medico-Legal Aspects; <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using Charts, graphs • Models, films, slides • Demonstration • Practice session • Case discussions/ Seminar • Health education • Supervised clinical practice • Disaster management Drills • Drug book/ presentation • Assessment of skills with check list • Assessment of patient management problem
VIII	10	<p>Explain the concept and problems of aging</p> <p>Describe nursing care of the elderly</p>	<p>Nursing care of the elderly</p> <ul style="list-style-type: none"> • Nursing Assessment – History & Physical assessment • Ageing; • Demography; Myths and realities • Concepts & theories of ageing • Cognitive Aspects of Ageing • Normal biological ageing • Age related body systems changes • Psychosocial Aspects of Ageing

			<ul style="list-style-type: none"> • Medications and elderly • Stress & coping in older adults • Common Health Problems & Nursing Management; • Cardiovascular, Respiratory, Musculoskeletal, • Endocrine, genitor-urinary, gastrointestinal • Neurological, Skin and other Sensory organs <ul style="list-style-type: none"> ○ Psychosocial and Sexual ○ Abuse of elderly • Role of nurse for care of elderly: ambulation, nutritional, communicational, psychosocial & spiritual • Role of nurse for caregivers of elderly • Role of family and formal and non formal caregivers • Use of aids & prosthesis (hearing aids, dentures, • Legal & Ethical Issues • Provisions & Programmes for elderly; privileges, Community Programs and health services; • Home & institutional care <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using Charts, graphs • Models, films, slides • Demonstration • Practice session • Case discussions/ Seminar • Health education • Supervised clinical practice • Drug book/ presentation • Visit to old age home • Assessment of skills with check list • Assessment of patient management problem
IX	10	<p>Describe organization of critical care units</p> <p>Describe the role of nurse in management of patients critical care units</p>	<p>Nursing management of patient in critical care units</p> <ul style="list-style-type: none"> • Nursing Assessment –History & Physical assessment • Classification • Principles of critical care nursing • Organization; Physical setup, Policies, staffing norms, • Protocols, equipment and supplies • Special equipments; ventilators, cardiac monitors, defibrillators, • Resuscitation equipments • Infection Control Protocols • Nursing management of critically ill patient; • Monitoring of critically ill patient • CPR-Advance Cardiac Life support • Treatments & procedures • Transitional care • Ethical & Legal Aspects • Communication with patient and family • Intensive care records • Crisis Intervention • Death & Dying-coping with

			<ul style="list-style-type: none"> • Drugs used in critical care unit <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> • Lecture Discussion • Explain using Charts, graphs • Models, films, slides • Demonstration • Role plays • Counseling • Practice session • Case discussions/ Seminar • Health education • Supervised clinical practice • Drug book/ presentation • Assessment of skills with check list • Assessment of patient management problem
X	9	Describe the etiology, pathophysiology, clinical manifestations, assessment, diagnostic measures & management of patients with occupational and industrial health disorder	<p>Nursing management of patients adults including elderly with Occupational and Industrial disorders</p> <ul style="list-style-type: none"> • Nursing Assessment –History & Physical assessment • Etiology, Pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & Surgical nursing management of occupational and industrial health disorders • Role of nurse <p>Special Therapies, alternative therapies Nursing procedures Drugs used in treatment of Occupational & Industrial disorders</p>

Recommended Books:

- ✚ Smeltzer – Brunner & Suddharth, Textbook of Medical Surgical Nursing, 2010, LWW
- ✚ Black – Medical Surgical Nursing,2009,Elsevier
- ✚ Nettina – Lippincott manual of Nursing Practice,2009, LWW
- ✚ Lewis – Medical Surgical Nursing,2008,Elsevier

Reference Books:

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

Medical Surgical Nursing – II Practical (Adult and Geriatrics) – II

Placement: Third Year

Time: Theory – 120 hrs

Practical – 270 hrs

Clinical Training – 430 hrs

Areas	Duration (in wks)	Objectives of Posting	Skills to be developed	Assignments	Assessment methods
ENT	1	<ul style="list-style-type: none"> • Provide care to patients with ENT disorders • Counsel and educate patient and families 	<ul style="list-style-type: none"> • Perform examination of ear, nose and throat • Assist with diagnostic procedures • Assist with therapeutic procedures • Instillation of drops • Perform/assist with irrigations • Apply ear bandage • Perform tracheostomy care • Teach patients & families 	<ul style="list-style-type: none"> • Provide care to 2-3 assigned patients • Nursing care plan -1 • Observation reports of OPD • Maintain drug book 	<ul style="list-style-type: none"> • Assess each skill with checklist • Assess performance with rating scale • Evaluation of observation report of OPD • Completion of activity record
Ophthalmology	1	<ul style="list-style-type: none"> • Provide care to patients with Eye disorders • Counsel and educate patient and families 	<ul style="list-style-type: none"> • Perform examination of eye • Assist with diagnostic procedures • Assist with therapeutic procedures • Perform/assist with irrigations • Apply eye bandage • Apply eye drops/ ointments • Assist with foreign body removal • Teach patients & families 	<ul style="list-style-type: none"> • 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"> • Assess each skill with checklist • Assess performance with rating scale • Evaluation of observation report of OPD /Eye bank • Completion of activity record
Neurology	2	<ul style="list-style-type: none"> • Provide care to patients with neurological disorders • Counsel and educate patient and families 	<ul style="list-style-type: none"> • Perform Neurological Examination • Use Glasgow coma scale • Assist with diagnostic procedures • Assist with therapeutic procedures • Teach patients & families • Participate in rehabilitation program 	<ul style="list-style-type: none"> • Provide care to assigned 2-3 patients with neurological disorders • Case study/ case presentation – 1 • Maintains drug book • Health Teaching-1 	<ul style="list-style-type: none"> • Assess each skill with checklist • Assess performance with rating scale • 3.Evaluation of case study & health teaching • Completion of activity record
Gynecology	1	<ul style="list-style-type: none"> • Provide care to patients with 	<ul style="list-style-type: none"> • Assist with gynecological • Examination 	<ul style="list-style-type: none"> • Provide care to 2-3 	<ul style="list-style-type: none"> • Assess each skill with

ward		<ul style="list-style-type: none"> gynecological disorders Counsel and educate patient and families 	<ul style="list-style-type: none"> Assist with diagnostic procedures Assist with therapeutic procedures Teach patients families Teaching self Breast Examination Assist with PAP smear collection 	<ul style="list-style-type: none"> assigned patients Nursing care plan -1 Maintain drug book 	<ul style="list-style-type: none"> checklist Assess performance with rating scale Evaluation of care plan Completion of activity record
Burns Unit	1	<ul style="list-style-type: none"> Provide care to patients with Burns Counsel and educate patient and families 	<ul style="list-style-type: none"> Assessment of the burns patient <ul style="list-style-type: none"> Percentage of burns Degree of burns Fluid & electrolyte replacement therapy <ul style="list-style-type: none"> Assess Calculate Replace Record intake/output Care of Burn wounds <ul style="list-style-type: none"> Bathing Dressing Perform active & passive exercises Practice medical & surgical asepsis Counsel & Teach patients and families Participate in rehabilitation program 	<ul style="list-style-type: none"> Provide care to 1-2 assigned patients Nursing care plan -1 Observation reports of Burns unit 	<ul style="list-style-type: none"> Assess each skill with checklist Assess performance with rating scale Evaluation of care plan and observation report Completion of activity record
Casualty/Emergency	1	<ul style="list-style-type: none"> Provide care to patients in emergency and disaster situation Counsel patient and families for grief and bereavement 	<ul style="list-style-type: none"> Practice "triage" Assist with assessment, examination, investigations & their interpretations, in emergency & disaster situations Assist in documentations Assist in legal procedures in emergency unit Participate in managing crowd Counsel patient & families in grief and bereavement 	<ul style="list-style-type: none"> Observation report of Emergency unit 	<ul style="list-style-type: none"> Assess performance with rating scale Evaluation of observation report Completion of activity record
Oncological Unit	1	<ul style="list-style-type: none"> Provide care to patients with Cancer Counsel and educate patient and families 	<ul style="list-style-type: none"> Screen for common cancers - TNM classification Assist with diagnostic procedures <ul style="list-style-type: none"> Biopsies Pap smear Bone-marrow aspiration Breast examination Assist with therapeutic 	<ul style="list-style-type: none"> Provide care to 2-3 assigned patients Nursing care plan -1 Observation report of cancer unit 	<ul style="list-style-type: none"> Assess each skill with checklist Assess performance with rating scale Evaluation of care plan and

			<p>procedures</p> <ul style="list-style-type: none"> • Participates in various modalities of treatment <ul style="list-style-type: none"> ○ Chemotherapy ○ Radiotherapy ○ Pain management ○ Stoma therapy ○ Hormonal therapy ○ Immuno therapy ○ Gene therapy ○ Alternative therapy • Participating palliative care • Counsel and teach patients families <ul style="list-style-type: none"> ○ Self Breast Examination ○ Warning signs • Participate in rehabilitation program 		<p>observation report</p> <ul style="list-style-type: none"> • Completion of activity record
Critical care unit	2	<ul style="list-style-type: none"> • Provide care to critically ill patients • Counsel patient and families for grief and bereavement 	<ul style="list-style-type: none"> • Monitoring of patients in ICU • Maintain flow sheet • Care of patient on ventilators • Perform Endotracheal suction • Demonstrates use of ventilators, cardiac monitors etc. • Collect specimens and interprets ABG analysis • Assist with arterial puncture • Maintain CVP line • Pulse oximetry • CPR – ALS • Defibrillators • Pace makers • Bag-mask ventilation • Emergency tray/trolley- Crash Cart • Administration of drugs <ul style="list-style-type: none"> ○ Infusion pump ○ Epidural ○ Intra thecal ○ Intra cardiac • Total parenteral therapy • Chest physiotherapy • Perform active & passive exercises • Counsel the patient and family in dealing with grieving and bereavement 	<ul style="list-style-type: none"> • Provide care to 1 assigned patient • Observation report of Critical care unit • Drugs book 	<ul style="list-style-type: none"> • Assess each skill with checklist • Assess performance with rating scale • Evaluation of observation report • Completion of activity record

Placement: Clinical Training

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			
Critical care unit /ICCU Casualty/Emergency	1			
Operation Theatre (Eye, ENT, Neuro)	2			

Scheme of University Examination for Medical Surgical Nursing

Theory

There shall be one theory paper of three hours duration carrying 75 marks. Distribution of type of questions and marks for Medical Surgical Nursing shall be as given under.

