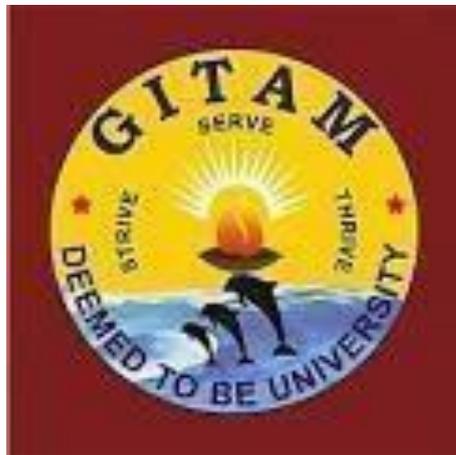


GITAM INSTITUTE OF NURSING (GITAM)
(Deemed to be University)
VISAKHAPATNAM*HYDERABAD*BENGALURU

Accredited by NAAC with A⁺ Grade



CURRICULUM AND SYLLABUS

OF

UNURS01:B.Sc Nursing

w.e.f. 2022-23 admitted batch

Academic Regulations

**INDIAN NURSING COUNCIL
NOTIFICATION
New Delhi, the 5th of July,
2021**

**[INDIAN NURSING COUNCIL {REVISED REGULATIONS AND
CURRICULUM FOR B.SC. (NURSING) PROGRAM}, REGULATIONS, 2020]**

F.No. 11-1/2019-INC.—In exercise of the powers conferred by sub-section (1) of Section 16 of the Indian Nursing Council Act, 1947 (XLVIII of 1947), as amended from time to time, the Indian Nursing Council hereby makes the following regulations namely:

SHORT TITLE AND COMMENCEMENT

- i. These Regulations may be called The Indian Nursing Council (Revised Regulations and Curriculum for B.Sc.(Nursing) Program) Regulations, 2020.
- ii. These Regulations shall come into force on the date of notification of the same in the official Gazette of India.

DEFINITIONS

In these Regulations, unless the context otherwise requires,

- i. the Act means the Indian Nursing Council Act, 1947 (XLVIII of 1947) as amended from time to time;
- ii. the Council means the Indian Nursing Council constituted under the Act of 1947;
- iii. SNRC means the State Nurses and Midwives Registration Council by whichever name constituted and called by the respective State Governments;
- iv. B.Sc. (Nursing) means the four year B.Sc. (Nursing) Degree qualification in Nursing recognized by the Council under Section 10 of the Act and included in Part-II of the Schedule to the Act;
- v. Authority means a University or Body created by an Act for awarding the B.Sc. (Nursing) qualification recognized by the Council and included in Part-II of the Schedule to the Act;
- vi. School of Nursing means a recognized training institution for the purpose of teaching of the GNM course;
- vii. College means a recognized training institution for the purpose of training and teaching of the B.Sc. (Nursing) course;
- viii. CNE means Continuing Nursing Education to be compulsorily undergone by the RN&RM/ RANM/RLHV for renewal of registration after every 5 (five) years.

INTRODUCTION OF THE PROGRAM

The B.Sc. nursing degree program is a four-year fulltime program comprising eight semesters, which prepares B.Sc. nursing graduates qualified to practice nursing and midwifery in a variety of settings in either public/government or private healthcare settings. It adopts credit system and semester system as per the Authority guidelines with minor modifications suitable to professional education in a hybrid form. The program encompasses foundational, core and elective courses. The choice-based system is applicable to electives only and is offered in the form of modules. Modular learning is also integrated in the foundational as well as core courses that is mandatory.

The program prepares nurses and midwives for generalist nursing including midwifery practice. Knowledge acquisition related to wellness, health promotion, illness, disease

management and care of the dying is core to nursing practice. Mastery of competencies is the main focus. Students are provided with opportunities to learn a whole range of skills in addition to acquiring knowledge related to nursing practice (nursing and midwifery). This is achieved through learning in skill lab/simulated lab and clinical environment. Simulation will be integrated throughout the curriculum wherever feasible to enable them to develop competencies before entry into real field of practice.

The revised curriculum embraces competency-based and outcome-based approach throughout the program integrating mastery learning and self-directed learning. Transformational and relationship based educational approaches are emphasized. Through the educational process the students assimilate and synthesize knowledge, cultivate critical thinking skills and develop care strategies. Competencies that reflect practice standards of the Council address the areas of cultural diversity, communication technology, teamwork and collaboration, safety, quality, therapeutic interventions and evidence- based practice. They are prepared to provide safe and competent care to patients across life span and influence patient outcomes.

PHILOSOPHY

The Council believes that: Health and wellness are two fundamental concepts that are integrated throughout the program. Health is a state of well- being that encompasses physical, psychological, social, economic and spiritual dimensions. Wellness is the individual's perception of wellness and is influenced by the presence of disease and individual's ability to adapt. Health is a right of all people. Individuals have a right to be active participants in achieving health as they perceive it. Society consists of dynamic and interactive systems involving individuals, families, groups and communities. Cultural diversity, race, caste, creed, socio economic levels, religion, lifestyles, changes in environment and political factors influence it. Nurses and midwives recognize and respect human differences and diversity of population within society and provide ethical care with respect and dignity and protect their rights.

Nursing as a profession and a discipline utilizes knowledge derived from arts, sciences (physical, biological and behavioral), humanities and human experience. Nursing science incorporates clinical competence, critical thinking, communication, teaching learning, professionalism, and caring and cultural competency. Nurses collaborate with other health disciplines to solve individual and community health problems. Nursing facilitates evidence-based practice, compassionate caring among its practitioners in response to emerging issues in healthcare and new discoveries and technologies in profession. Nursing practice requires personal commitment to professional development and life-long learning.

Scope of nursing and midwifery practice encompasses provision of promotive, preventive, curative and rehabilitative aspects of care to people across the life span in a wide variety of healthcare settings. Nursing practice is based on acquisition of knowledge, understanding, attitude, competencies and skills through the Council's curricular and practice standards. The competencies in which the students are trained will guide them in performing their scope of practice. Nursing offers qualified nurses and midwives a wealth of opportunities in the field of practice, education, management and research in India and overseas.

The undergraduate nursing program is broad based education within an academic curricular framework specifically directed to the development of critical thinking skills, competencies appropriate to human and professional values. Blended learning approach comprising of experiential learning, reflective learning, scenario based learning and simulated learning is also inbuilt. The teaching learning process encourages mastery

learning, modular, self-directed and self-accountable in choice making in terms of elective courses. The program prepares its graduates to become exemplary citizens 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. Health and community orientation are provided with special emphasis on national health problems, national health programs and national health policy directives to achieve universal health care for all citizens of India. The main roles of graduates would be provider of care with beginning proficiency in delivering safe care, coordinator/manager of care by being active participant of inter-professional team and member of a profession demonstrating self-responsibility and accountability for practice as well as to support the profession.

The faculty has the responsibility to be role models and create learning environment that facilitates cultivation of critical thinking, curiosity, creativity and inquiry driven self-directed learning and attitude of life-long learning in students. Learners and educators interact in a process whereby students gain competencies required to function within their scope of practice.

AIMS

The aims of the undergraduate program are to

1. Produce knowledgeable competent nurses and midwives with clear critical thinking skills who are caring, motivated, assertive and well-disciplined responding to the changing needs of profession, healthcare delivery system and society.
2. Prepare them to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative and rehabilitative healthcare services in any healthcare setting.
3. Prepare nurses and midwives who can make independent decisions in nursing situations within the scope of practice, protect the rights of individuals and groups and conduct research in the areas of nursing practice and apply evidence- based practice.
4. Prepare them to assume role of practitioner, teacher, supervisor and manager in all healthcare settings.

OBJECTIVES

On completion of the B.Sc. Nursing program, the B.Sc. nursing graduates will be able to

1. Utilize critical thinking to synthesize knowledge derived from physical, biological, behavioural sciences, and humanities, in the practice of professional nursing and midwifery.
2. Practice professional nursing and midwifery competently and safely in diverse settings, utilizing caring, critical thinking and therapeutic nursing interventions with individuals, families, populations and communities at any developmental stage and with varied lived health experiences.
 3. Provide promotive, preventive and restorative health services in line with national health policies and programs.
 4. Integrate professional caring into practice decisions that encompass values, ethical, and moral and legal aspects of nursing.
 5. Respect the dignity, worth, and uniqueness of self and others.
 6. Apply concepts of leadership, autonomy and management to the practice of

- nursing and midwifery to enhance quality and safety in health care.
7. Utilize the latest knowledge and skills related to information and technology to enhance patient outcomes.
 8. Communicate effectively with patients, peers, and all health care providers.
 9. Utilize the requisite knowledge, skills and technologies to practice independently and collaboratively with all health professionals applying the principles of safety and quality improvement.
 10. Integrate research findings and nursing theory in decision making in evidence-based practice.
 11. Accept responsibility and accountability for the effectiveness of one's own nursing and midwifery practice and professional growth as a learner, clinician and leader.
 12. Participate in the advancement of the profession to improve health care for the betterment of the global society.

CORE COMPETENCIES FOR NURSING AND MIDWIFERY PRACTICE BY B.Sc. GRADUATE

{Is adapted from NLN Model and Massachusetts: Nurse of the Future – Core Competencies (2016) as shown in **figure 1**}

The B.Sc. Graduate nurse will be able to:

1. **Patient centered care:** Provide holistic care recognizing individual patient's preferences, values and needs, that is compassionate, coordinated, age and culturally appropriate safe and effective care.
2. **Professionalism:** Demonstrate accountability for the delivery of standard-based nursing care as per the Council standards that is consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles.
3. **Teaching & Leadership:** Influence the behavior of individuals and groups within their environment and facilitate establishment of shared goals through teaching and leadership
4. **System-based practice:** Demonstrate awareness and responsiveness to the context of healthcare system and ability to manage resources essential to provide optimal quality of care.
5. **Health informatics and Technology:** Use technology and synthesize information and collaborate to make critical decisions that optimize patient outcomes.
6. **Communication:** Interact effectively with patients, families and colleagues fostering mutual respect and shared decision making to enhance patient satisfaction and health outcomes.
7. **Teamwork and Collaboration:** Function effectively within nursing and interdisciplinary teams, fostering open communication, mutual respect, shared decision making, team learning and development.
8. **Safety:** Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

9. **Quality improvement:** Use data to monitor the outcomes of care processes and utilize improvement methods to design and test changes to continuously improve the quality and safety of healthcare system.
10. **Evidence based practice:** Identify, evaluate and use the best current evidence coupled with clinical expertise and consideration of patient's preferences, experience and values to make practical decisions.

CORE COMPETENCIES REQUIRED FOR PROFESSIONAL NURSING AND MIDWIFERY PRACTICE IN ALL PRACTICE SETTINGS

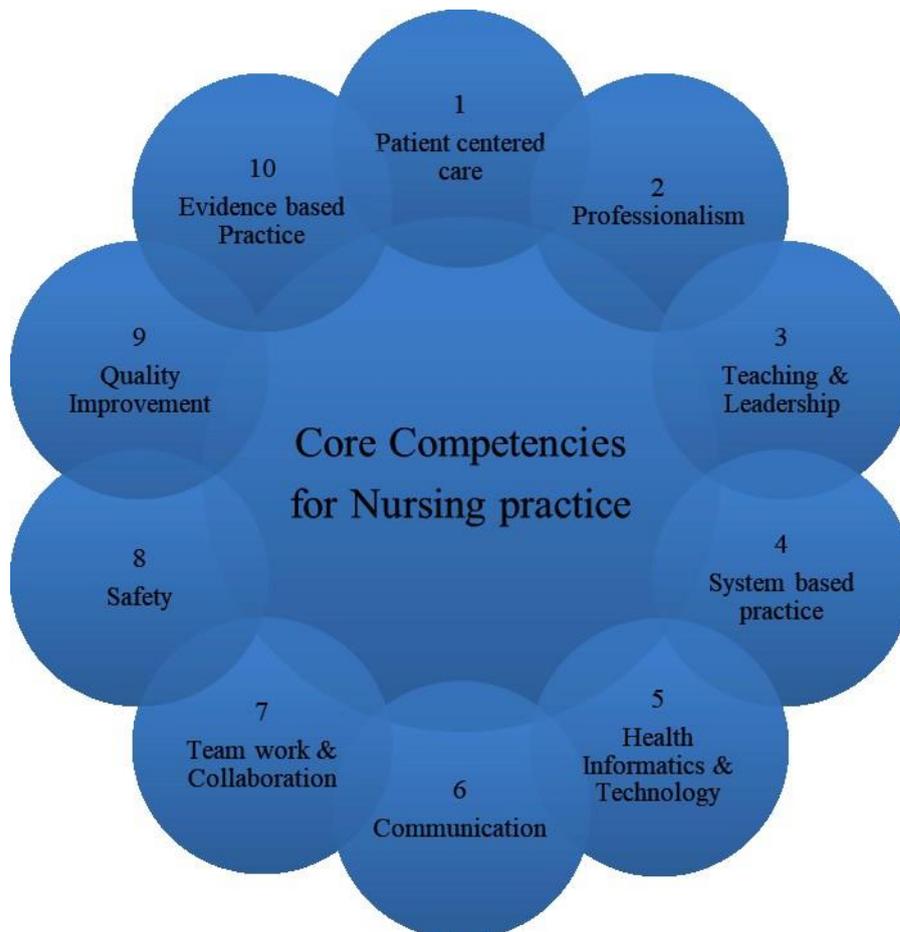


Figure 1. Core competencies for nursing and midwifery practice by B.Sc. Nursing Graduate {Adapted from NLN Model and Massachusetts: Nurse of the Future – Core Competencies (2016)}

GUIDELINES REGARDING MINIMUM PRE-REQUISITES FOR GRANTING SUITABILITY FOR B.Sc.(NURSING) COLLEGE OF NURSING

1. The following Organizations/Establishments are eligible to establish/open a B.Sc. (Nursing) College of Nursing:
 - a) Central Government/State Government/Local Body;
 - b) Registered Private or Public Trust;
 - c) Organizations Registered under Societies Registration Act including Missionary Organizations;
 - d) Companies incorporated under Section 8 of Company's Act.
2. The eligible Organizations/Establishments should have their own 100

bedded Parent Hospital. Provided that in respect of Tribal and Hilly

Area the requirement of own Parent Hospital is exempted.

- e) Tribal Area – Scheduled notified area [*Areas as the President of India may by order declare to be Scheduled Areas*];
 - f) Hilly Area – UTs of Jammu & Kashmir and Ladakh, North Eastern States, Himachal Pradesh and Uttarakhand.
3. The eligible Organizations/Establishments should obtain Essentiality Certificate/No Objection Certificate from the concerned State Government where the B.Sc. (Nursing) College of Nursing is sought to be established. The particulars of the name of the College/Nursing Institution along with the name of the Trust/Society/Company [as mentioned in Trust Deed or Memorandum of Association] as also full address shall be mentioned in No Objection Certificate/Essentiality Certificate.
 4. After receipt of the Essentiality Certificate/No objection Certificate, the eligible institution shall get recognition from the concerned SNRC for the B.Sc. (Nursing) program for the particular academic year, which is a mandatory requirement.
 5. The Council shall after receipt of the above documents/proposal by online, would then conduct Statutory Inspection of the recognized training nursing institution under Section 13 of the Act in order to assess the suitability with regard to availability of Teaching faculty, Clinical and Infrastructural facilities in conformity with Regulations framed under the provisions of the Act.

*Provided that training institutions shall apply for statutory inspection, under Section 13 of the Act, to the Council within 6 months from obtaining recognition from the SNRC.

Parent Hospital (Unitary/Single Hospital)

College of Nursing should have 100 bedded parent/own hospital which is compulsory requirement.

Parent Hospital for a nursing institution having the same Trust/Society/Company which has established the nursing institution and has also established the hospital.

OR

For a nursing institution (managed by Trust/Society/Company under Section 8), a Parent Hospital would be a hospital either owned and controlled by the Trust/Society/Company or managed and controlled by a trustee/member/director of the Trust/Society/Company. In case the owner of the hospital is a trustee/ member/director of the Trust/Society/Company, then the hospital would continue to function as a Parent Hospital till the life of the nursing institution.

The Undertaking would also be to the effect that the trustee/member/ director of the Trust/Society/ Company would not allow the hospital to be treated Parent/Affiliated Hospital to any other nursing institution and will be for minimum 30 years [i.e., signed by all trustees/members/directors of Trust/Society/ Company] to the Undertaking to be submitted from the trustee/member/director of the Trust/Society/ Company.

The beds of Parent Hospital shall be in one Unitary Hospital i.e. in same building/same campus. Further, the Parent Hospital shall be in the same State i.e. where the institution is located.

- a) It is to be noted that once a particular hospital is shown as –Parent Hospital and permission given to the nursing institution to conduct nursing courses, then,

the permission/suitability granted would last as long as the said hospital is attached as a –Parent Hospital.

- b) In case the trustee/member/director of the Trust/Society/Company withdraws the Undertaking given, in that case even the permission/ suitability letter issued would be deemed to have lapsed/stand withdrawn with immediate effect.

Change of Trust/Society

- The Trust/Society cannot be purchased as per Indian Trust Act, but there can be change of trustees/ members. It is therefore the purchase of institution or change of membership will not be considered for continuation of the program. The institution which is purchased/taken over will be considered as closed. And a fresh Govt. Order shall be required mentioning the Trust/Society name along with programs.
- The change of membership in Society/change of trustees in the Trust to be submitted immediately after incorporating through Registrar Cooperative Societies/Indian Trust Act.
 - As per law Trust/Society can open number of institutions, but it will be considered as one institution under the ambit of one Trust/Society. It is therefore, a Trust/Society can open only one nursing institution in one city/town.
 - If already an institution is existing in that city or town with an abbreviated name (e.g R K College of Nursing) then another institution with expanded name (Rama Krishna College of Nursing) will not be allowed).
 - No two Institutions will have same name in same city/town.

Change of Address

SNRC shall issue a certificate, certifying the fact that the nursing institution is being shifted to the new building/premises at the address indicated. The certificate issued should indicate clearly complete address. The certificate issued should indicate clearly the total covered area of the nursing institution, owner of the nursing institution, and detailed physical facilities like laboratories, classrooms etc. along with area specification, provision of adequate washroom facilities, lighting, ventilation etc. of the new building.

Change of Location (District/Town/City/Village) shall be considered under new proposal, i.e. fresh Essentiality Certificate from the State Government and recognition from the SNRC is mandatory.

Strict Compliance of the Syllabus prescribed by the Council

No Institutions/SNRC/University will modify the syllabi prescribed by the Council for a course/ program. However they can add units/subjects if need be.

Close/Re-start of the Nursing Programs

If Institutions have not admitted the students for 2 consecutive years, it shall be considered as closed. Institute may apply for suitability to the Council under Section 13 & 14 of the Act through online within 5 years of the closure. While conducting the inspection they will not be covered under the new guidelines with regard to Parent Hospital. However, the above relaxation will be applicable only for five years. In case the proposal is submitted after 5 years from the year of closure, it has to submit

a fresh proposal with due Essentiality Certificate from the State Government and recognition from the SNRC. In such cases the new guidelines with regards to parent hospital and calendar of events shall be applicable.

Change of Name of the Institution

If the Trust/Society/Company proposes to change the name of the institute, a valid reason has to be submitted. If SNRC/University have accepted the change of name of institute it may be accepted by the Council provided the Trust/Society/Company is same and does not come under para no. 2 above.

Re-Inspection

Re-inspection application shall be considered only two times. If the institution is found deficient even after that, then the institution shall have to submit a proposal for Suitability under Section 13 & 14 of the Act online within 5 years. However in case the proposal is submitted after 5 years it has to submit a fresh proposal with due Essentiality Certificate from the State Government and recognition from the SNRC.

Number of Sanctioned Seats

- Maximum of 100 seats will be sanctioned for the B.Sc. (Nursing) program for which institute must have parent Medical College or parent hospital having 300 beds or above subject to teaching and physical facilities available for B.Sc. (Nursing) program.
- Maximum of 60 seats will be sanctioned for the institution with parent hospital having less than 300 beds on the basis of teaching and physical facilities for B.Sc. (Nursing) program.

Enhancement of Seats

Inspection for Enhancement of seats under Section 13 of the Act shall be conducted only once in an academic year i.e., only one application/proposal shall be accepted, in one academic year. Further, SNRC approval is mandatory for enhancement of seats.

Bond System

Taking service bonds from students and forcefully retaining their Original Certificates is viewed as an Unethical Practice by the Council. If any such practice comes to the notice of the Council, appropriate action under Section 14 of the Act will be taken against the erring institution.

MINIMUM REQUIREMENTS OF PHYSICAL FACILITIES

Regulations pertaining to Building and Laboratories

- (i) School and College of nursing can share laboratories, if they are in same campus under same name and under same Trust/Society/Company, that is the institution is one but offering different nursing programs. However they should have equipments and articles proportionate to the strength of admission. The classrooms should be available as per the requirement stipulated by the Council for each program.
- (ii) Further, two same programs by the same institute/Trust/Society/Company is not allowed in the same campus.
- (iii) The nursing institution can have all the nursing programs in the same building

but with requisite program wise infrastructure. However, laboratories can be shared.

- (iv) If the Trust/Society/Company has some other educational programs, the nursing program shall be in separate block/floor with prescribed sq.ft. area.
- (v) Nursing program may be in hospital premises with a condition that it shall be in separate block/floor with prescribed sq.ft. area.
- (vi) Long lease by the Government will be considered. However, rented building shall not be considered as their own building.
- (vii) It is mandatory that institution shall have its own building within two years of its establishment.

(viii) Own Building/Lease/Rented Building:

- a) If one of the trustee/member/director of the Trust/Society/Company desires to lease the building owned by him for nursing program, it should be for a period of 30 years. It should also be ensured that lease deed that is entered into between the Trust/Society/Company and the trustee/member/director, owning the building, should contain a clause that the lease deed cannot be terminated for a period of 30 years.

Further, it is clarified that, for a Nursing Institution (Managed by a Trust/Society/Company), own building would be a building either owned and controlled by the Trust/Society/Company or owned and controlled by a trustee/member/director of the Trust/Society/Company. That is, if the owner of the building is a trustee/member/director of the Trust/Society/Company and she/he leases the building to the Trust/Society/Company for 30 years, it will be considered as own building of the nursing institution.

- b) A duly registered gift deed of the building in favor of the Trust/Society/Company should be construed to be
-own building.

Further it is clarified that if the lease of the building is between any government authority and the Trust/Society/Company/nursing institution and the lease is for 30 years or more, it will also be considered as own building.

Any deed of the building which is not as per either clause (a) or (b) above shall be considered as -Rented Building only.

- c) In cases of irrevocable power of attorney, documents of the building should be duly registered as per law.

- d) **Penalty for not having own building:** Institutions which do not have their own building within two years of establishment has to pay the penalty for not having the own building. The penalty fees is Rs. 1 Lakh for B.Sc. (Nursing) Program for 6 consecutive years. Even after 6 years if the institution does not have own building then action shall be taken under Section 14 of the Act. However, a lease of 30 years is permissible with the trustee/member/director of the Trust/Society/ Company.

TEACHING BLOCK

The College of Nursing should be within 30 km distance from its parent hospital having space for expansion in an institutional area. For a college with an annual admission capacity of 60 students, the constructed area of the college should be 23200 square feet.

The details of the constructed area are given below for admission capacity of **60** students.

| S.No | Teaching Block | Area (in sq.ft.) |
|------|---|---------------------|
| 1 | Lecture Hall | 4 @ 900 = 3600 |
| 2 | Skill Lab/Simulation Laboratory | |
| | i. Nursing Foundation including Adult Health Nursing & Advanced Nursing Lab | 1600 |
| | ii. Community Health Nursing & Nutrition Lab | 1200 |
| | iii. Obstetrics and Gynaecology Nursing Lab | 900 |
| | iv. Child Health Nursing Lab | 900 |
| | v. Pre-Clinical Science Lab | 900 |
| 3 | Computer Lab* | 1500 |
| 4 | A.V. Aids Room | 600 |
| 5 | Multipurpose Hall | 3000 |
| 6 | Common Room (Male and Female) | 1000 |
| 7 | Staff Room | 800 |
| 8 | Principal Room | 300 |
| 9 | Vice Principal Room | 200 |
| 10 | Library | 2300 |
| 11 | One Room for each Head of Departments | 5 @ 200 = 1000 |
| 12 | Faculty Room | 2400 |
| 13 | Provisions for Toilets | 1000 |
| | Total Constructed Area | 23200 sq.ft. |

***Note:** 1:5 computer student ratio as per student intake.

Note:

- i. Nursing educational institution should be in institutional area only and not in residential area.
- ii. If the institute has non-nursing program in the same building, nursing program should have separate teaching block.
- iii. Shift-wise management with other educational institutions will not be accepted.
- iv. Separate teaching block shall be available if it is in hospital premises.
- v. Proportionately the size of the built-up area will increase/decrease according to the number of seats approved.
- vi. The distance between two nursing colleges shall be more than 10 kilometres.

Class Rooms

There should be at least four classrooms with the capacity of accommodating

the number of students admitted each year. The rooms should be well ventilated with proper lighting. The seating arrangements for students should provide adequate space and comfortable desk/chairs with tables. There should be built-in white/green/black boards and provision for projection facilities. Also, there should be a desk/dais/big table and a chair for teacher and racks/cupboards for storing teaching aids or other equipment needed for the conduct of class.

Laboratories

As listed above. One large skill lab/simulation lab can be constructed consisting of the labs specified with a total of 5500 sq.ft. size or can have five separate labs in the college.

- a) *Nursing Foundation including Adult Health Nursing & Advanced Nursing Lab:* The lab should have adequate demonstration beds with dummies/ mannequins/simulators in proportion to the number of students practicing a nursing skill at a given point of time. (Desired ratio being 1 bed : 6 practicing students)

It should be fully equipped with built-in-cupboards and racks, wash-basins with running water supply, electric fitting, adequate furniture like table, chairs, stools, patient lockers footsteps etc. Sufficient necessary inventory articles should be there i.e. at least 10-12 sets of all items needed for the practice of nursing procedure by the students. The laboratory equipment and articles mentioned in the ‘Laboratory Equipment and Articles’ published by the Council should be available.

There should be simulators used to teach, practice & learn advance skills e.g., administration of tube feeding, tracheostomy, gastrostomy, I/V injection, BLS, newborn resuscitation model, etc. The laboratory should have computers, internet connection, monitors and ventilator models/manikins/ simulators for use in Critical Care Units.

- b) *Community Health Nursing Practice Laboratory & Nutrition Laboratory:* It should have all required articles needed for practicing nursing procedures in a community set-up. The laboratory should give appearance of that of a rural setting, with community maps, records put on display & cupboards. The laboratory equipment and articles mentioned in the ‘Laboratory Equipment and Articles’ published by the Council should be available.

The Nutrition Laboratory should have facilities for imparting basic knowledge of various methods of cooking for the healthy as well as for the sick. The furnishing and equipment should include worktables, cooking cutlery, trays, and plates, dietetic scales, cooking utensils, microwave, racks/shelves, refrigerator, pressure cookers, mixer and cupboards for storage of food items. The food items shall be purchased for the conduct of practical classes as and when required. Sets of crockery and cutlery for preparation, napkins for serving and display of food also should be there. The laboratory equipment and articles mentioned in the ‘Laboratory Equipment and Articles’ published by the Council should be available.

- c) *Obstetrics and Gynaecology Laboratory:* The laboratory should have equipment and articles as mentioned in ‘Laboratory Equipment and Articles’ published by the Council.
- d) *Paediatrics Nursing Laboratory:* The laboratory should have equipment and articles as mentioned in ‘Laboratory Equipment and Articles’ published by the Council.

- e) *Pre-Clinical Sciences Laboratory*: It is the laboratory of Biochemistry, Anatomy, and Microbiology. The laboratory equipment and articles mentioned in the –Laboratory Equipment & Articlesll published by the Council should be available.
- f) *Computer Laboratory*: It shall have minimum computers in the ratio of 1 : 5 (computer : students) i.e., 12 computers for 60 students’ intake. The laboratory equipment and articles mentioned in the –Laboratory Equipment and Articlesll published by the Council should be available.

Multipurpose Hall

The College of Nursing should have a multipurpose hall, which can be utilized for hosting functions of the college, educational conferences/workshops, Continuing Nursing Education (CNEs), examinations etc. It should have proper stage with green room facilities. It should be well-ventilated and should have proper lighting facilities. Arrangements should be there in place for the use of all kinds of basic and advanced audio-visual aids.

Library

There should be a separate library for the College of Nursing. It should be easily accessible to the teaching faculty and the students, during college hours and extended hours also.

It should have comfortable seating arrangements for half of the total strength of the students and teachers in the college.

There should be separate budget for the library. The library committee should meet regularly for keeping the library updated with current books, journals and other literature. Internet facility should be provided in the library.

The library should have proper lighting facilities and it should be well-ventilated. It should have a cabin for librarian with intercom phone facility.

There should be sufficient number of cupboards, bookshelves and racks with glass doors for proper and safe storage of books, magazines, journals, newspapers and other literature. There should be provision for catalogue cabinets, racks for student’s bags etc., book display racks, bulletin boards and stationery items like index cards, borrower’s cards, labels and registers. Current books, magazines, journals, newspapers and other literature should be available in the library.

A minimum of 500 of different subject titled nursing books (all new editions), in the multiple of editions, 3 kinds of nursing journals, 3 kinds of magazines, 2 kinds of newspapers and other kinds of current health related literature should be available in the library.

There should be a separate record room with steel racks, built-in shelves and racks, cupboards and filing cabinets for proper storage of records and other important papers/documents belonging to the college.

Audio-Visual Aids Room & Store Room

This room should be provided for the proper and safe storage of all the Audio-Visual Aids. The college should possess all kind of basic as well as advanced training aids like chalk boards, overhead projectors, slide and film-strip projector, models specimen, charts and posters, T.V. & V.C.R., Photostat machine, tape recorder and computers, LCD, laptop.

It should be provided to accommodate the equipment and other inventory articles which are required in the laboratories of the college. This room should have the facilities

for proper and safe storage of these articles and equipment like cupboards, built-in-shelves, racks, cabinets, furniture items like tables and chairs. This room should be properly lighted and well-ventilated.

Other Facilities

Safe drinking water and adequate sanitary/toilet facilities should be available for both men and women separately in the college. Toilet facility to the students should be there along with hand washing facility.

Garage

Garage should accommodate a **50** seater vehicle

Fire Extinguisher

Adequate provision for extinguishing fire should be available as per the local by-laws

Playground

Playground should be spacious for outdoor sports like volleyball, football, badminton and for athletics.

HOSTEL BLOCK

Adequate hostel/residential accommodation for students and staff should be available in addition to the mentioned built-up area of the Nursing College respectively.

Hostel Block (60 Students)

| S.No. | Hostel Block | Area (in sq.ft.) |
|--------------|-----------------|--|
| 1. | Single Room | 12000 (50 sq.ft. for each student) |
| | Double Room | |
| 2. | Sanitary | One Latrine & One Bath Room (for 5 students) – $600 \times 4 = 2400$ |
| 3. | Visitor Room | 500 |
| 4. | Reading Room | 250 |
| 5. | Store | 500 |
| 6. | Recreation Room | 500 |
| 7. | Dining Hall | 3000 |
| 8. | Kitchen & Store | 1500 |
| 9. | Warden's room | 450 |
| Total | | 21100 sq.ft. |

Grand Total of Constructed Area

| | |
|--------------------|---------------------|
| Teaching Block | 23200 sq.ft. |
| Hostel Block | 21100 sq.ft. |
| Grand Total | 44300 sq.ft. |

{**Note:** Minimum provision of hostel accommodation for 30% of the total student's

intake is compulsory for the institution and accordingly the staff for hostel shall be provided as prescribed in the syllabi.}

Hostel Facilities

There should be a separate hostel for the male and female students. It should have the following facilities:

Pantry: One pantry on each floor should be provided. It should have water cooler and heating arrangements.

Washing & Ironing Space: Facility for drying and ironing clothes should be provided on each floor.

Warden's Room: Warden should be provided with a separate office room besides her residential accommodation. Intercom facility with College & hospital shall be provided.

Telephone: Telephone facility accessible to students in emergency situation shall be made available.

Canteen: There should be provision for a canteen for the students, their guests, and all other staff members.

Transport: College should have separate transport facility under the control of the Principal. 25 and 50 seater bus is preferable and number of vehicles shall be as per strength of the students.

Staff for the Hostel

1. Warden (Female) – 3: *Qualification:* B.Sc. Home Science or Diploma in Housekeeping/Catering. Minimum three wardens must be there in every hostel for morning, evening and night shifts. If number of students are more than 150, one more Warden/Assistant Warden for every additional 50 students.
2. Cook – 1: For every 20 students for each shift.
3. Kitchen & Dining Room helper – 1: For every 20 students for each shift.
4. Sweeper – 3
5. Gardener – 2
6. Security Guard/Chowkidar – 3

CLINICAL FACILITIES for 60 students

Parent hospital

College of Nursing should have a 100 bedded Parent/Own Hospital.

Additional Affiliation of Hospital

In addition to Parent Hospital of 100 beds, institution shall take affiliation of the hospital, if all the required learning experience are not available in the parent hospital. As 100 beds is not sufficient to offer clinical experience/specialities to students as laid down in the B.Sc. (Nursing) syllabus. The students should be sent to affiliated hospital/agencies/institutions where it is available.

a. Criteria for Affiliation

The types of experience for which a nursing college can affiliate are:

- Community Health Nursing
- Mental Health (Psychiatric) Nursing

- Specialty like Cardiology, Neurology, Oncology Nephrology, Orthopaedics, communicable/ infectious disease etc.
 - Obstetrics, Gynaecology, Paediatrics etc.
- b. The size of the Hospital for Affiliation
- Should not be less than 50 beds apart from having own hospital
 - Bed occupancy of the hospital should be minimum 75%

Clinical requirements for Nursing program are as given below:

| S.No. | Areas of Clinical Experience | Number of Beds |
|-------|------------------------------|----------------|
| 1 | Medicine | 50 |
| 2 | Surgery including OT | 50 |
| 3 | Obstetrics & Gynaecology | 50 |
| 4 | Paediatrics | 30 |
| 5 | Orthopaedics | 15 |
| 6 | Emergency medicine | 10 |
| 7 | Psychiatry | 20 |

Additional/Other Specialties/Facilities for clinical experience required are as follows:

- Community Health Nursing – own/affiliated rural and urban community health centre
- Major OT
- Minor OT
- Dental, Otorhinolaryngology, Ophthalmology
- Burns and Plastic
- Neonatology care unit
- Communicable disease/Respiratory medicine/TB & chest diseases
- Dermatology
- Cardiology
- Oncology/Neurology/Neuro-surgery
- Nephrology
- ICU/ICCU
- Geriatric Medicine
- Any other specialty as per syllabus requirements

Note:

- i. Educational visits will also be conducted as per the B.Sc. (Nursing) syllabus (for example: Milk Treatment plant, Water and Sewage plant, Rehabilitation

- Centres, Orphanage, Geriatric Care, Home for Destitute, Professional Organisation etc.).
- ii. The Nursing Staffing norms in the Parent and Affiliated Hospital should be as per the Staff Inspection Unit (SIU) norms.
 - iii. The Parent/affiliated Hospital should give student status to the candidates of the nursing program.
 - iv. Maximum Distance between affiliated hospitals & institutions should not be more than 30 kms.
 - v. For Hilly & Tribal the maximum distance can be 50 kms.
 - vi. 1:3 student patient ratio to be maintained.
 - vii. **Distribution of Beds:** At least one third of the total number of beds should be for medical patients and one third for surgical patients. The number of beds for male patients should not be less than 1/6th of the total number of beds i.e. at least 40 beds. There should be minimum of 100 deliveries per month. Provision should be made for clinics in health and family welfare and for preventive medicine.

Community Health Nursing Field Practice Area

The students should be sent for community health nursing experience in urban as well as rural field area. The institution can be attached to primary health centre. A well set up field teaching centre should be provided with facilities for accommodation of at least 10-15 students and one staff member at a time. Peon, cook and chowkidar should be available at health centre. Each College of Nursing should have its own transport facility and it must be under the control of the principal. The security of staff and students should be ensured.

ANTI-RAGGING

Anti-ragging guidelines as per gazette notification shall be followed.

BUDGET

In the overall budget of the institution, there should be provision for college budget under a separate head. Principal of the College of Nursing should be the drawing and disbursing authority.

TEACHING FACULTY

The principal should be the administrative head of the College. He/She should hold qualifications as laid down by the Council. The principal should be the controlling authority for the budget of the College and also be the drawing and disbursing officer. The Principal and Vice-Principal should be gazetted officers in Government Colleges and of equal status (though non-Gazetted) in non-government Colleges.

Qualifications & Experience of Teachers of College of Nursing

| S.No. | Post, Qualification & Experience |
|-------|---|
| 1 | Principal cum Professor - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) having total 15 years' experience with M.Sc. (Nursing) out of which 10years after M.Sc. (Nursing) in collegiate program. Ph.D. (Nursing) is desirable |
| 2 | Vice-Principal cum Professor - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) Total 12 years' experience with M.Sc. (Nursing) out of which 10 yearsteaching experience after M.Sc. (Nursing) Ph.D. (Nursing) is desirable |
| 3 | Professor - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) Total 12 years' experience with M.Sc. (Nursing) out of which 10 yearsteaching experience after M.Sc. (Nursing). Ph.D. (Nursing) is desirable |
| 4 | Associate Professor - Essential Qualification: M.Sc. (Nursing) Experience: Total 8 years' experience with M.Sc. (Nursing) including 5 years teaching experiencePh.D. (Nursing) desirable |
| 5 | Assistant Professor - Essential Qualification: M.Sc. (Nursing) Experience: M.Sc. (Nursing) with total 3 years teaching experience Ph.D. (Nursing) desirable |
| 6 | Tutor - M.Sc. (Nursing) preferable Experience: B.Sc. (Nursing)/P.B.B.Sc. (Nursing) with 1 year experience. |

College of Nursing which has a parent hospital shall adopt the integration of service and education model recommended by the Council placed at www.indiannursingcouncil.org

Departments

Number of Nursing departments = 6 (Six)

- i. Nursing Foundation
- ii. Adult Health Nursing
- iii. Community Health Nursing
- iv. Midwifery/Obstetrics & Gynaecology Nursing
- v. Child Health Nursing
- vi. Mental Health Nursing

Note: Professor shall be head of the department.

| S.No. | Designation | B.Sc. (Nursing) 40-60 | B.Sc. (Nursing) 61-100 |
|-------|----------------|-----------------------|------------------------|
| 1 | Principal | 1 | 1 |
| 2 | Vice-Principal | 1 | 1 |
| 3 | Professor | 1 | 1-2 |

| | | | |
|---|---------------------|--------------|--------------|
| 4 | Associate Professor | 2 | 2-4 |
| 5 | Assistant Professor | 3 | 3-8 |
| 6 | Tutor | 8-16 | 16-24 |
| | Total | 16-24 | 24-40 |

(For example for 40 students intake minimum number of teachers required is 16 including Principal, i.e., 1 – Principal, 1 – Vice Principal, 1 – Professor, 2 – Associate Professor, 3 – Assistant Professor, and 8 tutors)

To start the program, minimum 3 M.Sc. (Nursing) shall be appointed.

| | Ist year | IInd Year | IIIrd year | IVth year |
|--------------|---|--|---|---|
| 40 Students | 3 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics) + 2 Tutors | 5 M.Sc. (Nursing) (2 – Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric) + 3 Tutors | 7 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 2 - OBG) + 5 Tutors | 8 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 3 - OBG) + 8 Tutors |
| 60 Students | 3 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics) + 3 Tutors | 5 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric) + 7 Tutors | 7 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 2 - OBG) + 11 Tutors | 8 M.Sc. (Nursing) (2 - Med Surg., 1 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric, 3 - OBG) + 16 Tutors |
| 100 Students | 5 M.Sc. (Nursing) (3 - Med Surg., 2 - Pediatrics) + 5 Tutors | 8 M.Sc. (Nursing) (4 - Med Surg., 2 - Pediatrics, 1 - Community Health Nursing, 1 - Psychiatric) + 12 Tutors | 12 M.Sc. (Nursing) (4 - Med Surg., 2 - Pediatrics, 2 - Community Health Nursing, 2 - Psychiatric, 2 - OBG) + 18 Tutors | 16 M.Sc. (Nursing) (4 - Med Surg., 2 - Pediatrics, 2 - Community Health Nursing, 2 - Psychiatric, 6 - OBG) + 24 Tutors |

Teachers for non-nursing courses (Part-time/external faculty)**

| Sl.No. | Courses/Subjects |
|--------|---|
| 1 | English |
| 2 | Anatomy |
| 3 | Physiology |
| 4 | Sociology |
| 5 | Psychology |
| 6 | Biochemistry |
| 7 | Nutrition & Dietetics |
| 8 | Health Nursing Informatics and Technology |
| 9 | Microbiology |
| 10 | Pharmacology |
| 11 | Pathology & Genetics |
| 12 | Forensic Nursing |
| 13 | Any other Clinical Discipline |
| 14 | Physical Education |
| 15 | Elective Courses |

****The above teachers should have postgraduate qualification with teaching experience in respective discipline.**

Note:

- i. 1:10 teacher student ratio.
- ii. All teachers including Principal & Vice Principal shall take classes, perform clinical teaching and supervision and other academic activities. Every faculty including Principal shall spend at least four hours each day.
- iii. One of the tutors need to stay at the community health field by rotation.
- iv. The salary of the teaching faculty in private Colleges of Nursing should not be less than what is admissible in the Colleges of Nursing under State/Central government or as per the UGC scales.
- v. Nursing service personnel should actively participate in instruction, supervision, guidance and evaluation of students in the clinical/community practice areas. The teaching faculty of the College of Nursing should work in close coordination with the nursing service personnel.
- vi. The teaching faculty of the College and nursing service personnel should be deputed to attend short term educational courses/workshops/conferences etc. to update their knowledge, skills and attitude.
- vii. It is mandatory for College authorities to treat teaching faculty of College of Nursing on duty with respect and dignity, when nominated/selected for the purpose of examination or inspection by the Council.
- viii. 50% of non-nursing courses/subjects should be taught by the nursing faculty. However, it will be supplemented by external faculty who are doctors or faculty

in other disciplines having Post Graduate qualification in their requisite course. Nursing faculty who teach these courses shall be examiners for the taught course/s.

Additional Staff for College of Nursing

Ministerial

- a) Administrative Officer 1
- b) Office Superintendent 1
- c) PA to Principal 1
- d) Accountant/Cashier 1

- Upper Division Clerk 2
- Lower Division Clerk 2
- Store Keeper 1
- Classroom Attendants 2
- Sanitary Staff - As per the physical space
- Security Staff - As per the requirement
- Peons/Office Attendants 4
- Library
 - a) Librarian 2
 - b) Library Attendants - As per the requirement
- Hostel
 - a) Wardens 3
 - o Cooks, Bearers - As per the requirement
 - o Gardeners and Dhobi (Desirable)

Note: Provision should be made to have leave reserve staff in addition to the regular staff according to rules.

College Management Committee

Following members should constitute the Board of Management of the College:

| | |
|---|-------------|
| Principal | Chairperson |
| Vice-Principal | Member |
| Professor/Associate Professor/Assistant Professor | Member |
| Chief Nursing Officer/Nursing Superintendent | Member |
| Representative of Medical Superintendent | Member |

ADMISSION TERMS AND CONDITIONS

1. The minimum age for admission shall be 17 years on 31st December of the year in which admission is sought. The maximum age limit for admission shall be 35 years.
2. Minimum Educational Qualification
 - a) Candidate with Science who have passed the qualifying 12th Standard

examination (10+2) and must have obtained a minimum of 45% marks in Physics, Chemistry and Biology taken together and passed in English individually.

- b) Candidates are also eligible from State Open School recognized by State Government and National Institute of Open School (NIOS) recognized by Central Government having Science subjects and English only.
 - c) English is a compulsory subject in 10+2 for being eligible for admission to B.Sc. (Nursing).
3. Colour blind candidates are eligible provided that colour corrective contact lens and spectacles are worn by such candidates.
 4. Candidate shall be medically fit.
 5. Married candidates are also eligible for admission.
 6. Students shall be admitted once in a year.
 7. Selection of candidates should be based on the merit of the **entrance examination**.

Entrance test** shall comprise of:

- | | |
|-------------------------|----------|
| a) Aptitude for Nursing | 20 marks |
| b) Physics | 20 marks |
| c) Chemistry | 20 marks |
| d) Biology | 20 marks |
| e) English | 20 marks |

Minimum qualifying marks for entrance test shall be 50% marks.

**Entrance test shall be conducted by University/State Government.

8. Reservation Policy

- **Reservation of seats in for admission in Nursing Colleges for SC/ST/OBC/EWSs/PH**

Admission under the reserved quota shall be subject to reservation policy and eligibility criteria for SC/ST/OBC/EWSs prescribed by the Central Govt./State Govt./Union Territory as applicable to the College concerned.

In respect of candidates belonging to SC/ST/OBC the marks obtained in 3 core subjects shall be 40% instead of 45% for General category candidates.

- Reservation for disability
5% Disability reservation to be considered for disabled candidates with a **disability of locomotor** to the tune of 40% to 50% of the lower extremity and other eligibility criteria with regard to qualification will be same as prescribed for General category candidates. The upper age limit shall be relaxed by 5 years for disabled candidates.

Note: A committee to be formed consisting of medical officer authorized by medical board of State government and a nursing expert in the panel which may decide whether the candidates have the disability of loco-motor to the tune of 40% to 50%.

Note:

- i. Reservations shall be applicable within the sanctioned number of the seats.
- ii. The start of the semester shall be 1st August every year.
- iii. No admission after the cut-off date i.e. 30th September will be undertaken. Further Hall Tickets/Admit Card shall not be issued to the candidates who are admitted after 30th September.
- iv. The responsibility of obtaining and verifying the requisite documents for admission lies with the Institution and University.

9. Foreign Nationals:

The entry qualification equivalency i.e., 12th standard will be obtained by Association of Indian Universities, New Delhi. Institution, SNRC and University will be responsible to ensure that the qualification and eligibility will be equivalent to what has been

prescribed by the Council.

10. Admission/Selection Committee

This committee should comprise of:

- Principal (Chairperson)
- Vice-Principal
- Professor
- Chief Nursing Officer or Nursing Superintendent

11. Admission Strength

Maximum intake of students shall be sixty if the institution has a 100 bedded unitary parent hospital and 61-100 if the institution has 300 or more bedded unitary parent hospital.

12. Health Services

There should be provisions for the following health services for the students.

- An annual medical examination.
- Vaccination against Tetanus, Hepatitis B or any other communicable disease as considered necessary.
- Free medical care during illness.
- A complete health record should be kept in respect of each individual student. The criteria for continuing the training of a student with long term chronic illness, will be decided by the individual College.

13. Records

Following are the minimum records which needs to be/should be maintained in the College:

a) For Students

- i. Admission record
- ii. Health record
- iii. Class attendance record
- iv. Clinical and Field Experience record
- v. Internal assessment record for both theory and practical
- vi. Mark Lists (University Results)
- vii. Record of extracurricular activities of student (both in the College as well as outside)
- viii. Leave record
- ix. Practical record books – Procedure Book and Midwifery Record Book to be maintained as prescribed by the Council.

b) For each academic year, for each class/batch

- i. Course contents record (for each course/subjects)
- ii. The record of the academic performance
- iii. Rotation plans for each academic year
- iv. Record of committee meetings
- v. Record of the stock of the College
- vi. Affiliation record
- vii. Grant-in-aid record (if the College is receiving grant-in-aid from any source like State Govt. etc.)
- viii. Cumulative record.

c) Record of educational activities organized for teaching faculty (CNEs) and student, both in the College as well as outside.

d) Annual reports (Record) of the achievement of the College prepared annually.

e) College of Nursing should possess detailed and up-to-date record of each activity carried out in the College.

14. Transcript

All institutions to issue the transcript upon completion of the program and to **submit only one single copy of transcript** per batch to respective SNRC.

CURRICULUM

Curricular Framework

The B.Sc. Nursing program is a four-year program comprising of eight semesters that is credit and semester based. It is choice based only for elective courses. Competency based curriculum is the main approach that is based on ten core competencies. The courses are categorized into foundational courses, core courses and elective courses. The curricular framework shown in Figure 2 depicts the entire course of curriculum, which is further outlined in the program structure

B.Sc. NURSING PROGRAM – Four years (8 semesters)
CREDIT SYSTEM & SEMESTER SYSTEM
COMPETENCY BASED CURRICULUM
TEN CORE COMPETENCIES (Figure 1)

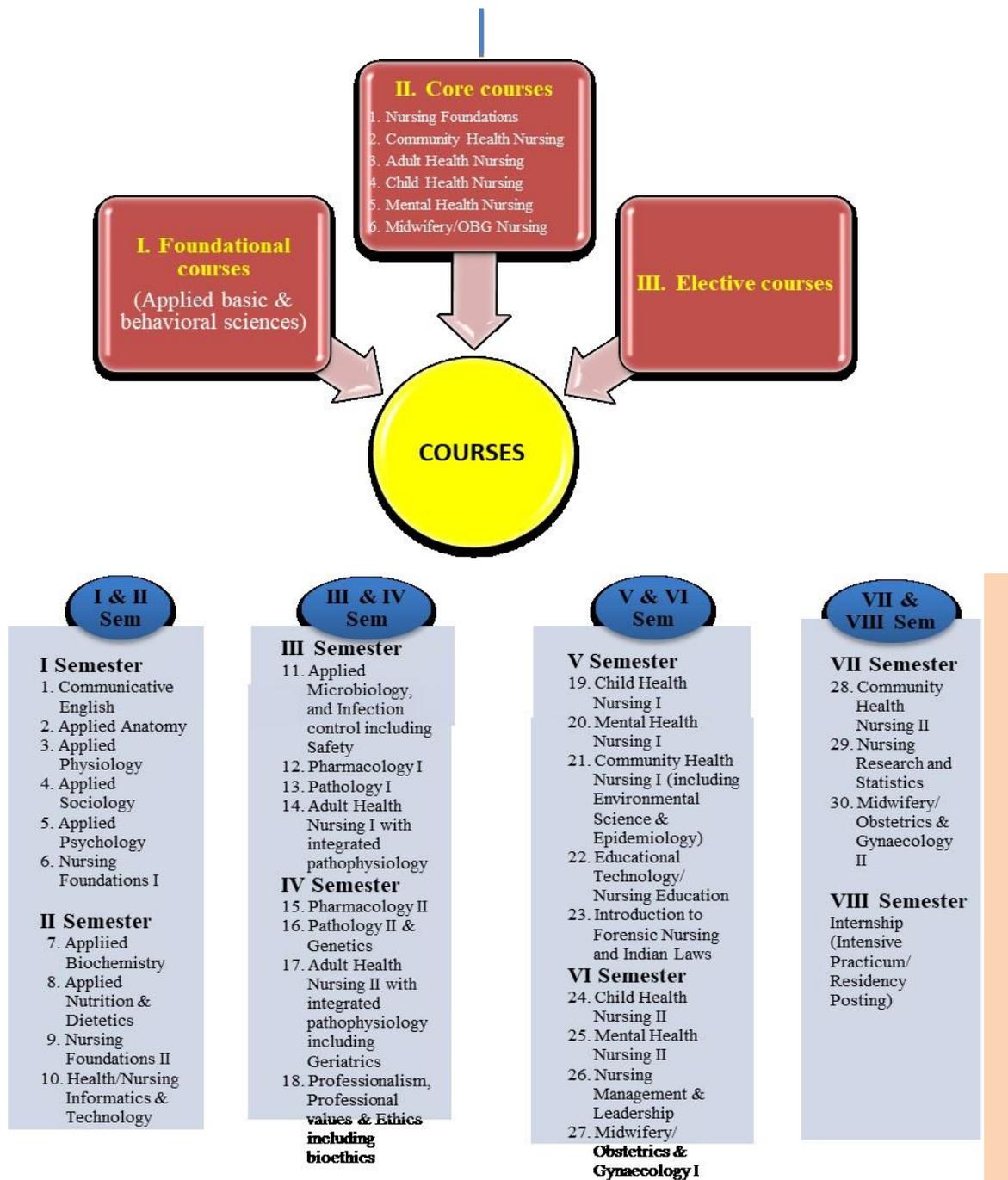


Figure 2. Curricular Framework

PROGRAM STRUCTURE

| B.Sc. Nursing Program Structure | | | |
|---|---|--|--|
| <p>I Semester</p> <ol style="list-style-type: none"> 1. Communicative English 2. Applied Anatomy 3. Applied Physiology 4. Applied Sociology 5. Applied Psychology 6. *Nursing Foundations I <p>Mandatory Module *First Aid as part of Nursing Foundation I Course</p> | <p>III Semester</p> <ol style="list-style-type: none"> 1. Applied Microbiology and Infection Control including Safety 2. Pharmacology I 3. Pathology I 4. *Adult Health (Medical Surgical) Nursing I with integrated pathophysiology <p>Mandatory Module *BCLS as part of Adult Health Nursing I</p> | <p>V Semester</p> <ol style="list-style-type: none"> 1. *Child Health Nursing I 2. Mental Health Nursing I 3. Community Health Nursing I (including Environmental Science & Epidemiology) 4. Educational Technology/Nursing Education 5. Introduction to Forensic Nursing and Indian Laws <p>Mandatory Modules *Essential Newborn Care (ENBC), Facility Based Newborn Care (FBNBC), IMNCI and PLS as part of Child Health Nursing</p> | <p>VII Semester</p> <ol style="list-style-type: none"> 1. Community Health Nursing II 2. Nursing Research & Statistics 3. Midwifery/Obstetrics and Gynecology (OBG) Nursing II <p>Mandatory Modules *Safe delivery app under OBG Nursing I/II (VI/VII Semester)</p> |
| <p>II Semester</p> <ol style="list-style-type: none"> 1. Applied Biochemistry 2. Applied Nutrition and Dietetics 3. *Nursing Foundations II 4. Health/Nursing Informatics & Technology <p>Mandatory Module *Health Assessment as part of Nursing Foundation II Course</p> | <p>IV Semester</p> <ol style="list-style-type: none"> 1. *Pharmacology II 2. Pathology II & Genetics 3. Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing 4. Professionalism, Professional Values & Ethics including Bioethics <p>Mandatory Module *Fundamentals of Prescribing under Pharmacology II *Palliative care module under Adult Health Nursing II</p> | <p>VI Semester</p> <ol style="list-style-type: none"> 1. Child Health Nursing II 2. Mental Health Nursing II 3. Nursing Management & Leadership 4. *Midwifery/Obstetrics and Gynecology (OBG) Nursing I <p>Mandatory Module * SBA Module under OBG Nursing I/II (VI/VII Semester)</p> | <p>VIII Semester</p> <p>Internship (Intensive Practicum/Residency Posting)</p> |

Note: No institute/University will modify the curriculum. However, they can add units/subject in the syllabus as deemed necessary.

#Modules both mandatory and elective shall be certified by the institution/ external agency.

MANDATORY MODULES

The prepared modules/modules outlined by the Council such as Health Assessment & Fundamentals of Prescribing and available modules as National Guidelines (First Aid – NDMA, IMNCI, ENBC, FBNBC), Palliative Care, Safe Delivery App and SBA module will be provided in separate learning resource package.

For BCLS, PLS – Standard national/international modules can be used.

ELECTIVE MODULES

Number of electives to be completed: 3 (Every module = 1 credit = 20 hours)

III & IV Semesters: To complete any **one** elective by end of 4th semester across 1st to 4th semesters

- Human values
- Diabetes care
- Soft skills

V & VI Semesters: To complete any **one** of the following before end of 6th semester

- CBT
- Personality development
- Addiction psychiatry
- Adolescent health
- Sports health
- Accreditation and practice standards
- Developmental psychology
- Menopausal health
- Health Economics

VII & VIII Semesters: To complete any **one** of the following before end of 8th semester

- Scientific writing skills
- Lactation management
- Sexuality & Health
- Stress management
- Job readiness and employability in health care setting

SCHEME OF EXAMINATION

The distribution of marks in internal assessment, End Semester College Exam, and End Semester University Exam for each course is shown below.

I SEMESTER

| S.No. | Course | Assessment (Marks) | | | | |
|-------|--------------------------------------|--------------------|---------------------------|------------------------------|-------|-------------|
| | | Internal | End Semester College Exam | End Semester University Exam | Hours | Total Marks |
| | Theory | | | | | |
| 1 | Communicative English | 25 | 25 | | 2 | 50 |
| 2 | Applied Anatomy & Applied Physiology | 25 | | 75 | 3 | 100 |

| | | | | | | |
|------------------|--|-----|--|----|---|-----|
| 3 | Applied Sociology & Applied Psychology | 25 | | 75 | 3 | 100 |
| 4 | Nursing Foundations I | *25 | | | | |
| Practical | | | | | | |
| 5 | Nursing Foundations I | *25 | | | | |

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

Example: Nursing Foundations Theory: Nursing Foundations I Theory Internal marks in 1st semester will be added to Nursing Foundations II Theory Internal in the 2nd semester and average of the two semesters will be taken.

II SEMESTER

| S.No. | Course | Assessment (Marks) | | | | |
|------------------|--|--|---------------------------|------------------------------|-------|-------------|
| | | Internal | End Semester College Exam | End Semester University Exam | Hours | Total Marks |
| Theory | | | | | | |
| 1 | Applied Biochemistry and Applied Nutrition & Dietetics | 25 | | 75 | 3 | 100 |
| 2 | Nursing Foundations (I & II) | 25 I Sem-25 & II Sem-25 (with average of both) | | 75 | 3 | 100 |
| 3 | Health/Nursing Informatics & Technology | 25 | 25 | | 2 | 50 |
| Practical | | | | | | |
| 4 | Nursing Foundations (I & II) | 50 I Sem-25 & II Sem-25 | | 50 | | 100 |

III SEMESTER

| S.No. | Course | Assessment (Marks) | | | | |
|------------------|---|--------------------|---------------------------|------------------------------|-------|-------------|
| | | Internal | End Semester College exam | End Semester University Exam | Hours | Total marks |
| Theory | | | | | | |
| 1 | Applied Microbiology and Infection Control including Safety | 25 | | 75 | 3 | 100 |
| 2 | Pharmacology I and Pathology I | *25 | | | | |
| 3 | Adult Health Nursing I | 25 | | 75 | 3 | 100 |
| Practical | | | | | | |

| | | | | | | |
|---|------------------------|----|--|----|--|-----|
| 4 | Adult Health Nursing I | 50 | | 50 | | 100 |
|---|------------------------|----|--|----|--|-----|

***Will be added to the internal marks of Pharmacology II and Pathology II & Genetics in the next semester (Total weightage remains the same).**

IV SEMESTER

| S.No. | Course | Assessment (Marks) | | | | |
|------------------|---|--|---------------------------|------------------------------|-------|-------------|
| | | Internal | End Semester College exam | End Semester University Exam | Hours | Total marks |
| Theory | | | | | | |
| 1 | Pharmacology & Pathology (I & II) and Genetics | 25 III Sem-25 & IV Sem-25 (with average of both) | | 75 | 3 | 100 |
| 2 | Adult Health Nursing II | 25 | | 75 | 3 | 100 |
| 3 | Professionalism, Ethics and Professional Values | 25 | 25 | | 2 | 50 |
| Practical | | | | | | |
| 4 | Adult Health Nursing II | 50 | | 50 | | 100 |

V SEMESTER

| S.No. | Course | Assessment (Marks) | | | | |
|------------------|---|--------------------|---------------------------|------------------------------|-------|-------------|
| | | Internal | End Semester College exam | End Semester University Exam | Hours | Total marks |
| Theory | | | | | | |
| 1 | Child Health Nursing I | *25 | | | | |
| 2 | Mental Health Nursing I | *25 | | | | |
| 3 | Community Health Nursing I including Environmental Science & Epidemiology | 25 | | 75 | 3 | 100 |
| 4 | Educational Technology/Nursing Education | 25 | | 75 | 3 | 100 |
| 5 | Introduction to Forensic Nursing and Indian Laws | 25 | 25 | | 2 | 50 |
| Practical | | | | | | |
| 6 | Child Health Nursing I | *25 | | | | |
| 7 | Mental Health Nursing I | *25 | | | | |
| 8 | Community Health Nursing I | 50 | | 50 | | 100 |

***Will be added to the internal marks of Child Health Nursing II and Mental Health Nursing II in both theory and practical respectively in the next semester (Total weightage remains same).**

VI SEMESTER

| S.No. | Course | Assessment (Marks) | | | | |
|------------------|-------------------------------------|--|---------------------------|------------------------------|-------|-------------|
| | | Internal | End Semester College exam | End Semester University Exam | Hours | Total marks |
| Theory | | | | | | |
| 1 | Child Health Nursing (I & II) | 25 Sem V-25 & Sem VI-25 (with average of both) | | 75 | 3 | 100 |
| 2 | Mental Health Nursing (I & II) | 25 Sem V-25 & Sem VI-25 (with average of both) | | 75 | 3 | 100 |
| 3 | Nursing Management & Leadership | 25 | | 75 | 3 | 100 |
| 4 | Midwifery/Obstetrics & Gynecology I | *25 | | | | |
| Practical | | | | | | |
| 5 | Child Health Nursing (I & II) | 50 (Sem V-25 & Sem VI-25) | | 50 | | 100 |
| 6 | Mental Health Nursing (I & II) | 50 (Sem V-25 & Sem VI-25) | | 50 | | 100 |
| 7 | Midwifery/Obstetrics & Gynecology I | *25 | | | | |

***Will be added to Internal marks of Midwifery II theory and practical respectively in the next semester (Total weightage remains the same)**

VII SEMESTER

| S.No. | Course | Assessment (Marks) | | | | |
|---------------|-------------------------------|--------------------|---------------------------|------------------------------|-------|-------------|
| | | Internal | End Semester College Exam | End Semester University Exam | Hours | Total marks |
| Theory | | | | | | |
| 1 | Community Health Nursing II | 25 | | 75 | 3 | 100 |
| 2 | Nursing Research & Statistics | 25 | | 75 | 3 | 100 |

School of Nursing, GITAM Deemed to be University

| | | | | | | |
|------------------|---|---|--|----|---|-----|
| 2 | Midwifery/Obstetrics and Gynecology(OBG) Nursing (I & II) | 25 Sem VI-25 & Sem VII-25 (with average ofboth) | | 75 | 3 | 100 |
| Practical | | | | | | |
| 3 | Community Health Nursing II | 50 | | 50 | | 100 |
| 4 | Midwifery/Obstetrics and Gynecology(OBG) Nursing (I & II) | 50 (Sem VI-25 & Sem VII-25) | | 50 | | 100 |

VII SEMESTER

| S.No. | Course | Assessment (Marks) | | | | |
|------------------|-----------------------|--------------------|---------------------------|------------------------------|-------|-------------|
| | | Internal | End Semester College Exam | End Semester University Exam | Hours | Total marks |
| Practical | | | | | | |
| 1 | Competency Assessment | 100 | | 100 | | 200 |

EXAMINATION REGULATIONS

Note:

1. Applied Anatomy and Applied Physiology: Question paper will consist of Section-A Applied Anatomy of 37 marks and Section-B Applied Physiology of 38 marks.
2. Applied Sociology and Applied Psychology: Question paper will consist of Section-A Applied Sociology of 37 marks and Section-B Applied Psychology of 38 marks.
3. Applied Microbiology and Infection Control including Safety: Question paper will consist of Section-A Applied Microbiology of 37 marks and Section-B Infection Control including Safety of 38 marks.
4. Applied Nutrition and Dietetics and Applied Biochemistry: Question paper will consist of Section-A Applied Nutrition and Dietetics of 50 marks and Section-B Biochemistry of 25 marks.
5. Pharmacology, Genetics and Pathology: Question paper will consist of Section-A of Pharmacology with 38 marks, Section-B of Pathology with 25 marks and Genetics with 12 marks.
6. Nursing Research and Statistics: Nursing Research should be of 55 marks and Statistics of 20 marks.
7. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each course/subject for appearing for examination.
8. A candidate must have 100% attendance in each of the practical areas before award of degree.
9. Following exams shall be conducted as College exam and minimum pass is 50% (C Grade) and to be sent to the University for inclusion in the marks sheet and shall be considered for calculating aggregate.
 - i. Communicative English
 - ii. Health/Nursing Informatics and Technology
 - iii. Professionalism, Professional Values and Ethics including Bioethics
 - iv. Introduction to Forensic Nursing & Indian Laws
10. Minimum pass marks shall be 40% (P grade/4 point) for English only and elective modules.
11. Minimum pass marks shall be 50% in each of the Theory and practical papers separately except in

English.

12. The student has to pass in all **mandatory modules** placed within courses and the pass mark for each module is 50% (C Grade). The allotted percentage of marks will be included in the internal assessment of College/University Examination (Refer Appendix 2).
13. A candidate has to pass in theory and practical exam separately in each of the paper.
14. If a candidate fails in either theory or practical, he/she has to re-appear for both the papers (Theory and Practical).
15. If the student has failed in only one subject and has passed in all the other subjects of a particular semester and Grace marks of up to 5 marks to theory marks can be added for one course/subject only, provided that by such an addition the student passes the semester examination.
16. The candidate shall appear for exams in each semester:
 - i. The candidate shall have cleared all the previous examinations before appearing for fifth semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
 - ii. The candidate shall have cleared all the previous examinations before appearing for seventh semester examination. However, the candidates shall be permitted to attend the consecutive semesters.
 - iii. The candidate shall have cleared all the previous examination before appearing for final year examination.
 - iv. The maximum period to complete the course successfully should not exceed 8 years.
17. The candidate has to pass separately in internal and external examination (shall be reflected in the marks sheet). No institution shall submit average internal marks of the students not more than 75% (i.e. if 40 students are admitted in a course the average score of the 40 students shall not exceed 75% of total internal marks).
18. At least 50% of the Non-nursing subjects like Applied Anatomy & Physiology, Applied Biochemistry, Applied Psychology & Sociology, Applied Microbiology, Pharmacology, Genetics, Nutrition & Dietetics, Communicative English and Health/Nursing Informatics & Technology should be taught by the Nursing teachers. Teachers who are involved in teaching non-nursing subjects can be the examiners for the program.
19. Maximum number of candidates for practical examination should not exceed 20 per day. Particular year and of same institution batch shall be examined by the same set of examiners.
20. All practical examinations must be held in the respective clinical areas.
21. One internal and one external examiner should jointly conduct practical examination for each student.
22. An examiner for theory and practical/OSCE examination should be an Assistant Professor or above in a College of Nursing with M.Sc. (Nursing) in concerned subject and minimum 3 years of teaching experience. To be an examiner for Nursing Foundations course, the faculty having M.Sc. (Nursing) with any specialty shall be considered.

ASSESSMENT GUIDELINES

Grading of Performance

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

| Letter grade | Grade point | Percentage of marks |
|-----------------|-------------|---------------------|
| O (Outstanding) | 10 | 100% |
| A+ (Excellent) | 9 | 90-99.99% |

| | | |
|-------------------|---|-----------|
| A (Very Good) | 8 | 80-89.99% |
| B+ (Good) | 7 | 70-79.99% |
| B (Above Average) | 6 | 60-69.99% |
| C (Average) | 5 | 50-59.99% |
| P (Pass) | 4 | 40-49.99% |
| F (Fail) | 0 | |

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

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

Computation of Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA)

SPGA is the weighted average of the grade points obtained in all courses by the student during the semester (All courses excluding English and electives)

Ex. SGPA Computation

| Course Number | Credit/s | Letter grade | Grade point | Credit point (Credit × grade) |
|---------------|----------|--------------|-------------|-------------------------------|
| 1 | 3 (C1) | A | 8 (G1) | 3 × 8 = 24 |
| 2 | 4 (C2) | B+ | 7 (G2) | 4 × 7 = 28 |
| 3 | 3 (C3) | B | 6 (G3) | 3 × 6 = 18 |

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

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

Computation of CGPA

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

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

| Semester I | Semester 2 | Semester 3 | Semester 4 |
|----------------------|------------|------------|------------|
| Credit – CrCr: 20 | Cr: 22 | Cr: 25 | Cr: 26 |
| SGPA: 6.5 | SGPA: 7.0 | SGPA: 5.5 | SGPA: 6.0 |
| Cr × SGPA = 20 × 6.5 | | | |

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

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

Transcript Format

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

Declaration of Pass

First Class with Distinction – CGPA of 7.5 and above

First Class – CGPA of 6.00-7.49

Second Class – CGPA of 5.00-5.99

VISION AND MISSION OF THE UNIVERSITY

VISION

To become a global leader in higher education.

MISSION

To impart futuristic and comprehensive education of global standards with a high sense of discipline and social relevance in a serene and invigorating environment.

VISION AND MISSION OF THE SCHOOL

GITAM INSTITUTE OF NURSING

VISION

GITAM INSTITUTE OF NURSING, GITAM is a centre for excellence with globally standardized educational outcomes exemplified by graduates who will be the best expertise in providing compassionate professional nursing care to the individual, family, and society.

MISSION

- Prepare its graduates to be the best practitioner in the health care industry by inculcating the professional code of conduct, and moral values with utmost discipline, dedication & devotion
- Provide high-quality education by adopting innovative teaching and learning methods to train its students as independent practitioners, health care administrators, and leaders for the betterment of the global society.

BSc Nursing
(w.e.f. academic year 2022-23 admitted batch)

PROGRAMME EDUCATIONAL OBJECTIVES (PEOs)

| | |
|--------------|---|
| PEO 1 | Produce knowledgeable competent nurses and midwives with clear critical thinking skills who are caring, motivated, assertive, and well-disciplined responding to the changing needs of profession, healthcare delivery system and society. |
| PEO 2 | Prepare them to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative and rehabilitative healthcare services in any healthcare setting. |
| PEO 3 | Prepare nurses and midwives who can make independent decisions in nursing situations within the scope of practice, protect the rights of individuals and groups and conduct research in the areas of nursing practice and apply evidence- based practice. |
| PEO 4 | Prepare them to assume role of practitioner, teacher, supervisor and manager in all healthcare settings. |

Mapping of the Mission of the School with the PEOs

| | PEO1 | PEO2 | PEO3 | PEO4 |
|--------------------------------|-------------|-------------|-------------|-------------|
| M1 | M | H | M | H |
| M2 | H | M | H | H |
| <i>H–High, M–Medium, L–Low</i> | | | | |

BSc Nursing
(w.e.f. academic year 2022-23 admitted batch)

PROGRAMME OUTCOMES (POs) AND PROGRAMME SPECIFIC OUTCOMES (PSOs):

At the end of the Programme the students would be able to:

| | |
|------|--|
| PO1 | Utilize critical thinking to synthesize knowledge derived from physical, biological, behavioural sciences, and humanities, in the practice of professional nursing and midwifery. |
| PO2 | Practice professional nursing and midwifery competently and safely in diverse settings, utilizing caring, critical thinking and therapeutic nursing interventions with individuals, families, populations and communities at any developmental stage and with varied lived health experiences. |
| PO3 | Provide promotive, preventive and restorative health services in line with national health policies and programs. |
| PO4 | Integrate professional caring into practice decisions that encompass values, ethical, and moral and legal aspects of nursing. |
| PO5 | Respect the dignity, worth, and uniqueness of self and others. |
| PO6 | Apply concepts of leadership, autonomy and management to the practice of nursing and midwifery to enhance quality and safety in health care. |
| PO7 | Utilize the latest knowledge and skills related to information and technology to enhance patient outcomes. |
| PO8 | Communicate effectively with patients, peers, and all health care providers. |
| PO9 | Utilize the requisite knowledge, skills and technologies to practice independently and collaboratively with all health professionals applying the principles of safety and quality improvement. |
| PO10 | Integrate research findings and nursing theory in decision making in evidence-based practice. |
| PO11 | Accept responsibility and accountability for the effectiveness of one's own nursing and midwifery practice and professional growth as a learner, clinician and leader. |
| PO12 | Participate in the advancement of the profession to improve health care for the betterment of the global society. |
| PSO1 | Students will be able to demonstrate the theoretical knowledge and competency skills in providing nursing care to individuals, families, and communities. |
| PSO2 | Students will be able to communicate courteously and effectively with other healthcare professionals, patients, and the public. |
| PSO3 | Students will be able to make the maximum contribution to society as useful and productive individuals, citizens, as well as efficient, professional nurses. |

Curriculum Structure
(Credit Based System)

SEMESTER-1

| Course code | Course title | L | T | P | S | J | C |
|--------------|---|----|---|---|---|---|----|
| ENGL 101 | Communicative English | 2 | 0 | 0 | 0 | 0 | 2 |
| ANAT 105 | Applied Anatomy | 3 | 0 | 0 | 0 | 0 | 3 |
| PHYS 110 | Applied Physiology | 3 | 0 | 0 | 0 | 0 | 3 |
| SOCI 115 | Applied Sociology | 3 | 0 | 0 | 0 | 0 | 3 |
| PSYC 120 | Applied Psychology | 3 | 0 | 0 | 0 | 0 | 3 |
| N-NF (I) 125 | Nursing Foundation I including First Aid module | 6 | 2 | 2 | 0 | 0 | 10 |
| SSCC (I) 130 | Self-study/Co-curricular | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 20 | 2 | 2 | 0 | 0 | 24 |

SEMESTER-2

| Course code | Course title | L | T | P | S | J | C |
|---------------|--|----|---|---|---|---|----|
| BIOC 135 | Applied Biochemistry | 2 | 0 | 0 | 0 | 0 | 2 |
| NUTR 140 | Applied Nutrition and Dietetics | 3 | 0 | 0 | 0 | 0 | 3 |
| N-NF (II) 125 | Nursing Foundation II including Health Assessment module | 6 | 3 | 4 | 0 | 0 | 13 |
| HNIT 145 | Health/Nursing Informatics & Technology | 2 | 1 | 0 | 0 | 0 | 3 |
| SSCC(II) 130 | Self-study/Co-curricular | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 13 | 4 | 4 | 0 | 0 | 21 |

SEMESTER-3

| Course code | Course title | L | T | P | S | J | C |
|---------------|--|----|---|---|---|---|----|
| MICR 201 | Applied Microbiology and Infection Control including Safety | 2 | 1 | 0 | 0 | 0 | 3 |
| PHAR (I) 205 | Pharmacology I | 1 | 0 | 0 | 0 | 0 | 1 |
| PATH (I) 210 | Pathology I | 1 | 0 | 0 | 0 | 0 | 1 |
| N-AHN (I) 215 | Adult Health Nursing I with integrated pathophysiology including BCLS module | 7 | 1 | 6 | 0 | 0 | 14 |
| SSCC (I) 220 | Self-study/Co-curricular | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 11 | 2 | 6 | 0 | 0 | 19 |

SEMESTER-4

| Course code | Course title | L | T | P | S | J | C |
|----------------|--|----|---|---|---|---|----|
| PHAR (II) 205 | Pharmacology II including Fundamentals of prescribing module | 3 | 0 | 0 | 0 | 0 | 3 |
| PATH (II) 210 | Pathology II and Genetics | 1 | 0 | 0 | 0 | 0 | 1 |
| N-AHN (II) 225 | Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing + Palliative care module | 7 | 1 | 6 | 0 | 0 | 14 |
| PROF 230 | Professionalism, Professional Values and Ethics including bioethics | 1 | 0 | 0 | 0 | 0 | 1 |
| SSCC(II) 220 | Self-study/Co-curricular | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 12 | 1 | 6 | 0 | 0 | 19 |

SEMESTER-5

| Course code | Course title | L | T | P | S | J | C |
|--------------|---|----|---|---|---|---|----|
| N-CHN(I) 301 | Child Health Nursing I including Essential NewbornCare (ENBC), FBNC, IMNCI and PLS, modules | 3 | 1 | 2 | 0 | 0 | 6 |
| N-MHN(I) 305 | Mental Health Nursing I | 3 | 0 | 1 | 0 | 0 | 4 |
| N-COMH(I)310 | Community Health Nursing I including Environmental Science & Epidemiology | 5 | 0 | 2 | 0 | 0 | 7 |
| EDUC 315 | Educational Technology/Nursing Education | 2 | 1 | 0 | 0 | 0 | 3 |
| N-FORN 320 | Introduction to Forensic Nursing and Indian laws | 1 | 0 | 0 | 0 | 0 | 1 |
| SSCC(I) 325 | Self-study/Co-curricular | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 14 | 2 | 5 | 0 | 0 | 21 |

SEMESTER-6

| Course code | Course title | L | T | P | S | J | C |
|----------------------|---|----|---|---|---|---|----|
| N-CHN(II)301 | Child Health Nursing II | 2 | 0 | 1 | 0 | 0 | 3 |
| N-MHN(II)305 | Mental Health Nursing II | 2 | 0 | 2 | 0 | 0 | 4 |
| NMLE 330 | Nursing Management & Leadership | 3 | 0 | 1 | 0 | 0 | 4 |
| N-MIDW(I) / OBGN 335 | Midwifery/Obstetrics and Gynaecology (OBG) Nursing I including SBA module | 3 | 1 | 3 | 0 | 0 | 7 |
| SSCC(II) 325 | Self-study/Co-curricular | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 10 | 1 | 7 | 0 | 0 | 18 |

SEMESTER-7

| Course code | Course title | L | T | P | S | J | C |
|----------------------|--|----|---|---|---|---|----|
| N-COMH(II)401 | Community Health Nursing II | 5 | 0 | 2 | 0 | 0 | 7 |
| NRST 405 | Nursing Research & Statistics | 2 | 1 | 0 | 0 | 1 | 4 |
| N-MIDW(II)/ OBGN 410 | Midwifery/Obstetrics and Gynaecology (OBG) Nursing II including Safe delivery app module | 3 | 1 | 4 | 0 | 0 | 8 |
| | Self-study/Co-curricular | 0 | 0 | 0 | 0 | 0 | 0 |
| | Total | 10 | 2 | 6 | 0 | 1 | 19 |

SEMESTER-8

| Course code | Course title | L | T | P | S | J | C |
|-------------|-----------------------------------|---|---|---|----|---|----|
| INTE 415 | Community Health Nursing– 4 weeks | 0 | 0 | 0 | 12 | 0 | 12 |
| INTE 420 | Adult Health Nursing – 6 weeks | 0 | 0 | 0 | | 0 | |
| INTE 425 | Child Health Nursing – 4 weeks | 0 | 0 | 0 | | 0 | |
| INTE 430 | Mental Health Nursing – 4 weeks | 0 | 0 | 0 | | 0 | |
| INTE 435 | Midwifery – 4 weeks | 0 | 0 | 0 | | 0 | |
| | Total | 0 | 0 | 0 | 12 | 0 | 12 |

**L- Lectures, T- Skill labs, P- Clinicals, S- Internship, J- Project*

Note:

1 credit theory – 1 hour per week per semester

1 credit practical/lab/skill lab/simulation lab – 2 hours per week per semester

1 credit clinical – 4 hours per week per semester

1 credit elective course – 1 hour per week per semester

| PROGRAMME STRUCTURE | | | |
|----------------------------|-----------------------|----------------------|-------------------|
| Type of the Course | No. of Courses | Total Credits | Percentage |
| Semester-1 | 6 | 24 | 15.38 |
| Semester-2 | 4 | 21 | 13.46 |
| Semester-3 | 4 | 19 | 12.18 |
| Semester-4 | 4 | 19 | 12.18 |
| Semester-5 | 5 | 21 | 13.46 |
| Semester-6 | 4 | 18 | 11.54 |
| Semester-7 | 3 | 19 | 12.18 |
| Semester-8 | 5 | 12 | 7.7 |
| Elective Modules | 3 | 3 | 1.92 |
| TOTAL | | 156 | |

CURRICULUM IMPLEMENTATION: OVERALL PLAN

Duration of the program: 8 semesters

1-7 Semesters (One Semester Plan for the first 7 Semesters)

Total Weeks per Semester: 26 weeks per semester

Number of Weeks per Semester for instruction: 20 weeks (40 hours per week × 20 weeks = 800 hours)

Number of Working Days: Minimum of 100 working days (5 days per week × 20 weeks)

Vacation, Holidays, Examination and Preparatory Holidays: 6 weeks

Vacation: 3 weeks

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

8th Semester

One semester: 22 weeks

Vacation: 1 week

Holidays: 1 week

Examination and Preparatory Holidays: 2 weeks

Total Semesters =8

(Seven semesters: One semester = 20 weeks × 40 hours per week = 800 hours)

(Eighth semester – Internship: One semester = 22 weeks × 48 hours per week = 1056 hours)

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

Distribution of credits and hours by courses, internship and electives

| S.No | Credits | Theory (Cr/Hrs) | Lab (Cr/Hrs) | Clinical (Cr/Hrs) | Total credits | Hours |
|------|------------------------------|--|--------------|-------------------|---------------|-------|
| 1 | Course credits | 90 credit per 1800 hours | 15/600 | 36/2880 | 141 | 5280 |
| 2 | Internship | | | | 12 | 1056 |
| 3 | Electives | | | | 3 | 60 |
| | TOTAL | | | | 156 | 6396 |
| 4 | Self-study and Co-curricular | Saturdays (one semester = 5 hours per week × 20 weeks × 7 semesters = 700 hours) | | | 12 | 240 |
| | | | | | 35 | 700 |
| | | | | | 47 | 940 |

Distribution of credits, hours and percentage for theory and practicum (Skill Lab & Clinical) across eight semesters

| S.No | Theory & Practicum (Skill Lab & Clinical) | Credits | Hours | Percentage |
|------|---|------------|-------------------|------------|
| 1 | Theory | 90 | 1800 | 28 |
| 2 | Lab/Skill Lab | 15 | 600 | 10 |
| 3 | Clinical | 36 | 3936 | 62 |
| | Total | 141 | 6336 hours | 100 |

Practicum (7 semesters) excluding internship

Lab/skill lab/simulation lab – 600 (17%)

Clinical – 2880 (83%)

Total – 3480

Lab/skill lab/simulation lab = 17% of the total practicum planned

Note: Besides the stipulated lab and clinical hours, a maximum of 13% (400-450 hours) from the clinical hours can be used in simulation lab/skill lab for skill lab/simulation learning and not to exceed 30% of total hours.

Course PO Mapping

| Course code | Course Name | PO | PSO | PSO | PSO |
|----------------|--|----|----|----|----|----|----|----|----|----|----|----|----|-----|-----|-----|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 1 | 2 | 3 |
| ENGL 101 | Communicative English | 3 | 3 | | 3 | 2 | 1 | 2 | 3 | 2 | 1 | 2 | 1 | 1 | 2 | 2 |
| ANAT 105 | Applied Anatomy | 1 | 3 | 2 | 1 | | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 1 | 2 | 2 |
| PHYS 110 | Applied Physiology | 2 | 3 | 2 | 1 | | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 2 | 2 | 2 |
| SOCI 115 | Applied Sociology | 1 | 2 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| PSYC 120 | Applied Psychology | 1 | 1 | 1 | 2 | 2 | 2 | 1 | 2 | 2 | | 1 | 1 | 1 | 1 | 1 |
| N-NF (I) 125 | Nursing Foundation I including First Aid module | 2 | 2 | 2 | 2 | 1 | 1 | 1 | 3 | 2 | 1 | 2 | 2 | 2 | 3 | 2 |
| BIOC 135 | Applied Biochemistry | 1 | 1 | 1 | 1 | | | 1 | | 1 | 1 | 1 | 1 | 1 | | 1 |
| NUTR 140 | Applied Nutrition and Dietetics | 1 | 2 | 1 | 2 | | 2 | 2 | | 2 | | | 2 | 1 | | 2 |
| N-NF (II) 125 | Nursing Foundation II including Health Assessment module | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 1 | 1 |
| HNIT 145 | Health/Nursing Informatics & Technology | 1 | 1 | 1 | 1 | 1 | 1 | 2 | | 1 | 2 | 1 | 1 | 1 | 2 | 1 |
| MICR 201 | Applied Microbiology and Infection Control including Safety | 1 | 1 | 1 | 1 | 2 | 1 | 1 | | 1 | 1 | | 1 | 1 | | 1 |
| PHAR (I) 205 | Pharmacology I | 1 | 1 | 1 | 1 | | | | | 1 | | | 1 | 1 | | 1 |
| PATH (I) 210 | Pathology I | 2 | 1 | 1 | 1 | | | | 1 | 1 | | 1 | 1 | 1 | | 1 |
| N-AHN (I) 215 | Adult Health Nursing I with integrated pathophysiology including BCLS module | 3 | 3 | 3 | 3 | | 2 | 2 | | 2 | 2 | 2 | | 3 | | |
| PHAR (II) 205 | Pharmacology II including Fundamentals of prescribing module | 1 | 1 | 1 | | | | | | 1 | | 1 | 1 | 1 | | 1 |
| PATH (II) 210 | Pathology II and Genetics | 1 | 1 | 1 | 1 | | | 1 | | 1 | 1 | 1 | 1 | 1 | | 2 |
| N-AHN (II) 225 | Adult Health Nursing II with integrated | 3 | 3 | 2 | 1 | | 1 | 1 | 2 | 2 | | 2 | 3 | 3 | 2 | 3 |

| | | | | | | | | | | | | | | | | |
|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | pathophysiology including Geriatric Nursing +Palliative care module | | | | | | | | | | | | | | | |
| PROF 230 | Professionalism, Professional Values and Ethics including bioethics | 2 | | | 3 | 2 | | | | | 1 | | 1 | 2 | | 1 |
| N-CHN(I) 301 | Child Health Nursing I including Essential NewbornCare (ENBC), FBNC, IMNCI and PLS, modules | 2 | 2 | 2 | 1 | 1 | 2 | 2 | 1 | 2 | | | 2 | 2 | | 2 |
| N-MHN(I) 305 | Mental Health Nursing I | 2 | 1 | 2 | 2 | | 2 | 2 | 2 | | 3 | 2 | 1 | 1 | 2 | 1 |
| N-COMH(I) 310 | Community Health Nursing Iincluding Environmental Science & Epidemiology | 2 | 2 | 2 | 1 | | | | 1 | 1 | 1 | | | 1 | 1 | 1 |
| EDUC 315 | Educational Technology/ Nursing Education | 1 | | | 1 | | | | 1 | 1 | 1 | 2 | | 1 | 1 | 1 |
| N-FORN 320 | Introduction to Forensic Nursing and Indian laws | 1 | 1 | 2 | | | | | | | | | 1 | 1 | 1 | 1 |
| N-CHN(II)301 | Child Health Nursing II | 3 | 3 | 3 | 2 | 2 | 1 | | | 2 | | 2 | 2 | 3 | 1 | 2 |
| N-MHN(II)305 | Mental Health Nursing II | 3 | 2 | 3 | 3 | 2 | 2 | 1 | 2 | 2 | 1 | 2 | 2 | 3 | 2 | 2 |
| NMLE 330 | Nursing Management &Leadership | 1 | 2 | | 1 | 1 | 3 | 2 | 2 | 2 | | 2 | 2 | 1 | 2 | 2 |
| N-MIDW(I) / OBGN 335 | Midwifery/Obstetrics and Gynaecology (OBG) NursingI including SBA module | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 |
| N-COMH(II) 401 | Community Health Nursing II | 3 | 2 | 2 | 2 | 2 | 3 | 1 | 2 | 2 | 2 | 3 | 2 | 3 | 3 | 2 |
| NRST405 | Nursing Research and Statistics | 2 | 2 | 2 | 2 | 1 | | 3 | 1 | 2 | 2 | | 2 | 2 | 2 | 2 |
| N-MIDW(II) / OBGN 410 | Midwifery/Obstetrics and Gynaecology (OBG) NursingII including Safety delivery app module | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 2 | 2 | 3 | 3 | 3 | 1 | 3 |
| Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation | | | | | | | | | | | | | | | | |

Syllabus

Semester-1

| ENGL 101 | COMMUNICATIVE ENGLISH | L | T | P | S | J | C |
|--|---|-------------------|---|---|---|---|---|
| | | 2 | 0 | 0 | 0 | 0 | 0 |
| <i>Theory: 40hrs</i> | | | | | | | |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| The course is designed to enable students to enhance their ability to speak and write the language (and use English) required for effective communication in their professional work. Students will practice their skills in verbal and written English during clinical and classroom experience. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Identify the significance of Communicative English for healthcare professionals. • Apply the concepts and principles of English Language use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, Spelling, pause and silence. • Demonstrate attentive listening in different hypothetical situations. • Converse effectively, appropriately, and timely within the given context and the individual or team they are communicating with either face to face or by other means. • Read, interpret, and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes etc. • Analyze the situation and apply critical thinking strategies. • Enhance expressions through writing skills. • Apply LSRW (Listening, Speaking, Reading, and Writing) Skill in combination to learn, teach, educate, and share information, ideas and results. | | | | | | | |
| UNIT I | COMMUNICATION | 3(T) hours | | | | | |
| What is communication; What are communication roles of listeners, speakers, readers, and writers as health care professionals | | | | | | | |
| UNIT II | INTRODUCTION TO LSRGW | 5(T) hours | | | | | |
| L – Listening: Different types of listening; S – Speaking: Understanding Consonants, Vowels, Word and Sentence Stress, Intonation; R – Reading: Medical vocabulary; Gr – Grammar: Understanding tenses, linkers; W – Writing simple sentences and short paragraphs – emphasis on correct grammar | | | | | | | |
| UNIT III | ATTENTIVE LISTENING | 5(T) hours | | | | | |
| Focusing on listening in different situations- announcements, descriptions, narratives, instructions, discussions, demonstrations; Reproducing Verbatim; Listening to academic talks/ lectures; Listening to presentation | | | | | | | |
| UNIT IV | SPEAKING- EFFECTIVE CONVERSATION | 9(T) hours | | | | | |
| Conversation situations – informal, formal, and neutral; Factors influencing way of speaking – setting, topic, social relationship, attitude and language; Greetings, introductions, requesting, asking for and giving permission, speaking personally and casual conversations; Asking for information, giving instructions and directions; Agreeing and disagreeing, giving opinions; Describing people, places, events and things, narrating, reporting & reaching conclusions; Evaluating and comparing; Complaints and suggestions; Telephone conversations; Delivering presentations | | | | | | | |
| UNIT V | READING | 5(T) hours | | | | | |

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

UNIT VI WRITING SKILLS 5(T) hours

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

UNIT VII LSRW SKILLS 8(T) hours

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

Textbooks:

- Shama Lohumi, Rakesh Lohumi, Communicative English for Nurses , 3rd Edition, Elsevier

References:

- Angela & R.S.Caroline, English for B.Sc Nursing, Frontline Publications
- Dr T.Vasudeva Reddy, A Grammar of English
- Koorkkalaka Tom, Communicative English for Nursing students, K.J. Publications, Kerala
- Sindhu Tilak, Better English for Nurses, Vora Medical Publications

Course Outcomes:

CO1: Describe concepts and principles of Language (English) use in professional development such as pronunciation, vocabulary, grammar, paraphrasing, voice modulation, spelling, pause and silence

CO2: Demonstrate attentive listening in different hypothetical situations

CO3: Converse effectively, appropriately, and timely within the given context and the individual or team they are communicating with either face to face or other means

CO4: Read, interpret, and comprehend content in text, flow sheet, framework, figures, tables, reports, anecdotes

CO5: Enhance expressions through writing skills

CO6: Apply LSRW Skill in combination to learn, teach, educate, and share information, ideas, and results

Co-Po Mapping

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3 | 3 | | | | 1 | | | | | | | | 1 | |
| CO2 | 3 | | | 3 | | | | | | | | | | | |
| CO3 | | 3 | | | 2 | | 2 | 3 | 2 | | | 1 | | 2 | |
| CO4 | | | | | | | | | | | | | | | |
| CO5 | 2 | | | | | | | | | | | | | | |
| CO6 | 3 | 3 | | | | | 1 | 2 | 1 | 1 | 2 | | 1 | | 2 |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

APPROVED IN:

BoS :03-11-2021 **21st ACADEMIC COUNCIL** :17-09-2021

SDG No. & Statement :4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG Justification:

Communicative English is essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others

| ANAT 105 | APPLIED ANATOMY | L | T | P | S | J | C |
|---|--|--------------------|---|---|---|---|---|
| | | 3 | 0 | 0 | 0 | 0 | 3 |
| <i>Theory: 60hrs</i> | | | | | | | |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| The course is designed to assist student to recall and further acquire the knowledge of the normal structure of human body, identify alteration in anatomical structure with emphasis on clinical application to practice nursing. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Describe anatomical terms. • Explain the general and microscopic structure of each system of the body. • Identify relative positions of the major body organs as well as their general anatomic locations. • Explore the effect of alterations in structure. • Apply knowledge of anatomic structures to analyze clinical situations and therapeutic applications. | | | | | | | |
| UNIT I | Introduction to anatomical terms and organization of the human body | 8(T) hours | | | | | |
| Introduction to anatomical terms relative to position – anterior, ventral, posterior dorsal, superior, inferior, median, lateral, proximal, distal, superficial, deep, prone, supine, palmar and plantar; Anatomical planes (axial/ transverse/ horizontal, sagittal/vertical plane and coronal/frontal/oblique plane); Movements (flexion, extension, abduction, adduction, medial rotation, lateral rotation, inversion, eversion, supination, pronation, plantar flexion, dorsal flexion and circumduction; Cell structure, Cell division; Tissue – definition, types, characteristics, classification, location; Membrane, glands – classification and structure; Identify major surface and bony landmarks in each body region, Organization of human body; Hyaline, fibro cartilage, elastic cartilage; Features of skeletal, smooth and cardiac muscle; Application and implication in nursing | | | | | | | |
| UNIT II | The Respiratory system | 6(T) hours | | | | | |
| Structure of the organs of respiration; Muscles of respiration; Application and implication in nursing | | | | | | | |
| UNIT III | The Digestive system | 6(T) hours | | | | | |
| Structure of alimentary canal and accessory organs of digestion; Application and implications in nursing | | | | | | | |
| UNIT IV | The Circulatory and Lymphatic system | 6(T) hours | | | | | |
| Structure of blood components, blood vessels– Arterial and Venous system; Position of heart relative to the associated structures; Chambers of heart, layers of heart; Heart valves, coronary arteries; Nerve and blood supply to heart; Lymphatic tissue; Veins used for IV injections; Application and implication in nursing | | | | | | | |
| UNIT V | The Endocrine system | 4(T) hours | | | | | |
| Structure of Hypothalamus, Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands | | | | | | | |
| UNIT VI | The Sensory organs | 4(T) hours | | | | | |
| Structure of skin, eye, ear, nose and tongue; Application and implications in nursing | | | | | | | |
| UNIT VII | The Musculoskeletal system | 10(T) hours | | | | | |

| | | | | | | | | | | | | | | | |
|--|--------------------------------|-------------|------------|------------|------------|---|------------|------------|------------|-------------|-------------|-------------------|-------------|-------------|-------------|
| The Skeletal system | | | | | | | | | | | | | | | |
| Anatomical positions; Bones – types, structure, growth and ossification; Axial and appendicular skeleton; Joints – classification, major joints and structure; Application and implications in nursing | | | | | | | | | | | | | | | |
| The Muscular system | | | | | | | | | | | | | | | |
| Types and structure of muscles; Muscle groups – muscles of the head, neck, thorax, abdomen, pelvis, upper limb, and lower limbs; Principal muscles – deltoid, biceps, triceps, respiratory, abdominal, pelvic floor, pelvic floor muscles, gluteal muscles, and vastus lateralis; Major muscles involved in nursing procedures | | | | | | | | | | | | | | | |
| UNIT VIII | The Renal system | | | | | | | | | | | 5(T) hours | | | |
| Structure of kidney, ureters, bladder, urethra; Application and implication in nursing | | | | | | | | | | | | | | | |
| UNIT IX | The Reproductive system | | | | | | | | | | | 5(T) hours | | | |
| Structure of male reproductive organs; Structure of female reproductive organs; Structure of breast | | | | | | | | | | | | | | | |
| UNIT X | The Nervous system | | | | | | | | | | | 6(T) hours | | | |
| Review Structure of neurons; CNS, ANS and PNS (Central, autonomic and peripheral); Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves, functional areas of cerebral cortex; Ventricular system – formation, circulation, and drainage; Application and implication in nursing | | | | | | | | | | | | | | | |
| Textbooks: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> PR Ashalatha, G. Deepa, Textbook of Anatomy & Physiology for Nurses, Jaypee Brothers Medical Publishers Pvt. Limited | | | | | | | | | | | | | | | |
| References: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Toratora, Principles of Anatomy and Physiology Ross & Wilson, Anatomy and Physiology Kimber & Gray, Anatomy and Physiology | | | | | | | | | | | | | | | |
| Course Outcomes: | | | | | | | | | | | | | | | |
| CO1: Define the terms relative to the anatomical position, planes, and movements | | | | | | | | | | | | | | | |
| CO2: Describe Organization of human body and structure of cell, tissues membranes and glands | | | | | | | | | | | | | | | |
| CO3: Compare and contrast the features of skeletal, smooth, cardiac muscle, and cartilage | | | | | | | | | | | | | | | |
| CO4: Describe the structure of each bone, joint, muscle, organ, and system in the body | | | | | | | | | | | | | | | |
| CO5: Apply the knowledge in performing nursing procedures/ skills | | | | | | | | | | | | | | | |
| Co-Po Mapping | | | | | | | | | | | | | | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | | | | | | | | | | | | 1 | | |
| CO2 | 1 | | | | | | | | | | | | 1 | | |
| CO3 | 1 | | | | | | | | | | | | 1 | | |
| CO4 | 1 | | | | | | | | | | | | 1 | | |
| CO5 | 3 | 3 | 2 | 1 | | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| <i>Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation</i> | | | | | | | | | | | | | | | |
| APPROVED IN: | | | | | | | | | | | | | | | |
| BoS | | :03-11-2021 | | | | 21st ACADEMIC COUNCIL | | | | :17-09-2021 | | | | | |
| SDG No. & Statement | | :4 | | | | | | | | | | | | | |
| Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | | | | | | | | | | | | | | | |
| SDG Justification: | | | | | | | | | | | | | | | |
| Applied Anatomy is essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others | | | | | | | | | | | | | | | |

| PHYS110 | APPLIED PHYSIOLOGY | L | T | P | S | J | C |
|---|--|-------------------|---|---|---|---|---|
| | | 3 | 0 | 0 | 0 | 0 | 3 |
| <i>Theory: 60hrs</i> | | | | | | | |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| The course is designed to assist student to acquire comprehensive knowledge of the normal functions of the organ systems of the human body to facilitate understanding of physiological basis of health, identify alteration in functions and provide the student with the necessary physiological knowledge to practice nursing. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Develop understanding of the normal functioning of various organ systems of the body. • Identify the relative contribution of each organ system towards maintenance of homeostasis. • Describe the effect of alterations in functions. • Apply knowledge of physiological basis to analyze clinical situations and therapeutic applications. | | | | | | | |
| UNIT I | General Physiology – Basic concepts | 4(T) hours | | | | | |
| Cell physiology including transportation across cell membrane; Body fluid compartments, Distribution of total body fluid, intracellular and extracellular compartments, major electrolytes and maintenance of homeostasis; Cell cycle; Tissue – formation, repair; Membranes and glands – functions; Application and implication in nursing | | | | | | | |
| UNIT II | Respiratory system | 6(T) hours | | | | | |
| Functions of respiratory organs; Physiology of respiration; Pulmonary circulation – functional features; Pulmonary ventilation, exchange of gases; Carriage of oxygen and carbon-dioxide, Exchange of gases in tissue; Regulation of respiration; Hypoxia, cyanosis, dyspnea, periodic breathing; Respiratory changes during exercise; Application and implication in nursing | | | | | | | |
| UNIT III | Digestive system | 8(T) hours | | | | | |
| Functions of the organs of digestive tract; Saliva – composition, regulation of secretion and functions of saliva; Composition and function of gastric juice, mechanism and regulation of gastric secretion; Composition of pancreatic juice, function, regulation of pancreatic secretion; Functions of liver, gall bladder and pancreas; Composition of bile and function; Secretion and function of small and large intestine; Movements of alimentary tract; Digestion in mouth, stomach, small intestine, large intestine, absorption of food; Application and implications in nursing | | | | | | | |
| UNIT IV | Circulatory and Lymphatic system | 6(T) hours | | | | | |
| Functions of heart, conduction system, cardiac cycle, Stroke volume and cardiac output; Blood pressure and Pulse; Circulation – principles, factors influencing blood pressure, pulse; Coronary circulation, Pulmonary and systemic circulation; Heart rate – regulation of heart rate; Normal value and variations; Cardiovascular homeostasis in exercise and posture; Application and implication in nursing | | | | | | | |
| UNIT V | Blood | 5(T) hours | | | | | |
| Blood – Functions, Physical characteristics; Formation of blood cells; Erythropoiesis – Functions of RBC, RBC life cycle; WBC – types, functions; Platelets – Function and production of platelets; Clotting mechanism of blood, clotting time, bleeding time, PTT; Hemostasis – role of vasoconstriction, platelet plug formation in hemostasis, coagulation factors, intrinsic and extrinsic pathways of coagulation; Blood groups and types; Functions of reticuloendothelial system, immunity; Application | | | | | | | |

| | | | | | | | | | | | | | | | |
|--|-----------------------------------|------------|------------|------------|------------|------------|------------|------------|------------|-------------|-------------|-------------------|-------------|-------------|-------------|
| in nursing | | | | | | | | | | | | | | | |
| UNIT VI | The Endocrine system | | | | | | | | | | | 5(T) hours | | | |
| Functions and hormones of Pineal Gland, Pituitary gland, Thyroid, Parathyroid, Thymus, Pancreas and Adrenal glands; Other hormones; Alterations in disease; Application and implication in nursing | | | | | | | | | | | | | | | |
| UNIT VII | The Sensory organs | | | | | | | | | | | 4(T) hours | | | |
| Functions of skin; Vision, hearing, taste and smell; Errors of refraction, aging changes; Application and implications in nursing | | | | | | | | | | | | | | | |
| UNIT VIII | The Musculoskeletal system | | | | | | | | | | | 6(T) hours | | | |
| Bones – Functions, movements of bones of axial and appendicular skeleton, Bone healing; Joints and joint movements; Alteration of joint disease; Properties and Functions of skeletal muscles – mechanism of muscle contraction; Structure and properties of cardiac muscles and smooth muscles; Application and implication in nursing | | | | | | | | | | | | | | | |
| UNIT IX | The Renal system | | | | | | | | | | | 4(T) hours | | | |
| Functions of kidney in maintaining homeostasis; GFR; Functions of ureters, bladder and urethra; Micturition; Regulation of renal function; Application and implication in nursing | | | | | | | | | | | | | | | |
| UNIT X | The Reproductive system | | | | | | | | | | | 4(T) hours | | | |
| Female reproductive system – Menstrual cycle, function and hormones of ovary, oogenesis, fertilization, implantation, Functions of breast; Male reproductive system – Spermatogenesis, hormones and its functions, semen; Application and implication in providing nursing care | | | | | | | | | | | | | | | |
| UNIT XI | The Nervous system | | | | | | | | | | | 8(T) hours | | | |
| Overview of nervous system; Review of types, structure and functions of neurons; Nerve impulse; Review functions of Brain-Medulla, Pons, Cerebrum, Cerebellum; Sensory and Motor Nervous system; Peripheral Nervous system; Autonomic Nervous system; Limbic system and higher mental Functions- Hippocampus, Thalamus, Hypothalamus; Vestibular apparatus; Functions of cranial nerves; Autonomic functions; Physiology of Pain-somatic, visceral and referred; Reflexes; CSF formation, composition, circulation of CSF, blood brain barrier and blood CSF barrier; Application and implication in nursing | | | | | | | | | | | | | | | |
| Textbooks: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> PR Ashalatha, G. Deepa, Textbook of Anatomy & Physiology for Nurses, Jaypee Brothers Medical Publishers Pvt. Limited | | | | | | | | | | | | | | | |
| References: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Toratora, Principles of Anatomy and Physiology Ross & Wilson, Anatomy and Physiology Kimber & Gray, Anatomy and Physiology | | | | | | | | | | | | | | | |
| Course Outcomes: | | | | | | | | | | | | | | | |
| CO1: Describe the physiology of cell, tissues, membranes, glands, and physiology of respiration, circulation | | | | | | | | | | | | | | | |
| CO2: Describe the functions of each system in the body | | | | | | | | | | | | | | | |
| CO3: Describe the composition and functions of blood | | | | | | | | | | | | | | | |
| CO4: Apply the knowledge in performing nursing procedures/skills | | | | | | | | | | | | | | | |
| Co-Po Mapping | | | | | | | | | | | | | | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | | | | | | | | | | | | 1 | | |
| CO2 | 1 | | | | | | | | | | | | 1 | | |
| CO3 | 1 | | | | | | | | | | | | 1 | | |

| | | | | | | | | | | | | | | | |
|--|-------------|---|---|---|--|---|---|---|---|---|-------------|---|---|---|---|
| CO4 | 3 | 3 | 2 | 1 | | 3 | 3 | 2 | 3 | 3 | 3 | 3 | 3 | 2 | 2 |
| <i>Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation</i> | | | | | | | | | | | | | | | |
| APPROVED IN: | | | | | | | | | | | | | | | |
| BoS | :03-11-2021 | | | | | 21st ACADEMIC COUNCIL | | | | | :17-09-2021 | | | | |
| SDG No. &Statement | :4 | | | | | | | | | | | | | | |
| Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | | | | | | | | | | | | | | | |
| SDG Justification: | | | | | | | | | | | | | | | |
| Applied Physiology is essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others | | | | | | | | | | | | | | | |

| SOCII15 | APPLIED SOCIOLOGY | L | T | P | S | J | C |
|--|--|--------------------|---|---|---|---|---|
| | | 3 | 0 | 0 | 0 | 0 | 0 |
| <i>Theory: 60hrs</i> | | | | | | | |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| This course is designed to enable the students to develop understanding about basic concepts of sociology and its application in personal and community life, health, illness and nursing. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Identify the scope and significance of sociology in nursing. • Apply the knowledge of social structure and different culture in a society in identifying social needs of sick clients. • Identify the impact of culture on health and illness. • Develop understanding about types of family, marriage and its legislation. • Identify different types of caste, class, social change and its influence on health and health practices. • Develop understanding about social organization and disorganization and social problems in India. • Integrate the knowledge of clinical sociology and its uses in crisis intervention. | | | | | | | |
| UNIT I | Introduction | 1(T) hours | | | | | |
| Definition, nature and scope of sociology; Significance of sociology in nursing | | | | | | | |
| UNIT II | Social structure | 15(T) hours | | | | | |
| Basic concept of society, community, association and institution; Individual and society; Personal disorganization; Social group – meaning, characteristics, and classification.; Social processes – definition and forms, Co- operation, competition, conflict, accommodation, assimilation, isolation; Socialization – characteristics, process, agencies of socialization; Social change – nature, process, and role of nurse; Structure and characteristics of urban, rural and tribal community; Major health problems in urban, rural and tribal communities; Importance of social structure in nursing profession | | | | | | | |
| UNIT III | Culture | 8(T) hours | | | | | |
| Nature, characteristic and evolution of culture; Diversity and uniformity of culture; Difference between culture and civilization; Culture and socialization; Transcultural society; Culture, Modernization and its impact on health and disease | | | | | | | |
| UNIT IV | Family and Marriage | 8(T) hours | | | | | |
| Family – characteristics, basic need, types and functions of family; Marriage – forms of marriage, social custom relating to marriage and importance of marriage; Legislation on Indian marriage and family; Influence of marriage and family on health and health practices | | | | | | | |
| UNIT V | Social stratification | 8(T) hours | | | | | |
| Introduction – Characteristics & forms of stratification; Function of stratification; Indian caste system – origin and characteristics; Positive and negative impact of caste in society.; Class system and status; Social mobility-meaning and types; Race – concept, criteria of racial classification; Influence of class, caste and race system on health. | | | | | | | |
| UNIT VI | Social organization and disorganization | 15(T) hours | | | | | |
| Social organization – meaning, elements and types; Voluntary associations; Social system – | | | | | | | |

| | | | | | | | | | | | | | | | |
|--|------------|---------------------------|------------|------------|------------|---|------------|------------|------------|-------------------|-------------|-------------|-------------|-------------|-------------|
| definition, types, role and status as structural element of social system; Interrelationship of institutions; Social control – meaning, aims and process of social control; Social norms, moral and values; Social disorganization – definition, causes, Control and planning; Major social problems – poverty, housing, food supplies, illiteracy, prostitution, dowry, Child labour, child abuse, delinquency, crime, substance abuse, HIV/AIDS, COVID-19; Vulnerable group – elderly, handicapped, minority and other marginal group; Fundamental rights of individual, women and children; Role of nurse in reducing social problem and enhance coping; Social welfare programs in India | | | | | | | | | | | | | | | |
| UNIT VII | | Clinical sociology | | | | | | | | 5(T) hours | | | | | |
| Introduction to clinical sociology; Sociological strategies for developing services for the abused; Use of clinical sociology in crisis intervention | | | | | | | | | | | | | | | |
| Textbooks: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • R Sreevani, Applied Sociology for Nurses, Jaypee Brothers Medical Publishers Pvt. Limited | | | | | | | | | | | | | | | |
| References: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Vidya Bhushan & Sachdev, An introduction to sociology, Emmess Publishers • K.P. Neeraja, Textbook of sociology for nurses • Jan Clement, Sociological implications in Nursing, Frontline • R.N. Sharma, Principles of Sociology, Frontline • Prof. R.S. Caroline, Sociology for nurses, Frontline | | | | | | | | | | | | | | | |
| Course Outcomes: | | | | | | | | | | | | | | | |
| CO1: Describe the scope and significance of sociology in nursing | | | | | | | | | | | | | | | |
| CO2: Describe the individualization, Groups, processes of Socialization, social change and its importance | | | | | | | | | | | | | | | |
| CO3: Describe culture and its impact on health and disease | | | | | | | | | | | | | | | |
| CO4: Explain family, marriage and legislation related to marriage | | | | | | | | | | | | | | | |
| CO5: Explain different types of caste and classes in society and its influence on health | | | | | | | | | | | | | | | |
| CO6: Explain social organization, disorganization, social problems, and role of nurse in reducing social problems | | | | | | | | | | | | | | | |
| CO7: Explain clinical sociology and its application in the hospital and community | | | | | | | | | | | | | | | |
| Co-Po Mapping | | | | | | | | | | | | | | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | | | | | | | | | | 1 | 2 | | | |
| CO2 | 1 | 2 | 1 | | 2 | | 1 | 2 | | 1 | | 1 | 1 | | 1 |
| CO3 | 1 | | 1 | | | | | 1 | | | | 1 | | | |
| CO4 | 1 | | 1 | | | | | | | | | 1 | 1 | | |
| CO5 | 1 | | 1 | | 1 | | | | | | | 1 | | | |
| CO6 | 1 | 1 | 2 | 2 | 2 | 1 | | 1 | 1 | | | 1 | | 1 | 1 |
| CO7 | 1 | | 1 | | | 1 | 1 | 1 | 1 | 1 | 1 | 1 | | 1 | |
| <i>Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation</i> | | | | | | | | | | | | | | | |
| APPROVED IN: | | | | | | | | | | | | | | | |
| BoS | | :03-11-2021 | | | | 21st ACADEMIC COUNCIL | | | | :17-09-2021 | | | | | |
| SDG No. & Statement | | :4 | | | | | | | | | | | | | |
| Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | | | | | | | | | | | | | | | |
| SDG Justification: | | | | | | | | | | | | | | | |

Applied Sociology is essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others

| PSYC120 | APPLIED PSYCHOLOGY | L | T | P | S | J | C |
|--|---|-------------------|---|---|---|---|---|
| | | 3 | 0 | 0 | 0 | 0 | 3 |
| <i>Theory: 60hrs</i> | | | | | | | |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| This course is designed to enable the students to develop understanding about basic concepts of psychology and its application in personal and community life, health, illness and nursing. It further provides students opportunity to recognize the significance and application of soft skills and self-empowerment in the practice of nursing. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Identify the importance of psychology in individual and professional life. • Develop understanding of the biological and psychological basis of human behaviour. • Identify the role of nurse in promoting mental health and dealing with altered personality. • Perform the role of nurses applicable to the psychology of different age groups. • Identify the cognitive and affective needs of clients. • Integrate the principles of motivation and emotion in performing the role of nurse in caring for emotionally sick client. • Demonstrate basic understanding of psychological assessment and nurse's role. • Apply the knowledge of soft skills in workplace and society. • Apply the knowledge of self-empowerment in workplace, society and personal life. | | | | | | | |
| UNIT I | Introduction | 2(T) hours | | | | | |
| Meaning of Psychology; Development of psychology – Scope, branches and methods of psychology; Relationship with other subjects; Significance of psychology in nursing; Applied psychology to solve everyday issues | | | | | | | |
| UNIT II | Biological basis of behavior –Introduction | 4(T) hours | | | | | |
| Body mind relationship; Genetics and behaviour; Inheritance of behaviour; Brain and behaviour.; Psychology and sensation – sensory process– normal and abnormal | | | | | | | |
| UNIT III | Mental health and mental hygiene | 5(T) hours | | | | | |
| Concept of mental health and mental hygiene; Characteristic of mentally healthy person; Warning signs of poor mental health; Promotive and preventive mental health strategies and services; Defense mechanism and its implication Frustration and conflict – types of conflicts and measurements to overcome; Role of nurse in reducing frustration and conflict and enhancing coping; Dealing with ego | | | | | | | |
| UNIT IV | Developmental psychology | 7(T) hours | | | | | |
| Physical, psychosocial and cognitive development across life span – Prenatal through early childhood, middle to late childhood through adolescence, early and mid-adulthood, late adulthood, death and dying; Role of nurse in supporting normal growth and development across the life span; Psychological needs of various groups in health and sickness – Infancy, childhood, adolescence, adulthood and older adult; Introduction to child psychology and role of nurse in meeting the psychological needs of children; Psychology of vulnerable individuals –challenged, women, sick etc.; Role of nurse with vulnerable groups | | | | | | | |
| UNIT V | Personality | 4(T) hours | | | | | |

| | | |
|--|--|--------------------|
| Meaning, definition of personality; Classification of personality; Measurement and evaluation of personality– Introduction; Alteration in personality; Role of nurse in identification of individual personality and improvement in altered personality | | |
| UNIT VI | Cognitive process | 16(T) hours |
| Attention – definition, types, determinants, duration, degree and alteration in attention; Perception – Meaning of Perception, principles, factor affecting perception,; Intelligence – Meaning of intelligence – Effect of heredity and environment in intelligence, classification, Introduction to measurement of intelligence tests – Mental deficiencies; Learning – Definition of learning, types of learning, Factors influencing learning – Learning process, Habit formation; Memory -meaning and nature of memory, factors influencing memory, methods to improve memory, Forgetting; Thinking – types, level, reasoning and problem solving; Aptitude – concept, types, individual differences and variability; Psychometric assessment of cognitive processes – Introduction; Alteration in cognitive processes | | |
| UNIT VII | Motivation and emotional processes | 6(T) hours |
| Motivation – meaning, concept, types, theories of motivation, motivation cycle, biological and special motives; Emotions – Meaning of emotions, development of emotions, alteration of emotion, emotions in sickness – handling emotions in self and other; Stress and adaptation – stress, stressor, cycle, effect, adaptation and coping; Attitudes – Meaning of attitudes, nature, factor affecting attitude, attitudinal change, Role of attitude in health and sickness; Psychometric assessment of emotions and attitude – Introduction; Role of nurse in caring for emotionally sick client | | |
| UNIT VIII | Psychological assessment and tests – introduction | 4(T) hours |
| Types, development, characteristics, principles, uses, interpretation; Role of nurse in psychological assessment | | |
| UNIT IX | Application of soft skill | 10(T) hours |
| Concept of soft skill; Types of soft skill – visual, aural and communication skill; The way of communication; Building relationship with client and society Interpersonal Relationships (IPR): Definition, Types, and Purposes, Interpersonal skills, Barriers, Strategies to overcome barriers; Survival strategies – managing time, coping stress, resilience, work–life balance; Applying soft skill to workplace and society– Presentation skills, social etiquette, telephone etiquette, motivational skills, teamwork etc.; Use of soft skill in nursing | | |
| UNIT X | Self-empowerment | 2(T) hours |
| Dimensions of self-empowerment; Self-empowerment development; Importance of women’s empowerment in society; Professional etiquette and personal grooming; Role of nurse in empowering others | | |
| Textbooks: | | |
| <ul style="list-style-type: none"> • R Sreevani, Applied Psychology for Nurses, Jaypee Brothers Medical Publishers Pvt. Limited | | |
| References: | | |
| <ul style="list-style-type: none"> • Bhatia & Craig, Elements of Psychology and Mental Hygiene for Nurses in India, Orient Longman • Cruese, Psychology in Nursing • Jain D. Pal, Abnormal Psychology • Crow & Crow, Psychology in Nursing Practice • Averill & Kempt, Psychology applied to nursing • Zwerner, Psychology for Nurses | | |
| Course Outcomes: | | |
| CO1: Describe scope, branches and significance of psychology in nursing | | |
| CO2: Describe biology of human behaviour, mentally healthy person and defense mechanisms | | |

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|--|------------|------------|-------------|------------|------------|------------|---|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|--|
| CO3: Describe psychology of people in different age groups and role of nurse | | | | | | | | | | | | | | | | |
| CO4: Explain personality and role of nurse in identification and improvement in altered personality | | | | | | | | | | | | | | | | |
| CO5: Explain cognitive process and their applications | | | | | | | | | | | | | | | | |
| CO6: Describe motivation, emotion, attitude and role of nurse in emotionally sick client | | | | | | | | | | | | | | | | |
| CO7: Explain psychological assessment and tests and role of nurse | | | | | | | | | | | | | | | | |
| CO8: Explain concept of soft skill and its application in workplace and society | | | | | | | | | | | | | | | | |
| CO9: Explain self-empowerment | | | | | | | | | | | | | | | | |
| Co-Po Mapping | | | | | | | | | | | | | | | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | |
| CO1 | 2 | | | | | | | | | | | | | | | |
| CO2 | 1 | | 1 | 2 | | 1 | | | | | | 1 | | | | |
| CO3 | 2 | 1 | 1 | | 1 | | | | | | | 1 | 1 | | | |
| CO4 | 1 | 1 | 1 | | | | | | | | | | 1 | 1 | | |
| CO5 | 1 | 1 | | | | | | | | | | | 1 | | | |
| CO6 | 1 | | | | | 2 | | | | | | | 1 | 1 | 1 | |
| CO7 | 1 | 1 | 1 | | | | 1 | | | | 1 | | 1 | | 1 | |
| CO8 | 1 | 1 | | | | | 1 | 2 | 1 | | 1 | | 1 | 1 | | |
| CO9 | 1 | | | 1 | 2 | 2 | | | 2 | | 2 | | | | 1 | |
| <i>Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation</i> | | | | | | | | | | | | | | | | |
| APPROVED IN: | | | | | | | | | | | | | | | | |
| BoS | | | :03-11-2021 | | | | 21st ACADEMIC COUNCIL | | | | :17-09-2021 | | | | | |
| SDG No. & Statement | | | :4 | | | | | | | | | | | | | |
| Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | | | | | | | | | | | | | | | | |
| SDG Justification: | | | | | | | | | | | | | | | | |
| Applied Psychology is essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others | | | | | | | | | | | | | | | | |

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|--|---|--------------------------|---|---|---|---|----|
| N-NF(I)125 | NURSING FOUNDATION - I (Including First Aid module) | L | T | P | S | J | C |
| | | 6 | 2 | 2 | 0 | 0 | 10 |
| <i>Theory- 120hrs, Skill lab-80hrs, Clinical- 160hrs</i> | | | | | | | |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| This course is designed to help novice nursing students develop knowledge and competencies required to provide evidence-based, comprehensive basic nursing care for adult patients, using nursing process approach. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Develop understanding about the concept of health, illness and scope of nursing within health care services. • Apply values, code of ethics and professional conduct in professional life. • Apply the principles and methods of effective communication in establishing communication links with patients, families, and other health team members. • Develop skill in recording and reporting. • Demonstrate competency in monitoring and documenting vital signs. • Describe the fundamental principles and techniques of infection control and biomedical waste management. • Identify and meet the comfort needs of the patients. • Perform admission, transfer, and discharge of a patient under supervision applying the knowledge. • Demonstrate understanding and application of knowledge in caring for patients with restricted mobility. Perform first aid measures during emergencies. • Identify the educational needs of patients and demonstrate basic skills of patient education. | | | | | | | |
| UNIT I | Introduction to health and illness | 5(T) hours | | | | | |
| Concept of Health – Definitions (WHO); Dimensions Maslow ‘s hierarchy of need; Health – Illness continuum; Factors influencing health; Causes and risk factors for developing illnesses; Illness – Types, illness behavior; Impact of illness on patient and family | | | | | | | |
| UNIT II | Health Care Delivery Systems – Introduction of Basic Concepts & Meanings | 5(T) hours | | | | | |
| Levels of Illness Prevention – Primary (Health Promotion), Secondary and Tertiary; Levels of Care- Primary, Secondary and Tertiary; Types of health care agencies/ services- Hospitals, clinics, Hospice, rehabilitation centres, extended care facilities; Hospitals – Types, Organization and Functions; Health care teams in hospitals – members and their role | | | | | | | |
| UNIT III | History of Nursing and Nursing as a profession | 12(T) hours | | | | | |
| History of Nursing, History of Nursing in India; Contributions of Florence Nightingale; Nursing – Definition – Nurse, Nursing, Concepts, philosophy, objectives, Characteristics, nature and Scope of Nursing/ Nursing practice, Functions of nurse, Qualities of a nurse, Categories of nursing personnel; Nursing as a profession – definition and characteristics/criteria of profession; Values – Introduction – meaning and importance; Code of ethics and professional conduct for nurses – Introduction | | | | | | | |
| UNIT IV | Communication and Nurse Patient Relationship | 8(T) 3 (SL) hours | | | | | |

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| Communication – Levels, Elements and Process, Types, Modes, Factors influencing communication ; Methods of effective communication/therapeutic communication techniques; Barriers to effective communication/non therapeutic communication techniques; Professional communication; Helping Relationships (Nurse Patient Relationship) – Purposes and Phases; Communicating effectively with patient, families, and team members; Maintaining effective human relations and communication with vulnerable groups (children, women, physically and mentally challenged and elderly) | | |
| Procedural Competencies/ Clinical Skills <i>General Medical/ Surgical Wards:</i> Maintaining Communication with patient and family and interpersonal relationship | | |
| UNIT V | Documentation and Reporting | 4(T) 2 (SL) hours |
| Documentation – Purposes of Reports and Records; Confidentiality; Types of Client records/Common Record keeping forms; Methods/Systems of documentation/Recording; Guidelines for documentation; Do's and Don'ts of documentation/Legal guidelines for Documentation/Recording; Reporting – Change of shift reports, Transfer reports, Incident reports | | |
| Procedural Competencies/ Clinical Skills <i>General Medical/ Surgical Wards:</i> Documentation and Reporting- Documenting patient care and procedures, Verbal report; Written report | | |
| UNIT VI | Vital signs | 15(T) 20 (SL) hours |
| Guidelines for taking vital signs; <i>Body temperature-</i> Definition, Physiology, Regulation, Factors affecting body temperature, Assessment of body temperature – sites, equipment and technique, Temperature alterations – Hyperthermia, Heat Cramps, Heat Exhaustion, Heatstroke, Hypothermia, Fever/Pyrexia – Definition, Causes, Stages, Types; Nursing Management- Hot and Cold applications <i>Pulse-</i> Definition, Physiology and Regulation, Characteristics, Factors affecting pulse, Assessment of pulse – sites, equipment and technique, Alterations in pulse <i>Respiration-</i> Definition, Physiology and Regulation, Mechanics of breathing, Characteristics, Factors affecting respiration, Assessment of respirations – technique, Arterial Oxygen saturation, Alterations in respiration Blood pressure- Definition, Physiology and Regulation, Characteristics, Factors affecting BP, Assessment of BP – sites, equipment and technique, Common Errors in BP Assessment, Alterations in Blood Pressure Documenting Vital Signs | | |
| Procedural Competencies/ Clinical Skills | | Clinical Requirements |
| <i>General Medical/ Surgical Wards:</i> Monitor/measure and document vital signs in a graphic sheet- Temperature (oral, tympanic, axillary), Pulse (Apical and peripheral pulses), Respiration, Blood pressure, Pulse oximetry; Interpret and report alteration; Cold Applications – Cold Compress, Ice cap, Tepid Sponging | | Care of patients with alterations in vital signs- 1 |
| UNIT VII | Equipment and Linen | 3(T) hours |
| Types: Disposables and reusable- Linen, rubber goods, glassware, metal, plastics, furniture; Introduction – Indent, maintenance, Inventory | | |
| Procedural Competencies/ Clinical Skills <i>General Medical/ Surgical Wards:</i> Care of equipment – thermometer, BP apparatus, Stethoscope, Pulse oximeter | | |
| UNIT VIII | Introduction to Infection Control in Clinical setting Infection | 10(T) 3 (SL) hours |

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| <p>Nature of infection; Chain of infection; Types of infection; Stages of infection; Factors increasing susceptibility to infection; Body defenses against infection – Inflammatory response & Immune response; Health care associated infection (Nosocomial infection) Introductory concept of Asepsis – Medical & Surgical asepsis Precautions Hand Hygiene; (Hand washing and use of hand Rub); Use of Personal Protective Equipment (PPE); Standard precautions Biomedical Waste management Types of hospital waste, waste segregation and hazards – Introduction</p> | | |
| <p>Procedural Competencies/ Clinical Skills <i>General Medical/ Surgical Wards:</i> Hand hygiene; Use of PPE</p> | | |
| UNIT IX | Comfort, Rest & Sleep and Pain | 15(T) 15 (SL) hours |
| <p>Comfort- Factors Influencing Comfort, Types of beds including latest beds, purposes & bed making, Therapeutic positions, Comfort devices Sleep and Rest- Physiology of sleep, Factors affecting sleep, Promoting Rest and sleep, Sleep Disorders Pain (Discomfort)- Physiology, Common cause of pain, Types, Assessment – pain scales and narcotic scales, Pharmacological and Nonpharmacological pain relieving measures – Use of narcotics, TENS devices, PCA, Invasive techniques of pain management, Any other newer measures, CAM (Complementary & Alternative healing Modalities)</p> | | |
| <p>Procedural Competencies/ Clinical Skills <i>General Medical/ Surgical Wards: Comfort, Rest & Sleep</i> Bed making- Open, Closed, Occupied, Post-operative, Cardiac bed, Fracture bed; Comfort devices- Pillows, Over bed table/cardiac table, Back rest, Bed Cradle; Therapeutic Positions- Supine, Fowlers (low, semi, high), Lateral, Prone, Sims, Trendelenburg, Dorsal recumbent, Lithotomy, Knee chest Pain Pain assessment and provision for comfort</p> | | |
| UNIT X | Promoting Safety in Health Care Environment | 5(T) 3 (SL) hours |
| <p>Physical environment – Temperature, Humidity, Noise, Ventilation, Light, Odor, Pest control; Reduction of Physical hazards – fire, accidents; Fall Risk Assessment; Role of nurse in providing safe and clean environment; Safety devices: Restraints – Types, Purposes, Indications, Legal Implications and Consent, Application of Restraints Skill, and Practice guidelines; Other Safety Devices – Side rails, Grab bars, Ambu alarms, non-skid slippers etc</p> | | |
| Procedural Competencies/ Clinical Skills | | Clinical Requirements |
| <p><i>General Medical/ Surgical Wards:</i> Care of Patient's Unit; Use of Safety devices- Side Rails; Restraints (Physical); Fall risk assessment and Post Fall Assessment</p> | | Fall risk assessment- 1 |
| UNIT XI | Hospital Admission and discharge | 6(T) 2 (SL) hours |
| <p>Admission to the hospital Unit and preparation of unit- Admission bed, Admission procedure, Medico-legal issues, Roles and Responsibilities of the nurse; Discharge from the hospital- Types: Planned discharge, LAMA and Abscond, Referrals and transfers, Discharge Planning, Discharge procedure, Medico-legal issues, Roles and Responsibilities of the nurse, Care of the unit after discharge</p> | | |
| <p>Procedural Competencies/ Clinical Skills <i>General Medical/ Surgical Wards:</i> Perform & Document- Admission, Transfer, Planned Discharge</p> | | |
| UNIT XII | Mobility and Immobility | 8(T) 10 (SL) hours |
| <p>Elements of Normal Movement, Alignment & Posture, Joint Mobility, Balance, Coordinated Movement; Principles of body mechanics; Factors affecting Body Alignment and activity ; Exercise –</p> | | |

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| Types and benefits; Effects of Immobility; Maintenance of normal Body Alignment and Activity; Alteration in Body Alignment and mobility; Nursing interventions for impaired Body Alignment and Mobility – assessment, types, devices used, method; Range of motion exercises; Muscle strengthening exercises; Maintaining body alignment – positions, Moving, Lifting, Transferring, Walking; Assisting clients with ambulation; Care of patients with Immobility using Nursing process approach; Care of patients with casts and splints | | |
| Procedural Competencies/ Clinical Skills | | Clinical Requirements |
| <i>General Medical/ Surgical Wards:</i> Range of Motion Exercises; Assist patient in- Moving, Turning, Log rolling; Changing position of helpless patient; Transferring (Bed to and from chair/wheelchair/ stretcher) | | Individual teaching-1 |
| UNIT XIII | Patient education | 4 (T) 2 (SL)hours |
| Patient Teaching – Importance, Purposes, Process; Integrating nursing process in patient teaching | | |
| Procedural Competencies/ Clinical Skills | | |
| <i>General Medical/ Surgical Wards:</i> Patient education | | |
| UNIT XIV | First Aid* | 20(T) 20 (SL) hours |
| Definition, Basic Principles, Scope & Rules; First Aid Management- Wounds, Hemorrhage & Shock, Musculoskeletal Injuries – Fractures, Dislocation, Muscle injuries, Transportation of Injured persons, Respiratory Emergencies & Basic CPR, Unconsciousness o Foreign Bodies – Skin, Eye, Ear, Nose, Throat & Stomach, Burns & Scalds, Poisoning, Bites & Stings, Frostbite & Effects of Heat, Community Emergencies | | |
| Procedural Competencies/ Clinical Skills | | Clinical Requirements |
| <i>General Medical/ Surgical Wards:</i> Bandaging Techniques: Basic Bandages- Circular, Spiral, Reverse-Spiral, Recurrent, Figure of Eight Special Bandages: Caplin, Eye/Ear Bandage, Jaw Bandage, Shoulder Spica, Thumb spica, Triangular Bandage/ Sling (Head & limbs), Binders | | Module completion National Disaster Management Authority (NDMA) First Aid module (To complete it in clinicals if not completed during lab) |
| Textbooks: | | |
| <ul style="list-style-type: none"> Audrey Berman, Shirlee Snyder, GERALYN FRANDSEN, KOZIER & ERBS Fundamentals of Nursing, Pearson Education | | |
| References: | | |
| <ul style="list-style-type: none"> Taylor, Fundamentals of Nursing, L.W.W Luckman & Sorensen, Basic Nursing and psychophysiologic approach, W.B. Saunder T.N.A.I, History of Nursing in India, Nods, TNAI Gupta C & Gupta L, First aid management of injuries & Minor Elements, Viva Shashank Parulekar, Bandages, Vora publications Potter & perry, Basic Nursing essentials for practice, LWW Furest & Wolf, Fundamentals of Nursing, J.B. Lippincott M-Nettina sandarac, Lippincott Manual of Nursing Practice, LWW Dewit Susen C., Fundamentals concepts and skills for Nursing, Elesweier Dorothy Ethert, Scientific principles and Nursing, C.V. Mosby 1902 | | |
| Course Outcomes: | | |
| CO1: Describe the concept of health and illness | | |
| CO2: Describe the levels of illness prevention and care, health care services | | |
| CO3: Describe history, concept, nature and scope of nursing values, code of ethics and professional | | |

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| conduct for nurses in India |
| CO4: Communicate effectively with patients, their families and team members through professional communication |
| CO5: Maintain records and reports accurately |
| CO6: Assess and record vital signs accurately following the techniques |
| CO7: Maintain equipment and linen |
| CO8: Describe the basic principles and techniques of infection control and biomedical waste management |
| CO9: Identify and meet the comfort needs of the patients by promoting safe environment |
| CO10: Perform admission, transfer, and discharge of a patient |
| CO11: Demonstrate skill in caring for patients with restricted mobility |
| CO12: Practice of patient education |
| CO13: Apply principles of First Aid during emergencies |

Co-Po Mapping

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1 | 1 | 1 | | | | | | | | | 1 | 1 | | 1 |
| CO2 | 1 | 1 | 3 | | | | | | | | | 2 | 1 | | 1 |
| CO3 | | 1 | | 2 | 2 | | | | | 1 | 3 | | 2 | | 2 |
| CO4 | 1 | 2 | 1 | | 1 | | | 3 | 1 | | 1 | | 2 | 3 | 2 |
| CO5 | 1 | 1 | 1 | | | | | | 1 | | | | 1 | | 1 |
| CO6 | 2 | 3 | 2 | | | | | | | | | 1 | 2 | | 2 |
| CO7 | 2 | 1 | | | | | | | | | | | 1 | | 1 |
| CO8 | 2 | 3 | 3 | | | 1 | | | 3 | | | 2 | 2 | | 2 |
| CO9 | 2 | 1 | 2 | 1 | | 1 | 1 | | 2 | | | 2 | 2 | | 2 |
| CO10 | 1 | 1 | | | | | 1 | | | | | 1 | 1 | | 1 |
| CO11 | 2 | 2 | 1 | 2 | | 1 | 1 | | | | | | 2 | | 2 |
| CO12 | 1 | 2 | 2 | | 1 | | 1 | 3 | | | 1 | 2 | 2 | 3 | 2 |
| CO13 | 2 | 2 | 1 | 1 | | 2 | 1 | | | | 1 | 2 | 2 | | 2 |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

APPROVED IN:

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| BoS | :03-11-2021 | 21st ACADEMIC COUNCIL | :17-09-2021 |
| SDG No. & Statement | :3&4 | | |

- 3- Ensure healthy lives and promote wellbeing for all at all ages
- 4- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG Justification:

Nursing Foundations is essential for ensuring healthy lives and promote wellbeing for all at all ages, achieving inclusive and equitable education and lifelong learning opportunities for oneself and others

Semester-2

| BIOC135 | APPLIED BIOCHEMISTRY | L | T | P | S | J | C |
|--|------------------------------|-------------------|---|---|---|---|---|
| | | 2 | 0 | 0 | 0 | 0 | 2 |
| <i>Theory: 40hrs (including lab hrs)</i> | | | | | | | |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| The course is designed to assist the students to acquire knowledge of the normal biochemical composition and functioning of human body, its alterations in disease conditions and to apply this knowledge in the practice of nursing. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Describe the metabolism of carbohydrates and its alterations. • Explain the metabolism of lipids and its alterations. • Explain the metabolism of proteins and amino acids and its alterations. • Explain clinical enzymology in various disease conditions. • Explain acid base balance, imbalance, and its clinical significance. • Describe the metabolism of hemoglobin and its clinical significance. • Explain different function tests and interpret the findings. • Illustrate the immunochemistry. | | | | | | | |
| UNIT I | Carbohydrates | 8(T) hours | | | | | |
| Digestion, absorption and metabolism of carbohydrates and related disorders; Regulation of blood glucose; Diabetes Mellitus – type 1 and type 2, symptoms, complications & management in brief; Investigations of Diabetes Mellitus- OGTT – Indications, Procedure, Interpretation and types of GTT curve, Mini GTT, extended GTT, GCT, IVGTT, HbA1c (Only definition); Hypoglycemia – Definition & causes | | | | | | | |
| UNIT II | Lipids | 8(T) hours | | | | | |
| Fatty acids – Definition, classification; Definition & Clinical significance of MUFA & PUFA, Essential fatty acids, Trans fatty acids; Digestion, absorption & metabolism of lipids & related disorders; Compounds formed from cholesterol; Ketone bodies (name, types & significance only); Lipoproteins – types & functions(metabolism not required); Lipid profile; Atherosclerosis (in brief) | | | | | | | |
| UNIT III | Proteins | 9(T) hours | | | | | |
| Classification of amino acids based on nutrition, metabolic rate with examples; Digestion, absorption & metabolism of protein & related disorders; Biologically important compounds synthesized from various amino acids (only names); In born errors of amino acid metabolism– only aromatic amino acids (in brief); Plasma protein – types, function & normal values; Causes of proteinuria, hypoproteinemia, hyper-gamma globinemia; Principle of electrophoresis, normal & abnormal electrophoretic patterns (in brief) | | | | | | | |
| UNIT IV | Clinical Enzymology | 4(T) hours | | | | | |
| Isoenzymes – Definition & properties; Enzymes of diagnostic importance in- Liver Diseases – ALT, AST, ALP,GGT, Myocardial infarction – CK, cardiotroponins, AST, LDH, Muscle diseases – CK, Aldolase, Bone diseases – ALP; Prostate cancer – PSA, ACP | | | | | | | |
| UNIT V | Acid base maintenance | 3(T) hours | | | | | |