Distribution of Type of Questions and Marks for Medical Surgical Nursing- II,

Type of Questions	No. of Questions	Marks	Sub-total
Long Essay (LE)	2	10	20
Short Essay (SE)	7	5	35
Short Answer (SA)	10	2	20
Total Marks			75

Practical and Viva Voce

	Internal Assessment	University Examination	Total
Medical - Surgical Nursing- II	50	50	100

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

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

Child Health Nursing

Placement: Third Year

Time: Theory - 90 hours

Practical - 270 hours

Clinical Training - 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 Objective	Content and Teaching Learning Activities
I	15	<p>Explain the modern concept of child care & 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 & late childhood</p> <p>Describe the major functions and role of the pediatric nurse in caring for a hospitalized child.</p> <p>Describe the principles of child health nursing</p>	<p>Introduction</p> <p>Modern concepts of childcare</p> <ul style="list-style-type: none"> • Internationally accepted rights of the Child • National policy & legislations in relation to child health and welfare • National programmes related to child health and welfare • Agencies related to welfare services to the children • Changing trends in hospital care, preventive, promotive & curative aspects of child health • Child morbidity and mortality rates • Differences between an adult and child • Hospital environment for a sick child • Impact of hospitalization on the child and family • Grief and bereavement • The role of a Child health nurse in caring for a hospitalized child • Principles of pre and post operative care of infants and children • Child health nursing procedures <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Demonstration of common pediatric procedures • Assessment of skills with checklist
II	20	<p>Describe the Normal growth & development of children at different ages</p> <p>Identify the needs of children at different ages & provide parental guidance</p> <p>Identify the nutritional needs of children at different ages</p>	<p>The healthy child</p> <ul style="list-style-type: none"> • Principles of growth and development • Factors affecting growth & development • Growth and development from birth to adolescence • The needs of normal children through the stages of developmental and parental guidance • Nutritional needs of children & infants: breast feeding, exclusive breast feeding supplementary/artificial feeding and weaning,

		<p>and ways of meeting the needs</p> <p>Appreciate the role of play for normal & sick children</p> <p>Appreciate the preventive measures and strategies for children</p>	<ul style="list-style-type: none"> • Baby friendly hospital concept • Accidents: causes and prevention • Value of play and selection of play material • Preventive immunization, immunization programme and cold chain • Preventive pediatrics • Care of under five & under five clinics/well baby clinics <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Developmental study of infant and children • Observation on study of normal and sick child • Field visit to Anganwadi, child guidance clinic • Film show on breast feeding Clinical practice /field • Assessment of field visits and developmental study reports
III	15	<p>Provide care to normal & high risk neonates</p> <p>Perform neonatal resuscitation</p> <p>Recognize and manage common neonatal problems</p>	<p>Nursing care of a neonate</p> <ul style="list-style-type: none"> • Nursing care of a normal newborn/Essential newborn care • Neonatal resuscitation • Nursing management of a low birth weight baby • Kangaroo mother care • Nursing management of common neonatal disorders • Organization of neonatal unit • Identification & nursing management of common congenital malformations <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Workshop on neonatal resuscitation • Demonst-ration • Practice session • Clinical practice • Assessment of skills with checklist
IV	5	<p>Improving case management skills of healthcare staff,</p> <p>Improving family and community health practices</p>	<ul style="list-style-type: none"> • Integrated management of neonatal and childhood illnesses (IMNCI) • Organization of PICU
V	25	<p>Provide nursing care in common childhood diseases</p> <p>Identify measures to prevent common childhood diseases including immunization</p>	<p>Nursing management in common childhood diseases</p> <ul style="list-style-type: none"> • Nutritional deficiency disorders • Respiratory disorders and infections • Gastrointestinal infections, infestations and congenital disorders • Cardio vascular problem: congenital defects and rheumatic fever, rheumatic heart disease • Genitor-urinary disorders: acute glomerulo nephritis, Nephrotic syndrome, Wilms' tumor,

			<p>infection and congenital disorders</p> <ul style="list-style-type: none"> • Neurological infections and disorders: convulsions, epilepsy, meningitis, hydrocephalus, spinabifida • Hematological disorders : Anemia, thalassemia, ITP, Leukemia, hemophilia • Endocrine disorders: Juvenile Diabetes Mellitus • Orthopedic disorders :club feet, hip dislocation and fracture • Disorders of skin, eye, & ears • Common communicable diseases in children, their identification, nursing management in hospital and home and prevention • Child health emergencies: poisoning, foreign bodies, hemorrhage, burns & drowning • Endocrine System: Dwarfism, Gigantism, Acromegaly, Diabetes Insipidus, Cretinism, Goiter, Hypo & Hyper Thyroidism, Addison’s disease, Cushing syndrome. • Nursing care of infant and children with HIV/AIDS <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Demonst-ration • Practice session • Clinical practice
VI	10	<p>Manage the child with behavioral & social problems</p> <p>Identify the social & welfare services for challenged children</p>	<p>Management of behavioral & social problems in children</p> <ul style="list-style-type: none"> • Management of common behavioral disorders • Management of common psychiatric problems • Management of challenged children : Mentally, Physically, & socially challenged • Welfare services for challenged children in India • Child guidance clinics <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Field visits to child guidance clinics, school for mentally & physically, socially challenged • Assessment of field visits and study reports

Recommended Books:

- Kyle – Essentials of Pediatric Nursing, 2009, LWW
- Marlow – Textbook of Pediatric Nursing, 1996, Elsevier
- Hockenberry – Essentials of Pediatric Nursing, 2008, Elsevier
- Potts – Pediatric Nursing ,2007, Thomson Learning
- Bowden – Pediatric Nursing Procedure, 2009, LWW

Reference Books:

- Hockenberry – Wong's Nursing Care of the Infants & Children, 2007, Elsevier
- Ricci – Maternal & pediatric nursing, 2009, LWW
- Hatfield – Broadribb's Introductory Pediatric Nursing, 2007, LWW
- Lakshmana's – Clinical Pediatrics, Lakshmana Publications
- Bowden – Children and Their Families ,2010, LWW
- Nelson – Textbook of Pediatrics, 2007, Elsevier.
- Ghai – Essentials of Pediatrics ,2009, CBS
- Avery's Neonatology, 2006, LWW
- Fleisher – Pediatric emergency Medicine, 2006.
- Achar's Textbook of Pediatrics, 2009, Orient Black Swan.
- Rimple Sharma I and II Edition- JP Publications
- OP Ghai-7th edition-CBS Publication
- Manoj Yadav – I Edition- PV Publications

Child Health Nursing – Practical

Placement: Third Year

Time: 270 hours (9 Weeks)

Fourth Year

Clinical Training: 145 hours (3 Weeks)

Areas	Duration (in weeks)	Objectives	Skills	Assignments	Assessment Methods
Paediatric Medicine ward	3	<ul style="list-style-type: none"> • Provide nursing care to children with various medical disorders • Counsel and educate parents 	<ul style="list-style-type: none"> • Taking pediatric History • Physical examination and assessment of children • Administer of oral, I/M & IV medicine/fluids • Calculation of fluid requirements • Prepare different strengths of I.V. fluids • Apply restraints • Administer O₂ inhalation by different methods • Give baby bath Feed children by Katori spoon, etc. • Collect specimens for common investigations • Assist with common diagnostic procedures • Teach mothers/parents <ul style="list-style-type: none"> ○ Malnutrition ○ Oral rehydration therapy ○ Feeding & Weaning ○ Immunization schedule ○ Play therapy ○ Specific Disease conditions 	<ul style="list-style-type: none"> • Give care to three assigned pediatric patients • Nursing Care Plan – 1 • Case study/presentations-1 • Health Talk -1 	<ul style="list-style-type: none"> • Assess clinical performance with rating scale • Assess each skill with checklist OSCE/ OSPE • Evaluation of case study/presentation & Health education session • Completion of activity record
Paediatric Surgery Ward	3	<ul style="list-style-type: none"> • Recognize different pediatric surgical conditions/ malformations • Provide pre and post operative care to children with common pediatric 	<ul style="list-style-type: none"> • Calculate, prepare and administer I/V fluids • Do bowel wash • Care for ostomies : <ul style="list-style-type: none"> ○ Colostomy irrigation ○ Ureterostomy ○ Gastrostomy ○ Enterostomy • Urinary catheterization and drainage • Feeding <ul style="list-style-type: none"> ○ Naso-gastric ○ Gastrostomy 	<ul style="list-style-type: none"> • Give care to three assigned pediatric surgical patients • Nursing Care Plan – 1 • Case study/presentation-1 	<ul style="list-style-type: none"> • Assess clinical performance with rating scale • Assess each skill with checklist OSCE/ OSPE • Evaluation of case study/presentation • Completion of activity record

		<ul style="list-style-type: none"> surgical conditions/ malformation • Counsel and educate parents 	<ul style="list-style-type: none"> ○ Jejunostomy • Care of surgical wounds <ul style="list-style-type: none"> ○ Dressing ○ Suture removal 		
Pediatric OPD/ Immunization room	1+1	<ul style="list-style-type: none"> • Perform assessment of children: Health, Developmental and Anthropometric • Perform Immunization • Give Health Education /Nutritional Education 	<ul style="list-style-type: none"> • Assessment of children <ul style="list-style-type: none"> ○ Health assessment ○ Developmental assessment ○ Anthropometric assessment • Immunization • Health/Nutritional Education 	<ul style="list-style-type: none"> • Developmental study -1 	<ul style="list-style-type: none"> • Assess clinical performance with rating scale • Completion of activity record
Pediatric medicine and surgery ICU	1+1	<ul style="list-style-type: none"> • Provide nursing care to critically ill children 	<ul style="list-style-type: none"> • Care of a baby in incubator/warmer • Care of a child on ventilator • Endotracheal suction • Chest physiotherapy • Administer fluids with infusion pump • Total parenteral nutrition • Phototherapy • Monitoring of babies • Cardio Pulmonary resuscitation 	<ul style="list-style-type: none"> • Nursing care plan 1 • Observation report 1 	<ul style="list-style-type: none"> • Assess clinical performance with rating scale • Completion of activity record • Evaluation of observation report

Clinical Training

Areas	Duration (in weeks)	Objective	Skills	Assessment Methods
Pediatric medicine ward/ICU	1	<ul style="list-style-type: none"> • Provide comprehensive care to children with medical conditions 	<ul style="list-style-type: none"> • Integrated Practice 	<ul style="list-style-type: none"> • Assess clinical performance with rating scale
Pediatric Surgery ward/ICU	1	<ul style="list-style-type: none"> • Provide comprehensive care to children with surgical conditions 	<ul style="list-style-type: none"> • Integrated Practice 	<ul style="list-style-type: none"> • Assess clinical performance with rating scale
NICU	1	<ul style="list-style-type: none"> • Provide intensive care to neonates 	<ul style="list-style-type: none"> • Integrated Practice 	<ul style="list-style-type: none"> • Assess clinical performance with rating scale

Scheme of University Examination for Child Health Nursing

Theory

There shall be one theory paper of three hours duration carrying 75 marks. Distribution of type of questions and marks for Child Health Nursing shall be as given under.

Distribution of Type of Questions and Marks for Child Health Nursing

Type of Questions	No. of Questions	Marks	Sub-total
Long Essay (LE)	2	10	20
Short Essay (SE)	7	5	35
Short Answer (SA)	10	2	20
Total Marks			75

Practical and Viva Voce

	Internal Assessment	University Examination	Total
. Child Health Nursing	50	50	100

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

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

Mental Health Nursing

Placement: Third Year

Time: Theory - 90 hours

Practical - 270 hours

Clinical Training - 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 Objective	Content and Teaching Learning Activities
I	5	<p>Describes the historical development & 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>Discusses the scope of mental health nursing</p> <p>Describe the concept of normal & abnormal behaviour</p>	<p>Introduction</p> <ul style="list-style-type: none"> • Perspectives of Mental Health and Mental Health nursing : evolution of mental health services, treatments and nursing practices, • Prevalence and incidence of mental health problems and disorders • Mental Health Act • National Mental health policy v/s National health policy • National Mental health programme • Mental Health team • Nature and scope of mental health nursing • Role and functions of mental health nurse in various settings and factors affecting the level of nursing practice • Concepts of normal and abnormal behaviour <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture discussion • Assessment of field visits reports
II	5	<p>Defines the various terms used in mental health nursing</p> <p>Explains the classification of mental disorders</p> <p>Explain psycho dynamics of maladaptive behaviour</p> <p>Discuss the etiological factors,</p>	<p>Principles and Concepts of Mental Health Nursing</p> <ul style="list-style-type: none"> • Definition: mental health nursing and terminology used • Classification of mental disorders : ICD • Review of personality development, defense mechanisms • Maladaptive behaviour of individuals and groups: stress, crisis and disaster(s) • Etiology: bio-psycho-social factors • Psychopathology of mental disorders: review of structure & function of brain, limbic system and abnormal neuro transmission • Principles of Mental health Nursing

		<p>psychopathology of mental disorders</p> <p>Describe the conceptual models of mental health nursing</p> <p>Explain the principles & standards of Mental Health Nursing</p>	<ul style="list-style-type: none"> ● Conceptual models and the role of nurse: <ul style="list-style-type: none"> ○ Existential Model ○ Psycho-analytical models ○ Behavioural model ○ Interpersonal model <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> ● Lecture discussion ● Explain using charts ● Review of personality development
III	8	<p>Describe nature, purpose & process of assessment of mental health status</p>	<p>Assessment of mental health status</p> <ul style="list-style-type: none"> ● History taking ● Mental status examination ● Mini mental status examination ● Neurological examination : review ● Investigations : Related Blood chemistry, EEG, CT & MRI ● Psychological tests Role and responsibilities of nurse ● Documentation <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> ● Lecture discussion ● Demonstration ● Practice session ● Clinical practice ● Assessment of skills with checklist
IV	6	<p>Identify therapeutic communication techniques</p> <p>Describe therapeutic relationship</p> <p>Describe therapeutic impasse and its intervention</p>	<p>Therapeutic communication and nurse-patient relationship</p> <ul style="list-style-type: none"> ● Therapeutic communication: types, techniques, characteristics ● Types of relationship, ● Ethics and responsibilities ● Elements of nurse patient contract ● Review of technique of IPR-Johari Window ● Goals, phases, tasks, therapeutic techniques ● Therapeutic impasse and its intervention <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> ● Lecture discussion ● Demonstration ● Role play ● Process recording
V	14	<p>Explain treatment modalities & therapies used in mental disorders and role of the nurse</p>	<p>Treatment modalities and therapies used in mental disorders</p> <ul style="list-style-type: none"> ● Psycho Pharmacology ● Psychological therapies: Therapeutic community, psycho therapy-individual: psycho-analytical, cognitive & supportive, Family, Group, behavioral. Play, Psycho-drama, Music, Dance, Recreational & Light

			<p>therapy, Relaxation therapies : Yoga, Meditation, bio feedback</p> <ul style="list-style-type: none"> • Alternative systems of medicine • Occupational therapy • Physical Therapy: electro convulsive therapy • Geriatric considerations • Role of nurse in above therapies • Techniques of Counseling <p><i>Teaching Learning Activities</i></p> <ul style="list-style-type: none"> • Lecture discussion • Demonstration • Group work • Practice session • Clinical practice
VI	5	Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria & management of patients with Schizophrenia, and other psychotic disorders	<p>Nursing management of patient with Schizophrenia, and other psychotic disorders</p> <ul style="list-style-type: none"> • Classification: ICD • Etiology, psycho-pathology, types, clinical manifestations, diagnosis • Nursing Assessment - History, Physical & mental assessment • Treatment modalities and nursing management of patients with Schizophrenia & other psychotic disorders • Geriatric considerations • Follow up and home care and rehabilitation <p><i>Teaching Learning Activities</i></p> <ul style="list-style-type: none"> • Lecture discussion • Case discussion • Case presentation • Clinical practice • Assessment of patient management problems
VII	5	Describe the etiology psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with mood disorders	<p>Nursing management of patient with mood disorders</p> <ul style="list-style-type: none"> • Mood disorders: Bipolar affective disorder, Mania depression & dysthymia etc • Etiology, psycho-pathology, clinical manifestations, diagnosis, • Nursing Assessment –History, Physical and mental assessment • Treatment modalities and nursing management of patients with mood disorders • Geriatric considerations • Follow-up and home care and rehabilitation <p><i>Teaching Learning Activities</i></p> <ul style="list-style-type: none"> • Lecture discussion

			<ul style="list-style-type: none"> • Case discussion • Case presentation • Clinical practice • Assessment of patient management problems
VIII	8	Describe the etiology , psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders	<p>Nursing management of patient with neurotic, stress related and somatization disorders</p> <ul style="list-style-type: none"> • Anxiety disorder, Phobias, Dissociation and Conversion disorder, Obsessive compulsive disorder, somatoform disorders, Post traumatic stress disorder • Etiology, psycho-pathology, clinical manifestations, diagnosis • Nursing Assessment-History, Physical & mental assessment • Treatment modalities and nursing management of patients with neurotic, stress related and somatization disorders • Geriatric considerations • Follow-up and home care and rehabilitation <p><i>Teaching Learning Activities</i></p> <ul style="list-style-type: none"> • Lecture discussion • Case discussion • Case presentation • Clinical practice • Assessment of patient management problems
IX	5	Describe the etiology psychopathology, clinical manifestations, diagnostic criteria and management of patients with substance use disorders	<p>Nursing management of patient with substance use disorders</p> <ul style="list-style-type: none"> • Commonly used psychotropic substance: Classification, forms, routes, action, intoxication & withdrawal • Etiology of dependence: tolerance, psychological and physical dependence, withdrawal syndrome, diagnosis, • Nursing Assessment - History, Physical, mental assessment and drug assay • Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction) & nursing management of patients with substance use disorders • Geriatric considerations • Follow-up and home care and rehabilitation <p><i>Teaching Learning Activities</i></p> <ul style="list-style-type: none"> • Lecture discussion • Case discussion • Case presentation • Clinical practice • Assessment of patient management problems