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| pH – definition, normal value; Regulation of blood pH – blood buffer, respiratory & renal; ABG – normal values; Acid base disorders – types, definition & causes | | | | | | | | | | | | | | | |
| UNIT VI | | Heme catabolism | | | | | | | | | | 2(T) hours | | | |
| Heme degradation pathway; Jaundice – type, causes, urine & blood investigations (van den berg test) | | | | | | | | | | | | | | | |
| UNIT VII | | Organ function tests (biochemical parameters & normal values only) | | | | | | | | | | 3(T) hours | | | |
| Renal; Liver; Thyroid | | | | | | | | | | | | | | | |
| UNIT VIII | | Immunochemistry | | | | | | | | | | 3(T) hours | | | |
| Structure & functions of immunoglobulin; Investigations & interpretation – ELISA | | | | | | | | | | | | | | | |
| Textbooks: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • I Clement, Applied Nutrition, Dietetics and Biochemistry for Basic BSc Nursing, Jaypee Brothers Medical Publishers Pvt. Limited | | | | | | | | | | | | | | | |
| References: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • U. Satyanarayana, Essentials of Biochemistry • Martin D.W, Harper's Review of Biochemistry • M.N. Chatterjee & Rana Schinde, Medical Biochemistry | | | | | | | | | | | | | | | |
| Course Outcomes: | | | | | | | | | | | | | | | |
| CO1: Describe the metabolism of carbohydrates, lipids, amino acids and proteins, and its alterations | | | | | | | | | | | | | | | |
| CO2: Explain clinical enzymology in various disease conditions | | | | | | | | | | | | | | | |
| CO3: Explain acid base balance, imbalance and its clinical significance | | | | | | | | | | | | | | | |
| CO4: Describe the metabolism of hemoglobin and its clinical significance | | | | | | | | | | | | | | | |
| CO5: Explain different function tests and interpret the findings | | | | | | | | | | | | | | | |
| CO6: Illustrate the immunochemistry | | | | | | | | | | | | | | | |
| Co-Po Mapping | | | | | | | | | | | | | | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | | | 1 | | | 1 | | 1 | | | | 1 | | 1 |
| CO2 | 1 | 1 | 1 | 1 | | | 1 | | 2 | | | 1 | 2 | | 1 |
| CO3 | 1 | | | | | | | | 1 | 1 | 1 | | | | 1 |
| CO4 | 1 | | | 1 | | | 1 | | | | | 1 | | | |
| CO5 | 1 | | | | | | 1 | | 1 | | 1 | 1 | 1 | | |
| CO6 | 1 | | | | | | 1 | | 1 | | | | | | |
| <i>Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation</i> | | | | | | | | | | | | | | | |
| APPROVED IN: | | | | | | | | | | | | | | | |
| BoS | | :03-11-2021 | | | | | 21st ACADEMIC COUNCIL | | | | | :17-09-2021 | | | |
| SDG No. & Statement | | :4 | | | | | | | | | | | | | |
| Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | | | | | | | | | | | | | | | |
| SDG Justification: | | | | | | | | | | | | | | | |
| Applied Biochemistry is essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others | | | | | | | | | | | | | | | |

| NUTR140 | APPLIED NUTRITION AND DIETETICS | L | T | P | S | J | C |
|---|----------------------------------|------------------------|---|---|---|---|---|
| | | 3 | 0 | 0 | 0 | 0 | 3 |
| <i>Theory: 45hrs, Lab: 15hrs</i> | | | | | | | |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| The course is designed to assist the students to acquire basic knowledge and understanding of the principles of Nutrition and Dietetics and apply this knowledge in the practice of Nursing. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Identify the importance of nutrition in health and wellness. • Apply nutrient and dietary modifications in caring patients. • Explain the principles and practices of Nutrition and Dietetics. • Identify nutritional needs of different age groups and plan a balanced diet for them. • Identify the dietary principles for different diseases. • Plan therapeutic diet for patients suffering from various disease conditions. • Prepare meals using different methods and cookery rules. | | | | | | | |
| UNIT I | Introduction to Nutrition | 2(T) hours | | | | | |
| <i>Concepts</i> | | | | | | | |
| Definition of Nutrition & Health; Malnutrition – Under Nutrition & Over Nutrition; Role of Nutrition in maintaining health; Factors affecting food and nutrition | | | | | | | |
| <i>Nutrients</i> | | | | | | | |
| Classification; Macro & Micronutrients; Organic & Inorganic; Energy Yielding & Non-Energy Yielding | | | | | | | |
| <i>Food</i> | | | | | | | |
| Classification – Food groups; Origin | | | | | | | |
| UNIT II | Carbohydrates | 3(T) hours | | | | | |
| Composition – Starches, sugar and cellulose; Recommended Daily Allowance (RDA); Dietary sources; Functions | | | | | | | |
| Energy | | | | | | | |
| Unit of energy – Kcal; Basal Metabolic Rate (BMR); Factors affecting BMR | | | | | | | |
| UNIT III | Proteins | 3(T) hours | | | | | |
| Composition; Eight essential amino acids; Functions; Dietary sources; Protein requirements – RDA | | | | | | | |
| UNIT IV | Fats | 2(T) hours | | | | | |
| Classification – Saturated & unsaturated; Calorie value; Functions; Dietary sources of fats and fatty acids; Fat requirements – RDA | | | | | | | |
| UNIT V | Vitamins | 2(T) hours | | | | | |
| Classification – Fat soluble – Vitamins A, D, E, and K; Water soluble – Thiamine (vitamin B1), Riboflavin (vitamin B2), Nicotinic acid, Pyridoxine (vitamin B6), Pantothenic acid, Folic acid, Vitamin B12, Ascorbic acid (vitamin C); Functions, Dietary Sources & Requirements – RDA of every vitamin | | | | | | | |
| UNIT VI | Minerals | 3(T) hours | | | | | |
| Classification – Major minerals (Calcium, phosphorus, sodium, potassium and magnesium) and Trace elements; Functions; Dietary Sources; Requirements – RDA | | | | | | | |
| UNIT VII | Balanced diet | 7(T) 8(L) hours | | | | | |

| | | |
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| Definition, principles, steps; Food guides – Basic Four Food Groups; RDA – Definition, limitations, uses; Food Exchange System; Calculation of nutritive value of foods; Dietary fibre | | |
| Nutrition across life cycle | | |
| Meal planning/Menu planning – Definition, principles, steps; Infant and Young Child Feeding (IYCF) guidelines – breast feeding, infant foods; Diet plan for different age groups- Children, adolescents and elderly; Diet in pregnancy – nutritional requirements and balanced diet plan; Anemia in pregnancy – diagnosis, diet for anemic pregnant women, iron & folic acid supplementation and counseling; Nutrition in lactation – nutritional requirements, diet for lactating mothers, complementary feeding/ weaning | | |
| UNIT VIII | Nutritional deficiency disorders | 6(T) hours |
| Protein energy malnutrition – magnitude of the problem, causes, classification, signs & symptoms, Severe acute malnutrition (SAM), management & prevention and nurses' role; Childhood obesity – signs & symptoms, assessment, management & prevention and nurses' role; Vitamin deficiency disorders – vitamin A, B, C & D deficiency disorders –causes, signs & symptoms, management & prevention and nurses' role; Mineral deficiency diseases – iron, iodine and calcium deficiencies – causes, signs & symptoms, management & prevention and nurses' role | | |
| UNIT IX | Therapeutic diets | 4(T) 7 (L) hours |
| Definition, Objectives, Principles; Modifications – Consistency, Nutrients; Feeding techniques; Diet in Diseases – Obesity, Diabetes Mellitus, CVD, Underweight, Renal diseases, Hepatic disorders Constipation, Diarrhea, Pre- and Post-operative period | | |
| UNIT X | Cookery rules and preservation of nutrients | 3(T) hours |
| Cooking – Methods, Advantages and Disadvantages; Preservation of nutrients; Measures to prevent loss of nutrients during preparation; Safe food handling and Storage of foods; Food preservation; Food additives and food adulteration; Prevention of Food Adulteration Act (PFA); Food standards | | |
| UNIT XI | Nutrition assessment and nutrition education | 4(T) hours |
| Objectives of nutritional assessment; Methods of assessment – clinical examination, anthropometry, laboratory & biochemical assessment, assessment of dietary intake including Food frequency questionnaire (FFQ) method; Nutrition education – purposes, principles and methods | | |
| UNIT XII | National Nutritional Programs and role of nurse | 3(T) hours |
| Nutritional problems in India; National nutritional policy; <i>National nutritional programs</i> – Vitamin A Supplementation, Anemia Mukta Bharat Program, Integrated Child Development Services (ICDS), Mid-day Meal Scheme (MDMS), National Iodine Deficiency Disorders Control Program (NIDDCP), Weekly Iron Folic Acid Supplementation (WIFS) and others as introduced; Role of nurse in every program | | |
| UNIT XIII | Food safety | 2(T) hours |
| Definition, Food safety considerations & measures; Food safety regulatory measures in India-Relevant Acts; Five keys to safer food; Food storage, food handling and cooking; General principles of food storage of food items (ex. milk, meat); Role of food handlers in food borne diseases; Essential steps in safe cooking practices | | |
| Textbooks: <ul style="list-style-type: none"> • I Clement, Applied Nutrition, Dietetics and Biochemistry for Basic BSc Nursing, Jaypee Brothers Medical Publishers Pvt. Limited | | |
| References: <ul style="list-style-type: none"> • Swaminathan, Essentials of Food and Nutrition, The Bangalore printing and publishing • Robinson & Proudfit, Normal & Therapeutic Nutrition, Macmillan Company • Shukla, Nutritional problems in India • Anitha F.P. & Philip Abraham, Clinical dietetics & Nutrition | | |

| <ul style="list-style-type: none"> Carol west suitor & crowdy, Nutritional principles and application in health promotion, J.B. Lippincott B. Srilakshmi, Text Book of Nutrition for B.Sc (N), New age International Publishers | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Course Outcomes: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CO1: Define nutrition and its relationship to Health | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CO2: Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates, proteins, fats, vitamins, minerals | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CO3: Explain BMR and factors affecting BMR, Explain the methods of nutritional assessment and nutrition education | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CO4: Describe and plan balanced diet for different age groups, pregnancy, and lactation | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CO5: Classify and describe the common nutritional deficiency disorders and identify nurses' role in assessment, management and prevention | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CO6: Principles of diets in various diseases and the cookery rules and preservation of nutrients | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CO7: Describe nutritional problems in India and nutritional programs | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CO8: Discuss the importance of food hygiene, food safety and the Acts related to food safety | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Co-Po Mapping | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <thead> <tr> <th></th> <th>PO1</th> <th>PO2</th> <th>PO3</th> <th>PO4</th> <th>PO5</th> <th>PO6</th> <th>PO7</th> <th>PO8</th> <th>PO9</th> <th>PO10</th> <th>PO11</th> <th>PO12</th> <th>PSO1</th> <th>PSO2</th> <th>PSO3</th> </tr> </thead> <tbody> <tr> <td>CO1</td> <td>1</td> <td></td> <td>1</td> <td></td> <td></td> </tr> <tr> <td>CO2</td> <td>1</td> <td></td> <td>1</td> <td></td> <td></td> </tr> <tr> <td>CO3</td> <td>1</td> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td>2</td> <td></td> <td>2</td> <td></td> <td></td> <td></td> <td>1</td> <td></td> <td></td> </tr> <tr> <td>CO4</td> <td>1</td> <td>1</td> <td></td> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td></td> <td></td> </tr> <tr> <td>CO5</td> <td>1</td> <td>1</td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>2</td> <td>1</td> <td></td> <td>2</td> </tr> <tr> <td>CO6</td> <td>1</td> <td>2</td> <td>1</td> <td></td> <td></td> <td>1</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>1</td> <td></td> <td></td> </tr> <tr> <td>CO7</td> <td>1</td> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>2</td> <td>1</td> <td></td> <td>2</td> </tr> <tr> <td>CO8</td> <td>1</td> <td>1</td> <td></td> <td></td> <td></td> <td>2</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>2</td> <td>1</td> <td></td> <td>2</td> </tr> </tbody> </table> | | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | CO1 | 1 | | | | | | | | | | | | 1 | | | CO2 | 1 | | | | | | | | | | | | 1 | | | CO3 | 1 | 2 | | | | | 2 | | 2 | | | | 1 | | | CO4 | 1 | 1 | | 2 | | | | | | | | | 1 | | | CO5 | 1 | 1 | 1 | | | | | | | | | 2 | 1 | | 2 | CO6 | 1 | 2 | 1 | | | 1 | | | | | | | 1 | | | CO7 | 1 | 2 | | | | | | | | | | 2 | 1 | | 2 | CO8 | 1 | 1 | | | | 2 | | | | | | 2 | 1 | | 2 |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CO1 | 1 | | | | | | | | | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CO2 | 1 | | | | | | | | | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CO3 | 1 | 2 | | | | | 2 | | 2 | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CO4 | 1 | 1 | | 2 | | | | | | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CO5 | 1 | 1 | 1 | | | | | | | | | 2 | 1 | | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CO6 | 1 | 2 | 1 | | | 1 | | | | | | | 1 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CO7 | 1 | 2 | | | | | | | | | | 2 | 1 | | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| CO8 | 1 | 1 | | | | 2 | | | | | | 2 | 1 | | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <i>Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| APPROVED IN: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <table border="1"> <tr> <td>BoS</td> <td>:03-11-2021</td> <td>21st ACADEMIC COUNCIL</td> <td>:17-09-2021</td> </tr> <tr> <td>SDG No. & Statement</td> <td>:4</td> <td></td> <td></td> </tr> </table> | BoS | :03-11-2021 | 21st ACADEMIC COUNCIL | :17-09-2021 | SDG No. & Statement | :4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| BoS | :03-11-2021 | 21st ACADEMIC COUNCIL | :17-09-2021 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SDG No. & Statement | :4 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| SDG Justification: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Applied Nutrition and Dietetics are essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| N-NF(II)125 | NURSING FOUNDATION - II (Including Health Assessment module) | L | T | P | S | J | C |
|--|---|----------------------------|---|--|---|---|----|
| | | 6 | 3 | 4 | 0 | 0 | 13 |
| <i>Theory: 120hrs, Skill lab: 120hrs, Clinical: 320hrs</i> | | | | | | | |
| Pre-requisite | N-NF(I)125 | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| This course is designed to help novice nursing students develop knowledge and competencies required to provide evidence-based, comprehensive basic nursing care for adult patients, using nursing process approach. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Develop understanding about fundamentals of health assessment and perform health assessment in supervised clinical settings • Demonstrate fundamental skills of assessment, planning, implementation and evaluation of nursing care using Nursing process approach in supervised clinical settings • Assess the Nutritional needs of patients and provide relevant care under supervision • Identify and meet the hygienic needs of patients • Identify and meet the elimination needs of patient • Interpret findings of specimen testing applying the knowledge of normal values • Promote oxygenation based on identified oxygenation needs of patients under supervision • Review the concept of fluid, electrolyte balance integrating the knowledge of applied physiology • Apply the knowledge of the principles, routes, effects of administration of medications in administering medication • Calculate conversions of drugs and dosages within and between systems of measurements • Demonstrate knowledge and understanding in caring for patients with altered functioning of sense organs and unconsciousness • Explain loss, death, and grief • Describe sexual development and sexuality • Identify stressors and stress adaptation modes • Integrate the knowledge of culture and cultural differences in meeting the spiritual needs • Explain the introductory concepts relevant to models of health and illness in patient care | | | | | | | |
| UNIT I | Health Assessment | 20(T) 20 (SL) hours | | | | | |
| Interview techniques; Observation techniques; Purposes of health assessment; Process of Health assessment- Health history, Physical examination: Methods: Inspection, Palpation, Percussion, Auscultation, Olfaction; Preparation for examination: patient and unit; General assessment; Assessment of each body system; Documenting health assessment findings | | | | | | | |
| Procedural Competencies/Clinical Skills | | | | Clinical Requirements | | | |
| General Medical/ Surgical wards: Nursing/Health history taking; Perform physical examination- General, Body systems; Use various methods of physical examination – Inspection, Palpation, Percussion, Auscultation, Olfaction; Identification of system wise deviations; Documentation of findings | | | | History Taking – 2 Physical examination – 2 | | | |
| UNIT II | The Nursing Process | 13(T) 8 (SL) hours | | | | | |

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| Critical Thinking Competencies, Attitudes for Critical Thinking, Levels of critical thinking in Nursing; Nursing Process Overview Assessment- Collection of Data: Types, Sources, Methods; Organizing Data; Validating Data; Documenting Data Nursing Diagnosis- Identification of client problems, risks and strengths; Nursing diagnosis statement – parts, Types, Formulating, Guidelines for formulating Nursing Diagnosis; NANDA approved diagnoses; Difference between medical and nursing diagnosis Planning- Types of planning; Establishing Priorities; Establishing Goals and Expected Outcomes – Purposes, types, guidelines, Components of goals and outcome statements; Types of Nursing Interventions, selecting interventions: Protocols and Standing Orders; Introduction to Nursing Intervention Classification and Nursing Outcome Classification; Guidelines for writing care plan Implementation- Process of Implementing the plan of care; Types of care – Direct and Indirect Evaluation- Evaluation Process, Documentation and Reporting | | |
| Procedural Competencies/Clinical Skills | | Clinical Requirements |
| <i>General Medical/ Surgical wards:</i> Prepare Nursing care plan for the patient based on the given case scenario | | Nursing process – 1 |
| UNIT III | Nutritional needs | 5(T) 5 (SL) hours |
| Importance; Factors affecting nutritional needs; Assessment of nutritional status; <i>Review:</i> special diets – Solid, Liquid, Soft; <i>Review</i> on therapeutic diets; Care of patient with Dysphagia, Anorexia, Nausea, Vomiting; Meeting Nutritional needs: Principles, equipment, procedure, indications- Oral, Enteral: Nasogastric/ Orogastric, Introduction to other enteral feeds – types, indications, Gastrostomy, Jejunostomy, Parenteral – TPN (Total Parenteral Nutrition) | | |
| Procedural Competencies/Clinical Skills | | Clinical Requirements |
| <i>General Medical/ Surgical wards:</i> Nutritional Assessment; Preparation of Nasogastric tube feed; Nasogastric tube feeding | | Nutritional Assessment and Clinical Presentation – 1 |
| UNIT IV | Hygiene | 5(T) 15 (SL) hours |
| Factors Influencing Hygienic Practice; Hygienic care: Indications and purposes, effects of neglected care- Care of the Skin – (Bath, feet and nail, Hair Care), Care of pressure points, Assessment of Pressure Ulcers using Braden Scale and Norton Scale, Pressure ulcers – causes, stages and manifestations, care and prevention, Perineal care/Meatal care, Oral care, Care of Eyes, Ears and Nose including assistive devices (eye glasses, contact lens, dentures, hearing aid) | | |
| Procedural Competencies/Clinical Skills | | Clinical Requirements |
| <i>General Medical/ Surgical wards:</i> Care of Skin & Hair- Sponge Bath/ Bed bath, Care of pressure points & back massage; Pressure sore risk assessment using Braden/Norton scale; Hair wash; Pediculosis treatment; Oral Hygiene; Perineal Hygiene; Catheter care | | Pressure sore assessment – 1 |
| UNIT V | Elimination needs | 10(T) 10 (SL) hours |
| Urinary Elimination- Review of Physiology of Urine Elimination, Composition and characteristics of urine, Factors Influencing Urination, Alteration in Urinary Elimination, Facilitating urine elimination: assessment, types, equipment, procedures and special considerations, Providing urinal/bed pan, Care of patients with Condom drainage, Intermittent Catheterization, Indwelling Urinary catheter and urinary drainage, Urinary diversions, Bladder irrigation; Bowel Elimination- Review of Physiology of Bowel Elimination, Composition and characteristics of feces, Factors affecting Bowel elimination, Alteration in Bowel Elimination, Facilitating bowel elimination: Assessment, equipment, procedures- Enemas, Suppository, Bowel wash, Digital Evacuation of impacted feces; Care of patients with Ostomies (Bowel | | |

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| Diversion Procedures) | | |
| Procedural Competencies/Clinical Skills | | Clinical Requirements |
| <i>General Medical/Surgical wards:</i> Providing- Urinal, Bedpan; Insertion of Suppository; Enema; Urinary Catheter care; Care of urinary drainage | | Clinical Presentation on Care of patient with Constipation – 1 |
| UNIT VI | Diagnostic testing | 3(T) 4 (SL) hours |
| Phases of diagnostic testing (pre-test, intra-test & post-test) in Common investigations and clinical implications- Complete Blood Count, Serum Electrolytes, LFT, Lipid/ Lipoprotein profile, Serum Glucose – AC, PC, HbA1c, Monitoring Capillary Blood Glucose (Glucometer Random Blood Sugar – GRBS), Stool Routine Examination, Urine Testing – Albumin, Acetone, pH, Specific Gravity, Urine Culture, Routine, Timed Urine Specimen, Sputum culture, Overview of Radiologic & Endoscopic Procedures | | |
| Procedural Competencies/Clinical Skills | | Clinical Requirements |
| <i>General Medical/ Surgical wards:</i> Specimen Collection- Urine routine and culture, Stool routine, Sputum Culture; Perform simple Lab Tests using reagent strips, Urine – Glucose, Albumin, Acetone, pH, Specific gravity; Blood – GRBS Monitoring | | Lab values- interpretation |
| UNIT VII | Oxygenation needs | 11(T) 10 (SL) hours |
| Review of Cardiovascular and Respiratory Physiology; Factors affecting respiratory functioning; Alterations in Respiratory Functioning; Conditions affecting- Airway, Movement of air, Diffusion, Oxygen transport; Alterations in oxygenation; Nursing interventions to promote oxygenation: assessment, types, equipment used & procedure- Maintenance of patent airway, Oxygen administration, Suctioning – oral, tracheal, Chest physiotherapy – Percussion, Vibration & Postural drainage, Care of Chest drainage – principles & purposes, Pulse Oximetry – Factors affecting measurement of oxygen saturation using pulse oximeter, Interpretation; Restorative & continuing care- Hydration, Humidification, Coughing techniques, Breathing exercises, Incentive spirometry | | |
| Procedural Competencies/Clinical Skills | | |
| <i>General Medical/Surgical wards:</i> Oxygen administration methods- Nasal Prongs, Face Mask/Venturi Mask; Steam inhalation; Chest Physiotherapy; Deep Breathing & Coughing Exercises; Oral Suctioning | | |
| UNIT VIII | Fluid, Electrolyte, and Acid – Base Balances | 5(T) 10 (SL) hours |
| Review of Physiological Regulation of Fluid, Electrolyte and Acid-Base Balances; Factors Affecting Fluid, Electrolyte and Acid-Base Balances; Disturbances in fluid volume: Deficit- Hypovolemia, Dehydration; Excess- Fluid overload, Edema; Electrolyte imbalances (hypo and hyper); Acid-base imbalances: Metabolic – acidosis & alkalosis, Respiratory – acidosis & alkalosis; Intravenous therapy- Peripheral venipuncture sites, Types of IV fluids, Calculation for making IV fluid plan, Complications of IV fluid therapy; Measuring fluid intake and output; Administering Blood and Blood components; Restricting fluid intake; Enhancing Fluid intake | | |
| Procedural Competencies/Clinical Skills | | |
| <i>General Medical/Surgical wards:</i> Maintaining intake output chart; Identify & report complications of IV therapy; Observe Blood & Blood Component therapy; Identify & Report Complications of Blood & Blood Component therapy | | |
| UNIT IX | Administration of Medications | 20 (T) 22 (SL) hours |
| Introduction – Definition of Medication, Administration of Medication, Drug Nomenclature, Effects of Drugs, Forms of Medications, Purposes, Pharmacodynamics and Pharmacokinetics; Factors influencing Medication Action; Medication orders and Prescriptions; Systems of measurement; Medication dose calculation; Principles, 10 rights of Medication Administration; Errors in Medication administration; Routes of administration; Storage and maintenance of drugs and Nurses responsibility; Terminologies | | |

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| <p>and abbreviations used in prescriptions and medications orders; Developmental considerations; Oral, Sublingual and Buccal routes: Equipment, procedure; Introduction to Parenteral Administration of Drugs – Intramuscular, Intravenous, Subcutaneous, Intradermal: Location of site, Advantages and disadvantages of the specific sites, Indication and contraindications for the different routes and sites; Equipment – Syringes & needles, cannulas, Infusion sets – parts, types, sizes; Types of vials and ampoules, Preparing Injectable medicines from vials and ampoules- Care of equipment: decontamination and disposal of syringes, needles, infusion sets; Prevention of Needle-Stick Injuries; Topical Administration: Types, purposes, site, equipment, procedure- Application to skin & mucous membrane, Direct application of liquids, Gargle and swabbing the throat, Insertion of Drug into body cavity: Suppository/ medicated packing in rectum/vagina, Instillations: Ear, Eye, Nasal, Bladder, and Rectal, Irrigations: Eye, Ear, Bladder, Vaginal and Rectal, Spraying: Nose and throat Inhalation: Nasal, oral, endotracheal/tracheal (steam, oxygen and medications) – purposes, types, equipment, procedure, recording and reporting of medications administered Other Parenteral Routes: Meaning of epidural, intrathecal, intraosseous, intraperitoneal, intra-pleural, intra- arterial</p> | | |
| <p>Procedural Competencies/Clinical Skills General Medical/ Surgical wards: Calculate Drug Dosages; Preparation of lotions & solutions; Administer Medications- Oral, Topical, Inhalations, Parenteral, Intradermal, Subcutaneous-Intramuscular, Instillations; Eye, Ear, Nose –instillation of medicated drops, nasal sprays, irrigations</p> | | |
| UNIT X | Sensory needs | 5(T) 6 (SL) hours |
| <p>Introduction; Components of sensory experience – Reception, Perception & Reaction; Arousal Mechanism; Factors affecting sensory function; Assessment of Sensory alterations – sensory deficit, deprivation, overload & sensory poverty; Management- Promoting meaningful communication (patients with Aphasia, artificial airway & Visual and Hearing impairment)</p> <p>Care of Unconscious Patients Unconsciousness: Definition, causes & risk factors, pathophysiology, stages of Unconsciousness, Clinical Manifestations, Assessment and nursing management of patient with unconsciousness, complications</p> | | |
| Procedural Competencies/Clinical Skills | | Clinical Requirements |
| <p>General Medical/ Surgical wards: Assessment of Level of Consciousness using Glasgow Coma Scale</p> | | <p>Nursing rounds on care of patient with altered sensorium</p> |
| UNIT XI | Care of Terminally ill, death and dying | 4(T) 6 (SL) hours |
| <p>Loss – Types; Grief, Bereavement & Mourning; Types of Grief responses; Manifestations of Grief; Factors influencing Loss & Grief Responses; Theories of Grief & Loss – Kubler Ross; Stages of Dying; The R Process model (Rando's); Death – Definition, Meaning, Types (Brain & Circulatory Deaths); Signs of Impending Death; Dying patient's Bill of Rights; Care of Dying Patient; Physiological changes occurring after Death; Death Declaration, Certification; Autopsy; Embalming; Last office/Death Care; Counseling & supporting grieving relatives; Placing body in the Mortuary; Releasing body from Mortuary; Overview – Medico-legal Cases, Advance directives, DNI/DNR, Organ Donation, Euthanasia</p> | | |
| <p>Procedural Competencies/Clinical Skills General Medical/Surgical wards: Death Care</p> | | |
| PSYCHOSOCIAL NEEDS (A-D) | | |
| UNIT XII | A. Self-concept | 3(T) hours |
| <p>Introduction; Components (Personal Identity, Body Image, Role Performance, Self Esteem); Factors affecting Self Concept; Nursing Management</p> | | |
| UNIT XIII | B. Sexuality | 2(T) hours |
| <p>Sexual development throughout life; Sexual health; Sexual orientation; Factors affecting sexuality; Prevention of STIs, unwanted pregnancy, avoiding sexual harassment and abuse; Dealing with inappropriate sexual behavior</p> | | |
| UNIT XIV | C. Stress and Adaptation –Introductory concepts | 2(T) 4 (SL) hours |

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| Introduction; Sources, Effects, Indicators & Types of Stress; Types of stressors; Stress Adaptation – General Adaptation Syndrome (GAS), Local Adaptation Syndrome (LAS); Manifestation of stress – Physical & psychological; Coping strategies/ Mechanisms; Stress Management- Assist with coping and adaptation, Creating therapeutic environment; Recreational and diversion therapies | | | | | | | | | | | | | | | | |
| UNIT XV | | | D. Concepts of Cultural Diversity and Spirituality | | | | | | | | | | 6(T) hours | | | |
| Cultural diversity: Cultural Concepts – Culture, Subculture, Multicultural, Diversity, Race, Acculturation, Assimilation, Transcultural Nursing, Cultural Competence, Providing Culturally Responsive Care; Spirituality: Concepts – Faith, Hope, Religion, Spirituality, Spiritual Wellbeing, Factors affecting Spirituality, Spiritual Problems in Acute, Chronic, Terminal illnesses & Near-Death Experience, Dealing with Spiritual Distress/ Problems | | | | | | | | | | | | | | | | |
| UNIT XVI | | | Nursing Theories: Introduction | | | | | | | | | | 6(T) hours | | | |
| Meaning & Definition, Purposes, Types of theories with examples, Overview of selected nursing theories – Nightingale, Orem, Roy; Use of theories in nursing practice | | | | | | | | | | | | | | | | |
| Textbooks: | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Audrey Berman, Shirlee Snyder, Geralyn Frandsen, Kozier & Erbs Fundamentals of Nursing, Pearson Education | | | | | | | | | | | | | | | | |
| References: | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Taylor, Fundamentals of Nursing, L.W.W Luckman & Sorensen, Basic Nursing and psychophysiologic approach, W.B. Saunder T.N.A.I, History of Nursing in India, Nods, TNAI Gupta C & Gupta L, First aid management of injuries & Minor Elements, Viva Shashank Parulekar, Bandages, Vora publications Potter & perry, Basic Nursing essentials for practice, LWW Furest & Wolf, Fundamentals of Nursing, J.B. Lippincott M-Nettina sandarac, Lippincott Manual of Nursing Practice, LWW Dewit Susen C., Fundamentals concepts and skills for Nursing, Elesweier Dorothy Ethert, Scientific principles and Nursing, C.V. Mosby 1902 | | | | | | | | | | | | | | | | |
| Course Outcomes: | | | | | | | | | | | | | | | | |
| CO1: Perform health assessment | | | | | | | | | | | | | | | | |
| CO2: Describe assessment, planning, implementation and evaluation of nursing care using Nursing process approach | | | | | | | | | | | | | | | | |
| CO3: Identify and meet the needs of patients | | | | | | | | | | | | | | | | |
| CO4: Develop skill in specimen collection, handling, and transport | | | | | | | | | | | | | | | | |
| CO5: Assess patients for oxygenation needs, promote oxygenation and provide care during oxygen therapy | | | | | | | | | | | | | | | | |
| CO6: Describe the concept of fluid, electrolyte balance | | | | | | | | | | | | | | | | |
| CO7: Administer oral and topical medication and document accurately by calculating conversions of drugs and dosages within and between systems of measurements | | | | | | | | | | | | | | | | |
| CO8: Provide care to patients with altered functioning of sense organs and unconsciousness in supervised clinical practice | | | | | | | | | | | | | | | | |
| CO9: Explain loss, death and grief | | | | | | | | | | | | | | | | |
| CO10: Explain the significance of nursing theories | | | | | | | | | | | | | | | | |
| Co-Po Mapping | | | | | | | | | | | | | | | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | |
| CO1 | 1 | 1 | 1 | | 1 | 1 | 2 | 2 | 1 | 1 | 3 | 2 | 3 | 1 | 1 | |
| CO2 | 1 | 2 | 2 | 1 | 2 | 2 | 3 | 3 | 2 | 2 | 2 | 2 | 2 | 1 | 1 | |
| CO3 | 1 | 2 | 1 | 1 | 2 | 1 | 1 | 3 | 1 | 1 | 3 | 1 | 2 | | 1 | |

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| CO4 | | 1 | 1 | 1 | | | | 1 | | | 1 | 1 | | | |
| CO5 | 2 | 1 | 1 | 1 | 1 | 2 | 1 | 1 | 2 | | 3 | 1 | 2 | | 1 |
| CO6 | 1 | 1 | 1 | | | | | | | 1 | 1 | | 1 | | |
| CO7 | 1 | 2 | 2 | | 1 | 1 | | 1 | 1 | | 1 | 1 | 1 | 2 | |
| CO8 | | 2 | 2 | 2 | 1 | 1 | | 1 | 1 | | 1 | | 1 | | |
| CO9 | 1 | 1 | 1 | 1 | 1 | | | 1 | | | 1 | | 1 | | 1 |
| CO10 | 1 | 1 | | | | | | 1 | | 3 | 1 | | | | |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

APPROVED IN:

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| BoS | :03-11-2021 | 21st ACADEMIC COUNCIL | :17-09-2021 |
| SDG No. & Statement | :3&4 | | |

- 3- Ensure healthy lives and promote wellbeing for all at all ages
 4- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG Justification:

Nursing Foundations is essential for ensuring healthy lives and promote wellbeing for all at all ages, achieving inclusive and equitable education and lifelong learning opportunities for oneself and others

| HNIT145 | HEALTH/NURSING INFORMATICS AND TECHNOLOGY | L | T | P | S | J | C |
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| | | 2 | 1 | 0 | 0 | 0 | 3 |
| <i>Theory: 40hrs, Lab: 40hrs</i> | | | | | | | |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| This course is designed to equip novice nursing students with knowledge and skills necessary to deliver efficient informatics-led health care services. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Develop a basic understanding of computer application in patient care and nursing practice. • Apply the knowledge of computer and information technology in patient care and nursing education, practice, administration, and research. • Describe the principles of health informatics and its use in developing efficient healthcare. • Demonstrate the use of information system in healthcare for patient care and utilization of nursing data. • Demonstrate the knowledge of using Electronic Health Records (EHR) system in clinical practice. • Apply the knowledge of interoperability standards in clinical setting. • Apply the knowledge of information and communication technology in public health promotion. • Utilize the functionalities of Nursing Information System (NIS) system in nursing. • Demonstrate the skills of using data in management of health care. • Apply the knowledge of the principles of digital ethical and legal issues in clinical practice. • Utilize evidence-based practices in informatics and technology for providing quality patient care. • Update and utilize evidence-based practices in nursing education, administration, and practice. | | | | | | | |
| UNIT I | Introduction to computer applications for patient care delivery system and nursing practice | 10(T) 15(P/L) hours | | | | | |
| Use of computers in teaching, learning, research and nursing practice; Windows, MS office: Word, Excel, Power Point; Internet; Literature search; Statistical packages; Hospital management information system | | | | | | | |
| UNIT II | Principles of Health Informatics | 4(T) 5(P/L) hours | | | | | |
| Health informatics – needs, objectives and limitations; Use of data, information and knowledge for more effective healthcare and better health | | | | | | | |
| UNIT III | Information Systems in Health care | 3(T) 5(P/L) hours | | | | | |
| Introduction to the role and architecture of information systems in modern healthcare environments; Clinical Information System(CIS)/Hospital information System (HIS) | | | | | | | |
| UNIT IV | Shared Care & Electronic Health Records | 4(T) 4(P/L) hours | | | | | |
| Challenges of capturing rich patient histories in a computable form; Latest global developments and standards to enable lifelong electronic health records to be integrated from disparate systems. | | | | | | | |
| UNIT V | Patient Safety & Clinical Risk | 3(T) hours | | | | | |
| Relationship between patient safety and informatics; Function and application of the risk management process | | | | | | | |
| UNIT VI | Clinical Knowledge & Decision Making | 3(T) 6 (P/L) hours | | | | | |

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| Role of knowledge management in improving decision-making in both the clinical and policy contexts; Systematized Nomenclature of Medicine, Clinical Terms, SNOMED CT to ICD-10-CM Map, standardized nursing terminologies (NANDA, NOC), Omaha system. | | | | | | | | | | | | | | | |
| UNIT VII | eHealth: Patients and the Internet | | | | | | | | | | | 3(T) hours | | | |
| Use of information and communication technology to improve or enable personal and public healthcare; Introduction to public health informatics and role of nurses | | | | | | | | | | | | | | | |
| UNIT VIII | Using Information in Health care Management | | | | | | | | | | | 3(T) 5(P/L) hours | | | |
| Components of Nursing Information system(NIS); Evaluation, analysis and presentation of healthcare data to inform decisions in the management of health-care organizations | | | | | | | | | | | | | | | |
| UNIT IX | Information Law & Governance in Clinical Practice | | | | | | | | | | | 4(T) hours | | | |
| Ethical-legal issues pertaining to healthcare information in contemporary clinical practice; Ethical-legal issues related to digital health applied to nursing | | | | | | | | | | | | | | | |
| UNIT X | Health care Quality & Evidence Based Practice | | | | | | | | | | | 3(T) hours | | | |
| Use of scientific evidence in improving the quality of healthcare and technical and professional informatics standards | | | | | | | | | | | | | | | |
| Textbooks: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Ashok Kumar, Sunil Kumar, Chanchal Garg, Computer for Nurses Health Informatics, Jaypee Brothers Medical Publishers | | | | | | | | | | | | | | | |
| References: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Ramona Nelson, Nancy Staggers, An Interprofessional Approach, Elsevier | | | | | | | | | | | | | | | |
| Course Outcomes: | | | | | | | | | | | | | | | |
| CO1: Describe and demonstrate the use of computer and technology in patient care, nursing education, practice, administration and research | | | | | | | | | | | | | | | |
| CO2: Describe the principles of health informatics and explain the ways data, knowledge and information can be used for effective healthcare | | | | | | | | | | | | | | | |
| CO3: Describe and demonstrate the use of health information system in hospital setting and in nursing practice, describe the latest trend in electronic health records standards and interoperability | | | | | | | | | | | | | | | |
| CO4: Describe the advantages and limitations of health informatics in maintaining patient safety and risk management. | | | | | | | | | | | | | | | |
| CO5: Explain the importance of knowledge management, describe the standardized languages used in health informatics | | | | | | | | | | | | | | | |
| CO6: Explain the use of information and communication technology in patient care, the application of public health informatics and the use of health care data in management of health care organization | | | | | | | | | | | | | | | |
| CO7: Explains the ethical and legal issues related to nursing informatics and of evidence-based practices in providing quality healthcare | | | | | | | | | | | | | | | |
| Co-Po Mapping | | | | | | | | | | | | | | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | 2 | 1 | 1 | 1 | 1 | 2 | | 1 | 1 | 1 | 1 | | 1 | 1 |
| CO2 | 1 | 1 | 1 | 1 | | | 3 | | | 1 | | 1 | | | 1 |
| CO3 | 1 | 1 | 1 | 1 | | | 2 | | | 2 | | 1 | 1 | 1 | 1 |
| CO4 | 1 | 1 | 1 | 1 | | | 3 | | | | | 1 | | 1 | 1 |
| CO5 | | | 1 | 1 | | | 2 | | 1 | | | 1 | 1 | | 1 |
| CO6 | 1 | 1 | 1 | 1 | | 1 | 2 | | | | | 1 | | 3 | 1 |
| CO7 | 1 | | | | | 1 | 2 | | | 3 | | | 2 | | 2 |

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| <i>Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation</i> | | | |
| APPROVED IN: | | | |
| BoS | :03-11-2021 | 21st ACADEMIC COUNCIL | :17-09-2021 |
| SDG No. &Statement | :4 | | |
| Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | | | |
| SDG Justification: | | | |
| Health/ Nursing Informatics & Technology essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others | | | |

Semester-3

| MICR 201 | | Applied Microbiology and Infection Control including Safety SECTION A: Applied Microbiology | | | | | | L | T | P | S | J | C |
|--|--|---|--|--|--|--|--|---|---|---|----------------------------|---|---|
| | | | | | | | | 2 | 1 | 0 | 0 | 0 | 3 |
| <i>Theory: 20hrs, Lab/ Experimental Learning: 20hrs</i> | | | | | | | | | | | | | |
| Pre-requisite | None | | | | | | | | | | | | |
| Co-requisite | None | | | | | | | | | | | | |
| Preferable exposure | None | | | | | | | | | | | | |
| Course Description: | | | | | | | | | | | | | |
| This course is designed to enable students to acquire understanding of fundamentals of Microbiology, compare and contrast different microbes and comprehend the means of transmission and control of spread by various microorganisms. It also provides opportunities for practicing infection control measures in hospital and community settings. | | | | | | | | | | | | | |
| Course Educational Objectives: | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Identify the ubiquity and diversity of microorganisms in the human body and the environment. • Classify and explain the morphology and growth of microbes. • Identify various types of microorganisms. • Explore mechanisms by which microorganisms cause disease. • Develop understanding of how the human immune system counteracts infection by specific and non-specific mechanisms. • Apply the principles of preparation and use of vaccines in immunization. • Identify the contribution of the microbiologist and the microbiology laboratory to the diagnosis of infection. | | | | | | | | | | | | | |
| UNIT I | Introduction | | | | | | | | | | 3(T) hours | | |
| Importance and relevance to nursing; Historical perspective; Concepts and terminology; Principles of microbiology | | | | | | | | | | | | | |
| UNIT II | General characteristics of Microbes | | | | | | | | | | 10(T) 10(L/E) hours | | |
| Structure and classification of Microbes; Morphological types; Size and form of bacteria; Motility; Colonization; Growth and nutrition of microbes; Temperature; Moisture; Blood and body fluids; Laboratory methods for Identification of Microorganisms; Types of Staining – simple, differential (Gram 's, AFB), special – capsular staining (negative), spore, LPCB, KOH mount ; Culture and media preparation – solid and liquid. Types of media – semi synthetic, synthetic, enriched, enrichment, selective and differential media. Pure culture techniques – tube dilution, pour, spread, streak plate. Anaerobic cultivation of bacteria | | | | | | | | | | | | | |
| UNIT III | Pathogenic organisms | | | | | | | | | | 4(T) 6(L/E) hours | | |
| Micro-organisms: Cocci – gram positive and gram negative; Bacilli – gram positive and gram negative ; Viruses; Fungi: Superficial and Deep mycoses; Parasites; Rodents & Vectors - Characteristics, Source, portal of entry, transmission of infection, Identification of disease producing micro-organisms. | | | | | | | | | | | | | |
| UNIT IV | Immunity | | | | | | | | | | 3(T) 4(L/E) hours | | |
| Immunity: Types, classification ; Antigen and antibody reaction; Hypersensitivity reactions; Serological tests; Immunoglobulins: Structure, types & properties ; Vaccines: Types & classification, storage and handling, cold chain, Immunization for various diseases; Immunization Schedule | | | | | | | | | | | | | |

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|---|------------|------------|-------------|------------|------------|------------|---|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|--|
| Textbooks: | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Apurba S Sastry, Sandhya Bhat, Essentials of Applied Microbiology for Nurses (Including Infection Control and Safety), Jaypee Brothers Medical Publishers Pvt. Limited | | | | | | | | | | | | | | | | |
| References: | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Anantanarayana, Text book of Microbiology • Baveja, Text book of Microbiology • Simmons N.H., Text book of Microbiology, Frontline publications • Dr. M.V. Ramanamma, An Introduction to microbiology for Nurses, William Heinman 1980 | | | | | | | | | | | | | | | | |
| Course Outcomes: | | | | | | | | | | | | | | | | |
| CO1: Explain concepts and principles of microbiology and its importance in nursing | | | | | | | | | | | | | | | | |
| CO2: Describe structure, classification morphology and growth of microbes | | | | | | | | | | | | | | | | |
| CO3: Describe the different disease producing organisms | | | | | | | | | | | | | | | | |
| CO4: Explain the concepts of immunity, hypersensitivity and immunization | | | | | | | | | | | | | | | | |
| Co-Po Mapping | | | | | | | | | | | | | | | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | |
| CO1 | 1 | 1 | | | | | 1 | | 1 | 1 | | 1 | 1 | | 1 | |
| CO2 | | | | | | | | | | 1 | | | | | | |
| CO3 | 2 | 1 | 1 | | | | 1 | | 1 | 1 | | 1 | 1 | | 1 | |
| CO4 | 1 | 1 | | | | | | | | 1 | | | | | | |
| <i>Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation</i> | | | | | | | | | | | | | | | | |
| APPROVED IN: | | | | | | | | | | | | | | | | |
| BoS | | | :03-11-2021 | | | | 21st ACADEMIC COUNCIL | | | | :17-09-2021 | | | | | |
| SDG No. &Statement | | | :4 | | | | | | | | | | | | | |
| Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | | | | | | | | | | | | | | | | |
| SDG Justification: | | | | | | | | | | | | | | | | |
| Applied Microbiology is essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others | | | | | | | | | | | | | | | | |

| MICR 201 | | Applied Microbiology and Infection Control including Safety SECTION B: Infection Control including Safety | | | | | | L | T | P | S | J | C |
|--|---|---|--|--|--|--|------------------------|---|---|---|---|---|---|
| | | | | | | | | 2 | 1 | 0 | 0 | 0 | 3 |
| <i>Theory: 20hrs, Lab/ Experimental Learning: 20hrs</i> | | | | | | | | | | | | | |
| Pre-requisite | None | | | | | | | | | | | | |
| Co-requisite | None | | | | | | | | | | | | |
| Preferable exposure | None | | | | | | | | | | | | |
| Course Description: | | | | | | | | | | | | | |
| This course is designed to help students to acquire knowledge and develop competencies required for fundamental patient safety and infection control in delivering patient care. It also focuses on identifying patient safety indicators, preventing and managing hospital acquired infections, and in following universal precautions. | | | | | | | | | | | | | |
| Course Educational Objectives: | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Develop knowledge and understanding of Hospital acquired Infections (HAI) and effective practices for prevention. • Integrate the knowledge of isolation (Barrier and reverse barrier) techniques in implementing various precautions. • Demonstrate and practice steps in Hand washing and appropriate use of different types of PPE. • Illustrate various disinfection and sterilization methods and techniques. • Demonstrate knowledge and skill in specimen collection, handling, and transport to optimize the diagnosis for treatment. • Incorporate the principles and guidelines of Bio Medical waste management. • Apply the principles of Antibiotic stewardship in performing the nurses' role. • Identify patient safety indicators and perform the role of nurse in the patient safety audit process. • Apply the knowledge of International Patient Safety Goals (IPSG) in the patient care settings. • Identify employee safety indicators and risk of occupational hazards. • Develop understanding of the various safety protocols and adhere to those protocols | | | | | | | | | | | | | |
| UNIT I | HAI (Hospital acquired Infection) | | | | | | 2(T) 2(E) hours | | | | | | |
| Hospital acquired infection; Bundle approach - Prevention of Urinary Tract Infection (UTI) - Prevention of Surgical Site Infection (SSI) - Prevention of Ventilator; Associated events (VAE) - Prevention of Central Line Associated Blood Stream Infection (CLABSI); Surveillance of HAI – Infection control team & Infection control committee | | | | | | | | | | | | | |
| UNIT II | Isolation Precautions and use of Personal Protective Equipment (PPE) | | | | | | 3(T) 4(L) hours | | | | | | |
| Types of isolation system, standard precaution and transmission-based precautions (Direct Contact, Droplet, Indirect); Epidemiology & Infection prevention – CDC guidelines; Effective use of PPE | | | | | | | | | | | | | |
| UNIT III | Hand Hygiene | | | | | | 1(T) 2(L) hours | | | | | | |
| Types of Hand hygiene.; Hand washing and use of alcohol hand rub; Moments of Hand Hygiene; WHO hand hygiene promotion | | | | | | | | | | | | | |
| UNIT IV | Disinfection and sterilization | | | | | | 1(T) 2(E) hours | | | | | | |
| Definitions ; Types of disinfection and sterilization; Environment cleaning; Equipment Cleaning; Guides on use of disinfectants; Spaulding's principle | | | | | | | | | | | | | |
| UNIT V | Specimen Collection (Review) | | | | | | 1(T) hours | | | | | | |