<p>X</p>	<p>4</p>	<p>Describe the etiology psycho-pathology, clinical manifestations, diagnostic criteria and management of patients with personality, Sexual & Eating disorders</p>	<p>Nursing management of patient with Personality, Sexual & Eating disorders</p> <ul style="list-style-type: none"> • Classification of disorders • Etiology, psycho-pathology, characteristics, diagnosis, • Nursing assessment-History, Physical and mental assessment • Treatment modalities and nursing management of patients with Personality, Sexual & Eating disorders • Geriatric considerations • Follow-up and home care and rehabilitation <p><i>Teaching Learning Activities</i></p> <ul style="list-style-type: none"> • Lecture discussion • Case discussion • Case presentation • Clinical practice • Assessment of patient management problems
<p>XI</p>	<p>6</p>	<p>Describe the etiology psycho-pathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency</p>	<p>Nursing management of child-hood and adolescent disorders including mental deficiency</p> <ul style="list-style-type: none"> • Classification • Etiology, psycho-pathology, characteristics, diagnosis, Nursing assessment-History, Physical, mental and IQ assessment • Treatment modalities and nursing management of childhood disorders including mental deficiency • Follow-up and home care and rehabilitation <p><i>Teaching Learning Activities</i></p> <ul style="list-style-type: none"> • Lecture discussion • Case discussion • Case presentation • Clinical practice • Assessment of patient management problems
<p>XII</p>	<p>5</p>	<p>Describe the etiology, psycho-pathology, clinical manifestations, diagnostic criteria and management of organic brain disorders</p>	<p>Nursing management of organic brain disorders</p> <ul style="list-style-type: none"> • Classification: ICD • Etiology, psycho-pathology, clinical features, diagnosis, and Differential diagnosis (Parkinson's and Alzheimer's) • Nursing assessment-History, Physical, mental and neurological assessment • Treatment modalities and nursing management of organic brain disorders • Geriatric considerations • Follow-up and home care and rehabilitation <p><i>Teaching Learning Activities</i></p> <ul style="list-style-type: none"> • Lecture discussion

			<ul style="list-style-type: none"> • Case discussion • Case presentation • Clinical practice • Assessment of patient management problems
XIII	6	Identify psychiatric emergencies and carry out crisis intervention	<p>Psychiatric emergencies and crisis intervention</p> <ul style="list-style-type: none"> • Types of psychiatric emergencies and their management • Stress adaptation Model: stress and stressor, coping, resources and mechanism • Grief: theories of grieving process, principles, techniques of counseling • Types of crisis • Crisis Intervention: Principles, Techniques and Process • Geriatric considerations • Role and responsibilities of nurse <p><i>Teaching Learning Activities</i></p> <ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice session • Clinical practice
XIV	4	Explain legal aspects applied in mental health settings and role of the nurse	<p>Legal issued in Mental Health Nursing</p> <ul style="list-style-type: none"> • The Mental Health Act 1987: Act, sections, Articles & their implications etc. • Indian Lunacy Act 1912 • Rights of mentally ill clients • Forensic psychiatry • Acts related to narcotic and psychotropic substances and illegal drug trafficking • Admission and discharge procedures • Role and responsibilities of nurse <p><i>Teaching Learning Activities</i></p> <ul style="list-style-type: none"> • Lecture discussion • Case discussion
XV	4	Describe the model of preventive psychiatry Describes Community Mental health services & role of the nurse	<p>Community Mental Health Nursing</p> <ul style="list-style-type: none"> • Development of Community Mental Health Services: • National Mental Health Programme • Institutionalization Versus Deinstitutionalization • Model of Preventive Psychiatry: Levels of Prevention • Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and Role of nurse • Mental Health Agencies: Government and voluntary, National and International

			<ul style="list-style-type: none"> • Mental health nursing issues for special populations: Children, Adolescence, Women, Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc. <p><i>Teaching Learning Activities</i></p> <ul style="list-style-type: none"> • Lecture discussion • Clinical/ field practice • Field visits to mental health service agencies • Assessment of field reports
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Recommended Books:

1. Townsend – Psychiatric Mental Health Nursing,2007.F.A.Davis
2. Shives – Basic Concepts in Psychiatric Mental Health Nursing,2007,LWW
3. Stuart – Principles & Practice of Psychiatric Nursing,2008,Elsevier
4. Sreevani – Psychiatric Mental Health Nursing,2008,Jaypee

Reference Books:

1. Boyd – Psychiatric Nursing,2007,LWW
2. Ahuja – Psychiatry – 2008,Jaypee
3. Kaplan – Kaplan & Sadock’s Synopsis of Psychiatry,2007,LWW
4. Kaplan – Kaplan & Sadock Concise Textbook of Clinical Psychiatry,2008,LWW
5. Lalitha - Psychiatric Mental Health Nursing ,VMG Publishers
6. Kaplan – Kaplan & Sadock Handbook of Clinical Psychiatry,2010,LWW
7. Schltz – Lippincott’s Manual of Psychiatric Nursing Care Plans,2009,LWW

Mental Health Nursing – Practical

Placement: Third Year

Time: Practical - 270 hours (9 Weeks)

Fourth Year

Clinical Training - 95 hours (2 Weeks)

Areas	Duration (in week)	Objectives	Skills	Assignments	Assessment Methods
Psychiatric OPD	1	<ul style="list-style-type: none"> Assess patients with mental health problems Observe & assist in therapies Counsel & educate patient, & families 	<ul style="list-style-type: none"> History taking Perform mental status examination (MSE) Assist in Psychometric assessment Perform Neurological examination Observe and assist in therapies Teach patients and family members 	<ul style="list-style-type: none"> History taking and mental status examination – 2 Health education - 1 Observation report of OPD 	<ul style="list-style-type: none"> Assess performance with rating scale Assess each skill with checklist Evaluation of health education Assessment of observation report Completion of activity record
Child Guidance clinic	1	<ul style="list-style-type: none"> Assessment of children with various mental health problems Counsel and educate children, families & significant others 	<ul style="list-style-type: none"> History taking Assist in psychometric assessment Observe and assist in various therapies Teach family and significant others 	<ul style="list-style-type: none"> Case work – 1 Observation report of different therapies - 1 	<ul style="list-style-type: none"> Assess performance with rating scale Assess each skill with checklist Evaluation of the observation report
Inpatient ward	6	<ul style="list-style-type: none"> Assess patients with mental health problems To provide nursing care for patients with various mental health problems Assist in various therapies Counsel & educate patients, families & significant others 	<ul style="list-style-type: none"> History taking Perform mental status examination (MSE) Perform Neurological examination Assist in psychometric assessment Record therapeutic communication Administer medications Assist in Electro-convulsive therapy (ECT) Participate in all therapies 	<ul style="list-style-type: none"> Give care to 2-3 patients with various mental disorders Case study- 1 Care plan-2 Clinical Presentation – 1 Process recording 2 Maintain drug book 	<ul style="list-style-type: none"> Assess performance with rating scale Assess each skill with checklist Evaluation of the case study, care plan, clinical presentation, process recording Completion of activity record

			<ul style="list-style-type: none"> • Prepare patients for Activities of Daily living (ADL) • Conduct admission and discharge counseling • Counsel and teach patients and families 		
Community Psychiatry	1	<ul style="list-style-type: none"> • 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"> • Conduct case work • Identify individuals with mental health problems • Assists in mental health camps and clinics • Counsel and Teach family members, patients and community 	<ul style="list-style-type: none"> • Case work – 1 • Observation report on field visits 	<ul style="list-style-type: none"> • Assess performance with rating scale • Evaluation of case work and observation report • Completion of activity record

Clinical Training

Area	Duration	Objective	Skills	Assessment Methods
Psychiatry ward	2 weeks	Provide comprehensive care to patients with mental health problems	<ul style="list-style-type: none"> • Integrated Practice 	<ul style="list-style-type: none"> • Assess clinical performance with rating scale

Scheme of University Examination for Mental Health Nursing

Theory

There shall be one theory paper of three hours duration carrying 75 marks. Distribution of type of questions and marks for Mental Health Nursing shall be as given under.

Distribution of Type of Questions and Marks for Mental Health Nursing

Type of Questions	No. of Questions	Marks	Sub-total
Long Essay (LE)	2	10	20
Short Essay (SE)	7	5	50
Short Answer (SA)	10	2	20
Total Marks			75

Practical and Viva Voce

	Internal Assessment	University Examination	Total
Mental Health Nursing	50	50	100

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

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

Nursing Research and Statistics

Placement: Third Year

Time: Theory – 45 Hours

Clinical Training
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	Contents and Teaching Learning Activity
I	6	Describe the concept of research, terms, need and areas of research in Nursing Explain the steps of research process	Research and Research Process * Introduction and need for Nursing research * Definition of Research & nursing research * Steps of scientific method * Characteristics of good research * Steps of Research process-overview * Ethics in research, Evidenced based practice Teaching Learning Activity * Lecture discussion * Narrate steps of research process followed from examples of published studies
II	2	Identify and state the research problem and objectives	Research problem / question * Identification of problem area * Problem statement * Criteria of a good research problem * Writing objectives Teaching Learning Activity * Lecture discussion * Exercise on writing statement of problem and objectives
III	2	Review the related literature	Review of Literature * Location * Sources * Online search; CINHAL, COCHRANE etc * Purposes * Method of review Teaching Learning Activity * Lecture discussion * Exercise on reviewing one research report/article for a selected research problem * Prepare annotated bibliography

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

VIII	4	Communicate and utilize the research findings	<p>Communication and Utilization of Research</p> <ul style="list-style-type: none"> * Communication of Research findings <ul style="list-style-type: none"> o Verbal report o Writing research report o Writing scientific article/paper - Critical review of published research - Utilization of research findings <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture discussion * Read / presentations of a sample published / unpublished research report * Writing group research project
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Nursing Research and Statistics

Nursing Research & Statistics –should be of 75 marks.

Table 9 – B: Distribution of Type of Questions and Marks for Nursing Research & Statistics (75 marks)

Type of Questions	No. of Questions	Marks	Sub-total
Long Essay (LE)	2	10	10
Short Essay (SE)	7	5	35
Short Answer (SA)	10	2	20
Total Marks			75

No Practical examination.

Recommended Books:

1. Polit – Nursing Research ,2007,LWW
2. Polit – Essentials of Nursing Research ,2009,LWW
3. Basvanthappa – Nursing Research, Jaypee Publications

Reference Books:

1. Kothari –Research Methodology, 2007, Newage Publishers
2. Jagadeesh – Bio Medical Research, 2009,
3. Wolters Kluwer, Macnee – Understanding Nursing Research, 2007, LWW
4. Burns – Practice of Nursing Research, 2009, Elsevier
5. Plitcha – Statistics for Nursing & allied Health Sciences,
6. Lippincott. Munro – Statistical Method for Health care Research, 2006
7. Stubert – Qualitative Research in nursing , 2010, LWW

Midwifery and Obstetrical Nursing

Placement: Fourth Year

Time: Theory - 90 hours

Practical - 360 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 Objective	Content and Teaching Learning Activities
I	4	Recognize the trends & issues in midwifery and obstetrical nursing	<p>Introduction to midwifery and obstetrical Nursing</p> <ul style="list-style-type: none"> • Introduction to concepts of midwifery and obstetrical Nursing • Scope of Midwifery • Trends in midwifery and obstetrical nursing <ul style="list-style-type: none"> ○ Historical perspectives and current trends ○ Legal and ethical aspects ○ Pre-conception care and preparing for parenthood ○ Role of nurse in midwifery and obstetrical care ○ National policy and legislation in relation to maternal health & welfare ○ Maternal, morbidity, mortality and fertility rates ○ Perinatal, morbidity and mortality rates <p><i>Teaching Learning Activities</i></p> <ul style="list-style-type: none"> • Lecture discussion • Explain using Charts and graphs
II	8	Describe the anatomy & physiology of female reproductive system	<p>Review of anatomy & physiology of female reproductive system and fetal development</p> <ul style="list-style-type: none"> • Female pelvis- general description of the bones joints, ligaments, planes of the pelvis diameters of the true pelvis, important landmarks, variations in pelvis shape • Female organs of reproduction - external genitalia, internal genital organs and their anatomical relations, musculature – blood supply, nerves, lymphatics, pelvic cellular tissue, pelvic peritoneum • Physiology of menstrual cycle • Human sexuality • Fetal development <ul style="list-style-type: none"> ○ Conception ○ Review of fertilization, implantation (embedding of the ovum), development of the embryo & placenta at term functions, abnormalities, the fetal sac, amniotic fluid, the umbilical chord, ○ Fetal circulation, fetal skull, bones, sutures and measurements

			<ul style="list-style-type: none"> • Review of Genetics <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture discussion • Review with Charts and models
III	8	Describe the diagnosis & management of women during antenatal period	<p>Assessment and management of pregnancy (antenatal)</p> <ul style="list-style-type: none"> • Normal pregnancy • Physiological changes during pregnancy <ul style="list-style-type: none"> ○ Reproductive system ○ Cardio vascular system ○ Respiratory system ○ Urinary system ○ Gastro intestinal system ○ Metabolic changes ○ Skeletal changes ○ Skin changes ○ Endocrine system ○ Psychological changes ○ Discomforts of pregnancy • Diagnosis of pregnancy <ul style="list-style-type: none"> ○ Signs ○ Differential diagnosis ○ Confirmatory tests • Ante-natal care <ul style="list-style-type: none"> ○ Objectives ○ Assessment <ul style="list-style-type: none"> - History and physical examination - Antenatal Examination - Signs of previous child-birth ○ Relationship of foetus to uterus and pelvis : Lie, Attitude, Presentation, Position ○ Per vaginal examination • Screening & assessment for high risk; • Risk approach • History and Physical Examination • Modalities of diagnosis; Invasive & Non-Invasive, ultrasonic, cardio tomography , NST, CST • Antenatal preparation <ul style="list-style-type: none"> ○ Antenatal counseling ○ Antenatal exercises ○ Diet ○ Substance use ○ Education for child-birth ○ Husband and families ○ Preparation for safe-confinement ○ Prevention from radiation • Psycho-social and cultural aspects of pregnancy <ul style="list-style-type: none"> ○ Adjustment to pregnancy ○ Unwed mother ○ Single parent

			<ul style="list-style-type: none"> ○ Teenage pregnancy ○ Sexual violence ● Adoption <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> ● Lecture Discussion ● Demonst-ration ● Case discussion/ presentation ● Health talk ● Practice session ● Counseling session ● Supervised Clinical practice ● Assessment of skills with checklist ● Assessment of patient management problems
IV	12	<p>Describe the physiology and stages of labor</p> <p>Describe the management of women during intra-natal period</p>	<p>Assessment and management of intra-natal period</p> <ul style="list-style-type: none"> ● Physiology of labour, mechanism of labour ● Management of labour <ul style="list-style-type: none"> ○ First stage <ul style="list-style-type: none"> - Signs and symptoms of onset of labour; normal & abnormal - Duration - Preparation of: <ul style="list-style-type: none"> ➤ Labour room ➤ Woman - Assessment & observation of women in labor ; partogram – maternal and fetal monitoring - Active management of labour, Induction of labour - Pain relief and comfort in labour ● Second stage <ul style="list-style-type: none"> ○ Signs and symptoms; normal & abnormal ○ Duration ○ Conduct of delivery ; principles and techniques ○ Episiotomy (only if required) ○ Receiving the new born <ul style="list-style-type: none"> - Neonatal resuscitation ; initial steps and subsequent resuscitation - Care of umbilical cord - Immediate assessment including screening for congenital anomalies - Identification - Bonding - Initiate feeding - Screening and transportation of the neonate ● Third stage <ul style="list-style-type: none"> ○ Signs and symptoms; normal & abnormal ○ Duration ○ Method of placental expulsion ○ Management; Principles and techniques ○ Examination of the placenta ○ Examination of perineum ● Maintaining records and reports

			<ul style="list-style-type: none"> • Fourth Stage <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Demonst-ration • Case discussion/ presentation • Simulated practice • Supervised Clinical practice • Assessment of skills with checklist • Assessment of patient management problems
V	4	<p>Describe the physiology of puerperium</p> <p>Describe the management of women during post-natal period</p>	<p>Assessment and management of women during post natal period</p> <ul style="list-style-type: none"> • Normal puerperium; Physiology Duration • Postnatal assessment and management <ul style="list-style-type: none"> ○ Promoting physical and emotional well-being ○ Lactation management ○ Immunization • Family dynamics after child-birth • Family welfare services; methods, counselling • Follow-up • Records and reports <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Demonstration • Health talk • Practice session • Supervised Clinical practice • Assessment of patient management problems • Assessment of skills with checklist
VI	6	<p>Describe the Identification and management of women with high risk pregnancy</p>	<p>Assessment and management of normal neonates</p> <ul style="list-style-type: none"> • Normal Neonate: <ul style="list-style-type: none"> ○ Physiological adaptation, ○ Initial & Daily assessment ○ Essential newborn care ; Thermal control, ○ Breast feeding, prevention of infections • Immunization • Minor disorders of newborn and its management • Levels of Neonatal care (level I, II, & III) • At primary, secondary and tertiary levels • Maintenance of Reports and Records <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Demonst-ration • Practice Session • Supervised Clinical practice

<p>VII</p>	<p>10</p>	<p>Describe the Identification and management of women with high risk pregnancy</p>	<p>High-risk pregnancy-assessment & management</p> <ul style="list-style-type: none"> • Screening and assessment <ul style="list-style-type: none"> ○ Ultrasonic, cardio tomography, NST, CST, non-invasive & invasive, ○ Newer modalities of diagnosis • High –risk approach • Levels of care; primary, secondary & tertiary levels • Disorders of pregnancy <ul style="list-style-type: none"> ○ Hyper-emesis gravidarum, bleeding in early pregnancy, abortion, ectopic ○ Pregnancy, vesicular mole, ○ Ante-partum hemorrhage • Uterine abnormality and displacement • Diseases complicating pregnancy <ul style="list-style-type: none"> ○ Medical and surgical conditions ○ Infections, RTI(STD), UTI, HIV, TORCH ○ Gynaecological diseases complicating pregnancy ○ Pregnancy induced hypertension & diabetes, Toxemia of pregnancy, hydramnios, ○ Rh incompatibility ○ Mental disorders • Adolescent pregnancy, Elderly primi and grand multipara • Multiple pregnancy • Abnormalities of placenta & cord • Intra-uterine growth-retarda-tion • Nursing management of mothers with high-risk pregnancy • Maintenance of Records and Report <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Demonstrate using video films, scan reports, photo graph etc • Case discussion/ presentation • Health talk • Practice Session • Supervised Clinical practice • Assessment of skills with checklist • Assessment of skills with checklist
<p>VIII</p>	<p>14</p>	<p>Describe management of abnormal labor And obstetrical emergencies</p>	<p>Abnormal Labour – assessment and management</p> <ul style="list-style-type: none"> • Disorders in labour <ul style="list-style-type: none"> ○ CPD and contracted pelvis ○ Malpositions and malpresentations ○ Premature labour, disorders of uterine actions-precipitate labour, prolonged labour ○ Complications of third stage: injuries to birth canal ○ Cervical Dystocia, EROM, Obstructed labor