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| Principle of specimen collection; Types of specimens; Collection techniques and special considerations Appropriate containers ; Transportation of the sample ; Staff precautions in handling specimens. | | |
| UNIT VI | BMW (Bio Medical Waste Management) | 2(T) 2(E) hours |
| <i>Laundry management process and infection control and prevention</i> Waste management process and infection prevention; Staff precautions; Laundry management ; Country ordinance and BMW National guidelines 2017: Segregation of wastes, Colour coded waste containers, waste collection & storage, Packaging & labeling, Transportation. | | |
| UNIT VII | Antibiotic stewardship | 2(T) hours |
| Importance of Antibiotic Stewardship; Anti-Microbial Resistance; Prevention of MRSA, MDRO in healthcare setting. | | |
| UNIT VIII | Patient Safety Indicators | 3(T) 5(L/E) hours |
| Care of Vulnerable patients ; Prevention of Iatrogenic injury; Care of lines, drains and tubing's; Restrain policy and care – Physical and Chemical; Blood & blood transfusion policy ;Prevention of IV Complication Prevention of Fall; Prevention of DVT; Shifting and transporting of patients; Surgical safety; Care coordination event related to medication reconciliation and administration; Prevention of communication errors; Prevention of HAI; Documentation. Incidents and adverse Events Capturing of incidents; RCA (Root Cause Analysis); CAPA (Corrective and Preventive Action) ; Report writing. | | |
| UNIT IX | IPSG (International Patient safety Goals) | 1(T) hours |
| Identify patient correctly ; Improve effective communication ;Improve safety of High Alert medication ; Ensure safe surgery ; Reduce the risk of health care associated infection; Reduce the risk of patient harm resulting from falls; Reduce the harm associated with clinical alarm system. | | |
| UNIT X | Safety protocol | 2(T) 3(L/E) hours |
| 5S (Sort, Set in order, Shine, Standardize, Sustain) ; Radiation safety ; Laser safety; Fire safety - Types and classification of fire - Fire alarms - Firefighting equipment ; HAZMAT (Hazardous Materials) safety - Types of spill - Spillage management - MSDS (Material Safety Data Sheets) ; Environmental safety - Risk assessment - Aspect impact analysis - Maintenance of Temp and Humidity (Department wise) – Audits; Emergency Codes; Role of Nurse in times of disaster | | |
| UNIT XI | Employee Safety Indicators | 2(T) hours |
| Vaccination; Needle stick injuries (NSI) prevention; Fall prevention; Radiation safety; Annual health check. Healthcare Worker Immunization Program and management of occupational exposure Occupational health ordinance; Vaccination program for healthcare staff; Needle stick injuries and prevention and post exposure prophylaxis. | | |
| Textbooks: • Apurba S Sastry, Sandhya Bhat, Essentials of Applied Microbiology for Nurses (Including Infection Control and Safety), Jaypee Brothers Medical Publishers Pvt. Limited | | |
| References: • Anantanarayana, Text book of Microbiology • Baveja, Text book of Microbiology • Simmons N.H., Text book of Microbiology, Frontline publications • Dr. M.V. Ramanamma, An Introduction to microbiology for Nurses, William Heinman 1980 | | |
| Course Outcomes: | | |
| CO1: Summarize the evidence based and effective patient care practices for the prevention of common healthcare associated infections in the Health care setting | | |
| CO2: Demonstrate appropriate use of different types of PPEs, the hand hygiene practice ,the critical | | |

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| use of risk assessment and its effectiveness on infection control. | | | | | | | | | | | | | | | | |
| CO3: Illustrates disinfection and sterilization in the health care setting, Illustrate on what, when, how, why specimens are collected to optimize the diagnosis for treatment and management. | | | | | | | | | | | | | | | | |
| CO4: Explain on BioMedical wastemanagement & laundry management, Explain in detail about Antibiotic stewardship, AMR and MRSA/MDRO and its prevention | | | | | | | | | | | | | | | | |
| CO5: Enlist the patient safety indicators followed in a health care organization and the role of nurse in the patient safety audit process, Enumerate IPSPG, various safety protocols and application of the goals in the patient care . | | | | | | | | | | | | | | | | |
| CO6: Captures and analyzes incidents and events for quality improvement, Explain importance of employee safety indicators, Identify risk of occupational hazards, prevention, and post exposure prophylaxis. | | | | | | | | | | | | | | | | |
| Co-Po Mapping | | | | | | | | | | | | | | | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 | |
| CO1 | 1 | 1 | 1 | | | | | | 1 | 2 | | 1 | 2 | | 2 | |
| CO2 | 2 | 1 | 1 | 2 | | | | | 1 | 1 | | 1 | 1 | | 1 | |
| CO3 | 1 | 1 | 1 | 1 | | | | | 1 | 1 | | 1 | 1 | | 1 | |
| CO4 | 1 | 2 | 1 | 1 | | | | | 1 | 1 | | 1 | 1 | | 1 | |
| CO5 | 1 | 1 | 2 | 1 | 2 | | 1 | | 1 | 1 | | 1 | 1 | | 1 | |
| CO6 | 1 | 1 | 1 | 1 | | 1 | 1 | | 2 | 1 | | 1 | 1 | | 1 | |
| <i>Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation</i> | | | | | | | | | | | | | | | | |
| APPROVED IN: | | | | | | | | | | | | | | | | |
| BoS | | | :03-11-2021 | | | | 21st ACADEMIC COUNCIL | | | | :17-09-2021 | | | | | |
| SDG No. & Statement | | | :4 | | | | | | | | | | | | | |
| Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | | | | | | | | | | | | | | | | |
| SDG Justification: | | | | | | | | | | | | | | | | |
| Applied Microbiology is essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others | | | | | | | | | | | | | | | | |

| PHAR (I) 205 | Pharmacology I | L | T | P | S | J | C |
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| | | 1 | 0 | 0 | 0 | 0 | 1 |
| <i>Theory: 20hrs</i> | | | | | | | |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| This course is designed to enable students to acquire understanding of Pharmacodynamics, Pharmacokinetics, principles of therapeutics and nursing implications. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Describe pharmacodynamics and pharmacokinetics. • Review the principles of drug calculation and administration. • Explain the commonly used antiseptics and disinfectants. • Describe the pharmacology of drugs acting on the GI system. • Describe the pharmacology of drugs acting on the respiratory system. • Describe drugs used in the treatment of cardiovascular and blood disorders. • Explain the drugs used in the treatment of endocrine system disorders. • Describe the drugs acting on skin and drugs used to treat communicable diseases. | | | | | | | |
| UNIT I | Introduction to Pharmacology | | | | | | 3(T) hours |
| Definitions & Branches; Nature & Sources of drugs ; Dosage Forms and Routes of drug administration; Terminology used; Classification, Abbreviations, Prescription, Drug Calculation, Weights and Measures ; <i>Pharmacodynamics</i> : Actions, Drug Antagonism, Synergism, Tolerance, Receptors, Therapeutic, adverse, toxic effects, pharmacovigilance <i>Pharmacokinetics</i> : Absorption, Bioavailability, Distribution, Metabolism, Interaction, Excretion; Review: Principles of drug administration and treatment individualization; Factors affecting dose, route etc. ; Indian Pharmacopoeia: Legal Issues, Drug Laws, Schedule Drugs ; Rational Use of Drugs; Principles of Therapeutics. | | | | | | | |
| UNIT II | Pharmacology of commonly used antiseptics and disinfectants | | | | | | 1(T) hours |
| Antiseptics and Disinfectants ; Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse. | | | | | | | |
| UNIT III | Drugs acting on G.I. system | | | | | | 2(T) hours |
| Pharmacology of commonly used drugs- Emetics and Antiemetics - Laxatives and Purgatives Antacids and anti peptic ulcer drugs - Anti-diarrheal – Fluid and electrolyte therapy, Furazolidone, dicyclomine; Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse. | | | | | | | |
| UNIT IV | Drugs acting on respiratory system | | | | | | 2(T) hours |
| Pharmacology of commonly used - Antiasthmatics – Bronchodilators (Salbutamol inhalers) - Decongestants -Expectorants, Antitussives and Mucolytics - Broncho-constrictors and Antihistamines ; Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse. | | | | | | | |
| UNIT V | Drugs used in treatment of Cardiovascular system and blood disorders | | | | | | 4(T) hours |

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

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| UNIT VI | Drugs used in treatment of endocrine system disorders | 2(T) hours |
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Insulin & oral hypoglycemics; Thyroid and anti-thyroid drugs; Steroids- Corticosteroids -Anabolic steroids; Calcitonin, parathormone, vitamin D3, calcium metabolism, Calcium salts.

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| UNIT VII | Drugs used in treatment of integumentary system | 1(T) hours |
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Antihistaminics and antipruritic; Topical applications for skin- Benzylbenzoate, Gamma BHC, Clotrimazole, Miconazole, Silver Sulphadiazine (burns) Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse.

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| UNIT VIII | Drugs used in treatment of communicable diseases (common infections, infestations) | 5(T) hours |
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General Principles for use of Antimicrobials ;Pharmacology of commonly used drugs: - Penicillin, Cephalosporin's, Aminoglycosides, Macrolide & broad spectrum antibiotics, Sulfonamides, quinolones, Misc. antimicrobials ; Anaerobic infections ; Antitubercular drugs; Anti leprosy drugs; Antimalarials; Antiretroviral drugs Antiviral agents; Anti helminthics; Anti scabies agents ; Antifungal agents; Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects, toxicity and role of nurse.

Textbooks:

- KD Tripathi, Essentials of Medical Pharmacology, Jaypee Brothers Medical Publishers Pvt. Limited

References:

- Satoskar & Bhandarkar, Pharmacology and Pharmacotherapeutics, Popular prakasham
- Jeane schera C., Lippincott's Nurses Drug manual, J.B.Lippincott
- Shobhana Mathur, Principles of pharmacology for B.Sc(N), Frontline

Course Outcomes:

CO1: Describe Pharmacodynamics, Pharmacokinetics, Classification, principles of administration of drugs

CO2: Describe antiseptics, and disinfectant & nurse's responsibilities

CO3: Describe drugs acting on all the systems of the body & nurse's responsibilities

CO4: Explain drug therapy/ chemotherapy of specific infections & infestations & nurse's responsibilities

Co-Po Mapping

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 1 | 1 | | 1 | | | | | 1 | | | 1 | 1 | | 1 |
| CO2 | 1 | 1 | | 1 | | | | | 1 | | | 1 | 1 | | 1 |
| CO3 | 1 | 1 | 1 | 1 | | | | | 1 | | | 1 | 1 | | 1 |
| CO4 | 1 | 1 | | 1 | | | | | 1 | | | 1 | 1 | | 1 |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

APPROVED IN:

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| BoS | :03-11-2021 | 21st ACADEMIC COUNCIL | :17-09-2021 |
| SDG No. &Statement | :4 | | |

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| Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all |
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| SDG Justification: |
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| Pharmacology is essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others>> |
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| PATH (I) 210 | | Pathology I | | | | | L | T | P | S | J | C |
|--|---|-------------|--|--|--|-------------------|---|---|---|---|---|---|
| | | | | | | | 1 | 0 | 0 | 0 | 0 | 1 |
| <i>Theory: 20hrs (including Lab)</i> | | | | | | | | | | | | |
| Pre-requisite | None | | | | | | | | | | | |
| Co-requisite | None | | | | | | | | | | | |
| Preferable exposure | None | | | | | | | | | | | |
| Course Description: | | | | | | | | | | | | |
| This course is designed to enable students to acquire knowledge of pathology of various disease conditions, understanding of genetics, its role in causation and management of defects and diseases and to apply this knowledge in practice of nursing. | | | | | | | | | | | | |
| Course Educational Objectives: | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology. • Rationalize the various laboratory investigations in diagnosing pathological disorders. • Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for various tests. • Apply the knowledge of genetics in understanding the various pathological disorders. • Appreciate the various manifestations in patients with diagnosed genetic abnormalities. • Rationalize the specific diagnostic tests in the detection of genetic abnormalities. • Demonstrate the understanding of various services related to genetics. | | | | | | | | | | | | |
| UNIT I | Introduction | | | | | 8(T) hours | | | | | | |
| Importance of the study of pathology ; Definition of terms in pathology; Cell injury: Etiology, pathogenesis of reversible and irreversible cell injury, Necrosis, Gangrene; Cellular adaptations: Atrophy, Hypertrophy, Hyperplasia, Metaplasia, Dysplasia, Apoptosis ;Inflammation: -Acute inflammation (Vascular and Cellular events, systemic effects of acute inflammation) - Chronic inflammation (Granulomatous inflammation, systemic effects of chronic inflammation) ; Wound healing ; Neoplasia: Nomenclature, Normal and Cancer cell, Benign and malignant tumors, Carcinoma in situ, Tumor metastasis: general mechanism, routes of spread and examples of each route; Circulatory disturbances: Thrombosis, embolism, shock ; Disturbance of body fluids and electrolytes: Edema, Transudates and Exudates. | | | | | | | | | | | | |
| UNIT II | Special Pathology Pathological changes in disease conditions of selected systems | | | | | 5(T) hours | | | | | | |
| <p>Respiratory system - Pulmonary infections: Pneumonia, Lung abscess, pulmonary tuberculosis - Chronic Obstructive Pulmonary Disease: Chronic bronchitis, Emphysema, Bronchial Asthma, Bronchiectasis Tumors of Lungs</p> <p>Cardio-vascular system - Atherosclerosis ; Ischemia and Infarction.; Rheumatic Heart Disease; Infective endocarditis.</p> <p>Gastrointestinal tract - Peptic ulcer disease (Gastric and Duodenal ulcer); Gastritis-H Pylori infection; Oral mucosa: Oral Leukoplakia, Squamous cell carcinoma ; Esophageal cancer; Gastric cancer.; Intestinal: Typhoid ulcer, Inflammatory; Bowel Disease (Crohn's disease and Ulcerative colitis), Colorectal cancer</p> <p>Liver, Gall Bladder and Pancreas - Liver: Hepatitis, Amoebic Liver abscess; Cirrhosis of Liver; Gall bladder: Cholecystitis.; Pancreas: Pancreatitis; Tumors of liver, Gall bladder and Pancreas</p> <p>Skeletal system Bone: Bone healing, Osteoporosis, Osteomyelitis, Tumors ;Joints: Arthritis - Rheumatoid arthritis and• Osteoarthritis</p> | | | | | | | | | | | | |

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| Endocrine system Diabetes Mellitus; Goitre; Carcinoma thyroid. | | | | | | | | | | | | | | | |
| UNIT III | | Hematological tests for the diagnosis of blood disorders | | | | | | | | | | 7(T) hours | | | |
| Blood tests: Hemoglobin, White cell and platelet counts, PCV, ESR ; Coagulation tests: Bleeding time (BT), Prothrombin time (PT), Activated Partial Prothrombin Time (APTT); Blood chemistry ;Blood bank - Blood grouping and cross matching - Blood components - Plasmapheresis - Transfusion reactions | | | | | | | | | | | | | | | |
| Note: Few lab hours can be planned for observation and visits (Less than 1 credit, lab hours are not specified separately) | | | | | | | | | | | | | | | |
| Textbooks: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Harsha Mohan, Textbook of Pathology, Jaypee Brothers Medical Publishers Pvt. Limited | | | | | | | | | | | | | | | |
| References: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Triveni Bhopal, Text book of pathology for B.Sc (Nursing), Frontline • Robbins & Cotran, Pathogenic basis of Diseases, W.B. Saunders • Boyd, Pathology • Govan, Illustrated Pathology • Purnima S. Rao, Pathology and Genetics | | | | | | | | | | | | | | | |
| Course Outcomes: | | | | | | | | | | | | | | | |
| CO1: Define the common terms used in pathology | | | | | | | | | | | | | | | |
| CO2: Identify the deviations from normal to abnormal structure and functions of body system | | | | | | | | | | | | | | | |
| CO3: Explain pathological changes in disease conditions of various systems | | | | | | | | | | | | | | | |
| CO4: Describe various laboratory tests in assessment and monitoring of disease conditions | | | | | | | | | | | | | | | |
| Co-Po Mapping | | | | | | | | | | | | | | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | 1 | | | | | | | 1 | | | | 1 | | 1 |
| CO2 | 2 | 1 | 1 | 1 | | | | 1 | 1 | | 1 | 1 | 1 | | 1 |
| CO3 | 2 | 1 | 1 | 2 | | | | 1 | 1 | | 1 | 1 | 1 | | 1 |
| CO4 | 2 | 1 | 1 | 1 | | | | 1 | 1 | | 1 | 1 | 1 | | 1 |
| <i>Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation</i> | | | | | | | | | | | | | | | |
| APPROVED IN: | | | | | | | | | | | | | | | |
| BoS | | :03-11-2021 | | | | | 21st ACADEMIC COUNCIL | | | | | :17-09-2021 | | | |
| SDG No. & Statement | | :4 | | | | | | | | | | | | | |
| Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | | | | | | | | | | | | | | | |
| SDG Justification: | | | | | | | | | | | | | | | |
| Pathology is essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others | | | | | | | | | | | | | | | |

| N-AHN(I) 215 | Adult Health Nursing I with integrated pathophysiology | L | T | P | S | J | C |
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| | | 7 | 1 | 6 | 0 | 0 | 14 |
| <i>Theory: 140hrs, Lab/ Skill Lab: 40hrs, Clinical: 480hrs</i> | | | | | | | |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| This course is designed to equip the students to review and apply their knowledge of Anatomy, Physiology, Biochemistry and Behavioral sciences in caring for adult patients with Medical/Surgical disorders using nursing process approach and critical thinking. It also intends to develop competencies required for assessment, diagnosis, treatment, nursing management, and supportive/palliative care to patients with various Medical Surgical disorders. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of common medical and surgical disorders. • Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of anatomy, physiology and diagnostic tests in the process of data collection. • Identify nursing diagnoses, list them according to priority and formulate nursing care plan. • Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients. • Integrate knowledge of pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders. • Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities. • Demonstrate skill in assisting/performing diagnostic and therapeutic procedures. | | | | | | | |
| UNIT I | Introduction | | | | | 6(T) 4(L/SL) hours | |
| Evolution and trends of medical and surgical nursing ; International classification of diseases ; Roles and responsibility of a nurse in medical and surgical settings - Outpatient department - In-patient unit - Intensive care unit ; Introduction to medical and surgical asepsis - Inflammation, infection - Wound healing – stages, influencing factors - Wound care and dressing technique ; Care of surgical patient - pre-operative -post-operative; Alternative therapies used in caring for patients with Medical Surgical Disorders. | | | | | | | |
| UNIT II | Intraoperative Care | | | | | 15(T) 4(L/SL) hours | |
| Organization and physical set up of the operation theatre o Classification - O.T Design o Staffing - Members of the OT team - Duties and responsibilities of the nurse in OT ; Position and draping for common surgical procedures ; Instruments, sutures and suture materials, equipment for common surgical procedures ; Disinfection and sterilization of equipment ; Preparation of sets for common surgical procedures ; Scrubbing procedures – Gowning, masking and gloving; Monitoring the patient during the procedures ; Maintenance of the therapeutic environment in OT; Assisting in major and minor operation, handling specimen ; Prevention of accidents and hazards in OT ; Anaesthesia – types, methods of administration, effects and stages, equipment & drugs; Legal | | | | | | | |

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| aspects | | |
| UNIT III | Nursing care of patients with common signs and symptoms and management | 6(T) 4(L/SL) hours |
| Fluid and electrolyte imbalance; Shock; Pain | | |
| UNIT IV | Nursing Management of patients with respiratory problems | 18(T) 4(L) hours |
| Review of anatomy and physiology of respiratory system; Nursing Assessment – history taking, physical assessment and diagnostic tests ; Common respiratory problems:- Upper respiratory tract infections - Chronic obstructive pulmonary diseases - Pleural effusion, Empyema - Bronchiectasis - Pneumonia - Lung abscess - Cyst and tumors - Chest Injuries - Acute respiratory distress syndrome - Pulmonary embolism; Health behaviours to prevent respiratory illness | | |
| UNIT V | Nursing Management of patients with disorders of digestive system | 16(T) 5(L) hours |
| Review of anatomy and physiology of GI system; Nursing assessment –History and physical assessment ; GI investigations ; Common GI disorders: - Oral cavity: lips, gums and teeth - GI: Bleeding, Infections, Inflammation, tumors, Obstruction, Perforation & Peritonitis - Peptic & duodenal ulcer, - Mal-absorption, Appendicitis, Hernias - Hemorrhoids, fissures, Fistulas - Pancreas: inflammation, cysts, and tumors - Liver: inflammation, cysts, abscess, cirrhosis, portal hypertension, hepatic failure, tumors - Gall bladder: inflammation, Cholelithiasis, tumors ; Gastric decompression, gavage and stoma care, different feeding techniques; Alternative therapies, drugs used in treatment of disorders of digestive system. | | |
| UNIT VI | Nursing Management of patients with cardiovascular problems | 20(T) 5(L) hours |
| Review of anatomy and physiology of cardio-vascular system; Nursing Assessment: History and Physical assessment; Invasive & non-invasive cardiac procedures; Disorders of vascular system Hypertension, arteriosclerosis, Raynaud’s disease, aneurysm and peripheral vascular disorders ; Coronary artery diseases: coronary atherosclerosis, Angina pectoris, myocardial infarction; Valvular disorders: congenital and acquired; Rheumatic heart disease: pericarditis, myocarditis, endocarditis, cardiomyopathies; Cardiac dysrhythmias, heart block ; Congestive heart failure, cor pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade; Cardiopulmonary arrest | | |
| UNIT VII | Nursing Management of patients with disorders of blood | 7(T) 3(L) hours |
| Review of Anatomy and Physiology of blood; Nursing assessment: history, physical assessment & Diagnostic tests; Anemia, Polycythemia; Bleeding Disorders: clotting factor defects and platelets defects, thalassemia, leukemia, leukopenia, agranulocytosis; Lymphomas, myeloma. | | |
| UNIT VIII | Nursing management of patients with disorders of endocrine system | 8(T) 2(L) hours |
| Review of anatomy and physiology of endocrine system; Nursing Assessment –History and Physical assessment; Disorders of thyroid and Parathyroid, Adrenal and Pituitary (Hyper, Hypo, tumors) ; Diabetes mellitus. | | |
| UNIT IX | Nursing management of patients with disorders of Integumentary system | 8(T) 2(L) hours |
| Review of anatomy and physiology of skin; Nursing Assessment: History and Physical assessment; Infection and infestations; Dermatitis Dermatoses; infectious and Non infectious; Acne, Allergies, Eczema & Pemphigus ; Psoriasis, Malignant melanoma, Alopecia; Special therapies, alternative therapies; Drugs used in treatment of disorders of integumentary system. | | |
| UNIT X | Nursing management of patients with musculoskeletal problems | 16(T) 4(L) hours |

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| Review of Anatomy and physiology of the musculoskeletal system; Nursing Assessment: History and physical assessment, diagnostic tests ; Musculoskeletal trauma: Dislocation, fracture, sprain, strain, contusion, amputation ; Musculoskeletal infections and tumors: Osteomyelitis, benign and malignant tumour; Orthopedic modalities: Cast, splint, traction, crutch walking ; Musculoskeletal inflammation: Bursitis, synovitis, arthritis; Special therapies, alternative therapies; Metabolic bone disorder: Osteoporosis, osteomalacia and Paget's disease; Spinal column defects and deformities – tumor, prolapsed intervertebral disc, Pott's spine; Rehabilitation, prosthesis ; Replacement surgeries. | | |
| UNIT XI | Nursing management of patients with Communicable diseases | 20(T) 3(L) hours |
| Overview of infectious diseases, the infectious process; Nursing Assessment: History and Physical assessment, Diagnostic tests; Tuberculosis ; Diarrhoeal diseases, hepatitis AE, Typhoid; Herpes, chickenpox, Smallpox, Measles, Mumps, Influenza; Meningitis ; Gas gangrene ; Leprosy ; Dengue, Plague, Malaria, Chikungunya, swine flu, Filariasis ; Diphtheria, Pertussis, Tetanus, Poliomyelitis ; COVID-19 ; Special infection control measures: Notification, Isolation, Quarantine, Immunization. | | |
| Adult Health Nursing I with integrated pathophysiology (CLINICAL PRACTICUM) | | |
| UNIT I | NURSING MANAGEMENT OF PATIENTS WITH MEDICAL CONDITIONS | 4weeks |
| Skill Lab: Use of manikins and simulators Intravenous therapy- Oxygen through mask- Oxygen through nasal prongs- Venturi mask- Nebulization- Chest physiotherapy. | | |
| Procedural Competencies/ ClinicalSkills | | Clinical Requirements |
| General medical: Intravenous therapy - IV cannulation - IV maintenance and monitoring - Administration of IV medication; Care of patient with Central line; Preparation and assisting and monitoring of patients undergoing diagnostic procedures such as thoracentesis, Abdominal paracentesis; Management patients with respiratory problems: Administration of oxygen through mask, nasal prongs, venturi mask; Pulse oximetry; Nebulization; Chest physiotherapy; Postural drainage; Oropharyngeal suctioning; Care of patient with chest drainage; Diet Planning - High Protein diet - Diabetic diet ; Insulin administration; Monitoring GRBS | | Care Study – 1 Health education Clinical presentation/ Care note) – 1 |
| UNIT II | NURSING MANAGEMENT OF PATIENTS WITH SURGICAL CONDITIONS | 4weeks |
| Skill Lab: Use of manikins and simulators: Nasogastric aspiration; Surgical dressing; Suture removal Colostomy care/ileostomy care; Enteral feeding | | |
| Procedural Competencies/ ClinicalSkills | | Clinical Requirements |
| General surgical wards: Pre-Operative care; Immediate Post-operative care; Post-operative exercise; Pain assessment; Pain Management; Assisting diagnostic procedure and after care of patients undergoing - Colonoscopy - ERCP - Endoscopy - Liver Biopsy; Nasogastric aspiration; Gastrostomy/Jejunostomy feeds; Ileostomy/Colostomy care; Surgical dressing; | | Care study – 1 Health teaching |

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| Suture removal; Surgical soak; Sitz bath; Care of drain. | | |
| UNIT III | NURSING MANAGEMENT OF PATIENTS WITH CARDIAC CONDITIONS | 2weeks |
| Skill Lab: Use of manikins and simulators Cardiovascular assessment Interpreting ECG BLS/BCLS CPR ABG analysis Taking blood sample Arterial blood gas analysis – interpretation | | |
| Procedural Competencies/ ClinicalSkills | | Clinical Requirements |
| <i>Cardiology wards:</i> Cardiac monitoring ; Recording and interpreting ECG ; Arterial blood gas analysis – interpretation ; Administer cardiac drugs; Preparation and after care of patients for cardiac catheterization; CPR ; Collection of blood sample for - Blood grouping/cross matching - Blood sugar - Serum electrolytes ; Assisting with blood transfusion Assisting for bone marrow aspiration ; Application of anti-embolism stockings (TED hose) Application/maintenance of sequential Compression device | | Cardiac assessment – 1 Drug presentation– 1 |
| UNIT IV | NURSING MANAGEMENT OF PATIENTS WITH DISORDERS OF INTEGUMENTARY SYSTEM | 1week |
| Skill Lab: Use of manikins and simulators; Application of topical medication. Clinical Postings Intradermal Injection-Skin allergy testing; Application of topical medication; Medicated bath. | | |
| UNIT V | NURSING MANAGEMENT OF PATIENTS WITH COMMUNICABLE DISEASES | 1week |
| Skill Lab : Barrier Nursing; Reverse Barrier Nursing; Standard precautions | | |
| Procedural Competencies/ ClinicalSkills | | Clinical Requirements |
| <i>Isolation ward:</i> Barrier Nursing Reverse barrier nursing Standard precautions (Universal precaution), use of PPE, needle stick and sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices) | | Care Note – 1 |
| UNIT VI | NURSING MANAGEMENT OF PATIENTS WITH MUSCULOSKELETAL PROBLEMS | 2weeks |
| Skill Lab: Use of manikins and simulators; Range of motion exercises; Muscle strengthening exercises; Crutch walking. | | |
| Procedural Competencies/ ClinicalSkills | | Clinical Requirements |
| <i>Orthopedic wards:</i> Preparation of patient with Myelogram/CT/MRI; Assisting with application & removal of POP/Cast; Preparation, assisting and after care of patient with Skin traction/skeletal traction; Care of orthotics; Muscle strengthening exercises; Crutch walking; Rehabilitation. | | Care Note – 1 |
| UNIT VII | NURSING MANAGEMENT OF PATIENTS IN THE OPERATING ROOM | 4weeks |
| Skill Lab: Use of manikins and simulators: Scrubbing, gowning, and gloving; Orient to instruments for common surgeries; Orient to suture materials; Positioning. | | |

| Procedural Competencies/ Clinical Skills | Clinical Requirements |
|--|---|
| <p>Operation theatre: Position and draping; Preparation of operation table; Set up of trolley with instrument Assisting in major and minor operation; Disinfection and sterilization of equipment; Scrubbing procedures – Gowning, masking and gloving; Intra operative monitoring.</p> | <p>Assist as circulatory nurse –4 Positioning & draping – 5 Assist as scrub nurse in major surgeries – 4 Assist as scrub nurse in minor surgeries – 4</p> |
| <p>Textbooks:</p> <ul style="list-style-type: none"> • Smeltzer, Brunner & Suddharth, Textbook of Medical Surgical Nursing, Lippincott | |
| <p>References:</p> <ul style="list-style-type: none"> • Joyse M. Black & Hawks Luckman & Sorensen's, Medical Surgical Nursing 8ed • Monahan et al., Phipp's, Medical Surgical Nursing health and illness perspectives 8th ed • Brunner & Suddarth's Lip, Lippincott Manual of Nursing Practice, Mosby • Lewis, Medical Surgical Nursing, Elsevier • Berry & Khan's, Operating Room Technique, Mosby • Nanjunde S.N. Gowda & Jyothi N Gowda, Perioperative Nursing Manual, J.N. Publication • Bojar, Robert M, Manual of perioperative care in Cardiac surgery, Blackwell • Moher et al, Orthopedic Nursing, Saunders • Ebenzier, Textbook of Orthopedics, Jaypee Brothers • Mohd Maqbool, Text book of Ear, Nose and Throat • Geeta mary, Basic Notes on ENT • Likhanger A.G, Diseases of ear, Nose and Throat • U.N. Panda, Hand book of Ophthalmology & Rhinoryngology, A.I.T.B.S • Synday Lerman, Basic ophthalmology, M.C. Grawhill • Holl & Colman's Throat, Diseases of ear, Nose and Church Living stone • Sihota, Pearson's diseases of the eye • Robert Jiffany, Cancer Nursing • Bouchard Rosemary, Cancer Nursing, Raven press • Carol Reed Ash & Jenkins J.F, Enhancing the role of cancer nursing • Palmer, Infection control A policy & Procedures manual, W.B. Saunders • Esther Hughes, Dermatology Nursing • Alexander G Reaves, Disorders of the Nervous system publishers, Year Book Medical • Adams, Principles of Neurology • Patricia, Nurses Guide to Neurological patient care • Purchase, Neurological & Neuro surgical Nursing 2nd Ed • Ruby Elien B., Advanced neurological and neuro surgical nursing, C.V Mosby • Lindsey Kenneth W & Lan Bone, Neurology and Neurosurgery illustrated, Church Livingstone • Barker, Neuro science Nursing • Sandersons K.G., The cardiac patient, W.B. Saunders • Sister nancy, Cardiac critical care and emergency room care, Little brown • Crash B, Acute myocardial infarction, Elsevier • Fritz Bonmgartner, Cardiothoracic surgery, Chapman-Hall • Dwevedi Premalatha, Communicable diseases • Bowwer & Plant, Communicable diseases & Textbook of Nurses • Gienda Esmad, Respiratory Nursing • Barker, Practical Epidemiology, Church hill • Ansari et al, A color atlas of AIDS in tropics | |

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|--|------------|------------|------------|-------------|------------|------------|------------|-----------------------------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|
| • Pramod John R, Text book of Oral Medicine, J.P Brothers | | | | | | | | | | | | | | | |
| Course Outcomes: | | | | | | | | | | | | | | | |
| CO1: Narrate the evolution of medical surgical nursing, Apply nursing process in caring for patients with medical surgical problems, Execute the role of a nurse in various medical surgical setting, Develop skills in assessment and care of wound | | | | | | | | | | | | | | | |
| CO2: Explain organizational set up of the operating theatre, Differentiate the role of scrub nurse and circulating nurse, Describe the different positioning for various surgeries, Apply principles of asepsis in handling the sterile equipment, Demonstrate skill in scrubbing procedures, assessing the patient and document accurately the surgical safety checklist, assisting with selected surgeries, Explain the types, functions, and nursing considerations for different types of anaesthesia, Develop competency in providing pre and postoperative care | | | | | | | | | | | | | | | |
| CO3: Identify the signs and symptoms of shock and electrolyte imbalances, Develop skills in managing fluid and electrolyte imbalances, Perform pain assessment and plans for the nursing management | | | | | | | | | | | | | | | |
| CO4: Explain the etiology, pathophysiology, clinical manifestations, diagnostic tests, and medical, surgical, nutritional, and nursing management of respiratory, gastrointestinal, cardiovascular, blood, endocrine, integumentary, musculoskeletal disorders and communicable diseases | | | | | | | | | | | | | | | |
| Co-Po Mapping | | | | | | | | | | | | | | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 3 | 3 | 3 | 3 | | 2 | 2 | | 2 | | | | 3 | | |
| CO2 | 3 | 3 | 3 | 3 | | | 2 | | 2 | | 2 | | 3 | | |
| CO3 | 3 | 3 | 3 | 3 | | | 2 | | 2 | | 2 | | 3 | | |
| CO4 | 3 | 3 | 3 | 3 | | | 2 | | 2 | 2 | 2 | | 3 | | |
| <i>Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation</i> | | | | | | | | | | | | | | | |
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| BoS | | | | :03-11-2021 | | | | 21 st ACADEMIC COUNCIL | | | | :17-09-2021 | | | |
| SDG No. &Statement | | | | :3&4 | | | | | | | | | | | |
| 3- Ensure healthy lives and promote wellbeing for all at all ages | | | | | | | | | | | | | | | |
| 4- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | | | | | | | | | | | | | | | |
| SDG Justification: | | | | | | | | | | | | | | | |
| Adult Health Nursing is essential for ensuring healthy lives and promote wellbeing for all at all ages, achieving inclusive and equitable education and lifelong learning opportunities for oneself and others | | | | | | | | | | | | | | | |

Semester- 4

| PHAR(II) 205 | Pharmacology II including Fundamentals of prescribing module | L | T | P | S | J | C |
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| | | 3 | 0 | 0 | 0 | 0 | 3 |
| <i>Theory: 60hrs</i> | | | | | | | |
| Pre-requisite | PHAR(I) 205 | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| This course is designed to enable students to acquire understanding of Pharmacodynamics, Pharmacokinetics, principles of therapeutics & nursing implications. Further it develops understanding of fundamental principles of prescribing in students. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Explain the drugs used in the treatment of ear, nose, throat and eye disorders. • Explain the drugs used in the treatment of urinary system disorders. • Describe the drugs used in the treatment of nervous system disorders. • Explain the drugs used for hormonal replacement and for the pregnant women during antenatal, intra natal and postnatal period. • Explain the drugs used to treat emergency conditions and immune disorders. • Discuss the role and responsibilities of nurses towards safe administration of drugs used to treat disorders of various systems with basic understanding of pharmacology. • Demonstrate understanding about the drugs used in alternative system of medicine. • Demonstrate understanding about the fundamental principles of prescribing | | | | | | | |
| UNIT I | Drugs used in disorders of ear, nose, throat & Eye | 4(T) hours | | | | | |
| Antihistamines; Topical applications for eye (Chloramphenicol, Gentamycin eye drops), ear (Soda glycerin, boric spirit ear drops), nose and buccal cavity chlorhexidine mouthwash; Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse. | | | | | | | |
| UNIT II | Drugs used on urinary system | 4(T) hours | | | | | |
| Pharmacology of commonly used drugs - Renin angiotensin system -Diuretics and antidiuretics - Drugs toxic to kidney - Urinary antiseptics - Treatment of UTI – acidifiers and alkalinizers ; Composition, action, dosage, route, indications, contraindications, Drug interactions, side effects, adverse effects toxicity and role of nurse | | | | | | | |
| UNIT III | Drugs acting on nervous system | 10(T) hours | | | | | |
| Basis & applied pharmacology of commonly used drugs; Analgesics and anaesthetics - Analgesics: Non-steroidal antiinflammatory (NSAID) drugs o Antipyretics - Opioids & other central analgesics - General (techniques of GA, pre anesthetic medication) & local anesthetics - Gases: oxygen, nitrous oxide, carbon-dioxide & others; Hypnotics and sedatives Skeletal muscle relaxants; Antipsychotics -Mood stabilizers Antidepressants; Antianxiety Drugs; Anticonvulsants; Drugs for neurodegenerative disorders & miscellaneous drugs; Stimulants, ethyl alcohol and treatment of methyl alcohol poisoning ; Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects toxicity and role of nurse. | | | | | | | |
| UNIT IV | Drugs used for hormonal, disorders and supplementation, contraception and medical termination of pregnancy | 5(T) hours | | | | | |
| Estrogens and progesterones -Oral contraceptives and hormone replacement therapy; Vaginal | | | | | | | |

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|---|--|------------|------------|------------|------------|-----------------------------------|------------|------------|------------|-------------|-------------|--------------------|-------------|-------------|-------------|
| contraceptives; Drugs for infertility and medical termination of pregnancy - Uterine stimulants and relaxants ; Composition, actions dosage route indications contraindications, drugs interactions, side effects, adverse effects, toxicity and role of nurse. | | | | | | | | | | | | | | | |
| UNIT V | Drugs used for pregnant women during antenatal, labour and postnatal period | | | | | | | | | | | 3(T) hours | | | |
| Tetanus prophylaxis ; Iron and Vit K1 supplementation; Oxytocin, Misoprostol; Ergometrine; Methyl prostaglandin F2-alpha; Magnesium sulphate; Calcium gluconate. | | | | | | | | | | | | | | | |
| UNIT VI | Miscellaneous | | | | | | | | | | | 10(T) hours | | | |
| Drugs used for deaddiction; Drugs used in CPR and emergency adrenaline, Chlorpheniramine, hydrocortisone, Dexamethasone; IV fluids & electrolytes replacement ; Common poisons, drugs used for treatment of poisoning - Activated charcoal Ipecac o Antidotes, o Anti-snake venom (ASV); Vitamins and minerals supplementation; Vaccines & sera (Universal immunization program schedules) ; Anticancer drugs: Chemotherapeutic drugs commonly used ; Immuno-suppressants and Immunostimulants. | | | | | | | | | | | | | | | |
| UNIT VII | Introduction to drugs used in alternative systems of medicine | | | | | | | | | | | 4(T) hours | | | |
| Ayurveda, Homeopathy, Unani and Siddha etc. ; Drugs used for common ailments. | | | | | | | | | | | | | | | |
| UNIT VIII | Fundamental principles of prescribing | | | | | | | | | | | 20(T) hours | | | |
| Prescriptive role of nurse practitioners: Introduction; Legal and ethical issues related to prescribing; Principles of prescribing; Steps of prescribing; Prescribing competencies. | | | | | | | | | | | | | | | |
| Textbooks: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • KD Tripathi, Essentials of Medical Pharmacology, Jaypee Brothers Medical Publishers Pvt. Limited | | | | | | | | | | | | | | | |
| References: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Satoskar & Bhandarkar, Pharmacology and Pharmacotherapeutics, Popular prakasham • Jeane schera C., Lippin cott's, Nurses Drug manual, J.B.Lippincott • Shobhana Mathur, Principles of pharmacology for B.Sc(N), Frontline | | | | | | | | | | | | | | | |
| Course Outcomes: | | | | | | | | | | | | | | | |
| CO1: Describe drugs used in disorders of ear, nose, throat and eye, urinary system, nervous system, for hormonal disorder & supplementation, contraception & medical termination of pregnancy, deaddiction, emergency, poisoning, vitamins & minerals supplementation, drugs used for immunization & immune-suppression and nurses' responsibilities | | | | | | | | | | | | | | | |
| CO2: Demonstrate awareness of common drugs used in alternative system of medicine | | | | | | | | | | | | | | | |
| CO3: Demonstrate understanding about fundamental principles of prescribing | | | | | | | | | | | | | | | |
| Co-Po Mapping | | | | | | | | | | | | | | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | 1 | 1 | | | | | | 1 | | 1 | 1 | 1 | | 1 |
| CO2 | 1 | 1 | 1 | | | | | | 1 | | 1 | 1 | 1 | | 1 |
| CO3 | 1 | 1 | 1 | | | | | | 1 | | 1 | 1 | 1 | | |
| <i>Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation</i> | | | | | | | | | | | | | | | |
| APPROVED IN: | | | | | | | | | | | | | | | |
| BoS | :03-11-2021 | | | | | 21 st ACADEMIC COUNCIL | | | | | :17-09-2021 | | | | |
| SDG No. &Statement | :4 | | | | | | | | | | | | | | |
| Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | | | | | | | | | | | | | | | |
| SDG Justification: | | | | | | | | | | | | | | | |

Pharmacology is essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others

| PATH (II) 210 | Pathology II and Genetics | L | T | P | S | J | C |
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| | | 1 | 0 | 0 | 0 | 0 | 1 |
| <i>Theory: 20hrs (Includes Lab hrs.)</i> | | | | | | | |
| Pre-requisite | PATH(I)210 | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| This course is designed to enable students to acquire knowledge of pathology of various disease conditions, understanding of genetics, its role in causation and management of defects and diseases and to apply this knowledge in practice of nursing. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Apply the knowledge of pathology in understanding the deviations from normal to abnormal pathology. • Rationalize the various laboratory investigations in diagnosing pathological disorders • Demonstrate the understanding of the methods of collection of blood, body cavity fluids, urine and feces for various tests • Apply the knowledge of genetics in understanding the various pathological disorders • Appreciate the various manifestations in patients with diagnosed genetic abnormalities • Rationalize the specific diagnostic tests in the detection of genetic abnormalities. • Demonstrate the understanding of various services related to genetics. | | | | | | | |
| UNIT I | Special Pathology: Pathological changes in disease conditions of selected systems | | | | | 5(T) hours | |
| Kidneys and Urinary tract – Glomerulonephritis -Pyelonephritis - Renal calculi - Cystitis - Renal Cell Carcinoma- Renal Failure (Acute and Chronic); Male genital systems - Cryptorchidism - Testicular atrophy -Prostatic hyperplasia - Carcinoma penis and Prostate. Female genital system - Carcinoma cervix -Carcinoma of endometrium - Uterine fibroids - Vesicular mole and Choriocarcinoma - Ovarian cyst and tumors ;Breast - Fibrocystic changes -Fibroadenoma - Carcinoma of the Breast ; Central nervous system - Meningitis.- Encephalitis – Stroke -Tumors of CNS | | | | | | | |
| UNIT II | Clinical Pathology | | | | | 5(T) hours | |
| Examination of body cavity fluids: - Methods of collection and examination of CSF and other body cavity fluids (sputum, wound discharge) specimen for various clinical pathology, biochemistry and microbiology tests Analysis of semen:- Sperm count, motility and morphology and their importance in infertility Urine:- Physical characteristics, Analysis, Culture and Sensitivity Faeces: - Characteristics - Stool examination: Occult blood, Ova, Parasite and Cyst, Reducing substance etc. - Methods and collection of urine and faeces for various test | | | | | | | |
| GENETICS | | | | | | | |
| UNIT I | Introduction | | | | | 2 (T) hours | |
| Practical application of genetics in nursing; Impact of genetic condition on families; Review of cellular division: mitosis and meiosis; Characteristics and structure of genes; Chromosomes: sex determination; Chromosomal aberrations; Patterns of inheritance Mendelian theory of inheritance; Multiple allots and blood groups Sex linked inheritance; Mechanism of inheritance; Errors in transmission (mutation). | | | | | | | |

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|--|---|------------|------------|--------------------|------------|------------|------------|---|------------|-------------|-------------|--------------------|-------------------|-------------|-------------|
| UNIT II | Maternal, prenatal and genetic influences on development of defects and diseases | | | | | | | | | | | | 2(T) hours | | |
| Conditions affecting the mother: genetic and infections; Consanguinity atopy ; Prenatal nutrition and food allergies; Maternal age; Maternal drug therapy; Prenatal testing and diagnosis; Effect of Radiation, drugs and chemicals; Infertility; Spontaneous abortion; Neural Tube Defects and the role of folic acid in lowering the risks; Down syndrome (Trisomy 21) | | | | | | | | | | | | | | | |
| UNIT III | Genetic testing in the neonates and children | | | | | | | | | | | | 2(T) hours | | |
| Screening for - Congenital abnormalities - Developmental delay - Dysmorphism | | | | | | | | | | | | | | | |
| UNIT IV | Genetic conditions of adolescents and adults | | | | | | | | | | | | 2(T) hours | | |
| Cancer genetics: Familial cancer; Inborn errors of metabolism; Blood group alleles and hematological disorder; Genetic haemochromatosis; Huntington's disease; Mental illness | | | | | | | | | | | | | | | |
| UNIT V | Services related to genetic | | | | | | | | | | | | 2(T) hours | | |
| Genetic testing; Gene therapy; Genetic counseling ; Legal and Ethical issues; Role of nurse | | | | | | | | | | | | | | | |
| Textbooks: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Harsha Mohan, Textbook of Pathology, Jaypee Brothers Medical Publishers Pvt. Limited, • Sara Sheba Ingersoll, Jaya Kuruvilla, Genetics for Nurses, CBS Publishers & Distributors | | | | | | | | | | | | | | | |
| References: | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Triveni Bhopal, Text book of pathology for B.Sc (Nursing), Frontline • Mohd Rizwan & Ayesha Ali, Genetics Nursing Perspectives, Frontline • H.K. Jain, Genetics Principles, Concept and implications, Oxford & I.B.H • Robbins & Cotran, Pathogenic basis of Diseases, W.B. Saunders • Boyd, Pathology • Govan, Illustrated Pathology • Purnima S. Rao, Pathology and Genetics • Dalela & Varma, A Text book of Genetics, Jaiprakashnath & Co | | | | | | | | | | | | | | | |
| Course Outcomes: | | | | | | | | | | | | | | | |
| CO1: Explain pathological changes in disease conditions of various systems | | | | | | | | | | | | | | | |
| CO2: Describe the laboratory tests for examination of body cavity fluids, urine and faeces | | | | | | | | | | | | | | | |
| CO3: Explain nature, principles and perspectives of heredity | | | | | | | | | | | | | | | |
| CO4: Explain maternal, prenatal and genetic influences on development of defects and diseases | | | | | | | | | | | | | | | |
| CO5: Explain the screening methods for genetic defects and diseases in neonates and children | | | | | | | | | | | | | | | |
| CO6: Identify genetic disorders in adolescents and adults | | | | | | | | | | | | | | | |
| CO7: Describe the role of nurse in genetic services and counselling | | | | | | | | | | | | | | | |
| Co-Po Mapping | | | | | | | | | | | | | | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | 1 | 1 | | | | | | 1 | | | | 1 | | 1 |
| CO2 | 1 | 1 | 1 | | | | 2 | | 2 | 1 | 1 | 1 | 1 | | 1 |
| CO3 | | 1 | 1 | | | | 1 | | 1 | | | | 1 | | 1 |
| CO4 | 1 | 1 | 1 | 1 | | | 1 | | 2 | 2 | 1 | 1 | 2 | | 2 |
| CO5 | 2 | 2 | 2 | 1 | | | 1 | | 2 | 1 | 1 | 1 | 2 | | 2 |
| CO6 | 1 | 1 | 1 | 1 | | | 1 | | 1 | 1 | 1 | 1 | 1 | | 2 |
| CO7 | 2 | 2 | 2 | 2 | | | 2 | | 1 | | 1 | 1 | 2 | | 2 |
| <i>Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation</i> | | | | | | | | | | | | | | | |
| APPROVED IN: | | | | | | | | | | | | | | | |
| BoS | | | | :03-11-2021 | | | | 21st ACADEMIC COUNCIL | | | | :17-09-2021 | | | |

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|---|-----------|--|--|
| SDG No. &Statement | :4 | | |
| Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | | | |
| SDG Justification: | | | |
| Pathology and Genetics are essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others | | | |

| N-AHN(II) 225 | Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing + Palliative care module | L | T | P | S | J | C |
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| | | 7 | 1 | 6 | 0 | 0 | 14 |
| <i>Theory: 140hrs, Lab/ Skill Lab: 40hrs, Clinical: 480hrs</i> | | | | | | | |
| Pre-requisite | N-AHN(I)225 | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| This course is designed to equip the students to review and apply their knowledge of Anatomy, Physiology, Biochemistry and Behavioral sciences in caring for adult patients with Medical/Surgical disorders using nursing process approach. It also intends to develop competencies required for assessment, diagnosis, treatment, nursing management, and supportive/palliative and rehabilitative care to adult patients with various Medical Surgical disorders. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Explain the etiology, pathophysiology, manifestations, diagnostic studies, treatments and complications of selected common medical and surgical disorders • Perform complete health assessment to establish a data base for providing quality patient care and integrate the knowledge of diagnostic tests in the process of data collection. • Identify diagnoses, list them according to priority and formulate nursing care plan. • Perform nursing procedures skillfully and apply scientific principles while giving comprehensive nursing care to patients. • Integrate knowledge of anatomy, physiology, pathology, nutrition and pharmacology in caring for patients experiencing various medical and surgical disorders. • Identify common diagnostic measures related to the health problems with emphasis on nursing assessment and responsibilities. • Demonstrate skill in assisting/performing diagnostic and therapeutic procedures. • Demonstrate competencies/skills to patients undergoing treatment for medical surgical disorders. • Identify the drugs used in treating patients with selected medical surgical conditions. • Plan and provide relevant individual and group education on significant medical surgical topics. • Maintain safe environment for patients and the health care personnel in the hospital. | | | | | | | |
| UNIT I | Nursing management of patient with disorders of Ear, Nose and Throat (Includes etiology, pathophysiology, clinical manifestations, diagnostic measures, and medical, surgical, nutritional and nursing management) | | | | | 12(T) 4(SL) hours | |
| Review of anatomy and physiology of the ear, nose and throat ; History, physical assessment, and diagnostic tests; Ear - External ear: deformities otalgia, foreign bodies and tumors - Middle ear: impacted wax, tympanic, membrane perforation, otitis media, and tumors - Inner ear: Meniere's disease, labyrinthitis, ototoxicity tumors; Upper respiratory airway infections: Rhinitis, sinusitis, tonsillitis, laryngitis; Epistaxis, Nasal obstruction, laryngeal obstruction; Deafness and its management | | | | | | | |
| UNIT II | Nursing management of patient with disorder of eye | | | | | 15(T) 4 (L/SL) hours | |
| Review of anatomy and physiology of the eye; History, physical assessment, diagnostic assessment Eye Disorders- Refractive errors; Eyelids: infection, deformities; Conjunctiva: inflammation and infection bleeding, Cornea: inflammation and infection; Lens: cataract; Glaucoma Retinal detachment; | | | | | | | |

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| Blindness; Eye donation, banking, and transplantation | | |
| UNIT III | Nursing management of patient with Kidney and Urinary problems | 15(T) 4(L/SL) hours |
| Review of Anatomy and physiology of the genitourinary system; History, physical assessment, diagnostic tests; Urinary tract infections: acute, chronic, lower, upper ; Nephritis, nephrotic syndrome ; Renal calculi Acute and chronic renal failure; Disorders of ureter, urinary bladder and Urethra; Disorders of prostate: inflammation, infection, stricture, obstruction, and Benign Prostate Hypertrophy. | | |
| UNIT IV | Nursing management of disorders of male reproductive system | 6(T) hours |
| Review of Anatomy and physiology of the male reproductive system; History, Physical Assessment, Diagnostic tests; Infections of testis, penis, and adjacent structures: Phimosis, Epididymitis, and Orchitis; Sexual dysfunction, infertility, contraception; Male Breast Disorders: gynecomastia, tumor, climacteric changes | | |
| UNIT V | Nursing management of patient with burns, reconstructive and cosmetic surgery | 10(T) 4(SL) hours |
| Review of anatomy and physiology of the skin and connective tissues; History, physical assessment, assessment of burns and fluid & electrolyte loss; Burns; Reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purposes, gender reassignment; Legal and ethical aspects; Special therapies: LAD, vacuumed dressing. Laser, liposuction, skin health rejuvenation, use of derma filters. | | |
| UNIT VI | Nursing management of patient with neurological disorders | 16(T) 4(L/SL) hours |
| Review of anatomy and physiology of the neurological system ; History, physical and neurological assessment, diagnostic tests ; Headache, Head injuries; Spinal injuries: Paraplegia, Hemiplegia, Quadriplegia ; Spinal cord compression: herniation of in vertebral disc; Intra cranial and cerebral aneurysms; Meningitis, encephalitis, brain, abscess, neuro-cysticercosis; Movement disorders: Chorea, Seizures & Epilepsies ; Cerebrovascular disorders: CVA; Cranial, spinal neuropathies: Bell's palsy, trigeminal neuralgia; Peripheral Neuropathies; Degenerative diseases: Alzheimer's disease, Parkinson's disease ; Guillain-Barré syndrome, Myasthenia gravis & Multiple sclerosis Rehabilitation of patient with neurological deficit | | |
| UNIT VII | Nursing management of patients with Immunological problems | 12(T) 4(L/SL) hours |
| Review of Immune system; Nursing Assessment: History and Physical assessment ; HIV & AIDS: Epidemiology, Transmission, Prevention of Transmission and management of HIV/AIDS ; Role of Nurse; Counseling, Health education and home care consideration and rehabilitation; National AIDS Control Program – NACO, various national and international agencies for infection control. | | |
| UNIT VIII | Nursing management of patient with Oncological conditions | 12(T) 4(L/SL) hours |
| Structure and characteristics of normal and cancer cells ; History, physically assessment, diagnostic tests Prevention screening early detections warning sign of cancer ; Epidemiology, etiology classification, Pathophysiology, staging clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of Oncological condition; Common malignancies of various body system eye, ear, nose, larynx, breast, cervix, ovary, uterus, sarcoma, renal, bladder, kidney, prostate Brain, Spinal cord; Oncological emergencies ; Modalities of treatment: Chemotherapy, Radiotherapy: Radiation safety, AERB regulations, Surgical intervention, Stem cell and bone marrow transplant, Immunotherapy, Gene therapy; Psychological aspects of cancer: anxiety, depression, insomnia, anger; Supportive care; Hospice care. | | |

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| UNIT IX | Nursing management of patient in Emergency and Disaster situations Disaster Nursing | 15(T) 4(L/SL) hours |
| Nursing management of patient in Emergency and Disaster situations ; Disaster Nursing Concept and principles of disaster nursing, Related Policies Types of disaster: Natural and manmade; Disaster preparedness: Team, guidelines, protocols, equipment, resources ; Etiology, classification, Pathophysiology, staging, clinical manifestation, diagnosis, treatment modalities and medical and surgical nursing management of patient with medical and surgical emergencies – Poly trauma, Bites, Poisoning and Thermal emergencies ; Principles of emergency management; Medico legal aspects | | |
| UNIT X | Nursing care of the elderly | 10(T) hours |
| History and physical assessment; Aging process and age-related body changes and psychosocial aspects ; Stress and coping in elder patient ; Psychosocial and sexual abuse of elderly ; Role of family and formal and nonformal caregivers; Use of aids and prosthesis (hearing aids, dentures); Legal and ethical issues ;National programs for elderly, privileges, community programs and health services; Home and institutional care. | | |
| UNIT XI | Nursing management of patients in critical Care units | 15(T) 8(L/SL) hours |
| Principles of critical care nursing; Organization: physical set-up, policies, staffing norms; Protocols, equipment and supplies ;Use and application of critical care biomedical equipment: ventilators, cardiac monitors, defibrillators, infusion pump, Resuscitation equipment and any other; Advanced Cardiac Life support ; Nursing management of critically ill patient; Transitional care ; Ethical and Legal Aspects; Breaking Bad News to Patients and/or their families: Communication with patient and family; End of life care. | | |
| UNIT XII | Nursing management of patients occupational and industrial disorders | 5(T) hours |
| History, physical examination, Diagnostic tests; Occupational diseases and management. | | |
| Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing + Palliative care module (CLINICAL PRACTICUM) | | |
| UNIT I | Nursing Management of Patients with ENT Disorders | 8(T) hours |
| Skill Lab: Use of manikins and simulators: Tracheostomy care; Instilling Ear and Nasal medications; Bandage application | | |
| Procedural Competencies/ ClinicalSkills | | Clinical Requirements |
| <i>ENT Ward and OPD:</i> Examination of ear, nose, throat, and History taking. Applying bandages to Ear, Nose Tracheostomy care Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures- Auditory screening tests, Audiometric tests Preparing the patient and assisting in special procedures like Anterior/ posterior nasal packing, Ear Packing and Syringing Preparation and after care of patients undergoing ENT surgical procedures Instillation of drops/medication. | | ENT assessment– 1 Case study/ Clinical presentation – 1 |
| UNIT II | Nursing Management of Patients with Eye Conditions | 8(T) hours |
| Skill Lab: Use of manikins and simulators- Instilling Eye medications Eye irrigation Eye bandage | | |
| Procedural Competencies/ ClinicalSkills | | Clinical Requirements |
| <i>Ophthalmology unit:</i> History taking, Examination of eyes and interpretation; Assisting procedures- | | Eye assessment –1 Health teaching |

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| Visual acuity, Fundoscopy, retinoscopy, ophthalmoscopy, tonometry, Refraction tests; Pre and post-operative care; Instillation of drops/ medication Eye irrigation; Application of eye bandage; Assisting with foreign body removal | Case study/ Clinical Presentation– 1 | |
| UNIT III | Nursing Management of Patients with Kidney and Urinary System Disorders | 8(T) hours |
| Skill Lab: Use of manikins and simulators- Assessment: kidney & urinary system; Preparation: dialysis; Catheterization and care. | | |
| Procedural Competencies/ Clinical Skills | Clinical Requirements | |
| <i>Renal ward/ nephrology ward including Dialysis unit:</i> Assessment of kidney and urinary system- History taking, Physical examination, Testicular self-examination, digital rectal exam; Preparation and assisting with diagnostic and therapeutic procedures, Cystoscopy, Cystometrogram, Contrast studies: IVP etc., Peritoneal dialysis, Hemodialysis, Lithotripsy, Specific tests: Semen analysis, gonorrhea test, Renal/ Prostate Biopsy etc. Catheterization: care; Bladder irrigation; I/O recording and monitoring; Ambulation and exercise | Assessment – 1 Drug presentation– 1 Care study/ Clinical presentation – 1 Preparing and assisting in hemodialysis | |
| UNIT IV | Nursing Management of Patients with Burns and Reconstructive Surgery | 8(T) hours |
| Skill Lab: Use of manikins and simulators- Assessment of burns wound; Wound dressing | | |
| Procedural Competencies/ Clinical Skills | Clinical Requirements | |
| Assessment of burns; First aid of burns; Fluid & electrolyte replacement therapy; Skin care; Care of Burn wounds Bathing– Dressing; Pre-operative and postoperative care of patients; Caring of skin graft and post cosmetic surgery; Rehabilitation. | Burn wound assessment – 1 Care study/Case presentation – 1 | |
| UNIT V | Nursing Management of Patients with neurological disorders | 12(T) hours |
| Skill Lab: Use of manikins and simulators- Range of motion exercises; Muscle strengthening exercises; Crutch walking | | |
| Procedural Competencies/ Clinical Skills | Clinical Requirements | |
| <i>Neurology- Medical/ Surgery wards:</i> History taking; Neurological Examination; Patient monitoring; Prepare and assist for various invasive and non-invasive diagnostic procedures; Range of motion exercises, muscle strengthening; Care of medical, surgical and rehabilitative patients | Neuro- assessment– 1 Case study/ case presentation – 1 Drug presentation – 1 | |
| UNIT VI | Nursing Management of Patients with Immunological Disorders | 4(T) hours |
| Skill Lab: Barrier Nursing; Reverse Barrier Nursing | | |
| Procedural Competencies/ Clinical Skills | Clinical Requirements | |
| <i>Isolation ward/ Medical ward:</i> History taking; | Assessment of immune status | |

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| Immunological status assessment (e.g. HIV) and Interpretation of specific tests; Caring of patients with low immunity; Practicing of standard safety measures, precautions/barrier nursing/reverse barrier/isolation skills | Teaching of isolation to patient and family caregivers Nutritional management Care Note – 1 | |
| UNIT VII | Nursing Management of Patients with disorders of Oncological conditions | 4(T) hours |
| Skill Lab: Use of manikins and simulators- Application of topical medication; Administration of chemotherapy | | |
| Procedural Competencies/ Clinical Skills | Clinical Requirements | |
| Oncology wards (including day care radiotherapy unit): History taking & physical examination of cancer patients; Screening for common cancers: TNM classification; Preparation, assisting and after care patients undergoing diagnostic procedures- Biopsies/FNAC, Pap smear, Bone-marrow aspiration; Various modalities of treatment- Chemotherapy, Radiotherapy, Pain management, Stoma therapy, Hormonal therapy, Immuno therapy, Gene therapy, Alternative therapy; Stoma care and feeding; Caring of patients treated with nuclear medicine; Rehabilitation | Assessment – 1 Care study/ clinical presentation – 1 Pre- and post- operative care of patient with various modes of cancer treatment Teaching on BSE to family members Visit to palliative care unit | |
| UNIT VIII | Nursing Management of Patients in emergency conditions | 12(T) hours |
| Skill Lab: Use of manikins and simulators- Assessment: primary and secondary survey; Trauma care: bandaging, wound care, splinting, positions | | |
| Procedural Competencies/ Clinical Skills | Clinical Requirements | |
| Practicing triage; Primary and secondary survey in emergency; Examination, investigations & their interpretations, in emergency & disaster situations; Emergency care of medical and traumatic injury patients; Documentations, assisting in legal procedures in emergency unit; Managing crowd; Counseling the patient and family in dealing with grieving & bereavement | Triage Immediate care Use of emergency trolley | |
| UNIT IX | Nursing Management of geriatric patients | 4(T) hours |
| Skill Lab: Use of manikins and simulators- Use of assistive safety devices | | |
| Procedural Competencies/ Clinical Skills | Clinical Requirements | |
| History taking and assessment of Geriatric patient | Geriatric assessment – 1 Care of normal and geriatric patient with illness Fall risk assessment – 1 Functional status assessment – 1 | |
| UNIT X | Nursing Management of Patients in critical care units | 8(T) hours |
| Skill Lab: Use of manikins and simulators- Assessment critically ill; ET tube set up –suction; TT suction; Ventilator set up; Chest drainage; Bag mask ventilation; Central & Peripheral line; Pacemaker | | |
| Procedural Competencies/ Clinical Skills | Clinical Requirements | |
| Assessment of critically ill patients; Assisting in arterial puncture, ET tube intubation & | Hemodynamic monitoring Different scales used in ICU | |

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| <p>extubation; ABG analysis & interpretation - respiratory acidosis, respiratory alkalosis, metabolic acidosis, metabolic alkalosis; Setting up of Ventilator modes and settings and care of patient on a ventilator; Set up of trolley with instruments; Monitoring and maintenance of Chest drainage system; Bag and mask ventilation; Assisting and maintenance of Central and peripheral lines invasive; Setting up of infusion pump, defibrillator; Drug administration- infusion, intracardiac, intrathecal, epidural; Monitoring pacemaker; ICU care bundle; Management of the dying patient in the ICU</p> | <p>Communicating with critically ill patients</p> |
| <p>Textbooks:</p> <ul style="list-style-type: none"> • Smeltzer, Brunner & Suddharth, Textbook of Medical Surgical Nursing, Lippincott | |
| <p>References:</p> <ul style="list-style-type: none"> • Joyse M. Black & Hawks Luckman & Sorensen's, Medical Surgical Nursing 8ed • Monahan et al., Phipp's, Medical Surgical Nursing health and illness perspectives 8th ed • Brunner & Suddarth's Lip, Lippincott Manual of Nursing Practice, Mosby • Lewis, Medical Surgical Nursing, Elsevier • Berry & Khan's, Operating Room Technique, Mosby • Nanjunde S.N. Gowda & Jyothi N Gowda, Perioperative Nursing Manual, J.N. Publication • Bojar, Robert M, Manual of perioperative care in Cardiac surgery, Blackwell • Moher et al, Orthopedic Nursing, Saunders • Ebenzier, Textbook of Orthopedics, Jaypee Brothers • Mohd Maqbool, Text book of Ear, Nose and Throat • Geeta mary, Basic Notes on ENT • Likhanger A.G, Diseases of ear, Nose and Throat • U.N. Panda, Hand book of Ophthalmology & Rhinoryngology, A.I.T.B.S • Synday Lerman, Basic ophthalmology, M.C. Grawhill • Holl & Colman's Throat, Diseases of ear, Nose and Church Living stone • Sihota, Pearson's diseases of the eye • Robert Jiffany, Cancer Nursing • Bouchard Rosemary, Cancer Nursing, Raven press • Carol Reed Ash & Jenkins J.F, Enhancing the role of cancer nursing • Palmer, Infection control A policy & Procedures manual, W.B. Saunders • Esther Hughes, Dermatology Nursing • Alexander G Reaves, Disorders of the Nervous system publishers, Year Book Medical • Adams, Principles of Neurology • Patricia, Nurses Guide to Neurological patient care • Purchase, Neurological & Neuro surgical Nursing 2nd Ed • Ruby Elien B., Advanced neurological and neuro surgical nursing, C.V Mosby • Lindsey Kenneth W & Lan Bone, Neurology and Neurosurgery illustrated, Church Livingstone • Barker, Neuro science Nursing • Sandersons K.G., The cardiac patient, W.B. Saunders • Sister nancy, Cardiac critical care and emergency room care, Little brown • Crash B, Acute myocardial infarction, Elsevier • Fritz Bonmgartner, Cardiothoracic surgery, Chapman-Hall | |

- Dwevedi Premalatha, Communicable diseases
- Bowwer & Plant, Communicable diseases & Textbook of Nurses
- Gienda Esmand, Respiratory Nursing
- Barker, Practical Epidemiology, Church hill
- Ansari et al, A color atlas of AIDS in tropics
- Pramod John R, Text book of Oral Medicine, J.P Brothers

Course Outcomes:

CO1: Explain the etiology, pathophysiology, clinical manifestations, diagnostic measures and medical, surgical, nutritional and nursing management of patients with ENT, eye, Kidney and urinary, male reproductive, burns/cosmetic surgeries, neurological, immunological disorders, patients with different cancer, patients in critical care units, patients with occupational/ industrial health disorders

CO2: Prepares and provides health education on prevention of HIV infection and rehabilitation & Describe the national infection control programs

CO3: Explain the Concept, physiological changes, and psychosocial problems of ageing and the nursing management of the elderly

Co-Po Mapping

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3 | 3 | 2 | | | 1 | 1 | 2 | 2 | | 2 | | 3 | 2 | |
| CO2 | 3 | 3 | 3 | 1 | | | 1 | 2 | 2 | | 2 | 3 | 3 | 2 | 3 |
| CO3 | 3 | 3 | 2 | | | | | | 2 | | 2 | | 3 | | |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

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| BoS | :03-11-2021 | 21st ACADEMIC COUNCIL | :17-09-2021 |
| SDG No. & Statement | :3&4 | | |

- 3- Ensure healthy lives and promote wellbeing for all at all ages
 4- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG Justification:

Adult Health Nursing is essential for ensuring healthy lives and promote wellbeing for all at all ages, achieving inclusive and equitable education and lifelong learning opportunities for oneself and others

| PROF 230 | Professionalism, Professional Values and Ethics including bioethics | L | T | P | S | J | C |
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| | | 1 | 0 | 0 | 0 | 0 | 1 |
| <i>Theory: 20hrs</i> | | | | | | | |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| This course is designed to help students to develop an understanding of professionalism and demonstrate professional behavior in their workplace with ethics and professional values. Further the students will be able to identify ethical issues in nursing practice and participate effectively in ethical decision making along with health team members. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Describe profession and professionalism. • Identify the challenges of professionalism. • Maintain respectful communication and relationship with other health team members, patients and society. • Demonstrate professional conduct. • Describe various regulatory bodies and professional organizations related to nursing. • Discuss the importance of professional values in patient care. • Explain the professional values and demonstrate appropriate professional values in nursing practice. • Demonstrate and reflect on the role and responsibilities in providing compassionate care in the healthcare setting. • Demonstrate respect, human dignity and privacy and confidentiality to self, patients and their caregivers and other health team members. • Advocate for patients 'wellbeing, professional growth and advancing the profession. • Identify ethical and bioethical concerns, issues and dilemmas in nursing and healthcare. • Apply knowledge of ethics and bioethics in ethical decision making along with health team members. • Protect and respect patient's rights | | | | | | | |
| UNIT I | PROFESSIONALISM | | | | | 5(T) hours | |
| Profession- Definition of profession; Criteria of a profession; Nursing as a profession Professionalism- Definition and characteristics of professionalism; Concepts, attributes and indicators of professionalism; <i>Challenges of professionalism-</i> Personal identity vs professional identity, Preservation of self-integrity: threat to integrity, Deceiving patient: withholding information and falsifying records, Communication & Relationship with team members: Respectful and open communication and relationship pertaining to relevant interests for ethical decision making; Relationship with patients and society Professional Conduct- Following ethical principles; Adhering to policies, rules and regulation of the institutions; Professional etiquettes and behaviours; Professional grooming: Uniform, Dress code; Professional boundaries: Professional relationship with the patients, caregivers and team members Regulatory Bodies & Professional Organizations: Roles & Responsibilities- <i>Regulatory bodies:</i> Indian Nursing Council, State Nursing Council; <i>Professional Organizations:</i> Trained Nurses | | | | | | | |

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| Association of India (TNAI), Student Nurses Association (SNA), Nurses League of Christian Medical Association of India, International Council of Nurses (ICN) and International Confederation of Midwives | | |
| UNIT II | PROFESSIONAL VALUES | 5(T) hours |
| <p>Values: Definition and characteristics of values; Value clarification; Personal and professional values; Professional socialization: Integration of professional values with personal values</p> <p>Professional values in nursing- Importance of professional values in nursing and health care; Caring: definition, and process; Compassion: Sympathy Vs empathy, Altruism; Conscientiousness; Dedication/devotion to work; Respect for the person- Human dignity; Privacy and confidentiality: Incidental disclosure; Honesty and integrity: Truth telling; Trust and credibility: Fidelity, Loyalty; Advocacy: Advocacy for patients, work environment, nursing education and practice, and for advancing the profession</p> | | |
| UNIT III | ETHICS & BIOETHICS | 10(T) hours |
| <p>Definitions: Ethics, Bioethics and Ethical Principles- Beneficence; Non-maleficence: Patient safety, protecting patient from harm, Reporting errors; Justice: Treating each person as equal; Care without discrimination, equitable access to care and safety of the public; Autonomy: Respects patients 'autonomy, Self-determination, Freedom of choice</p> <p>Ethical issues and ethical dilemma: Common ethical problems- Conflict of interest; Paternalism; Deception; Privacy and confidentiality; Valid consent and refusal; Allocation of scarce nursing resources; Conflicts concerning new technologies; Whistle-blowing; <i>Beginning of life issues:</i> Abortion, Substance abuse, Fetal therapy, Selective deduction, Intrauterine treatment of fetal conditions, Mandated contraception, Fetal injury, Infertility treatment; <i>End of life issues:</i> End of life, Euthanasia, Do Not Resuscitate (DNR); <i>Issues related to psychiatric care:</i> Noncompliance, Restrain and seclusion, Refuse to take food</p> <p>Process of ethical decision making- Assess the situation (collect information); Identify the ethical problem; Identify the alternative decisions; Choose the solution to the ethical decision; Implement the decision; Evaluate the decision</p> <p>Ethics committee: Roles and responsibilities- Clinical decision making; Research</p> <p>Code of Ethics: International Council of Nurses (ICN); Indian Nursing Council</p> <p>Patients' Bill of Rights-17 patients' rights (MoH&FW, GoI) 1. Right to emergency medical care 2. Right to safety and quality care according to standards 3. Right to preserve dignity 4. Right to nondiscrimination 5. Right to privacy and confidentiality 6. Right to information 7. Right to records and reports 8. Right to informed consent 9. Right to second opinion 10. Right to patient education 11. Right to choose alternative treatment options if available 12. Right to choose source for obtaining medicines or tests 13. Right to proper referral and transfer, which is free from perverse commercial influences 14. Right to take discharge of patient or receive body of deceased from hospital 15. Right to information on the rates to be charged by the hospital for each type of service provided and facilities available on a prominent display board and a brochure 16. Right to protection for patients involved in clinical trials, biomedical and health research 17. Right to be heard and seek redressal</p> | | |
| Textbooks: | | |
| <ul style="list-style-type: none"> • Audrey Berman, Shirlee Snyder, Geralyn Frandsen, Kozier & Erbs Fundamentals of Nursing, Pearson Education | | |
| References: | | |
| <ul style="list-style-type: none"> • Taylor, Fundamentals of Nursing, L.W.W • Luckman & Sorensen, Basic Nursing and psychophysiologic approach, W.B. Saunder • T.N.A.I, History of Nursing in India, Nods, TNAI • Gupta C & Gupta L, First aid management of injuries & Minor Elements, Viva • Shashank Parulekar, Bandages, Vora publications • Potter & perry, Basic Nursing essentials for practice, LWW | | |

- Furest & Wolf, Fundamentals of Nursing, J.B. Lippincott
- M-Nettina sandarac, Lippincott Manual of Nursing Practice, LWW
- Dewit Susen C., Fundamentals concepts and skills for Nursing, Elesweier
- Dorothy Ethert, Scientific principles and Nursing, C.V. Mosby 1902

Course Outcomes:

CO1: Discuss nursing as a profession and the importance of professional values, Describe the concepts and attributes, challenges of professionalism, Identify the challenges of professionalism, Maintain respectful communication and relationship with other health team members, patients and society, Demonstrate professional conduct by respecting and maintaining professional boundaries between patients, colleagues and society by following professional values in nursing practice, Describe the roles and responsibilities of regulatory bodies and professional organizations

CO2: Discuss the importance of professional values, Distinguish between personal values and professional values, Demonstrate appropriate professional values in nursing practice

CO3: Define ethics & bioethics, ethical principles, ethical concerns, Ethical issues and dilemmas in healthcare, Explain process of ethical decision making and apply knowledge of ethics and bioethics in making ethical decisions, Explain code of ethics stipulated by ICN and INC, Discuss the rights of the patients and families to make decisions about healthcare, Protect and respect patients' rights

Co-Po Mapping

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 2 | | | 3 | 2 | | | | | | | 1 | 2 | | 1 |
| CO2 | 2 | | | 3 | 2 | | | | | | | 1 | 2 | | 1 |
| CO3 | 2 | | | 3 | 2 | | | | | 1 | | 1 | 2 | | 1 |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

APPROVED IN:

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| BoS | :03-11-2021 | 21st ACADEMIC COUNCIL | :17-09-2021 |
| SDG No. & Statement | :4 | | |

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG Justification:

Professionalism, Professional Values and Ethics including bioethics are essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others

Semester- 5

| N- CHN(I)301 | CHILD HEALTH NURSING- I Including Essential Newborn care (EBNC), FBNC, IMNC and PLS modules | L | T | P | S | J | C |
|--|---|---------------------------|---|---|---|---|---|
| | | 3 | 1 | 2 | 0 | 0 | 6 |
| <i>Theory: 60hrs, Lab: 40hrs, Clinical- 160hrs</i> | | | | | | | |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| 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. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Develop understanding of the history and modern concepts of child health and child-care. • Explore the national child welfare services, national programs and legislation in the light of National Health Policy 2017. • Describe the role of preventive pediatrics and perform preventive measures towards accidents. • Participate in national immunization programs/Universal Immunization Program (UIP). • Identify the developmental needs of children and provide parental guidance. • Describe the principles of child health nursing and perform child health nursing procedures. • Demonstrate competencies in newborn assessment, planning and implementation of care to normal and high-risk newborn including neonatal resuscitation. • Apply the principles and strategies of Integrated management of neonatal and childhood illness (IMNCI). • Apply the knowledge of pathophysiology and provide nursing care to children with respiratory system disorders. • Identify and meet childhood emergencies and perform child CPR. | | | | | | | |
| UNIT I | Introduction: Modern concepts of child-care | 10(T) 10 (L) hours | | | | | |
| Historical development of child health; Philosophy and modern concept of child-care; Cultural and religious considerations in child-care; National policy and legislations in relation to child health and welfare; National programs and agencies related to welfare services to the children; Internationally accepted rights of the child; Changing trends in hospital care, preventive, promotive and curative aspect of child health; Preventive pediatrics: Concept, Immunization, Immunization programs and cold chain, Care of under-five and Under-five Clinics/Well-baby clinics, Preventive measures towards accidents; Child morbidity and mortality rates; Difference between an adult and child which affect response to illness- Physiological, Psychological, Social, Immunological; Hospital environment for sick child; Impact of hospitalization on the child and family; Communication techniques for children; Grief and bereavement; The role of a child health nurse in caring for a hospitalized child; Principles of pre and postoperative care of infants and children <i>Child Health Nursing procedures:</i> Administration of medication: oral, I/M, & I/V; Calculation of fluid requirement; Application of restraints; Assessment of pain in children; FACES pain rating scale; FLACC scale; Numerical scale | | | | | | | |
| UNIT II | The Healthy Child | 12(T) hours | | | | | |

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| Definition and principles of growth and development; Factors affecting growth and development; Growth and development from birth to adolescence; Growth and developmental theories (Freud, Erickson, Jean Piaget, Kohlberg); The needs of normal children through the stages of developmental and parental guidance; Nutritional needs of children and infants- breast feeding, exclusive breast feeding, Supplementary/artificial feeding and weaning; Baby friendly hospital concept; Types and value of play and selection of play material | | |
| UNIT III | Nursing care of neonate | 15(T) 20(L) hours |
| Appraisal of Newborn; Nursing care of a normal newborn/essential newborn care; Neonatal resuscitation; Nursing management of low birth weight baby; Kangaroo mother care; Nursing management of common neonatal disorder- Hyperbilirubinemia, Hypothermia, Hyperthermia, Metabolic disorder, Neonatal infections, Neonatal seizures, Respiratory distress syndrome, Retinopathy of Prematurity; Organization of neonatal care unit; Neonatal equipment | | |
| UNIT IV | Integrated management of neonatal and childhood illnesses | 10(T) 5(L) hours |
| Integrated management of neonatal and childhood illnesses | | |
| UNIT V | Nursing management in common childhood diseases | 8(T) hours |
| Respiratory system: Identification and Nursing management of congenital malformations; Congenital disorders: Tracheoesophageal fistula, Diaphragmatic hernia; Others: Acute nasopharyngitis, Tonsillitis, Croup, Bronchitis, Bronchiolitis, Pneumonia, Asthma Endocrine system: Juvenile Diabetes mellitus, Hypo-thyroidism | | |
| UNIT VI | Childhood emergencies | 5(T) 5 (L) hours |
| Accidents – causes and prevention, Poisoning, Foreign bodies, Hemorrhage, Burns and Drowning; PLS (AHA Guidelines) | | |
| Procedural Competencies/Clinical Skills | | Clinical Requirements |
| <i>Pediatric Medical Ward:</i> Taking pediatric history; Physical examination & assessment of children; Administration of oral, I/M, & I/V medicine/fluids; Calculation of fluid replacement; Preparation of different strengths of I/V fluids; Application of restraints; Administration of O ₂ inhalation by different methods; Baby bath/sponge bath; Feeding children by Katori spoon, Paladai cup; Collection of specimens for common investigations; Assisting with common diagnostic procedures; Teaching mothers/parents- Malnutrition, Oral rehydration therapy, Feeding & Weaning, Immunization schedule; Play therapy | | Nursing care plan– 1 Case study presentation – 1 Health talk – 1 |
| <i>Pediatric Surgical Ward:</i> Calculation, preparation & administration of I/V fluids; Bowel wash, insertion of suppositories; Care for ostomies: Colostomy Irrigation, Ureterostomy, Gastrostomy, Enterostomy; Urinary catheterization & drainage; Feeding: Naso-gastric, Gastrostomy, Jejunostomy; Care of surgical wounds: Dressing, Suture removal | | Nursing care plan – 1 Case study/ presentation – 1 |

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| <p><i>Pediatric OPD/ Immunization room:</i> Assessment of children: Health assessment, Developmental assessment, Anthropometric assessment, Nutritional assessment; Immunization; Health/Nutritional education</p> | <p>Growth and developmental study: Infant – 1 Toddler – 1 Preschooler – 1 Schooler – 1 Adolescent – 1</p> | | | | | | | | | | | | | | |
| <p>Textbooks:</p> <ul style="list-style-type: none"> Parul Datta, Pediatric Nursing, Jaypee Brothers Medical Publishers Pvt. Limited | | | | | | | | | | | | | | | |
| <p>References:</p> <ul style="list-style-type: none"> Marlow, Pediatrics, W.B. Saunders Terry Kyle, Essentials of Pediatric Nursing Whaley & Wong, Wong's Nursing care infant and children, Elsevier Hoken berry, Wong's Nursing care infant and children, LWW Greef John W (Edt), Manual of Pediatric Therapeutics Meharban Sing, Care of the Newborn Berhman & Kliegman, Nelson Essentials of Pediatrics, W.B. Saunders Yadav K., Nursing practice in Pediatric surgery O.P. Ghai, Essentials of Pediatrics Bowden, Pediatric Nursing procedures Smith, Family centred care concepts, theory and practice Nancy P. Hotifield et al, Broadribb's introduction to pediatric nursing, Wolter Kluwer | | | | | | | | | | | | | | | |
| <p>Course Outcomes:</p> | | | | | | | | | | | | | | | |
| <p>CO1: Explain the modern concept of child-care, describe National policy, programs and legislation in relation to child health & welfare, Describe role of preventive pediatrics</p> | | | | | | | | | | | | | | | |
| <p>CO2: List major causes of death during infancy, early & late childhood, differentiate between an adult and child in terms of illness and response</p> | | | | | | | | | | | | | | | |
| <p>CO3: Describe the major functions & role of the pediatric nurse in caring for a hospitalized child describe the principles of child health nursing and perform child health nursing procedures</p> | | | | | | | | | | | | | | | |
| <p>CO4: Describe the normal growth and development of children at different ages, Identify the needs of children at different ages & provide parental guidance & ways of meeting needs</p> | | | | | | | | | | | | | | | |
| <p>CO5: Identify the role of play for normal & sick children, Provide care to normal and high-risk neonates, Perform neonatal resuscitation, recognize and manage common neonatal problems, Apply principles and strategies of IMNCI</p> | | | | | | | | | | | | | | | |
| <p>CO6: Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of respiratory, and endocrine system, Develop ability to meet childhood emergencies and perform child CPR</p> | | | | | | | | | | | | | | | |
| <p>Co-Po Mapping</p> | | | | | | | | | | | | | | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 2 | 2 | 3 | 2 | | | | 2 | 2 | | | 2 | 2 | | 2 |
| CO2 | 2 | 2 | 1 | 1 | | | | 1 | 1 | | | 2 | 2 | | 2 |
| CO3 | 3 | 3 | 1 | 1 | 1 | | 2 | 1 | 3 | | | 1 | 2 | | 2 |
| CO4 | 2 | 1 | 1 | 2 | | | | 1 | 1 | | | 1 | 2 | | 2 |
| CO5 | 2 | 1 | 3 | 1 | | 2 | | 1 | 2 | | | 2 | 2 | | 2 |
| CO6 | 3 | 1 | 1 | 1 | | | 2 | 1 | 3 | | | 2 | 2 | | 2 |
| <p><i>Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation</i></p> | | | | | | | | | | | | | | | |
| <p>APPROVED IN:</p> | | | | | | | | | | | | | | | |

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| BoS | :03-11-2021 | 21st ACADEMIC COUNCIL | :17-09-2021 |
| SDG No. &Statement | :3&4 | | |
| 3- Ensure healthy lives and promote wellbeing for all at all ages 4- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | | | |
| SDG Justification: | | | |
| Child Health Nursing is essential for ensuring healthy lives and promote wellbeing for all at all ages, achieving inclusive and equitable education and lifelong learning opportunities for oneself and others | | | |

| N- MHN(I)305 | MENTAL HEALTH NURSING- I | L | T | P | S | J | C |
|--|---|--------------------|---|---|---|---|---|
| | | 3 | 0 | 1 | 0 | 0 | 4 |
| <i>Theory: 60hrs, Clinical- 80hrs</i> | | | | | | | |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| This course is designed to develop basic understanding of the principles and standards of mental health nursing and skill in application of nursing process in assessment and care of patients with mental health disorders | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Trace the historical development of mental health nursing and discuss its scope. • Identify the classification of the mental disorders. • Develop basic understanding of the principles and concepts of mental health nursing. • Apply the Indian Nursing Council practice standards for psychiatric mental health nursing in supervised clinical settings. • Conduct mental health assessment. • Identify and maintain therapeutic communication and nurse patient relationship. • Demonstrate knowledge of the various treatment modalities and therapies used in mental disorders. • Apply nursing process in delivering care to patients with mental disorders. • Provide nursing care to patients with schizophrenia and other psychotic disorders based on assessment findings and treatment/therapies used. • Provide nursing care to patients with mood disorders based on assessment findings and treatment/therapies used. • Provide nursing care to patients with neurotic disorders based on assessment findings and treatment/therapies used. | | | | | | | |
| UNIT I | Introduction | 6(T) hours | | | | | |
| Perspectives of Mental Health and Mental Health Nursing, evolution of mental health services, treatments and nursing practices; Mental health team; Nature & scope of mental health nursing; Role & functions of mental health nurse in various settings and factors affecting the level of nursing practice; Concepts of normal and abnormal behaviour | | | | | | | |
| UNIT II | Principles and Concepts of Mental Health Nursing | 10(T) hours | | | | | |
| Definition: mental health nursing and terminology used; Classification of mental disorders: ICD11, DSM5, Geropsychiatry manual classification; Review of personality development, defense mechanisms; Etiology bio-psycho-social factors; Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neurotransmission; Principles of Mental health Nursing; Ethics and responsibilities; Practice Standards for Psychiatric Mental Health Nursing (INC practice standards); Conceptual models and the role of nurse: Existential model, Psychoanalytical models, Behavioral model, Interpersonal model; Preventive psychiatry and rehabilitation | | | | | | | |
| UNIT III | Mental Health Assessment | 6(T) hours | | | | | |
| History taking; Mental status examination; Mini mental status examination; Neurological examination; Investigations: Related Blood chemistry, EEG, CT & MRI; Psychological tests | | | | | | | |

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| UNIT IV | Therapeutic Communication and Nurse-Patient Relationship | 6(T) hours |
| Therapeutic communication: Types, techniques, characteristics and barriers; Therapeutic nurse-patient relationship; Interpersonal relationship- Elements of nurse patient contract; Review of technique of IPR- Johari window; Therapeutic impasse and its management | | |
| UNIT V | Treatment modalities and therapies used in mental disorders | 10(T) hours |
| Physical therapies: Psychopharmacology, Electro Convulsive therapy Psychological Therapies: Psychotherapy, Behaviour therapy, CBT Psychosocial: Group therapy, Family therapy, Therapeutic Community, Recreational therapy, Art therapy (Dance, Music etc), Occupational therapy Alternative & Complementary: Yoga, Meditation, Relaxation Consideration for special populations | | |
| UNIT VI | Nursing management of patient with Schizophrenia, and other psychotic disorders | 8(T) hours |
| Prevalence and incidence; Classification; Etiology, psychodynamics, clinical manifestation, diagnostic criteria/formulations; Nursing process- Nursing Assessment: History, Physical and mental assessment Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders; Geriatric considerations and considerations for special population; Follow up and home care and rehabilitation | | |
| UNIT VII | Nursing management of patient with mood disorders | 6(T) hours |
| Prevalence and incidence; Mood disorders: Bipolar affective disorder, mania depression and dysthymia etc.; Etiology, psycho dynamics, clinical manifestation, diagnosis; Nursing Assessment History, Physical and mental assessment; Treatment modalities and nursing management of patients with mood disorders; Geriatric considerations/ considerations for special populations; Follow-up and home care and rehabilitation | | |
| UNIT VIII | Nursing management of patient with neurotic, stress related and somatization disorders | 8(T) hours |
| Prevalence and incidence; classifications; Anxiety disorders – OCD, PTSD, Somatoform disorders, Phobias, Dissociative and Conversion disorders; Etiology, psychodynamics, clinical manifestation, diagnostic criteria/ formulations; Nursing Assessment: History, Physical and mental assessment; Treatment modalities and nursing management of patients with neurotic and stress related disorders; Geriatric considerations/ considerations for special populations; Follow-up and home care and rehabilitation | | |
| Skills/ Procedural Competencies | | Clinical Requirements |
| <i>Psychiatric OPD:</i> History taking; Perform mental status examination (MSE); Observe/practice Psychometric assessment; Perform Neurological examination; Observing and assisting in therapies; Individual and group psycho- education; Mental hygiene practice education; Family psychoeducation | | History taking and Mental status examination – 2 Health education– 1 Observation report of OPD |
| <i>Child Guidance clinic:</i> History & mental status examination; Observe/practice psychometric assessment; Observe and assist in various therapies; Parental teaching for child with mental deficiency | | Case work – 1 Observation report of different therapies – 1 |

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| <p><i>Inpatient ward:</i> History taking; Mental status examination (MSE); Neurological examination; Assisting in psychometric assessment; Recording therapeutic communication; Administration of medications; Assist Electro-Convulsive Therapy (ECT); Participating in all therapies; Preparing patients for Activities of Daily Living (ADL); Conducting admission and discharge counselling; Counseling and teaching patients and families</p> | <p>Give care to 2-3 patients with various mental disorders Case study – 1 Care plan Clinical presentation – 1 Process recording– 2 Maintain drug book</p> |
| <p><i>Community psychiatry & Deaddiction centre:</i> Conduct home visit and case work; Identifying individuals with mental health problems; Assisting in organizations of Mental Health camp; Conducting awareness meetings for mental health & mental illness; Counseling and Teaching family members, patients and community; Observing deaddiction care</p> | <p>Case work – 1 Observation report on field visits Visit to deaddiction centre</p> |

Textbooks:
 • Dr. Bimla Kapoor, Text book of psychiatric Nursing Vol I & II, Kumar Publishing House

References:

- K.P. Neeraja, Essentials of Mental Health and psychiatric Nursing Vol I & II
- Johnson Barbara, Psychiatric Nursing
- Stuart, Principles and Practice of Psychiatric Nursing
- Mohar Landa M., Mental Health Nursing evidence Based concepts skills and practice
- Sreevani, Text book of Mental Health Nursing

Course Outcomes:

CO1: Describe the scope, historical development & current trends in mental health nursing, define the various terms used in mental health Nursing.

CO2: Explain the classification of mental disorders, psychodynamics of maladaptive behaviour, discuss the etiological factors & psycho pathology of mental disorders

CO3: Explain the principles, standards & conceptual models of Mental health Nursing,

CO4: Describe nature, purpose and process of assessment of mental health status, Identify therapeutic communication & techniques and nurse-patient relationship. Explain treatment modalities and therapies used in mental disorders and role of the nurse.

CO5: Describe the etiology ,psycho-dynamics/pathology, clinical manifestations,diagnostic criteria and management of patients with Schizophrenia, mood disorders, neurotic, stress related and somatization disorders and other psychotic disorders

Co-Po Mapping

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO 11 | PO12 | PSO1 | PSO2 | PSO3 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-------|------|------|------|------|
| CO1 | 2 | 1 | 2 | 2 | | 1 | | | | | | 1 | 1 | | 1 |
| CO2 | 1 | 1 | 1 | | | 1 | | | | | | | 1 | | 1 |
| CO3 | 1 | 1 | 2 | | | | | 1 | | 3 | 1 | 2 | 1 | 2 | 1 |
| CO4 | 2 | 2 | 2 | | | 2 | 2 | 3 | | | 2 | 1 | 1 | 2 | 2 |
| CO5 | 2 | 2 | 1 | | | 2 | | | | | 2 | 1 | 1 | 2 | 2 |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

APPROVED IN:

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| BoS | :03-11-2021 | 21st ACADEMIC COUNCIL | :17-09-2021 |
| SDG No. &Statement | :3&4 | | |
| 3- Ensure healthy lives and promote wellbeing for all at all ages | | | |
| 4-Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | | | |
| SDG Justification: | | | |
| Mental Health Nursing is essential for ensuring healthy lives and promote wellbeing for all at all ages, achieving inclusive and equitable education and lifelong learning opportunities for oneself and others | | | |

| N-COMH(I) 310 | COMMUNITY HEALTH NURSING- I including Environmental Science & Epidemiology | L | T | P | S | J | C |
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| | | 5 | 0 | 2 | 0 | 0 | 7 |
| <i>Theory: 100hrs (including lab hours), Clinical- 160hrs</i> | | | | | | | |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| <p>This course is designed to help students develop broad perspectives of health, its determinants, about community health nursing and understanding about the health care delivery services, health care policies and regulations in India. It helps the students to develop knowledge and understanding of environmental science. It further helps them to apply the principles and concepts of BCC and health education for health promotion and maintenance of health within the community in wellness and illness continuum. It helps students to practice Community Health Nursing for the individuals, family and groups at rural, urban and tribal settings by applying principles of community health nursing and epidemiological approach. It also helps the students to develop knowledge and competencies required to screen, assess, diagnose, manage and refer clients appropriately in various health care settings. It prepares the students to provide primary healthcare to clients of all ages in the community, DH, PHC, CHC, SC/HWC and develop beginning skills in participating in all the National Health Programs.</p> | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Explore the evolution of public health in India and community health nursing • Explain the concepts and determinants of health • Identify the levels of prevention and health problems of India • Develop basic understanding about the health care planning and the present health care delivery system in India at various levels • Locate the significance of primary health care and comprehensive primary health care as part of current health care delivery system focus • Discuss health care policies and regulations in India • Demonstrate understanding about an overview of environmental science, environmental health and sanitation • Demonstrate skill in nutritional assessment for different age groups in the community and provide appropriate nutritional counseling • Provide health education to individuals and families applying the principles and techniques of behavior change appropriate to community settings • Describe community health nursing approaches and concepts • Describe the role and responsibilities of community health nursing personnel • Utilize the knowledge and skills in providing comprehensive primary health care across the life span at various settings • Make effective home visits applying principles and methods used for home visiting • Use epidemiological approach in community diagnosis • Utilize the knowledge of epidemiology, epidemiological approaches in caring for people with communicable and non- communicable diseases | | | | | | | |

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| <ul style="list-style-type: none"> Investigate an epidemic of communicable diseases Assess, diagnose, manage, and refer clients for various communicable and non-communicable diseases appropriately at the primary health care level Identify and perform the roles and responsibilities of nurses in implementing various national health programs in the community for the prevention, control and management of communicable and non-communicable diseases particularly in screening, identification, primary management and referral to a health facility/First Referral Unit (FRU) | | |
| UNIT I | Concepts of Community Health and Community Health Nursing | 4(T) hours |
| <p>Definition of public health, community health and community health nursing; Public health in India and its evolution and Scope of community health nursing; <i>Review</i>: Concepts of Health & Illness/disease: Definition, dimensions and determinants of health and disease; Natural history of disease; Levels of prevention: Primary, Secondary & tertiary prevention –Review; Health problems (Profile) of India</p> | | |
| UNIT II | Health Care Planning and Organization of Health Care at various levels | 8(T) hours |
| <p>Health planning steps; Health planning in India: various committees and commissions on health and family welfare and Five Year plans; Participation of community and stakeholders in health planning; Health care delivery system in India: Infrastructure and Health sectors, Delivery of health services at sub-centre (SC), PHC, CHC, District level, state level and national level; Sustainable development goals (SDGs), Primary Health Care and Comprehensive Primary Health Care (CPHC): elements, principles; CPHC through SC/Health Wellness Center (HWC); Role of MLHP/CHP; National Health Care Policies and Regulations- National Health Policy (1983, 2002, 2017), National Health Mission (NHM): National Rural Health Mission (NRHM), National Urban Health Mission (NUHM), NHM, National Health Protection Mission (NHPM), Ayushman Bharat, Universal Health Coverage</p> | | |
| UNIT III | Environmental Science, Environmental Health, and Sanitation | 15(T) hours |
| <p><i>Natural resources</i>: Renewable and non-renewable resources, natural resources and associated problems: Forest resources, water resources, mineral resources, food resources, energy resources and land resources; Role of individuals in conservation of natural resources, and equitable use of resources for sustainable lifestyles; <i>Ecosystem</i>: Concept, structure and functions of ecosystems, Types & Characteristics – Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystem, Energy flow in ecosystem; <i>Biodiversity</i>: Classification, value of bio-diversity, threats to biodiversity, conservation of biodiversity; <i>Environmental pollution</i>: Introduction, causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, nuclear hazards & their impact on health; <i>Climate change, global warming</i>: ex. heat wave, acid rain, ozone layer depletion, waste land reclamation & its impact on health; <i>Social issues and environment</i>: sustainable development, urban problems related to energy, water and environmental ethics; Acts related to environmental protection and preservation</p> <p>Environmental Health & Sanitation</p> <p>Concept of environment health and sanitation; Concept of safe water, sources of water, waterborne diseases, water purification processes, household purification of water; Physical and chemical standards of drinking water quality and tests for assessing bacteriological quality of water; Concepts of water conservation: rain water harvesting and water shed management; Concept of Pollution prevention; Air & noise pollution; Role of nurse in prevention of pollution; Solid waste management, human excreta disposal & management and sewage disposal and management; Commonly used insecticides and pesticides</p> | | |
| UNIT IV | Nutrition Assessment and Nutrition Education | 7(T) hours |

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| <p><i>Review of Nutrition-</i> Concepts, types, Meal planning: aims, steps & diet plan for different age groups, Nutrition assessment of individuals, families and community by using appropriate methods; Planning suitable diet for individuals and families according to local availability of foods, dietary habits and economic status; General nutritional advice; Nutrition education: purpose, principles & methods and Rehabilitation; <i>Review:</i> Nutritional deficiency disorder; National nutritional policy & programs in India</p> <p>Food Borne Diseases and Food Safety</p> <p>Food borne diseases- Definition, & burden, Causes and classification; Signs & Symptoms; Transmission of food borne pathogens & toxins; Early identification, initial management and referral</p> <p>Food poisoning & food intoxication- Epidemiological features/clinical characteristics, Types of food poisoning; Food intoxication-features, preventive & control measures; Public health response to food borne diseases</p> | | |
| UNIT V | Communication management and Health Education | 6(T) hours |
| <p>Behaviour change communication skills-communication, Human behaviour, Health belief model: concepts & definition, ways to influence behaviour, Steps of behaviour change, Techniques of behaviour change: Guiding principles in planning BCC activity, Steps of BCC, Social and Behaviour Change Communication strategies (SBCC): techniques to collect social history from clients, Barriers to effective communication, and methods to overcome them; Health promotion and Health education: methods/techniques, and audio-visual aids</p> | | |
| UNIT VI | Community health nursing approaches, concepts, roles and responsibilities of community health nursing personnel | 7(T) hours |
| <p><i>Approaches:</i> Nursing process, Epidemiological approach, Problem solving approach, Evidence based approach, Empowering people to care for themselves; <i>Review:</i> Primary health care and Comprehensive Primary Health Care (CPHC)</p> <p>Home Visits: Concept, Principles, Process, & Techniques: Bag technique; Qualities of Community Health Nurse; Roles and responsibilities of community health nursing personnel in family health services; <i>Review:</i> Principles & techniques of counseling</p> | | |
| UNIT VII | Assisting individuals and families to promote and maintain their health | 10(T) hours |
| <p><i>Assessment of individuals and families</i> (Review from Child health nursing, Medical surgical nursing and OBG Nursing)- Assessment of children, women, adolescents, elderly etc. Children: Monitoring growth and development, milestones; Anthropometric measurements, BMI; Social development; Temperature and Blood pressure monitoring; Menstrual cycle; Breast self-examination (BSE) and testicles self-examination (TSE); Warning Signs of various diseases; Tests: Urine for sugar and albumin, blood sugar, Hemoglobin</p> <p><i>Provision of health services/primary health care:</i> Routine check-up, Immunization, counseling, and diagnosis; Management of common diseases at home and health centre level- Care based on standing orders/protocols approved by MoH & FW, Drugs dispensing and injections at health centre</p> <p><i>Continue medical care and follow up</i> in community for various diseases/disabilities</p> <p><i>Carry out therapeutic procedures</i> as prescribed/required for client and family</p> <p><i>Maintenance of health records and reports-</i> Maintenance of client records; Maintenance of health records at the facility level; Report writing and documentation of activities carried out during home visits, in the clinics/centers and field visits</p> <p><i>Sensitize and handle social issues affecting health and development of the family-</i> Women empowerment; Women and child abuse; Abuse of elders; Female foeticide; Commercial sex workers; Substance abuse</p> <p><i>Utilize community resources for client and family-</i> Trauma services; Old age homes; Orphanages;</p> | | |

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| Homes for physically challenged individuals; Homes for destitute; Palliative care centres; Hospice care centres; Assisted living facility | | |
| UNIT VIII | Introduction to Epidemiology – Epidemiological Approaches and Processes | 10(T) hours |
| Epidemiology: Concept and Definition; Distribution and frequency of disease; Aims & uses of epidemiology; Epidemiological models of causation of disease; Concepts of disease transmission; Modes of transmission: Direct, Indirect and chain of infection; Time trends or fluctuations in disease occurrence; Epidemiological approaches: Descriptive, analytical and experimental; Principles of control measures/levels of prevention of disease; Investigation of an epidemic of communicable disease; Use of basic epidemiological tools to make community diagnosis for effective planning and intervention | | |
| UNIT IX | Communicable Diseases and National Health Programs | 15(T) hours |
| <p><i>Communicable Diseases – Vector borne diseases (Every disease will be dealt under the following headlines)-</i> Epidemiology of the following vector born diseases; Prevention & control measures; Screening, and diagnosing the following conditions, primary management, referral and follow up- Malaria, Filariasis, Kala-azar, Japanese encephalitis, Dengue, Chikungunya</p> <p><i>Communicable diseases: Infectious diseases (Every disease will be dealt under the following headlines)-</i> Epidemiology of the following infectious diseases; Prevention & Control measures; Screening, diagnosing the following conditions, primary management, referral and follow up- Leprosy, Tuberculosis, Vaccine preventable diseases – Diphtheria, whooping cough, tetanus, poliomyelitis and measles, Enteric fever, Viral hepatitis, HIV/AIDS/RTI infections, HIV/AIDS, and Sexually Transmitted Diseases/ Reproductive tract infections (STIs/RTIs), Diarrhoea, Respiratory tract infections, COVID-19, Helminthic – soil & food transmitted and parasitic infections – Scabies and pediculosis</p> <p><i>Communicable diseases: Zoonotic diseases-</i> Epidemiology of Zoonotic diseases; Prevention & control measures; Screening and diagnosing the following conditions, primary management, referral and follow up- Rabies: Identify, suspect, primary management and referral to a health facility; Role of a nurses in control of communicable diseases</p> <p>National Health Programs</p> <p>UIP: Universal Immunization Program (Diphtheria, Whooping cough, Tetanus, Poliomyelitis, Measles and Hepatitis B); National Leprosy Eradication Program (NLEP); Revised National Tuberculosis Control Program (RNTCP); Integrated Disease Surveillance Program (IDSP): Enteric fever, Diarrhea, Respiratory infections and Scabies; National Aids Control Organization (NACO); National Vector Borne Disease Control Program; National Air Quality Monitoring Program; Any other newly added program</p> | | |
| UNIT X | Non-Communicable Diseases and National Health Program (NCD) | 15(T) hours |
| <p>National response to NCDs (Every disease will be dealt under the following headlines; Epidemiology of specific diseases; Prevention and control measures; Screening, diagnosing/ identification and primary management, referral and follow up care</p> <p>NCD-1</p> <p>Diabetes Mellitus; Hypertension; Cardiovascular diseases; Stroke & Obesity; Blindness: Categories of visual impairment and national program for control of blindness; Deafness: national program for prevention and control of deafness; Thyroid diseases; Injury and accidents: Risk factors for Road traffic injuries and operational guidelines for trauma care facility on highways</p> <p>NCD-2 Cancers</p> <p>Cervical Cancer; Breast Cancer; Oral cancer; Epidemiology of specific cancers, Risk factors/ Causes, Prevention, Screening, diagnosis – signs, Signs & symptoms, and early management & referral;</p> | | |

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| Palliative care; Role of a nurse in non-communicable disease control program | | |
| National Health Programs | | |
| National program for prevention and control of cancer, Diabetes, Cardiovascular Diseases and Stroke (NPCDCS); National program for control of blindness; National program for prevention and control of deafness; National tobacco control program; Standard treatment protocols used in National Health Programs | | |
| UNIT XI | School Health Services | 3(T) hours |
| Objectives; Health problems of school children; Components of school health services; Maintenance of school health records; Initiation and planning of school health services; Role of a school health nurse | | |
| Procedural Competencies/ Clinical Skills | | Clinical Requirements |
| <p><i>Urban & Rural:</i> Interviewing skills using communication and interpersonal relationship; Conducting community needs assessment/ survey to identify health determinants of a community; Observation skills; Nutritional assessment skills; Skill in teaching individual/ family on- Nutrition, including food hygiene and safety, Healthy lifestyle, Health promotion; Health assessment including nutritional assessment for clients of different age groups; Documentation skills; Investigating an epidemic- Community health survey; Screening, diagnosing, primary management of common health problems in the community and referral of high-risk clients to FRUs; Conduct home visit; Participation in implementation of national health programs; Participation in school health program</p> | | <p>Community needs assessment/ Survey– Rural/urban – 1 Field visits: SC/HWC, PHC, CHC; Water resources & purification site – water quality standards; Rain water harvesting; Sewage disposal Observation of milk diary; slaughterhouse – meat hygiene; Observation of nutrition programs; Visit to market Nutritional assessment of an individual (adult) –1 Health teaching (Adult) – 1 Use of audio-visual aids- Flash cards, Posters, Flannel graph, Flip charts Health assessment of woman – 1, infant/under five –1, adolescent – 1, adult – 1 Growth monitoring of under-five children – 1 Document and maintain: Individual record; Family record; Health center record Community health survey to investigate an epidemic – 1 Screening, diagnosing and primary management and referral: Communicable disease- 1; Non- communicable diseases – 1; Home visits – 2; Participation in any two national health programs; Participation in school health program – 1</p> |
| Textbooks: | | |
| <ul style="list-style-type: none"> • K. Park, Essentials of Community Health Nursing, Banarsidas Banoth Publishers | | |
| References: | | |
| <ul style="list-style-type: none"> • Kamala G., Community Health Nursing, Florence Publishers • Kasturi Sunder Rao, Introduction to community Health Nursing • Bedi, Social Preventive Medicine • Mahajan, Preventive social medicine | | |
| Course Outcomes: | | |
| CO1: Define public health, community health and community health nursing, Explain the evolution of public health in India and scope of community health nursing | | |

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| CO2: : Explain various concepts of health and disease, dimensions and determinants of health, natural history of disease, health problems of India and levels of prevention |
| CO3 Describe health planning and its steps and various health plans and committees, discuss health care delivery system in India at various levels, SDGs, primary health care and comprehensive primary health care (CPHC), explain health care policies and regulations in India. |
| CO4: Identify the role of an individual in the conservation of natural resources, Enumerate the causes, effects and control measures of environmental pollution, Describe the various nutrition assessment methods to identify yearly the food borne diseases and perform initial management at the community level |
| CO5: Counsel and provide health education to individuals, families and community for promotion of healthy life style practices using appropriate methods and media using behavior change communication skills |
| CO6: Describe community health nursing approaches and concepts and activities to promote and maintain family health through home visits , Provide primary care at home/ health centers (HWC) using stand in gorders/protocols as per public health standards/approved by MoH&FW and INCregulation |
| CO7: Develop skill in maintenance of records and reports and in handling social issues affecting the health and development of the family, Identify and assist thefamilies to utilize thecommunity resources appropriately |
| CO8: Describetheconcepts,approaches and methods ofepidemiology and investigate anepidemic ofcommunicabledisease, Describe the variousmethodsofprevention,control andmanagement ofcommunicable and non- communicable diseasesandtheroleof nurses in screening,diagnosing, primarymanagement andreferral to a healthfacility |
| CO9: Identify the national health programsrelevant tocommunicable and non- communicable diseasesandexplain the role of nurses in implementation oftheseprograms, Enumerate the schoolhealth activities andtherolefunctionsofaschoolhealthnurse. |

Co-Po Mapping

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO 11 | PO12 | PSO1 | PSO2 | PSO3 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-------|------|------|------|------|
| CO1 | 2 | 2 | 2 | 1 | | | 1 | | 1 | | | 1 | 1 | | 1 |
| CO2 | 2 | 1 | 2 | 1 | | | 1 | | 1 | | | 1 | 1 | | 1 |
| CO3 | 2 | 3 | 2 | 2 | | | 1 | | 1 | | | 1 | 2 | | 1 |
| CO4 | 2 | 3 | 2 | 1 | | | 1 | | 1 | | | 1 | 2 | | 1 |
| CO5 | 2 | 3 | 2 | 1 | | | 3 | 2 | 1 | | | 1 | 2 | | 1 |
| CO6 | 2 | 3 | 3 | 1 | | | 1 | 1 | 1 | | | 1 | 2 | | 1 |
| CO7 | 2 | 3 | 2 | 1 | | | 1 | 1 | 1 | | | 1 | 1 | | 1 |
| CO8 | 2 | 2 | 2 | 1 | | | 1 | 1 | 1 | | | 1 | 1 | | 1 |
| CO9 | 2 | 2 | 2 | 1 | | | 1 | 1 | 1 | | | 1 | 1 | | 1 |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

APPROVED IN:

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| BoS | :03-11-2021 | 21st ACADEMIC COUNCIL | :17-09-2021 |
| SDG No. &Statement | :3&4 | | |

- 3- Ensure healthy lives and promote wellbeing for all at all ages
- 4- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG Justification:

Community Health Nursing is essential for ensuring healthy lives and promote wellbeing for all at all ages, achieving inclusive and equitable education and lifelong learning opportunities for oneself and others

| EDUC315 | EDUCATIONAL TECHNOLOGY/ NURSING EDUCATION | L | T | P | S | J | C |
|--|---|------------------------|---|---|---|---|---|
| | | 2 | 1 | 0 | 0 | 0 | 3 |
| <i>Theory: 40hrs, Lab:40hrs</i> | | | | | | | |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| This course is designed to help the students to develop knowledge, attitude and beginning competencies essential for applying basic principles of teaching and learning among individuals and groups both in educational and clinical settings. It also introduces basics of curriculum planning and organization. It further enables students to participate actively in team and collaborative learning. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Develop basic understanding of theoretical foundations and principles of teaching and learning • Identify the latest approaches to education and learning • Initiate self- assessment to identify one's own learning styles • Demonstrate understanding of various teaching styles that can be used, based on the learners' readiness and generational needs • Develop understanding of basics of curriculum planning, and organizing • Analyze and use different teaching methods effectively that are relevant to student population and settings • Make appropriate decisions in selection of teaching learning activities integrating basic principles • Utilize active learning strategies that enhance critical thinking, team learning and collaboration • Engage in team learning and collaboration through inter professional education • Integrate the principles of teaching and learning in selection and use of educational media/technology • Apply the principles of assessment in selection and use of assessment and evaluation strategies • Construct simple assessment tools/tests integrating cognitive, psychomotor and affective domains of learning that can measure knowledge and competence of students • Develop basic understanding of student guidance through mentoring and academic advising • Identify difficult situations, crisis and disciplinary/grievance issues experienced by students and provide appropriate counseling • Engage in ethical practice in educational as well as clinical settings based on values, principles and ethical standards • Develop basic understanding of evidence-based teaching practices | | | | | | | |
| UNIT I | Introduction and Theoretical Foundations | 6(T) 3(L) hours | | | | | |
| <i>Education and educational technology</i> Definition, aims; Approaches and scope of educational technology; Latest approaches to education: Transformational education, Relationship based education, Competency based education <i>Educational philosophy:</i> Definition of philosophy, education and philosophy; Comparison of educational philosophies; Philosophy of nursing education <i>Teaching learning process:</i> Definitions; Teaching learning as a process; Nature and characteristics of teaching and learning; | | | | | | | |

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| Principles of teaching and learning; Barriers to teaching and learning; Learning theories; Latest approaches to learning- Experiential learning Reflective learning, Scenario based learning, Simulation based learning; Blended learning | | |
| UNIT II | Assessment and Planning | 6(T) 6(L) hours |
| <p><i>Assessment of teacher</i> Essential qualities of a teacher; Teaching styles – Formal authority, demonstrator, facilitator, delegator</p> <p><i>Assessment of learner</i> Types of learners; Determinants of learning – learning needs, readiness to learn, learning styles; Today’s generation of learners and their skills and attributes; Emotional intelligence of the learner; Motivational factors – personal factors, environmental factors and support system</p> <p>Curriculum Planning Curriculum – definition, types; Curriculum design – components, approaches; Curriculum development – factors influencing curriculum development, facilitators and barriers; Writing learning outcomes/behavioral objectives; Basic principles of writing courseplan, unit plan and lesson plan</p> | | |
| UNIT III | Implementation | 8(T) 15(L) hours |
| <p><i>Teaching in Classroom and Skill lab –Teaching Methods</i> Classroom management-principles and strategies; Classroom communication- Facilitators and Barriers to classroom communication, Information communication technology (ICT) – ICT used in education</p> <p><i>Teaching methods – Features, advantages and disadvantages</i> Lecture, Group discussion, microteaching; Skill lab – simulations, Demonstration & re-demonstration; Symposium, panel discussion, seminar, scientific workshop, exhibitions; Role play, project; Field trips; Self-directed learning (SDL); Computer assisted learning; One-to-one instruction</p> <p><i>Active learning strategies</i> Team based learning; Problem based learning; Peer sharing; Case study analysis; Journaling; Debate; Gaming; Inter-professional education</p> | | |
| UNIT IV | Teaching in the Clinical Setting –Teaching Methods | 3(T) 3(L) hours |
| Clinical learning environment; Factors influencing selection of clinical learning experiences; Practice model; Characteristics of effective clinical teacher; Writing clinical learning outcomes/practice competencies; Clinical teaching strategies – patient assignment – clinical conference, clinical presentation/bedside clinic, Case study/care study, nursing rounds, concept mapping, project, debate, game, role play, PBL, questioning, written assignment, process recording | | |
| UNIT V | Educational/Teaching Media | 5(T) 5(L) hours |
| <p>Media use – Purpose, components, principles and steps; Types of media</p> <p><i>Still visuals:</i> Non projected – drawings & diagrams, charts, graphs, posters, cartoons, board devices (chalk/whiteboard, bulletin board, flannel board, flip charts, flash cards, still pictures/photographs, printed materials-handout, leaflet, brochure, flyer; Projected – film stripes, microscope, power point slides, overhead projector</p> <p><i>Moving visuals:</i> Video learning resources – videotapes & DVD, blu-ray, USB flash drive; Motion pictures/films</p> <p><i>Realia and models:</i> Real objects & Models</p> <p><i>Audio aids/audio media:</i> Audiotapes/Compact discs; Radio & Tape recorder; Public address system; Digital audio</p> <p><i>Electronic media/computer learning resources:</i> Computers; Web-based video conferencing; E-learning, Smart classroom</p> <p><i>Telecommunication (Distance education)-</i> Cable TV, satellite broadcasting, videoconferencing</p> | | |

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| Telephones- Telehealth/telenursing <i>Mobile technology</i> | | |
| UNIT VI | Assessment/ Evaluation Methods/ Strategies | 5(T) 3(L) hours |
| <p>Purposes, scope and principles in selection of assessment methods and types; Barriers to evaluation; Guidelines to develop assessment tests <i>Assessment of knowledge:</i> Essay type questions; Short answer questions (SAQ); Multiple choice questions (MCQ – single response & multiple response) <i>Assessment of skills:</i> Clinical evaluation; Observation (checklist, rating scales, videotapes); Written communication – progress notes, nursing care plans, process recording, written assignments; Verbal communication (oral examination); Simulation; Objective Structured Clinical Examination (OSCE); Self-evaluation; Clinical portfolio, clinical logs <i>Assessment of Attitude:</i> Attitude scales <i>Assessment tests for higher learning:</i> Interpretive questions, hot spot questions, drag and drop and ordered response questions</p> | | |
| UNIT VII | Guidance/academic advising,counseling and discipline | 3(T) 3(L) hours |
| <p><i>Guidance-</i> Definition, objectives, scope, purpose and principles; Roles of academic advisor/ faculty in guidance <i>Counseling-</i> Difference between guidance and counseling; Definition, objectives, scope, principles, types, process and steps of counseling; Counseling skills/techniques – basics; Roles of counselor; Organization of counseling services; Issues for counseling in nursing students <i>Discipline and grievance in students-</i> Managing disciplinary/grievance problems – preventive guidance & counseling; Role of students' grievance redressal cell/committee</p> | | |
| UNIT VIII | Ethics and Evidence Based Teaching (EBT) in Nursing Education | 4(T) 2(L) hours |
| <p><i>Ethics- Review</i> Definition of terms; Value based education in nursing; Value development strategies; Ethical decision making; Ethical standards for students; Student-faculty relationship <i>Evidence based teaching – Introduction</i> Evidence based education process and its application to nursing education</p> | | |
| Textbooks: | | |
| <ul style="list-style-type: none"> • B Sankaranarayanan, B Sindhu, Learning and Teaching Nursing, Jaypee Brothers Medical Publishers Pvt. Limited | | |
| References: | | |
| <ul style="list-style-type: none"> • I Clement, Textbook of Communication and Education Technology • Sampath & Paneer Salwon, Introduction to Education Technology, Sterling • K. Tryphena Sheeba, Communication and education technology for B.Sc. Nursing, Frontline | | |
| Course Outcomes: | | |
| CO1: Explain the definition ,aims, types,approaches and scope of educational technology, Compare and contrast the various educational philosophies. | | |
| CO2: Explain the teaching learning process,nature, characteristics and principles, Identify essentialqualities/attributes of a teacher, Describe the teaching styles of faculty. | | |
| CO3: Explain thedeterminants oflearning and initiates self-assessment toidentify own learning style, Identifythefactorsthat motivate thelearner, Define curriculum and classify types and identify the factors influencing curriculum development, Develop skill inwriting learning outcomes ,and lesson plan. | | |
| CO4: Explain the principles and strategies of class room management, Describe different methods/strategies of teaching and develop skill in using various teaching methods, Explain active | | |

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|---|------------|------------|-------------|------------|------------|---|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| learning strategies and participate actively in team and collaborative learning. | | | | | | | | | | | | | | | |
| CO5: Enumerate the factors influencing selection of clinical learning experiences, Develop skill in using different clinical teaching strategies. | | | | | | | | | | | | | | | |
| CO6: Explain the purpose, principles, steps in the preparing and using media and different types of media with its advantages and disadvantages, Describe the purpose, scope, principles, skill in selection and construction of evaluation methods and barriers to evaluation | | | | | | | | | | | | | | | |
| CO7: Explain the scope, purpose, types, skills and principles of guidance and counseling, Recognize the importance of preventive counseling and develop skill to respond to disciplinary problems and grievance among students, differentiate between guidance and counseling | | | | | | | | | | | | | | | |
| CO8: Recognize the importance of value-based education, develop skill in ethical decision making and maintain ethical standards for students, introduce knowledge of EBT and its application in nursing education | | | | | | | | | | | | | | | |
| Co-Po Mapping | | | | | | | | | | | | | | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | | | 1 | | | 1 | 1 | 1 | | | 1 | 1 | | 1 |
| CO2 | 1 | | | 1 | | | 1 | 1 | 1 | | | 1 | 1 | | 1 |
| CO3 | 1 | | | 1 | | | 1 | 1 | 1 | | | 1 | 1 | | 1 |
| CO4 | 1 | | | 1 | | | 1 | 1 | 2 | | | 1 | 1 | | 1 |
| CO5 | 1 | | | 1 | | | 1 | 1 | 1 | 1 | | 1 | 1 | | 1 |
| CO6 | 1 | | | 1 | | | 1 | 1 | 1 | 1 | | 1 | 1 | | 1 |
| CO7 | 1 | | | 1 | | | 1 | 1 | 1 | 1 | | 1 | 1 | | 1 |
| CO8 | 1 | | | 1 | | | 1 | 3 | 1 | 3 | | 1 | 1 | | 1 |
| <i>Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation</i> | | | | | | | | | | | | | | | |
| APPROVED IN: | | | | | | | | | | | | | | | |
| BoS | | | :03-11-2021 | | | 21st ACADEMIC COUNCIL | | | :17-09-2021 | | | | | | |
| SDG No. & Statement | | | :4 | | | | | | | | | | | | |
| Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | | | | | | | | | | | | | | | |
| SDG Justification: | | | | | | | | | | | | | | | |
| Educational Technology/ Nursing Education is essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others>> | | | | | | | | | | | | | | | |

| N-FORN320 | INTRODUCTION TO FORENSIC NURSING AND INDIAN LAWS | L | T | P | S | J | C |
|--|--|-------------------|---|---|---|---|---|
| | | 1 | 0 | 0 | 0 | 0 | 1 |
| <i>Theory: 20hrs</i> | | | | | | | |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| This course is designed to help students to know the importance of forensic science in total patient care and to recognize forensic nursing as a specialty discipline in professional nursing practice. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> Identify forensic nursing as an emerging specialty in healthcare and nursing practice Explore the history and scope of forensic nursing practice Identify forensic team, role, and responsibilities of forensic nurse in total care of victim of violence and in preservation of evidence Develop basic understanding of the Indian judicial system and legal procedures | | | | | | | |
| UNIT I | Forensic Science | 3(T) hours | | | | | |
| Definition; History; Importance in medical science; Forensic Science Laboratory Violence- Definition; Epidemiology; Source of data Sexual abuse – child and women | | | | | | | |
| UNIT II | Forensic Nursing | 2(T) hours | | | | | |
| Definition; History and development; Scope – setting of practice, areas of practice and sub specialties; Ethical issues; Roles and responsibilities of nurse; INC & SNC Acts | | | | | | | |
| UNIT III | Forensic Team | 7(T) hours | | | | | |
| Members and their roles Comprehensive forensic nursing care of victim and family Physical aspects; Psychosocial aspects; Cultural and spiritual aspects; Legal aspects; Assist forensic team in care beyond scope of her practice; Admission and discharge/referral/death of victim of violence; Responsibilities of nurse as a witness Evidence preservation – role of nurses Observation; Recognition Collection; Preservation; Documentation of Biological and other evidence related to criminal/traumatic event; Forwarding biological samples for forensic examination | | | | | | | |
| UNIT IV | Introduction of Indian Constitution | 3(T) hours | | | | | |
| Fundamental Rights Rights of victim; Rights of accused Human Rights Commission | | | | | | | |
| UNIT V | Sources of laws and law-making powers | 5(T) hours | | | | | |
| Overview of Indian Judicial System JMFC (Judicial Magistrate First Class); District; State; Apex Civil and Criminal Case Procedures IPC (Indian Penal Code); ICPC; IE Act (Indian Evidence Act) Overview of POSCO Act | | | | | | | |
| Textbooks: | | | | | | | |
| <ul style="list-style-type: none"> Umesh Parasker, Introduction to Forensic Nursing and Laws, Jain Publications, Jaipur (Rajasthan) | | | | | | | |

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|---|------------|-------------|------------|------------|------------|------------|-----------------------------------|------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|
| References: | | | | | | | | | | | | | | | |
| Course Outcomes: | | | | | | | | | | | | | | | |
| CO1: Describe the nature of forensic science and discuss issues concerning violence, explain concepts of forensic nursing and scope of practice for forensic nurse | | | | | | | | | | | | | | | |
| CO2: Identify members of forensic team and describe role of forensic nurse | | | | | | | | | | | | | | | |
| CO3: Describe fundamental rights and human rights commission, explain Indian judicial system and laws, discuss the importance of POSCO Act | | | | | | | | | | | | | | | |
| Co-Po Mapping | | | | | | | | | | | | | | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | 1 | 1 | | | | | | | | 1 | 1 | 1 | | 1 |
| CO2 | | 1 | 1 | | | | | | | | 1 | 1 | 1 | | 1 |
| CO3 | 1 | 1 | 3 | | | | | | | | 1 | | 1 | | 1 |
| <i>Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation</i> | | | | | | | | | | | | | | | |
| APPROVED IN: | | | | | | | | | | | | | | | |
| BoS | | :03-11-2021 | | | | | 21 st ACADEMIC COUNCIL | | | | | :17-09-2021 | | | |
| SDG No. & Statement | | :4 | | | | | | | | | | | | | |
| Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | | | | | | | | | | | | | | | |
| SDG Justification: | | | | | | | | | | | | | | | |
| Introduction to Forensic Nursing and Indian laws is essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others | | | | | | | | | | | | | | | |

Semester- 6

| N-CHN(II) 301 | CHILD HEALTH NURSING- II | L | T | P | S | J | C |
|--|---|---|---|---|---|--------------------|---|
| | | 2 | 0 | 1 | 0 | 0 | 3 |
| <i>Theory: 40hrs, Clinical- 80hrs</i> | | | | | | | |
| Pre-requisite | N-CHN(I)301 | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| 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. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Apply the knowledge of pathophysiology and provide nursing care to children with Cardiovascular, GI, genitourinary, nervous system disorders, orthopedic disorders, eye, ear and skin disorders and communicable diseases • Provide care to children with common behavioural, social, and psychiatric problems • Manage challenged children • Identify the social and welfare services for challenged children | | | | | | | |
| UNIT I | Disorders of cardiovascular, gastrointestinal, genitourinary, and nervous system | | | | | 20(T) hours | |
| <p>Cardiovascular system- Identification and Nursing management of congenital malformations Congenital heart diseases: Cyanotic and Acyanotic (ASD, VSD, PDA, TOF) Others: Rheumatic fever and Rheumatic heart disease, Congestive cardiac failure Hematological conditions: Congenital: Hemophilia, Thalassemia; Others: Anemia, Leukemia, Idiopathic thrombocytopenic purpura, Hodgkin's and non- Hodgkin's lymphoma Gastro-intestinal system: Identification and Nursing management of congenital malformations; Congenital: Cleft lip, Cleft palate, Congenital hypertrophic pyloric stenosis, Hirschsprungs disease (Megacolon), Anorectal malformation, Malabsorption syndrome, Abdominal wall defects, Hernia; Others: Gastroenteritis, Diarrhea, Vomiting, Protein energy malnutrition, Intestinal obstruction, Hepatic diseases, intestinal parasites Genitourinary urinary system: Identification and Nursing management of congenital malformations.; Congenital: Wilms tumor, Extropy of bladder, Hypospadias, Epispadias, Obstructive uropathy; Others: Nephrotic syndrome, Acute glomerulonephritis, renal failure Nervous system: Identification and Nursing management of congenital malformations; Congenital: Spina bifida, Hydrocephalous.; Others: Meningitis, Encephalitis, Convulsive disorders (convulsions and seizures), Cerebral palsy head injury</p> | | | | | | | |
| UNIT II | Orthopedic disorders, eye, ear & skin disorders and communicable diseases | | | | | 10(T) hours | |
| <p>Orthopedic disorders: Club foot; Hip dislocation and Fracture Disorder of eye, ear and skin: Refractory errors; Otitis media and Atopic dermatitis Communicable diseases in children, their identification/ diagnosis, nursing management in hospital, in home, control & prevention: Tuberculosis; Diphtheria; Tetanus; Pertussis; Poliomyelitis; Measles and Mumps; Chickenpox; HIV/AIDS; Dengue fever; COVID-19</p> | | | | | | | |
| UNIT III | Management of behavior and social problems in children | | | | | 10(T) hours | |

| <p>Child Guidance clinic Common behavior disorders in children and management- Enuresis and Encopresis, Nervousness, Nail biting, Thumb sucking, Temper tantrum, Stealing, Aggressiveness, Juvenile delinquency, School phobia, Learning disability Psychiatric disorders in children and management- Childhood schizophrenia; Childhood depression; Conversion reaction; Post traumatic stress disorder; Autistic spectrum disorders Eating disorder in children and management- Obesity; Anorexia nervosa; Bulimia Management of challenged children- Mentally; Physically; Socially; Child abuse, Substance abuse Welfare services for challenged children in India</p> | |
|---|---|
| Procedural Competencies/Clinical Skills | Clinical Requirements |
| <p><i>Pediatric Medical Ward:</i> Taking pediatric history; Physical examination & assessment of children; Administration of oral, I/M, & I/V medicine/fluids; Calculation of fluid replacement; Preparation of different strengths of I/V fluids; Application of restraints; Administration of O₂ inhalation by different methods; Baby bath/sponge bath; Feeding children by Katori spoon, Paladai cup; Collection of specimens for common investigations; Assisting with common diagnostic procedures; Teaching mothers/parents- Malnutrition, Oral rehydration therapy, Feeding & Weaning, Immunization schedule; Play therapy</p> | <p>Nursing care plan- 1 Case study presentation – 1 Health talk – 1</p> |
| <p><i>Pediatric Surgical Ward:</i> Calculation, preparation & administration of I/V fluids; Bowel wash, insertion of suppositories; Care for ostomies: Colostomy Irrigation, Ureterostomy, Gastrostomy, Enterostomy; Urinary catheterization & drainage; Feeding: Naso-gastric, Gastrostomy, Jejunostomy; Care of surgical wounds: Dressing, Suture removal</p> | <p>Nursing care plan- 1 Case study presentation – 1</p> |
| <p><i>NICU & PICU:</i> Care of a baby in incubator/warmer; Care of a child on ventilator, CPAP; Endotracheal Suction; Chest Physiotherapy; Administration of fluids with infusion pumps; Total Parenteral Nutrition; Phototherapy; Monitoring of babies; Recording & reporting; Cardiopulmonary Resuscitation (PLS)</p> | <p>Nursing care plan- 1 Newborn assessment – 1</p> |
| <p>Textbooks: • Parul Datta, Pediatric Nursing, Jaypee Brothers Medical Publishers Pvt. Limited</p> | |
| <p>References: • Marlow, Pediatrics, W.B. Saunders • Terry Kyle, Essentials of Pediatric Nursing • Whaley & Wong, Wong's Nursing care infant and children, Elsevier • Hoken berry, Wong's Nursing care infant and children, LWW • Greef John W (Edt), Manual of Pediatric Therapeutics</p> | |

- Meharban Sing, Care of the Newborn
- Berhman & Kliegman, Nelson Essentials of Pediatrics, W.B. Saunders
- Yadav K., Nursing practice in Pediatric surgery
- O.P. Ghai, Essentials of Pediatrics
- Bowden, Pediatric Nursing procedures
- Smith, Family centred care concepts, theory and practice
- Nancy P. Hotifield et al, Broadribb's introduction to pediatric nursing, Wolter Kluwer

Course Outcomes:

CO1: Describe the etiology, pathophysiology, clinical manifestation and nursing management of children with disorders of cardiovascular, gastrointestinal, genitourinary, nervous systems and Orthopedic, eye, ear and skin

CO2: Explain the preventive measures and strategies for children with communicable diseases

CO3: Describe the management of children with behavioral & social problems and Identify the social & welfare services for challenged children

Co-Po Mapping

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 2 | 1 | | | 2 | | 2 | 2 | 3 | 1 | 2 |
| CO2 | 3 | 3 | 3 | 2 | 2 | 1 | | | 2 | | 2 | 2 | 3 | 1 | 2 |
| CO3 | 3 | 3 | 3 | 2 | 2 | 1 | | | 2 | | 2 | 2 | 3 | 1 | 2 |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

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| BoS | :03-11-2021 | 21st ACADEMIC COUNCIL | :17-09-2021 |
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| SDG No. & Statement | :3&4 | | |
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- 3- Ensure healthy lives and promote wellbeing for all at all ages
 4- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG Justification:

Child Health Nursing is essential for ensuring healthy lives and promote wellbeing for all at all ages, achieving inclusive and equitable education and lifelong learning opportunities for oneself and others

| N-MHN(II) 305 | MENTAL HEALTH NURSING- II | L | T | P | S | J | C |
|---|---|-------------------|---|---|---|---|---|
| | | 2 | 0 | 2 | 0 | 0 | 4 |
| <i>Theory: 40hrs, Clinical:160hrs</i> | | | | | | | |
| Pre-requisite | N-MHN(I)305 | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| This course is designed to provide the students with basic understanding and skills essential to meet psychiatric emergencies and perform the role of community mental health nurse. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Apply nursing process in providing care to patients with substance use disorders, and personality and sexual disorders. • Apply nursing process in providing care to patients with behavioural and emotional disorders occurring during childhood and adolescence. • Apply nursing process in providing care to patients with organic brain disorders. • Identify and respond to psychiatric emergencies. • Carry out crisis interventions during emergencies under supervision. • Perform admission and discharge procedures as per MHCA 2017. • Explore the roles and responsibilities of community mental health nurse in delivering community mental health services. | | | | | | | |
| UNIT I | Nursing Management of Patients with Substance Use Disorders | 6(T) hours | | | | | |
| Prevalence and incidence; Commonly used psychotropic substance: classifications, forms, routes, action, intoxication and withdrawal; Psychodynamics/etiology of substance use disorder (Terminologies: Substance Use, Abuse, Tolerance, Dependence, Withdrawal); Diagnostic criteria/formulations; Nursing Assessment: History (substance history), Physical, mental assessment and drug and drug assay; Treatment (detoxification, Antabuse and narcotic antagonist therapy and harm reduction, Brief interventions, MET, refusal skills, maintenance therapy) and nursing management of patients with substance use disorders; Special considerations for vulnerable population; Follow-up and home care and rehabilitation | | | | | | | |
| UNIT II | Nursing Management of Patient with Personality and Sexual Disorders | 6(T) hours | | | | | |
| Prevalence and incidence; Classification of disorders; Etiology, psychopathology, characteristics, diagnosis; Nursing Assessment: History, Physical and mental health assessment; Treatment modalities and nursing management of patients with personality, and sexual disorders; Geriatric considerations; Follow-up and home care and rehabilitation | | | | | | | |
| UNIT III | Nursing Management of Behavioural & Emotional Disorders occurring during Childhood and Adolescence (Intellectual disability, autism, attention deficit, hyperactive disorder, eating disorders, learning disorder) | 8(T) hours | | | | | |
| Prevalence and incidence; Classifications; Etiology, psychodynamics, Characteristics, diagnostic criteria/formulations; Nursing Assessment: History, Physical, mental status examination and IQ | | | | | | | |

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| assessment; Treatment modalities and nursing management of childhood disorders including intellectual disability; Follow-up and home care and rehabilitation | | |
| UNIT IV | Nursing Management of Organic Brain Disorders (Delirium, Dementia, amnesic disorders) | 5(T) hours |
| Prevalence and incidence; Classification; Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis; Nursing Assessment: History, Physical, mental and neurological assessment; Treatment modalities and nursing management of organic brain disorders; Follow-up and home care and rehabilitation | | |
| UNIT V | Psychiatric Emergencies and Crisis Intervention | 6(T) hours |
| Types of psychiatric emergencies (attempted suicide, violence/ aggression, stupor, delirium tremens and other psychiatric emergencies) and their managements; Maladaptive behaviour of individual and groups, stress, crisis and disaster(s); Types of crisis; Crisis intervention: Principles, Techniques and Process- Stress reduction interventions as per stress adaptation model, Coping enhancement; Techniques of counseling | | |
| UNIT VI | Legal Issues in Mental Health Nursing | 4(T) hours |
| Overview of Indian Lunacy Act and The Mental Health Act 1987; (Protection of Children from Sexual Offence) POSCO Act; Mental Health Care Act (MHCA) 2017; Rights of mentally ill clients; Forensic psychiatry and nursing; Acts related to narcotic and psychotropic substances and illegal drug trafficking; Admission and discharge procedures as per MHCA 2017; Role and responsibilities of nurses in implementing MHCA 2017 | | |
| UNIT VII | Community Mental Health Nursing | 5(T) hours |
| Development of Community Mental Health Services; National mental health policy viz. National Health Policy; National Mental Health Program; Institutionalization versus Deinstitutionalization; Model of Preventive psychiatry; Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and nurses' responsibilities; Mental Health Agencies: Government and voluntary, National and International; Mental health nursing issues for special populations: Children, Adolescence, Women Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc. | | |
| Skills/ Procedural Competencies | | Clinical Requirements |
| <i>Psychiatric OPD:</i> History taking; Perform mental status examination (MSE); Observe/practice Psychometric assessment; Perform Neurological examination; Observing and assisting in therapies; Individual and group psycho- education; Mental hygiene practice education; Family psychoeducation | | History taking and Mental status examination – 2 Health education– 1 Observation report of OPD |
| <i>Child Guidance clinic:</i> History & mental status examination; Observe/practice psychometric assessment; Observe and assist in various therapies; Parental teaching for child with mental deficiency | | Case work – 1 Observation report of different therapies – 1 |
| <i>Inpatient ward:</i> History taking; Mental status examination (MSE); Neurological examination; Assisting in psychometric assessment; Recording therapeutic communication; Administration of medications; Assist Electro-Convulsive Therapy (ECT); Participating in all therapies; Preparing | | Give care to 2-3 patients with various mental disorders Case study – 1 Care plan Clinical presentation – 1 Process recording– 2 |

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| patients for Activities of Daily Living (ADL); Conducting admission and discharge counselling; Counseling and teaching patients and families | Maintain drug book |
| <i>Community psychiatry & Deaddiction centre:</i> Conduct home visit and case work; Identifying individuals with mental health problems; Assisting in organizations of Mental Health camp; Conducting awareness meetings for mental health & mental illness; Counseling and Teaching family members, patients and community; Observing deaddiction care | Case work – 1 Observation report on field visits Visit to deaddiction centre |
| Textbooks: | |
| <ul style="list-style-type: none"> • Dr. Bimla Kapoor, Text book of psychiatric Nursing Vol I & II, Kumar Publishing House | |
| References: | |
| <ul style="list-style-type: none"> • K.P. Neeraja, Essentials of Mental Health and psychiatric Nursing Vol I & II • Johnson Barbara, Psychiatric Nursing Stuart, Principles and Practice of Psychiatric Nursing • Mohar Landa M., Mental Health Nursing Evidence Based concepts skills and practice • Sreevani, Text book of Mental Health Nursing | |
| Course Outcomes: | |
| CO1: Describe the etiology, psycho- dynamics, clinical manifestations, diagnostic criteria and management of patients with substance use disorders, personality, and sexual disorders, childhood and adolescent disorders including mental deficiency, organic brain disorders | |
| CO2: Identify psychiatric emergencies and carry out crisis intervention | |
| CO3: Explain legal aspects applied in mental health settings and role of the nurse | |
| CO4: Describe the model of preventive psychiatry | |
| CO5: Describe Community Mental health services and role of the nurse | |
| Co-Po Mapping | |
| | PO1 PO2 PO3 PO4 PO5 PO6 PO7 PO8 PO9 PO10 PO 11 PO12 PSO1 PSO2 PSO3 |
| CO1 | 3 3 3 2 2 2 1 2 1 2 2 2 3 2 |
| CO2 | 3 3 2 2 2 2 1 2 2 2 2 2 3 1 2 |
| CO3 | 3 2 3 3 2 2 2 2 2 2 2 2 3 2 2 |
| CO4 | 3 2 3 3 2 2 2 2 2 2 2 2 3 2 2 |
| CO5 | 3 2 3 3 2 2 2 2 2 2 2 2 3 2 2 |
| <i>Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation</i> | |
| APPROVED IN: | |
| BoS | :03-11-2021 21 st ACADEMIC COUNCIL :17-09-2021 |
| SDG No. &Statement | :3&4 |
| 3- Ensure healthy lives and promote wellbeing for all at all ages 4- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | |
| SDG Justification: | |
| Mental Health Nursing is essential for ensuring healthy lives and promote wellbeing for all at all ages, achieving inclusive and equitable education and lifelong learning opportunities for oneself and others | |

| NMLE330 | NURSING MANAGEMENT AND LEADERSHIP | L | T | P | S | J | C |
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| | | 3 | 0 | 1 | 0 | 0 | 4 |
| <i>Theory: 60hrs (including lab hours), Clinical- 80hrs</i> | | | | | | | |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| This course is designed to enable students to acquire knowledge and competencies in areas of administration, and management of nursing services and education. Further prepares the students to develop leadership competencies and perform their role as effective leaders in an organization. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Analyze the health care trends influencing development of nursing services and education in India. • Describe the principles, functions and process of management applied to nursing. • Develop basic understanding and beginning competencies in planning and organizing nursing services in a hospital. • Apply the concept of human resource management and identify the job description for all categories of nursing personnel including in service education. • Discuss the principles and methods of staffing and scheduling in an individual hospital/nursing unit. • Develop skill in management of materials and supplies including inventory control. • Develop team working and inter professional collaboration competencies. • Identify effective leadership styles and develop leadership competencies. • Utilize the knowledge of principles and line of control and participate in quality management and evaluation activities. • Utilize the knowledge related to financial planning in nursing services and education during budgetary process. • Apply the knowledge of nursing informatics in maintenance of records and reports relevant to patient information, nursing care and progress. • Demonstrate understanding of the INC guidelines for establishment and accreditation of educational institutions in terms of faculty norms, physical infrastructure and clinical facilities. • Demonstrate beginning competencies in planning, organizing and staffing at college including implementation and evaluation of curriculum. • Identify the legal issues and laws relevant to nursing practice and education. • Apply the knowledge and utilize the various opportunities for professional advancement. | | | | | | | |
| UNIT I | Health Care and Development of Nursing Services in India | | | | | 1(T) hour | |
| Current health care delivery system of India – review; Planning and development of nursing services and education at global and national scenario; Recent trends and issues of nursing service and management | | | | | | | |
| UNIT II | Management Basics Applied to Nursing | | | | | 2(T) hours | |
| Definitions, concepts and theories of management; Importance, features and levels of management; Management and administration; Functions of management; Principles of management; Role of a nurse as a manager | | | | | | | |
| Introduction to Management Process | | | | | | | |

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| Planning; Organizing; Staffing; Directing/Leading; Controlling | | |
| MANAGEMENT OF NURSING SERVICES | | |
| UNIT III | Planning Nursing Services | 4(T) hours |
| Vision, Mission, philosophy, objectives; Nursing service policies, procedures and manuals; Functional and operational planning; Strategic planning; Program planning – Gantt chart & milestone chart; Budgeting – concepts, principles, types; Budget proposal, cost benefit analysis; Planning hospital and patient care unit(Ward); Planning for emergency and disaster | | |
| UNIT IV | Organizing | 4(T) hours |
| Organizing as a process – assignment, delegation and coordination; Hospital – types, functions & organization; Organizational development; Organizational structure; Organizational charts; Organizational effectiveness; Hospital administration, Control & line of authority; Hospital statistics including hospital utilization indices; Nursing care delivery systems and trends; Role of nurse in maintenance of effective organizational climate | | |
| UNIT V | Staffing (Human resource management) | 6(T) hours |
| <p>Definition, objectives, components and functions</p> <p>Staffing & Scheduling Staffing – Philosophy, staffing activities; Recruiting, selecting, deployment; Training, development, credentialing, retaining, promoting, transfer, terminating, superannuation; Staffing units – Projecting staffing requirements/calculation of requirements of staff resources Nurse patient ratio, Nurse Population ratio as per SIU norms/IPH Norms, and Patient classification system; Categories of nursing personnel including job description of all levels; Assignment and nursing care responsibilities; Turnover and absenteeism; Staff welfare; Discipline and grievances</p> <p>In-Service Education Nature and scope of in-service education program; Principles of adult learning – review; Planning and organizing in-service educational program; Methods, techniques and evaluation; Preparation of report</p> <p>Material Resource Management Procurement, purchasing process, inventory control & role of nurse; Auditing and maintenance in hospital and patient care unit</p> | | |
| UNIT VI | Directing and Leading | 5(T) hours |
| Definition, principles, elements of directing; Supervision and guidance; Participatory management; Inter-professional collaboration; Management by objectives; Team management; Assignments, rotations; Maintenance of discipline; Leadership in management | | |
| UNIT VII | Leadership | 4(T) hours |
| Definition, concepts, and theories; Leadership principles and competencies; Leadership styles: Situational leadership, Transformational leadership; Methods of leadership development; Mentorship/preceptorship in nursing; Delegation, power & politics, empowerment, mentoring and coaching; Decision making and problem solving; Conflict management and negotiation; Implementing planned change | | |
| UNIT VIII | Controlling | 4(T) hours |
| Implementing standards, policies, procedures, protocols and practices; Nursing performance audit, patient satisfaction; Nursing rounds, Documentation- records and reports; Total quality management – Quality assurance, Quality and safety; Performance appraisal; Program evaluation review technique(PERT); Bench marking, Activity plan (Ganttchart); Critical path analysis | | |
| UNIT IX | Organizational Behavior and Human Relations | 4(T) hours |

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| Concepts and theories of organizational behavior; Group dynamics; Review – Interpersonal relationship; Human relations; Public relations in the context of nursing; Relations with professional associations and employee unions; Collective bargaining; Review – Motivation and morale building; Communication in the workplace- assertive communication; Committees – importance in the organization, functioning | | |
| UNIT X | Financial Management | 2(T) hours |
| Definition, objectives, elements, functions, principles & scope of financial management; Financial planning (budgeting for nursing department); Proposal, projecting requirement for staff, equipment and supplies for – Hospital & patient care units & emergency and disaster units; Budget and Budgetary process; Financial audit | | |
| UNIT XI | Nursing Informatics/ Information Management – Review | 1(T) hour |
| Patient records; Nursing records; Use of computers in hospital, college and community; Telemedicine & Tele nursing; Electronic Medical Records (EMR), EHR | | |
| UNIT XII | Personal Management – Review | 1(T) hour |
| Emotional intelligence; Resilience building; Stress and time management – de- stressing; Career planning | | |
| MANAGEMENT OF NURSING EDUCATIONAL INSTITUTIONS | | |
| UNIT XIII | Establishment of Nursing Educational Institutions | 4(T) hours |
| Indian Nursing Council norms and guidelines – Faculty norms, physical facilities, clinical facilities, curriculum implementation, and evaluation/examination guidelines; Coordination with regulatory bodies – INC and State Nursing Council; Accreditation – Inspections; Affiliation with university/State council/board of examinations | | |
| UNIT XIV | Planning and Organizing | 4(T) hours |
| Philosophy, objectives and mission of the college; Organization structure of school/ college; Review – Curriculum planning; Planning teaching and learning experiences, clinical facilities – masterplan, time table and clinical rotation; Budget planning – faculty, staff, equipment & supplies, AV aids, Lab equipment, library books, journals, computers and maintenance; Infrastructure facilities – college, classrooms, hostel, library, labs, computer lab, transport facilities; Records & reports for students, staff, faculty and administrative; Committees and functioning; Clinical experiences | | |
| UNIT XV | Staffing and Student Selection | 4(T) hours |
| Faculty/staff selection, recruitment and placement, job description; Performance appraisal; Faculty development; Faculty/staff welfare; Student recruitment, admission, clinical placement | | |
| UNIT XVI | Directing and Controlling | 4(T) hours |
| Review – Curriculum implementation and evaluation; Leadership and motivation, supervision – review; Guidance and counseling; Quality management – educational audit; Program evaluation, evaluation of performance; Maintaining discipline; Institutional records and reports – administrative, faculty, staff and students | | |
| UNIT XVII | PROFESSIONAL CONSIDERATIONS | 4(T) hours |
| Review – Legal and Ethical Issues Nursing as a profession – Characteristics of a professional nurse; Nursing practice – philosophy, aim and objectives; Regulatory bodies – INC and SNC constitution and functions Review – Professional ethics Code of ethics and professional conduct – INC & ICN; Practice standards for nursing – INC; International Council for Nurses (ICN) Legal aspects in nursing | | |

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| Consumer protection act, patient rights; Legal terms related to practice, legal system – types of law, tort law & liabilities; Laws related to nursing practice – negligence, malpractice, breach, penalties; Invasion of privacy, defamation of character; Nursing regulatory mechanisms – registration, licensure, renewal, accreditation, nurse practice act, regulation for nurse practitioner/specialist nursing practice | | |
| UNIT XVIII | Professional Advancement | 2(T) hours |
| Continuing Nursing Education; Career opportunities; Membership with professional organizations – national and international; Participation in research activities; Publications – journals, newspaper | | |
| Practical Competencies: | | |
| Hospital | | |
| <ul style="list-style-type: none"> • Prepare organizational chart of hospital/Nursing services/nursing department • Calculate staffing requirements for a particular nursing unit/ward • Formulate Job description at different levels of care • Prepare duty roster for staff/students at different levels • Participate in procuring/purchase of equipment & supplies • Prepare log book/MMF for specific equipment/materials • Maintain and store inventory and keep daily records • Prepare and maintain various records & reports of the settings – incident reports/adverse reports/audit reports • Prepare and implement protocols & manuals • Participate in supervision, evaluation and conducting in service education for the staff | | |
| College & Hostel | | |
| <ul style="list-style-type: none"> • Prepare organizational chart of college • Formulate job description for tutors • Prepare Master plan, time table and clinical rotation • Prepare student anecdotes • Participate in planning, conducting and evaluation of clinical teaching • Participate in evaluation of students' clinical experience • Participate in planning and conducting practical examination OSCE – end of posting | | |
| Textbooks: | | |
| <ul style="list-style-type: none"> • Joseph KJ, Textbook Of Nursing Management and Leadership For B.sc Nursing Students Vi Semester (Pb 2022), CBS Publishers | | |
| References: | | |
| <ul style="list-style-type: none"> • Goddard N.A, Principles of Administration applied to Nursing service • Jean Barrett, Ward Management, and teaching, Konark • Marriner J Ann, Guide to Nursing Management and Leadership, Mosby • Rowland & Rowland, Nursing Administration Handbook • Malealm, Hospital Organization and Management • Alexander, Nursing service Administration • Stone Sandra et al, Management for nurses • Patel, Nursing administration: A system approach • Gillies D.A, Nursing Management: A system approach, W.B. Sanders • Heidgarten, Teaching and learning in schools of Nursing principles and methods, Konark • Grant Colin, Hospital Management • TNAI, Nursing Administration and Management | | |
| Course Outcomes: | | |
| CO1: Explore the health care, development of nursing services and education in India and trends, Explain the principles, functions and introductory concepts of management applied to nursing | | |
| CO2: Describe the essential elements of planning, concepts of organizing including hospital organization, important methods of supervision and guidance, process of controlling and its activities | | |

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| CO3: Identify the significance of human resource management (HRM) and material management and discuss its elements and changing trends of nursing leadership | | | | | | | | | | | | | | | |
| CO4: Explain the concepts of organizational behavior and group dynamics, Review personal management in terms of management of emotions, stress and resilience | | | | | | | | | | | | | | | |
| CO5: Describe the financial management related to nursing services, various legal issues and laws relevant to nursing practice, various opportunities for professional advancement | | | | | | | | | | | | | | | |
| CO6: Review the concepts, principles and methods and use of nursing informatics | | | | | | | | | | | | | | | |
| CO7: Describe the process of establishing educational institutions and its accreditation guidelines | | | | | | | | | | | | | | | |
| CO8: Explain the planning and organizing functions of a nursing college, Develop understanding of staffing the college and selecting the students, Analyze the leadership and management activities in an educational organization | | | | | | | | | | | | | | | |
| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
| CO1 | 1 | | | | | 2 | 1 | | | | | | 1 | | |
| CO2 | 1 | 2 | | | | 3 | | | 2 | | 2 | | 1 | | |
| CO3 | 1 | 2 | | | | 3 | 1 | | 2 | | 2 | | 1 | | |
| CO4 | 1 | 2 | | | 1 | 3 | | 2 | | | 2 | | 1 | 2 | |
| CO5 | 1 | 2 | | 2 | | 3 | | | 2 | | 2 | | 1 | | |
| CO6 | 1 | 2 | | 1 | | 2 | 3 | | 2 | | | | 1 | | |
| CO7 | 1 | | | 1 | | 3 | | | 2 | | 2 | 2 | 1 | | 2 |
| CO8 | 1 | | | 1 | | 3 | | | 2 | | 2 | 2 | 1 | | 2 |
| <i>Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation</i> | | | | | | | | | | | | | | | |
| APPROVED IN: | | | | | | | | | | | | | | | |
| BoS | | | :03-11-2021 | | | | 21st ACADEMIC COUNCIL | | | | :17-09-2021 | | | | |
| SDG No. &Statement | | | :4 | | | | | | | | | | | | |
| Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all | | | | | | | | | | | | | | | |
| SDG Justification: | | | | | | | | | | | | | | | |
| Nursing Management & Leadership is essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others | | | | | | | | | | | | | | | |

| N- MIDW(I)/ OBGN335 | MIDWIFERY/ OBSTETRICS AND GYNECOLOGY (OBG) NURSING- I Including SBA module | L | T | P | S | J | C |
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| | | 3 | 1 | 3 | 0 | 0 | 7 |
| <i>Theory: 60hrs, Skill lab: 40hrs, Clinical- 240hrs</i> | | | | | | | |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| This course is designed for students to develop knowledge and competencies on the concepts and principles of midwifery. It helps them to acquire knowledge and skills in rendering respectful maternity care to woman during antenatal, intranatal and postnatal periods in hospitals and community settings. It further helps to develop skills in managing normal neonates and participate in family welfare programs. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Demonstrate professional accountability for the delivery of nursing care as per INC standards/ICM competencies that are consistent with moral, altruistic, legal, ethical, regulatory and humanistic principles in midwifery practice. • Communicate effectively with individuals, families and professional colleagues fostering mutual respect and shared decision making to enhance health outcomes. • Recognize the trends and issues in midwifery and obstetrical nursing. • Review and describe the anatomy and physiology of human reproductive system and conception. • Describe and apply physiology in the management of normal pregnancy, birth and puerperium. • Demonstrate competency in providing respectful and evidence based maternity care for women during the antenatal, intranatal and postnatal period. • Uphold the fundamental human rights of individuals when providing midwifery care. • Promote physiologic labour and birth, and conduct normal childbirth. • Provide evidence based essential newborn care. • Apply nursing process approach in caring for women and their families. • Describe the methods of contraception and role of nurse/midwife in family welfare services. • Recognize the importance of and actively participate in family welfare programs. • Provide youth friendly health services and care for women affected by gender based violence. | | | | | | | |
| UNIT I | Introduction to midwifery | 8(T) hours | | | | | |
| History of midwifery in India; <i>Current scenario:</i> Trends of maternity care in India, Midwifery in India – Transformative education for relationship based and transformative midwifery practice in India; Vital health indicators – Maternal mortality ratio, Infant Mortality Rate, Neonatal Mortality Rate, perinatal mortality rate, fertility rates- Maternal death audit; National health programs related to RMNCH+A (Reproductive Maternal Newborn and Child Health + Adolescent Health) <i>Current trends in midwifery and OBG nursing:</i> Respectful maternity and newborn care (RMNC), Midwifery-led care units (MLCU), Women centered care, physiologic birthing and demedicalization of birth, Birthing centers, water birth, lotus birth, Essential competencies for midwifery practice (ICM), Universal rights of child-bearing women, Sexual and reproductive health and rights, Women’s expectations & choices about care <i>Legal provisions in midwifery practice in India:</i> INC/MOH&FW regulations; ICM code of ethics; Ethical issues in maternal and neonatal care; Adoption laws, MTP act, Pre- Natal Diagnostic Test (PNDT) Act, Surrogate mothers; Roles and responsibilities of a midwife/Nurse practitioner midwife in different settings (hospital/ community); | | | | | | | |

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| Scope of practice for midwives | | |
| UNIT II | Anatomy and physiology of human reproductive system and conception (Maternal, Fetal & Newborn physiology) | 6(T) 3(L) hours |
| <p><i>Review:</i> Female organs of reproduction; Female pelvis – bones, joints, ligaments, planes, diameters, landmarks, inclination, pelvic variations; Foetal skull – bones, sutures, fontanelles, diameters, moulding; Fetopelvic relationship; Physiology of menstrual cycle, menstrual hygiene; Fertilization, conception and implantation; Embryological development; Placental development and function, placental barrier; Fetal growth and development; Fetal circulation & nutrition</p> | | |
| UNIT III | Assessment and management of normal pregnancy (ante-natal): | 12(T) 10(L) 40(C) hours |
| <p>Pre-pregnancy Care Review of sexual development (<i>Self Learning</i>); Socio-cultural aspects of human sexuality (<i>Self Learning</i>); Preconception care; Pre-conception counseling (including awareness regarding normal birth) Genetic counseling (<i>Self Learning</i>); Planned parent hood</p> <p>Pregnancy assessment and antenatal care (I, II & III Trimesters)</p> <p>Normal pregnancy Physiological changes during pregnancy; Assess and confirm pregnancy: Diagnosis of pregnancy – Signs, differential diagnosis and confirmatory tests; Review of maternal nutrition & malnutrition; Building partnership with women following RMC protocol; Fathers' engagement in maternity care</p> <p>Ante-natal care</p> <p>1st Trimesters Antenatal assessment: History taking, physical examination, breast examination, laboratory investigation; Identification and management of minor discomforts of pregnancy; Antenatal care : as per GoI guidelines; Antenatal counseling (lifestyle changes, nutrition, shared decision making, risky behavior, sexual life during pregnancy, immunization etc.); Danger signs during pregnancy; Respectful care and compassionate communication; Recording and reporting: as per the GoI guidelines; Role of Doula/ASHAs</p> <p>II Trimester Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope; Assessment of fetal well-being: DFMC, biophysical profile, Non stress test, cardio-tocography, USG, Vibro acoustic stimulation, biochemical tests; Antenatal care; Women centered care; Respectful care and compassionate communication; Health education on IFA, calcium and vitamin D supplementation, glucose tolerance test, etc; Education and management of physiological changes and discomforts of 2nd trimester; Rh negative and prophylactic anti D; Referral and collaboration, empowerment; Ongoing risk assessment; Maternal Mental Health</p> <p>III Trimester Antenatal assessment: abdominal palpation, fetal assessment, auscultate fetal heart rate – Doppler and pinnard's stethoscope; Education and management of physiological changes and discomforts of 3rd trimester; Third trimester tests and screening; Fetal engagement in late pregnancy; Childbirth preparation classes; Birth preparedness and complication readiness including micro birth planning; Danger signs of pregnancy – recognition of ruptured membranes; Education on alternative birthing positions – women's preferred choices, birth companion; Ongoing risk assessment; Cultural needs; Women centered care; Respectful and compassionate communication; Health education on exclusive breastfeeding; Role of Doula/ASHA's</p> | | |
| UNIT IV | Physiology, management and care during labour | 12(T) 12(L) 80(C) hours |
| Normal labour and birth; Onset of birth/labour; Per vaginal examination (if necessary); Stages of | | |

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| labour; Organization of labour room – Triage, preparation for birth; Positive birth environment; Respectful care and communication; Drugs used in labour as per GoI guidelines | | |
| First Stage | | |
| Physiology of normal labour; Monitoring progress of labour using Partograph/labour care guide; Assessing and monitoring fetal well being; Evidence based care during 1st stage of labour; Pain management in labour (non-pharmacological); Psychological support – Managing fear; Activity and ambulation during first stage of labour; Nutrition during labour; Promote positive childbirth experience for women; Birth companion; Role of Doula/ASHA's | | |
| Second stage | | |
| Physiology (Mechanism of labour); Signs of imminent labour; Intrapartum monitoring; Birth position of choice; Vaginal examination; Psychological support; Non-directive coaching; Evidence based management of physiological birth/Conduction of normal childbirth; Essential newborn care (ENBC); Immediate assessment and care of the newborn; Role of Doula/ASHA's | | |
| Third Stage | | |
| Physiology – placental separation and expulsion, hemostasis; Physiological management of third stage of labour; Active management of third stage of labour (recommended); Examination of placenta, membranes and vessels; Assess perineal, vaginal tear/ injuries and suture if required; Insertion of postpartum IUCD; Immediate perineal care; Initiation of breast feeding; Skin to skin contact; Newborn resuscitation | | |
| Fourth Stage | | |
| <i>Observation, Critical Analysis and Management of mother and newborn</i> | | |
| Maternal assessment, observation fundal height, uterine consistency, urine output, blood loss; Documentation and Record of birth; Breastfeeding and latching; Managing uterine cramp; Alternative/complementary therapies; Role of Doula/ASHA's; Various childbirth practices; Safe environment for mother and newborn to promote bonding; Maintaining records and reports | | |
| UNIT V | Postpartum care/Ongoing care of women | 7(T) 6(L) 40(C) hours |
| Normal puerperium – Physiology, duration; Post-natal assessment and care- facility and home-based care; Perineal hygiene and care; Bladder and bowel function; Minor disorders of puerperium and its management; Physiology of lactation and lactation management; Postnatal counseling and psychological support; Normal postnatal baby blues and recognition of post-natal depression; Transition to parenthood; Care for the woman up to 6 weeks after childbirth; Cultural competence (Taboos related to postnatal diet and practices); Diet during lactation-review; Post-partum family planning; Follow-up of postnatal mothers; Drugs used in the postnatal period; Records and reports | | |
| UNIT VI | Assessment and ongoing care of normal neonates | 7(T) 7(L) 40(C) hours |
| Family centered care; Respectful newborn care and communication; Normal Neonate – Physiological adaptation; Newborn assessment – Screening for congenital anomalies; Care of newborn up to 6 weeks after the child birth (Routine care of newborn); Skin to skin contact and thermoregulation; Infection prevention; Immunization; Minor disorders of newborn and its management | | |
| UNIT VII | Family welfare services | 8(T) 2(L) 40(C) hours |
| Impact of early/frequent child bearing; Comprehensive range of family planning methods- Temporary methods – Hormonal, non-hormonal and barrier methods, Permanent methods – Male sterilization and female sterilization; Action, effectiveness, advantages, disadvantages, myths, misconception and medical eligibility criteria (MEC) for use of various family planning methods; Emergency contraceptives; Recent trends and research in contraception; Family planning counseling using Balanced Counseling Strategy (BCS); Legal and rights aspects of FP; Human rights aspects of FP adolescents; Youth friendly services – SRHR services, policies affecting SRHR and attitude of nurses and midwives in provision of services (Review); Importance of follow up and recommended timing | | |
| Gender related issues in SRH | | |

| Gender based violence – Physical, sexual and abuse, Laws affecting GBV and role of nurse/midwife; Special courts for abused people; Gender sensitive health services including family planning | |
|---|---|
| Procedural Competencies/Clinical Skills | Clinical Requirements |
| Antenatal OPD and Antenatal ward: History collection; Physical examination; Obstetric examination; Pregnancy confirmation test; Urine testing; Blood testing for Hemoglobin, grouping & typing; Blood test for malaria; KICK chart; USG/NST; Antenatal counseling; Preparation for childbirth; Birth preparedness and complication readiness | Antenatal palpation Health talk Case study |
| Labour room: Assessment of woman in labour; Partograph; Per vaginal examination when indicated; Care during first stage of labour; Pain management techniques; Upright and alternative positions in labour; Preparation for labour–articles, physical, psychological; Conduction of normal childbirth; Essential newborn care; Newborn resuscitation; Active management of third stage of labour; Monitoring and care during fourth stage of labour | Partographrecording PV examination Assisting/ Conduction of normal childbirth Case study Case presentation Episiotomy and suturing if indicated Newborn resuscitation |
| Post- partum clinic and Postnatal Ward including FP unit: Postnatal assessment; Care of postnatal mothers- normal; Care of normal newborn; Lactation management; Postnatal counseling; Health teaching on postnatal and newborn care; Family welfare counseling | Postnatal assessment Newborn assessment Case study Case presentation PPIUCD insertion & removal |
| Textbooks: | |
| <ul style="list-style-type: none"> • D.C. Dutta, Textbook of obstetrics, Textbook of Gynecology, Jaypee Brothers Medical Publishers (P) Ltd | |
| References: | |
| <ul style="list-style-type: none"> • Bennett Myles, Textbook of midwives • Dawn C.S., Undergraduate and postgraduate textbook of Obs & Neonatology • Bobak & Jensen, Maternity & Gynaecologic Nursing, Mosby • Reeder Martin & et al, Maternity Nursing : Women's health care, Family New born and Lippincott • Olds S.B. et al, Obstetric Nursing, Addison – Wiley • Betty B. Sweet, Maye's Midwifery: "A Midwives", Textbook for Belliare Tindall | |
| Course Outcomes: | |
| CO1: Explain the history and current scenario of midwifery in India, trends and issues in midwifery and legal and ethical issues relevant to midwifery practice | |
| CO2: Review vital health indicators and the anatomy and physiology of human reproductive system | |
| CO3: Describe the various national health programs related to RMNCH+A and Provide preconception care to eligible couples | |
| CO4: Describe the physiology, assessment, management and Demonstrate knowledge, attitude and skills of midwifery practice of normal pregnancy throughout 1 st , 2 nd and 3 rd trimesters, promoting normal childbirth in a safe environment care of normal puerperium | |
| CO5: Assess and provide care of the newborn immediately following birth, Ensure initiation of breast feeding and adequate latching, provision of compassionate, family centered midwifery care of the newborn | |

CO6: Explain various methods of family planning and role of nurse/ midwife in providing family planning services and in gender based violence

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3 | 3 | | 3 | | 2 | 2 | | 2 | | | | 3 | | |
| CO2 | 3 | 3 | | | | | | | | | | | 3 | | |
| CO3 | 3 | 3 | 3 | | 2 | 1 | | 1 | 2 | | 2 | 2 | 3 | 1 | 2 |
| CO4 | 3 | 3 | 2 | 2 | 2 | 2 | | | 2 | 2 | 2 | 2 | 3 | | 2 |
| CO5 | 3 | 3 | 2 | 2 | 2 | 2 | | 2 | 2 | 2 | 2 | 2 | 3 | 2 | 2 |
| CO6 | 3 | 3 | 2 | 2 | 2 | 1 | 2 | 2 | 2 | | 1 | 2 | 3 | 2 | 2 |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

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| BoS | :03-11-2021 | 21st ACADEMIC COUNCIL | :17-09-2021 |
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| SDG & Statement | No.:3&4 | | |
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- 3-** Ensure healthy lives and promote wellbeing for all at all ages
- 4-** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG Justification:

Midwifery/ Obstetrics and Gynecological Nursing is essential for ensuring healthy lives and promote wellbeing for all at all ages, achieving inclusive and equitable education and lifelong learning opportunities for oneself and others

Semester- 7

| N-COMH(II) 401 | COMMUNITY HEALTH NURSING- II | L | T | P | S | J | C |
|---|--|---|---|---|---|--------------------|---|
| | | 5 | 0 | 2 | 0 | 0 | 7 |
| <i>Theory: 100hrs (including lab hours), Clinical- 160hrs</i> | | | | | | | |
| Pre-requisite | N-COMH(I)310 | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| This course is designed to help students gain broad perspective of specialized roles and responsibilities of community health nurses and to practice in various specialized health care settings. It helps students to develop knowledge and competencies required for assessment, diagnosis, treatment, and nursing management of individuals and families within the community in wellness and illness continuum. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Demonstrate beginning practice competencies/skills relevant to provide comprehensive primary health care/community- based care to clients with common diseases and disorders including emergency and first aid care at home/clinics/ centres as per predetermined protocols/drug standing orders approved by MOH&FW • Provide maternal, newborn and childcare, and reproductive health including adolescent care in the urban and rural health care settings • Describe the methods of collection and interpretation of demographic data • Explain population control and its impact on the society and describe the approaches towards limiting family size • Describe occupational health hazards, occupational diseases, and the role of nurses in occupational health programs • Identify health problems of older adults and provide primary care, counseling and supportive health services • Participate in screening for mental health problems in the community and providing appropriate referral services • Discuss the methods of data collection for HMIS, analysis and interpretation of data • Discuss about effective management of health information in community diagnosis and intervention • Describe the management system of delivery of community health services in rural and urban areas • Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management and maintenance of records & reports • Describe the roles and responsibilities of Mid-Level Health Care Providers (MHCPs) in Health Wellness Centers (HWCs) • Identify the roles and responsibilities of health team members and explain their job description • Demonstrate initiative in preparing themselves and the community for disaster preparedness and management • Demonstrate skills in proper bio-medical waste management as per protocols • Explain the roles and functions of various national and international health agencies | | | | | | | |
| UNIT I | Management of common conditions and emergencies including first aid | | | | | 10(T) hours | |

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| <p>Standing orders: Definition, uses</p> <p>Screening, diagnosing/ identification primary care and referral of Gastrointestinal System Abdominal pain; Nausea and vomiting; Diarrhea; Constipation; Jaundice; GI bleeding; Abdominal distension; Dysphagia and dyspepsia; Aphthous ulcers</p> <p>Respiratory System Acute upper respiratory infections – Rhinitis, Sinusitis, Pharyngitis, Laryngitis, Tonsillitis, Acute lower respiratory infections – Bronchitis, pneumonia and bronchial asthma, Hemoptysis, Acute chest pain</p> <p>Heart & Blood Common heart diseases – Heart attack/coronary artery disease, heart failure, arrhythmia; Blood anemia, blood cancers, bleeding disorders</p> <p>Eye & ENT conditions Eye – local infections, redness of eye, conjunctivitis, stye, trachoma and refractive errors; ENT – Epistaxis, ASOM, sore throat, deafness</p> <p>Urinary System Urinary tract infections – cystitis, pyelonephritis, prostatitis, UTIs in children</p> <p>First aid in common emergency conditions- Review High fever, low blood sugar, minor injuries, fractures, fainting, bleeding, shock, stroke, bites, burns, choking, seizures, RTAs, poisoning, drowning and foreign bodies</p> | | |
| UNIT II | Reproductive, maternal, newborn, child and adolescent Health (Review from OBG Nursing and application in community setting) | 20(T) hours |
| <p>Present situation of reproductive, maternal and child health in India</p> <p>Antenatal care Objectives, antenatal visits and examination, nutrition during pregnancy, counseling; Calcium and iron supplementation in pregnancy; Antenatal care at health centre level; Birth preparedness; High risk approach – Screening/early identification and primary management of complications – Antepartum hemorrhage, pre-eclampsia, eclampsia, Anemia, Gestational diabetes mellitus, Hypothyroidism, Syphilis; Referral, follow up and maintenance of records and reports</p> <p>Intra natal care Normal labour – process, onset, stages of labour; Monitoring and active management of different stages of labour; Care of women after labour; Early identification, primary management, referral and follow up – preterm labour, fetal distress, prolonged and obstructed labour, vaginal & perineal tears, ruptured uterus; Care of newborn immediately after birth; Maintenance of records and reports; Use of Safe child birth check list; SBA module – Review; Organization of labour room</p> <p>Postpartum care Objectives, Postnatal visits, care of mother and baby, breast feeding, diet during lactation, and health counseling; Early identification, primary management, referral and follow up of complications, Danger signs-postpartum hemorrhage, shock, puerperal sepsis, breast conditions, post-partum depression; Postpartum visit by health care provider</p> <p>Newborn and childcare <i>Review:</i> Essential newborn care; Management of common neonatal problems; Management of common child health problems: Pneumonia, Diarrhoea, Sepsis, screening for congenital anomalies and referral; <i>Review:</i> IMNCI Module; Under five clinics</p> <p>Adolescent Health Common health problems and risk factors in adolescent girls and boys; Common Gynecological conditions – dysmenorrhea, Premenstrual Syndrome (PMS), Vaginal discharge, Mastitis, Breast lump, pelvic pain, pelvic organ prolapse; Teenage pregnancy, awareness about legal age of marriage, nutritional status of adolescents National Menstrual Hygiene scheme; Youth friendly services: SRH Service needs, Role and attitude of nurses: Privacy, confidentiality, nonjudgmental attitude, client autonomy, respectful care and communication; Counseling for parents and teenagers (BCS-balanced counseling strategy)</p> | | |

| National Programs | | |
|---|--|--------------------|
| RMNCH+A Approach – Aims, Health systems strengthening, RMNCH+A strategies, Interventions across life stages, program management, monitoring and evaluation systems; Universal Immunization Program (UIP) as per Government of India guidelines- Review; Rashtriya Bal Swasthya Karyakaram (RSBK)- children; Rashtriya Kishor Swasthya Karyakram (RKSK) – adolescents; Any other new programs | | |
| UNIT III | Demography, Surveillance and Interpretation of Data | 4(T) hours |
| <i>Demography and vital statistics</i> – demographic cycle, world population trends, vital statistics; Sex ratio and child sex ratio, trends of sex ratio in India, the causes and social implications; <i>Sources of vital statistics</i> – Census, registration of vital events, sample registration system; <i>Morbidity and mortality indicators</i> - Definition, calculation and interpretation; Surveillance, Integrated disease surveillance project (IDSP), Organization of IDSP, flow of information and mother and child tracking system (MCTS) in India; Collection, analysis, interpretation, use of data; <i>Review</i> : Common sampling techniques –random and nonrandom techniques; Disaggregation of data | | |
| UNIT IV | Population and its Control | 6(T) hours |
| Population Explosion and its impact on Social, Economic development of individual, society and country; Population Control – Women Empowerment; Social, Economic and Educational Development; Limiting Family Size – Promotion of small family norm, Temporary Spacing Methods (natural, biological, chemical, mechanical methods etc.), Terminal Methods (Tubectomy, Vasectomy); Emergency Contraception; Counseling in reproductive, sexual health including problems of adolescents; Medical Termination of pregnancy and MTP Act; National Population Stabilization Fund/JSK (Jansankhya Sthirata Kosh); Family planning 2020; National Family Welfare Program; Role of a nurse in Family Welfare Program | | |
| UNIT V | Occupational Health | 5(T) hours |
| Occupational health hazards; Occupational diseases; ESI Act National/ State Occupational Health Programs; Role of a nurse in occupational health services – Screening, diagnosing, management and referral of clients with occupational health problems | | |
| UNIT VI | Geriatric Health Care | 6(T) hours |
| Health problems of older adults; Management of common geriatric ailments: counseling, supportive treatment of older adults; Organization of geriatric health services; National program for health care of elderly (NPHCE); State level programs/Schemes for older adults; Role of a community health nurse in geriatric health services – Screening, diagnosing, management and referral of older adults with health problems | | |
| UNIT VII | Mental Health Disorders | 6(T) hours |
| Screening, management, prevention and referral for mental health disorders <i>Review</i> : Depression, anxiety, acute psychosis, Schizophrenia, Dementia, Suicide, Alcohol and substance abuse, Drug deaddiction program, National Mental Health Program, National Mental Health Policy, National Mental Health Act; Role of a community health nurse in screening, initiation of treatment and followup of mentally ill clients | | |
| UNIT VIII | Health Management Information System (HMIS) | 4(T) hours |
| Introduction to health management system: data elements, recording and reporting formats, data quality issues <i>Review</i> : Basic Demography and vital statistics, Sources of vital statistics, Common sampling techniques, frequency distribution, Collection, analysis, interpretation of data; Analysis of data for community needs assessment and preparation of health action plan | | |
| UNIT IX | Management of delivery of community health services | 12(T) hours |
| Planning, budgeting and material management of CHC, PHC, SC/HWC; Manpower planning as per IPHS standards ; Rural : Organization, staffing and material management of rural health | | |

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| <p>services provided by Government at village, SC/HWC, PHC, CHC, hospitals – district, state and central; Urban: Organization, staffing, and functions of urban health services provided by Government at slums, dispensaries, special clinics, municipal and corporate hospitals; Defense services; Institutional services; Other systems of medicine and health: Indian system of medicine, AYUSH clinics, Alternative health care system referral systems, Indigenous health services</p> | | |
| UNIT X | Leadership, Supervision and Monitoring | 15(T) hours |
| <p>Understanding work responsibilities/job description of DPHN, Health Visitor, PHN, MPH/W (Female), Multipurpose health Worker (Male), AWWs and ASHA; Roles and responsibilities of Mid-Level Health Care Providers (MLHPs); Village Health Sanitation and Nutrition Committees (VHSNC): objectives, composition and roles & responsibilities; Health team management; <i>Review:</i> Leadership & supervision – concepts, principles & methods; Leadership in health: leadership approaches in healthcare setting, taking control of health of community and organizing health camps, village clinics; Training, Supportive supervision and monitoring – concepts, principles and process e.g. performance of front line health workers</p> <p>Financial Management and Accounting & Computing at Health Centers (SC) Activities for which funds are received, Accounting and book keeping requirements- accounting principles & policies, book of accounts to be maintained, basic accounting entries, accounting process, payments & expenditure, fixed asset, SOE reporting format, utilization certificate (UC) reporting, Preparing a budget, Audit</p> <p>Records & Reports <i>Concepts of records and reports</i> – importance, legal implications, purposes, use of records, principles of record writing, filing of records; <i>Types of records</i> – community related records, registers, guidelines for maintaining; <i>Report writing</i> – purposes, documentation of activities, types of reports; <i>Medical Records Department</i> – functions, filing and retention of medical records; <i>Electronic Medical Records (EMR)</i> – capabilities and components of EMR, electronic health record (EHR), levels of automation, attributes, benefits and disadvantages of HER; Nurses’ responsibility in record keeping and reporting</p> | | |
| UNIT XI | Disaster Management | 6(T) hours |
| <p>Disaster types and magnitude; Disaster preparedness; Emergency preparedness; Common problems during disasters and methods to overcome; Basic disaster supplies kit; Disaster response including emergency relief measures and Life saving techniques; Use disaster management module</p> | | |
| UNIT XII | Bio-Medical Waste Management | 3(T) hours |
| <p>Waste collection, segregation, transportation and management in the community; Waste management in health center/clinics; Bio-medical waste management guidelines- 2016, 2018 (Review)</p> | | |
| UNIT XIII | Health Agencies | 3(T) hours |
| <p>International: WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, European Commission, Red Cross, USAID, UNESCO, ILO, CAR, CIDA, JHPIEGO, any other; National: Indian Red Cross, Indian Council for Child Welfare, Family Planning Association of India, Tuberculosis Association of India, Central Social Welfare Board, All India Women’s Conference, Blind Association of India, any other; Voluntary Health Association of India (VHA)</p> | | |
| Procedural Competencies/ Clinical Skills | | Clinical Requirements |
| <p>Urban & Rural: Screening, diagnosing, management and referral of clients with common conditions/ emergencies; Assessment (physical & nutritional) of antenatal, intrapartum, postnatal and newborn; Conduction of normal delivery at health center; Newborn care; Counsel adolescents; Family planning counselling; Distribution of temporary contraceptives – condoms, OCP’s; Emergency contraceptives Screening, diagnosing, management and referral of clients with occupational health problems; Health</p> | | <p>Screening, diagnosing, Primary management and care based on standing orders/protocols approved by MOH&FW Minor ailments – 2 Emergencies – 1 Dental problems – 1 Eye problems – 1 Ear, nose, and throat problems- 1 High risk pregnant woman – 1 High risk neonate – 1 Assessment of antenatal – 1, intrapartum – 1, postnatal – 1 and newborn – 1</p> |

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| assessment of elderly; Mental health screening; Participation in Community diagnosis – data management; Writing health center activity report; Organizing and conducting clinics/camp; Participation in disaster mock drills | Conduction of normal delivery at health center and documentation – 2 Immediate newborn care and documentation – 1 Adolescent counseling – 1 Family planning counselling- 1 Family case study – 1 (Rural/Urban) Screening, diagnosing, management and referral of clients with occupational health problems – 1 Health assessment (Physical & nutritional) of elderly – 1 Mental health screening survey- 1 Group project: Community diagnosis – data management Write report on health center activities – 1 Organizing and conducting Antenatal/under-five clinic/Health camp – 1 Participation in disaster mockdrills Field visit to bio-medical waste management site Visit to AYUSH clinic |
|--|--|

Textbooks:

- Park K, Essentials of Community Health Nursing, Banarsidas Bhanot Publishers

References:

- J.E Park, Preventive & Social Medicine, Banarsidas Bhanot
- Kamala G., Community Health Nursing, Florence Publishers
- Kasturi Sunder Rao, Introduction to community Health Nursing
- Bedi, Social Preventive Medicine
- Mahajan, Preventive social medicine

Course Outcomes:

CO1: Explain nurses 'role in identification, primary management and referral of clients with common disorders/ conditions and emergencies including first aid

CO2: Provide reproductive, maternal, newborn and child care, including adolescent care in the urban and rural health care settings

CO3: Discuss the concepts and scope of demography and population explosion and its impact on social and economic development of India and its control

CO4: Describe occupational health hazards, occupational diseases and the role of nurses in occupational health programs

CO5: Identify health problems of older adults and provide primary care, counseling and supportive health services, Describe screening for mental health problems in the community, take preventive measures and provide appropriate referral services

CO6: Discuss about effective management of health information in community diagnosis and intervention and delivery of community health services in rural and urban areas

CO7: Describe the leadership role in guiding, supervising, and monitoring the health services and the personnel at the PHCs, SCs and community level including financial management and initiative in preparing themselves and the community for disaster preparedness and management

CO8: Describe the importance of bio-medical waste management, its process and management

CO9: Explain the roles and functions of various national and international health agencies

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 2 | 2 | | 1 | 2 | 3 | | | 2 | 3 | 3 | 2 |

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

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

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| BoS | :03-11-2021 | 21st ACADEMIC COUNCIL | :17-09-2021 |
| SDG No. &Statement | :3&4 | | |

- 3- Ensure healthy lives and promote wellbeing for all at all ages
 4- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG Justification:

Community Health Nursing is essential for ensuring healthy lives and promote wellbeing for all at all ages, achieving inclusive and equitable education and lifelong learning opportunities for oneself and others

| NRST405 | NURSING RESEARCH AND STATISTICS | L | T | P | S | J | C |
|--|--|-------------------------|---|---|---|---|---|
| | | 2 | 1 | 0 | 0 | 1 | 4 |
| <i>Theory: 40hrs, Lab: 40hrs, Clinical Project- 40hrs</i> | | | | | | | |
| Pre-requisite | None | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| The Course is designed to enable students to develop an understanding of basic concepts of research, research process and statistics. It is further, structured to conduct/ participate in need-based research studies in various settings and utilize the research findings to provide quality nursing care. The hours for practical will be utilized for conducting individual/group research project. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Identify research priority areas • Formulate research questions/problem statement/hypotheses • Review related literature on selected research problem and prepare annotated bibliography • Prepare sample data collection tool • Analyze and interpret the given data • Practice computing, descriptive statistics, and correlation • Draw figures and types of graphs on given select data • Develop a research proposal • Plan and conduct a group/individual research project | | | | | | | |
| UNIT I | Research and Research Process | 6(T) hours | | | | | |
| Introduction and need for nursing research; Definition of Research & nursing research; Steps of scientific method; Characteristics of good research; Steps of Research process –overview; Evidence Based Practice – Concept, Meaning, Purposes, Steps of EBP Process and Barriers | | | | | | | |
| UNIT II | Research Problem/Question | 2(T) 8(L) hours | | | | | |
| Identification of problem area; Problem statement; Criteria of a good research problem; Writing objectives and hypotheses | | | | | | | |
| UNIT III | Review of Literature | 2(T) 6(L) hours | | | | | |
| Location; Sources; Online search; CINHALL, COCHRANE etc.; Purposes; Method of review | | | | | | | |
| UNIT IV | Research Approaches and Designs | 4(T) 1(L) hours | | | | | |
| Historical, survey and experimental; Qualitative and Quantitative designs | | | | | | | |
| UNIT V | Sampling and data Collection | 6(T) 6(L) hours | | | | | |
| Definition of Population, Sample; Sampling criteria, factors influencing sampling process, types of sampling techniques; Data – why, what, from whom, when and where to collect; Data collection methods and instruments- Methods of data collection, Questioning, interviewing, Observations, record analysis and measurement, Types of instruments, Validity & Reliability of the Instrument; Research ethics; Pilot study; Data collection procedure | | | | | | | |
| UNIT VI | Analysis of data | 4(T) 6(L) hours | | | | | |
| Compilation, Tabulation, classification, summarization, presentation, interpretation of data | | | | | | | |
| UNIT VII | Introduction to Statistics | 12(T) 8(L) hours | | | | | |
| Definition, use of statistics, scales of measurement; Frequency distribution and graphical presentation of data; Mean, Median, Mode, Standard deviation; Normal Probability and tests of significance; Co-efficient of correlation; Statistical packages and its application | | | | | | | |
| UNIT VIII | Communication and utilization of Research | 4(T) 5(L) hours | | | | | |

Communication of research findings; Verbal report; Writing research report; Writing scientific article/paper; Critical review of published research including publication ethics; Utilization of research findings; Conducting group research project

Textbooks:

- C. R. Kothari, Gaurav Garg, Research Methodology: Methods and Techniques, New Age International Publishers

References:

- Polit, Principles and methods of Nursing Research
- Rose marie, Foundations of Nursing Research, Pearson
- P.S.S. Sundar Rao, Introduction to statistics
- Robert Newell and Philips Bernard, Research for Evidence based practice
- Desmond F.S.Cormark, The Research Process in Nursing
- Garrett, Statistics in Psychology and Education
- John Best, Research in Education
- Nancy Burns, Understanding Nursing Research

Course Outcomes:

CO1: Describe the concept of research, terms, need and areas of research in nursing, steps of research process, purposes and steps of Evidence Based Practice

CO2: Identify and state the research problem and objectives and Review the related literature

CO3: Describe the Research approaches and designs, Sampling process, methods of data collection

CO4: Analyze, Interpret and summarize, communicate and utilize the research findings

CO5: Explain the use of statistics, scales of measurement and graphical presentation of data, measures of central tendency and variability and methods of Correlation

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO 11 | PO12 | PSO1 | PSO2 | PSO3 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-------|------|------|------|------|
| CO1 | 2 | 2 | 1 | 2 | 1 | | 2 | | 2 | 2 | | 2 | 2 | | 2 |
| CO2 | 2 | 2 | 2 | | | | 3 | | 2 | 2 | | 2 | 2 | | |
| CO3 | 2 | 2 | | | | | | | 2 | | | | | | |
| CO4 | 1 | 2 | | | | | | 1 | | 3 | | 2 | 2 | 2 | 2 |
| CO5 | 2 | 2 | | | | | | | | 2 | | | | | |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

APPROVED IN:

BoS :03-11-2021 **21st ACADEMIC COUNCIL** :17-09-2021

SDG No. &Statement :4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG Justification:

Nursing Research and Statistics are essential for achieving inclusive and equitable education and lifelong learning opportunities for oneself and others

| N- MIDW(II)/ OBGN410 | MIDWIFERY/ OBSTETRIC AND GYNECOLOGY NURSING- II Including