			<ul style="list-style-type: none"> ○ Complications of III stage ○ Birth canal injuries, Retained Placenta, Inverted Uterus ● Obstetrical procedures and operations; <ul style="list-style-type: none"> ○ Presentation and prolapse of cord, Vasa praevia, amniotic fluid embolism, rupture of uterus, shoulder dystocia, obstetrical shock ● Obstetrical procedures and operations; <ul style="list-style-type: none"> ○ Induction of labour, forceps, vacuum version, manual removal of placenta, caesarean section, destructive operations ● Nursing management of women undergoing Obstetrical operations & procedures <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> ● Lecture Discussion ● Demonstration ● Case discussion/ presentation ● Practice Session ● Supervised Clinical practice ● Assessment of skills with checklist ● Assessment of patient management problems
IX	4	Describe management of post natal complications	<p>Abnormalities during Postnatal Periods</p> <ul style="list-style-type: none"> ● Assessment and management of women with postnatal complications <ul style="list-style-type: none"> ○ Puerperal infections, breast engorgement & infections, UTI, thromboEmbolic disorders, post-partum hemorrhage, Eclampsia & sub involution ○ Psychological complications: <ul style="list-style-type: none"> ✓ Post partum Blues ✓ Post partum Depression ✓ Post partum Psychosis
X	10	Identify the high risk neonates and their nursing management	<p>Assessment and management of High risk newborn</p> <ul style="list-style-type: none"> ● Admission of neonates in the neonatal intensive care units- protocols ● Nursing management of : ● Neonatal Jaundice <ul style="list-style-type: none"> ✓ Low birth weight babies ✓ Infections ✓ Respiratory problems ✓ Hemolytic disorders ✓ Birth injuries ✓ Malformations ● Monitoring of high risk neonates ● Feeding of high risk neonates ● Organization & management of neonatal intensive care units ● Infection control in neonatal intensive care units ● Maintenance of reports and records

<p>XI</p>	<p>4</p>	<p>Describe indication, dosage, action, side effects and nurses responsibilities in the administration of drugs used for mothers</p>	<p>Pharmaco-therapeutics in obstetrics</p> <ul style="list-style-type: none"> • Indication, dosage, action, contra indication & side effects of drugs • Effect of drugs on pregnancy, labour & puerperium, • Nursing responsibilities in the administration of drug in Obstetrics – Oxytocin, antihypertensive, diuretics, tocolytic agents, anticonvulsants; • Analgesics and anesthetics in obstetrics • Effects of maternal medication on fetus & neonate <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture discussion • Drug book • Drug presentation
<p>XII</p>	<p>6</p>	<p>Appreciate the importance of family welfare programme</p> <p>Describe the methods of contraception & role of nurse in family welfare programme</p>	<p>Family Welfare Programme</p> <ul style="list-style-type: none"> • Population trends and problems in India • Concepts, aims, importance & history of family welfare programme • National Population: dynamics, policy & education • National family welfare programme; RCH, ICDS, MCH Safe motherhood • Organization & administration at national, state, district, block and village levels • Methods of contraception; spacing, temporary & permanent, Emergency contraception • Infertility and its management • Counseling for family welfare • Latest research in contraception • Maintenance of vital statistics • Role of national, international & voluntary organizations • Role of a nurse in family welfare programme • Training/Supervision/Collabo-ration with other functionaries in community like ANMs, LHVs, Anganwadi workers, TBAs (Traditional birth attendant- Dai) <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> • Lecture Discussion • Demonstration • Practice session • Assessment of skills with checklist • Assessment of field visits and project reports

Recommended Books:

- ✚ Myle's Textbook for Midwives, 2008, Elsevier
- ✚ Reeder & Martin – Maternity Nursing, Lippincott

Reference Books:

- ✚ Orshan – Maternity Nursing ,2009,LWW
- ✚ Ricci – Essentials of maternity nursing, 2009, Lippincotts
- ✚ William's Obstetrics,2009,Mcgrahill
- ✚ Mudaliar – Clinical Obstetrics, Orient Black swan.
- ✚ Berek - Novak's Gynecology,2008,LWW
- ✚ Lowdermilk – Maternity Nursing,2008,Elsevier
- ✚ Dutta – Obstetrics ,NCBA
- ✚ Seshadri – Essentials of Gynaecology,2010,WK
- ✚ Lowdermilk , perry, Bobal – Nancy Coon – 6th Edition – Michael's Ledbetter

Midwifery and Obstetrical Nursing – Practical

Placement: Fourth Year

Time: Practical – 360 Hrs

Clinical Training - 240 hours

Areas	Duration (in week)	Objectives	Skills	Assignments	Assessment Methods
Antenatal clinic/ OPD	2	<ul style="list-style-type: none"> Assessment of pregnant women 	<ul style="list-style-type: none"> Antenatal history taking Physical examination Recording of Weight & B.P. Hb & Urine testing for sugar and albumin Antenatal examination- abdomen and breast Immunization Assessment of risk status Teaching antenatal mothers Maintenance of Antenatal records 	<ul style="list-style-type: none"> *Conduct Antenatal Examinations 30 Health talk – 1 Case book recordings 	<ul style="list-style-type: none"> Verification of findings of Antenatal examinations Completion of casebook recordings
Labour room O.T.	4	<ul style="list-style-type: none"> Assess women in labour Carry out per-vaginal examinations Conduct normal deliveries Perform episiotomy & suture it Resuscitate newborns Assist with Caesarean Sections, MTP and other surgical procedures 	<ul style="list-style-type: none"> Assessment of women in labour Pervaginal examinations & interpretation Monitoring & caring of woman in labour Maintenance of partograph Conduct normal delivery Newborn assessment & immediate care Resuscitation of newborns Assessment of risk status of newborn Episiotomy & suturing Maintenance of labour & birth records Arrange for & assist with Caesarean section and care for woman & baby during Caesarean Arrange for and assist with MTP and other surgical procedures 	<ul style="list-style-type: none"> * Conduct normal deliveries-20 * Pervaginal examinations - 5 * Perform & suture the episiotomies-5 Resuscitate newborns-5 * Assist with Caesarean sections-2 * Witness abnormal deliveries-5 Assist with MTP & other surgical procedures-1 Case book recordings 	<ul style="list-style-type: none"> Assessment of clinical performance with rating scale Assessment of each skill with checklists Completion of case book recordings
Post natal ward	4	<ul style="list-style-type: none"> Providing nursing care to post natal mother & baby Counsel & teach mother & family for 	<ul style="list-style-type: none"> Examination and assessment of mother and baby Identification of deviations Care of postnatal mother and baby Perineal care Lactation management Breast feeding 	<ul style="list-style-type: none"> * Give care to Post natal mothers - 20 Health talks – 1 Case study – Case presentation -1 	<ul style="list-style-type: none"> Assessment of clinical performance Assessment of each skill with checklists Completion

		parenthood	<ul style="list-style-type: none"> • Baby bath • Immunization, • Teaching postnatal mother: <ul style="list-style-type: none"> ○ Mother craft ○ Post natal care & ○ Exercises ○ Immunization 	<ul style="list-style-type: none"> • Case book recordings 	<ul style="list-style-type: none"> of case book recording • Evaluation of case study & presentation and health education sessions
Newborn nursery	2	<ul style="list-style-type: none"> • Provide nursing care to newborn at risk 	<ul style="list-style-type: none"> • Newborn assessment • Admission of neonates • Feeding of at risk neonates <ul style="list-style-type: none"> ○ Katori spoon, paladi, tube feeding, total parenteral nutrition • Thermal management of neonates-kangaroo mother care, care of baby in incubator • Monitoring and care of neonates • Administering medications • Intravenous therapy • Assisting with diagnostic procedure • Assisting with exchange transfusion • Care of baby on ventilator • Phototherapy • Infection control protocols in the nursery • Teaching & counselling of parents • Maintenance of neonatal records 	<ul style="list-style-type: none"> • Case study-1 • Observation study -1 	<ul style="list-style-type: none"> • Assessment of clinical performance • Assessment of each skill with checklists • Evaluation of and observation study
Family Planning clinic	Rotation from post natal ward 1 wk	<ul style="list-style-type: none"> • Counsel for and provide family welfare services 	<ul style="list-style-type: none"> • Counselling technique • Insertion of IUD • Teaching on use of family planning methods • Arrange for & Assist with family planning operations • Maintenance of records and reports 	<ul style="list-style-type: none"> • * IUD insertion -5 • Observation study -1 • Counselling -2 • Simulation exercise on recording & reporting - 1 	<ul style="list-style-type: none"> • Assessment of each skill with checklists • Evaluation of and observation study

*** Essential Requirements for registration as midwife**

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

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

Clinical Training Obstetrical Nursing

Clinical Training Duration - 5 weeks

Area	Duration (in weeks)	Objective	Skills	Assignment	Assessment Methods
Labour ward	2	<ul style="list-style-type: none"> Provide comprehensive care to mothers and neonates 	<ul style="list-style-type: none"> Integrated Practice 	<ul style="list-style-type: none"> Completion of other essential requirements Case book recordings 	<ul style="list-style-type: none"> Assess clinical performance with rating scale Completion of case book recordings
NICU	1				
Antenatal	2				

Scheme of University Examination for Midwifery and Obstetrical Nursing

Theory

There shall be one theory paper of three hours duration carrying 75 marks.

Distribution of type of questions and marks for Midwifery and Obstetrical Nursing shall be as given under.

Table 9(A): Distribution of Type of Questions and Marks for Midwifery and Obstetrical Nursing,

Type of Questions	No. of Questions	Marks	Sub-total
Long Essay (LE)	2	10	20
Short Essay (SE)	7	5	35
Short Answer (SA)	10	2	20
Total Marks			75

Practical and Viva Voce

	Internal Assessment	University Examination	Total
Midwifery and Obstetrical Nursing	50	50	100

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

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

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	Contents and Teaching Learning Activity
I	4	* Define Concepts, scope, principles and historical development of community health and community Health nursing	<p>Introduction</p> <ul style="list-style-type: none"> * Definition, concept and scope of Community Health and Community Health Nursing * Historical development of <ul style="list-style-type: none"> ○ Community Health ○ Community Health Nursing - Pre-independence - Post-independence <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture discussion
II	6	* Describe health plans, policies, various health committees and health problems in India	<p>Health planning and policies and problems</p> <ul style="list-style-type: none"> * National Health planning in India – 5 year plans * Various committees and commissions on health and family welfare <ul style="list-style-type: none"> ○ Central council for health and family welfare (CCH and FW) ○ National Health Policies (1983, 2002) ○ National Population policy ● Health problems in India <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture discussion * Panel discussion
III	15	<ul style="list-style-type: none"> * Describe the system of delivery of Community Health Services in Rural and Urban areas * List the functions of various levels and their staffing pattern * Explain the components of health services 	<p>Delivery of Community Health Services</p> <ul style="list-style-type: none"> * Planning, Budgeting and material management of SCs, PHC and CHC <p>Challenges of Health care delivery system</p> <ul style="list-style-type: none"> * Rural: Organization, staffing and functions of Rural Health Services provided by Govt. at : <ul style="list-style-type: none"> ○ Village ○ Sub centre ○ Primary Health Centre ○ Community Health Centre/Sub divisional ○ Hospitals ○ District ○ State ○ Centre * Urban: Organization, staffing and functions of urban health services provided by Govt. at :

		<p>* Describe alternative system of health promotion and health maintenance</p> <p>* Describe the chain of referral system</p>	<ul style="list-style-type: none"> ○ Slums ○ Dispensaries ○ Maternal and child health centres ○ Special clinics ○ Hospitals ○ Corporation/Municipality/Board <p>* Components of Health Services</p> <ul style="list-style-type: none"> ○ Environmental sanitation ○ Health Education ○ Vital statistics ○ MCH – Antenatal, Natal, Postnatal, MTP act, female foeticide act, child adaptation act. ○ Family welfare] ○ National Health programmes ○ School Health Services ○ Occupational Health ○ Defense services ○ Institutional services <p>* Systems of medicine and health care</p> <ul style="list-style-type: none"> ○ Allopathy ○ Indian system of medicine and Homeopathy ○ Alternative health care systems like yoga, meditation, social and spiritual healing etc <p>* Referral system</p> <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture discussion * Visits to various health delivery systems * Supervised field practice * Panel discussion
<p>IV</p>	<p>24</p>	<p>* Describe Community Health Nursing approaches and concepts</p> <p>* Describe the roles and responsibility of Community Health Nursing Personnel</p>	<p>Community Health Nursing approaches, concepts and roles and responsibilities of Nursing Personnel</p> <p>* Approaches</p> <ul style="list-style-type: none"> ○ Nursing Theories and Nursing process ○ Epidemiological approach ○ Problem solving approach ○ Evidence based approach ○ Empowering people to care for themselves <p>* Concepts of Primary Health Care:</p> <ul style="list-style-type: none"> ○ Equitable distribution ○ Community participation ○ Focus on prevention ○ Use of appropriate technology ○ Multi-sectoral approach <p>* Roles and responsibilities of Community Health Nursing personnel in</p> <ul style="list-style-type: none"> ○ Family Health services ○ Information education communication (IEC) ○ Management information system (MIS): Maintenance of records and reports ○ Training and supervision of various categories of health workers ○ National Health programmes

			<ul style="list-style-type: none"> ○ Environmental sanitation ○ Maternal and child health and family welfare ○ Treatment of minor ailments ○ School Health services ○ Occupational Health ○ Organization of clinics, camps: types, preparation, planning, conduct and evaluation ○ Waste management in the centre, clinics etc. <p>* Home visit: concept, principles, process techniques: bag technique home visit</p> <p>* Quantities of community health nurse</p> <p>* Job description of community Health Nursing personnel</p> <p>* Telemedicine</p> <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture discussion * Demonstration * Practice session * Supervised field practice * Participation in camps * Group Project
V	15	<p>* Describe and appreciate the activities of community health nurse in assisting individuals and groups to promote and maintain their health</p>	<p>Assisting individuals and groups to promote and maintain their health</p> <p>* Empowerment for self care of individuals, families and groups in –</p> <p>A. Assessment of self and family</p> <ul style="list-style-type: none"> ○ Monitoring growth and development - Mile stones - Weight measurement - Social development ○ Temperature and Blood pressure monitoring ○ Menstrual cycle ○ Breast self examination and testicles ○ Warning Signs of various diseases ○ Tests: Urine for sugar and albumin, blood sugar <p>B. Seek health services for</p> <ul style="list-style-type: none"> ○ Routine checkup ○ Immunization ○ Counseling ○ Diagnosis ○ Treatment ○ Follow up <p>C. Maintenance of health records for self and family</p> <p>D. Continue medical care and follow up in community for various diseases and disabilities</p> <p>E Carryout therapeutic procedures as prescribed / required for self and family</p>

			<p>F. Waste Management</p> <p>* Collection and disposal of waste at home and community</p> <p>G. Sensitize and handle social issues affecting health and development for self and family</p> <p>* Women Empowerment * Women and child abuse * Abuse of elders * Female Foeticide * Commercial sex workers * Food adulteration * Substance abuse</p> <p>H. Utilize community resources for self and family</p> <ul style="list-style-type: none"> ○ Trauma services ○ Old age homes ○ Orphanage ○ Homes for physically and mentally challenged individuals ○ Homes for destitute <p>Teaching Learning Activity</p> <p>* Lecture discussion * Demonstration * Practice session * Supervised field practice * Individual / group/family/ community health education</p>
VI	18	<p>* Describe national health and family welfare programmes and role of a nurse</p> <p>* Describe the various health schemes in India</p>	<p>National health and family welfare programmes and the role of a nurse</p> <ol style="list-style-type: none"> 1) National ARI programme 2) Revised National Tuberculosis Control Programme (RNTCP) 3) National Anti-Malaria programme 4) National Filarial 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

			<p>17) National Cancer Control Programme 18) Yaws Eradication Programme 19) National Nutritional Anemia Prophylaxis programme 20) 20 point programme 21) ICDS programme 22) Mid-day meal applied nutritional programme 23) National mental health programme * Health Schemes</p> <ul style="list-style-type: none"> ○ ESI ○ CGHS ○ Health insurance <p>Teaching Learning Activity * Lecture discussion * Participation in National Health Programmes * Field visits</p>
VII	5	Explain the roles and functions of various national and international health agencies	<p>* Health Agencies International – WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, DANIDA, European Commission (EC), Red cross, USAID, UNESCO, Colombo Plan, ILO, CARE etc. National – Indian Red Cross, Indian council for child welfare, Family Planning Association of India (FPAI), Tuberculosis Association of India, Hindu Kusht Nivaran Sangh, Central Social Welfare Board, All India women’s conference, Blind Association of India etc.</p> <p>Teaching Learning Activity * Lecture discussion * Field Visits</p>
VIII	3		Disaster Management

Recommended Books

- ✚ Park – Social and Preventive Medicine ,Bannott Publishers

Reference Books

- ✚ Allender – Community Health Nursing,2009,LWW
- ✚ Stanhope – Community Health Nursing,2008,Elsevier
- ✚ Anderson – Community as Partner,2009, LWW
- ✚ Deim – Community Health Projects,2006,Lippincott
- ✚ K Park – 22nd Edition- A textbook of preventive medicine
- ✚ Basavanhappa- Community Health Nursing-3rd Edition
- ✚ Swarna Kar - Community Health Nursing- 3rd Edition
- ✚ Kamalamma - Community Health Nursing – 3rd Edition
- ✚ K K Gulani - Community Health Nursing -1st Edition
- ✚ Stanhope - Community Health Nursing – 5th Editions.

Community Health Nursing – II – Practical

Placement: Fourth Year

Time: Practical - 135 hours

Clinical Training - 195 hours

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

			and administrative records. ○ Write reports-center, disease, national health programme/projects		
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Placement: Clinical Training
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 each rural and 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 teachers.

Scheme of University Examination for Community Health Nursing

Theory

There shall be one theory paper of three hours duration carrying 75 marks.

Distribution of type of questions and marks for Community Health Nursing shall be as given under.

Table 9(A): Distribution of Type of Questions and Marks for Community Health Nursing

Type of Questions	No. of Questions	Marks	Sub-total
Long Essay (LE)	2	10	20
Short Essay (SE)	7	5	35
Short Answer (SA)	10	2	20
Total Marks			75

Practical and Viva Voce

	Internal Assessment	University Examination	Total
Community Health Nursing	50	50	100

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 and Teaching Learning Activities
	Th	Pr		
I	4		* Explain the principles and functions of management	<p>Introduction to management in nursing</p> <ul style="list-style-type: none"> * Definition, concepts and theories * Functions of management * Principles of Management * Role of Nurse as a manager <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture Discussion * Explain using organization chart
II	10		* Describe the elements and process of management	<p>Management Process</p> <ul style="list-style-type: none"> * 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 annuation 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) , Bench marking, Activity Plan (Gantt Chart), <p>Teaching Learning Activities</p> <ul style="list-style-type: none"> * Lecture Discussion * Simulated Exercises * Case studies
III	13	20	* Describe the Management of nursing services in the hospital and community	<p>Management of nursing services in the hospital and Community</p> <ul style="list-style-type: none"> * Planning: <ul style="list-style-type: none"> ○ Hospital and patient care units including ward management ○ Emergency and disaster management * Human resource management: <ul style="list-style-type: none"> ○ Recruiting, selecting, deployment, retaining, promoting, superannuation etc. ○ Categories of nursing personnel including job

			<p>description of all levels</p> <ul style="list-style-type: none"> ○ Patient /population classification systems ○ Patients/population assignment and Nursing care responsibilities ○ Staff development and welfare <p>* Budgeting: proposal, projecting requirements for staff, equipments and supplies for</p> <ul style="list-style-type: none"> ○ Hospital and patient care units ○ Emergency and disaster management <p>* Material Management; procurement, inventory control, auditing and maintenance in</p> <ul style="list-style-type: none"> ○ Hospital and patient care units ○ Emergency and disaster management <p>* Directing and leading: delegation, participatory management</p> <ul style="list-style-type: none"> ○ Assignments, rotations, delegations ○ Supervision & guidance ○ Implement standards, policies, procedures and practices ○ Staff development and welfare ○ Maintenance of discipline <p>* Controlling / Evaluation:</p> <ul style="list-style-type: none"> ○ Nursing Rounds/visits, Nursing protocols, Manuals ○ Quality Assurance Model, documentation- ○ Records and report ○ Performance appraisal <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion * Demonstration * Simulated Exercises * Case studies * Supervised practice in ward-writing indents, preparing duty roaster, ward supervision * Assignment on duties and responsibilities of ward sister * Writing report * Assessment of the assignments * Performance evaluation by ward sister with rating scale
IV	5	<p>* Describe the concepts, theories and techniques of Organizational behaviour and human relations</p>	<p>Organizational behaviour and human relations</p> <ul style="list-style-type: none"> * Concepts and theories of organizational behaviours * Review of Channels of communication * Leadership styles * Review of Motivation; concepts and theories * Group dynamics * Techniques of; <ul style="list-style-type: none"> ○ Communication; and ○ Interpersonal relationships ○ Human relations; * Public relations in context of nursing * Relations with professional associations and

				<p>employee unions and Collective bargaining</p> <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion * Role plays * Group games * Self assessment * Case discussion * Practice Session * Assessment of problem solving
V	5	5	<p>* Participate in planning and organizing in service education program</p>	<p>In Service education</p> <ul style="list-style-type: none"> * Nature & scope of in -service education program, * Organization of in-service education * Principles of adult learning, * Planning for in-service education program, techniques, methods and evaluation of staff education program. * Preparation of report <p>Teaching Learning Activity</p> <ul style="list-style-type: none"> * Lecture Discussion * Plan and conduct an educational session for in service nursing personnel * Assess the planning & conduct of the educational session
VI	10	5	<p>* Describe management of Nursing education institutions</p>	<p>Management of nursing educational institutions</p> <ul style="list-style-type: none"> * Establishment of Nursing educational institution-INC norms and guidelines * Co-ordination with- <ul style="list-style-type: none"> ○ Regulatory bodies ○ Accreditation ○ Affiliation - Philosophy/objectives - Organization ○ Structure ○ Committees - Physical facilities ○ College/School ○ Hostel - Students <ul style="list-style-type: none"> ▪ Selection ▪ Admission ▪ Guidance and Counseling ▪ Maintaining discipline - Faculty and staff <ul style="list-style-type: none"> ○ Selection ○ Recruitment ○ Job description ○ Placement ○ Performance appraisal ○ Development and welfare ● Budgeting

			<ul style="list-style-type: none"> • Equipments and supplies: audio visual equipments, laboratory equipment, books, journals etc. • Curriculum; Planning, implementation and evaluation, • Clinical facilities • Transport facilities • Institutional Records and reports – Administrative, faculty, staff and students. <p>Teaching Learning Activity * Lecture Discussion * Role plays * Counseling session * Group Exercises</p>
VII	10	<p>* Describe the ethical and legal responsibilities of a professional nurse. * Explain the nursing practice standards</p>	<p>Nursing as a Profession * Nursing as a profession <ul style="list-style-type: none"> ○ Philosophy; nursing practice ○ Aims and objectives ○ Characteristics of a professional nurse ○ Regulatory bodies; INC, SNC Acts; - Constitution, functions ○ Current trends and issues in Nursing * Professional ethics <ul style="list-style-type: none"> ○ Code of ethics; INC, ICN ○ Code of professional conduct; INC, ICN * Practice standards for Nursing; INC * Consumer protection Act * Legal aspects in Nursing <ul style="list-style-type: none"> ○ Legal terms related to practice; registration and licensing ○ Laws related to Nursing practice, Breach and Penalties ○ Malpractice and negligence </p> <p>Teaching Learning Activity * Lecture Discussion * Case discussion * Panel discussion * Role plays * Critical incidents * Visit to INC/SNRCs * Assessment of critical incidents</p>
VIII	3	<p>* Explain the various opportunities for professional advancement</p>	<p>Professional Advancement: * Continuing education * Career opportunities * Collective bargaining * Membership with professional organization; National and International * Participation in research activities * Publications; Journals, newspapers etc.</p> <p>Teaching Learning Activity</p>

				* Lecture Discussion * Review / Presentation of published articles * Group work on maintenance of bulletin board.
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Scheme of University Examination for Management of Nursing Services and Education

Theory

There shall be one theory paper of three hours duration carrying 75 marks. Distribution of type of questions and marks for Management of Nursing Services and Education shall be as given under.

Distribution of Type of Questions and Marks for Management of Nursing Services and Education

Type of Questions	No. of Questions	Marks	Sub-total
Long Essay (LE)	2	10	20
Short Essay (SE)	7	5	35
Short Answer (SA)	10	2	20
Total Marks			75

Note: No practical examination

Recommended Books:

- ✚ Barrett – Ward Management and Teaching, 1995, Konark Publishing.
- ✚ Marquis – Leadership Roles & Management Functions in Nursing, 2008, LWW
- ✚ Basavanthappa – Nursing Administration, 2009, Jaypee.

Reference Books:

- ✚ Huber – Nursing Management & Leadership ,2008,Elsevier
- ✚ Marriner – Guide to Nursing management ,2008,Elsevier
- ✚ Powell – Case Management,2009,LWW
- ✚ Ellis – Managing and coordinating Nursing,2009,WK

ANNEXURE - I

BIO-MEDICAL WASTE MANAGEMENT

WASTE CATEGORY NO.	WASTE CATEGORY TYPE	TREATMENT & DISPOSAL OPTIONS	SUBJECT/YEAR OF STUDY
Category No. 1	Animal Waste : (Animal tissues, organs, body parts, carcasses, bleeding parts, fluid, blood and experimental animals used in research, waste generated by veterinary hospitals; colleges, discharge from hospitals; animal houses.	Incineration @ /deep burial*	<u>II year</u> Unit III Community Health nursing - 1 hr.
Category No. 2	Microbiology & Biotechnology waste: (Waste from laboratory cultures, stocks of specimens of micro-organisms live or attenuated vaccines, human and animal cell cultures used in research and infectious agents from research and industrial laboratories, wastes from production of biological, toxins, dishes and devices used for transfer of cultures.)	Local autoclaving / micro waving / incineration@	<u>I year</u> Unit IV Microbiology – 1 hr.
Category No. 3	Waste Sharps: (Needles, syringes, scalpels, blades, glass etc. that may cause puncture and cuts. This includes both used and unused sharps.	Disinfection (Chemical treatment / # autoclaving/ micro waving and mutilation/ shredding **	<u>I Year</u> Nursing Foundation – 1 hr. Unit – III
Category No. 4	Discarded Medicines and Cytotoxic Drugs : (Wastes comprising of outdated, contaminated and discarded medicines)	Incineration@/ destruction and drugs disposal in secured landfills	<u>I year</u> Nursing Foundation – 1 hr. Unit- III
Category No. 5	Soiled Waste: (items contaminated with blood and body fluids including cotton, dressings, soiled plaster casts, liners, bleedings and other material contaminated with blood)	Incineration @ autoclaving/ micro waving	<u>I Year</u> Nursing Foundation – 1 hr. Unit- III
Category No. 6	Liquid Waste : (Waste generated from laboratory and washing, cleaning, housekeeping and	Disinfection by chemical treatment and discharge into drains	<u>I Year</u> Biochemistry and Biophysics - 1 hr.

	disinfecting activities)		Unit III
Category No. 7	Chemical Waste : (Chemicals used in production of biological, chemicals used in disinfection, as insecticides etc.)	Chemical treatment and discharge into drains for liquids and secured landfill for solids.	<u>I Year</u> Biochemistry and Biophysics – 1 hr. Unit III

Chemical treatment using at least 1% hypo chloride solution or any other equivalent chemical reagent. It must be ensured that chemical treatment ensures disinfection.

** Mutilation / shredding must be such so as to prevent unauthorized reuse.

@ There will be no chemical pretreatment before incineration. Chlorinated plastics shall not be incinerated.

* Deep burial shall be an option available only in towns with population less than five lakhs and in rural areas.

1 b) COLOUR CODING AND TYPE OF CONTAINER FOR DISPOSAL OF BIOMEDICAL WASTES

Colour Coding	Type of Container	Waste Category	Treatment Options
Yellow	Plastic bag	Cat. 1, Cat. 2 and Cat. 5	Incineration/ deep burial
Red	Disinfected container/ Plastic bag	Cat. 2 and Cat. 5	Autoclaving/ Micro waving and chemical treatment
Blue/ White translucent	Plastic bag/ Puncture proof container	Cat. 3	Autoclaving/ Micro waving /chemical treatment and destruction/ shredding
Black	Plastic bag	Cat. 4 and Cat. 7 (solid)	Disposal in secured landfill

- Waste collection bags for waste types needing incineration shall not be made of chlorinated plastics.
- Categories 6 and 7 (liquid) do not require containers/ bags.
- Category 2 if disinfected locally need not be put in containers/bags.

Examination

Note: One short answer or short essay questions pertaining to the above chapters in their respective subjects may be asked

Books

- ✚ Text book for Environmental Studies 2004 – Erach Bharucha University Grants Commission, New Delhi.
- ✚ Journal of the Indian Society of Hospital Waste Management - Dr. D.G. Gopinath, Volume - 2, Issue - I, 2004.
- ✚ Biomedical wastage (Management and handling) Rules 1998, Ministry of Forests and Environment, Government of India.
- ✚ J. E. Park - Preventive & social medicine Ed. 18 M/S Banarsidas, Bhanot Jabalpur 2005
- ✚ Potter and Perry - Fundamentals of Nursing ed. Sixth Mosby St. Louis Missouri 2005
- ✚ Barbara Kozier - Fundamentals of Nursing ed. Fourth edition, Wesley Canada 1991
- ✚ Text Book of Microbiology – Ananth Narayan ed. 7th Orient Longman Chennai 2005
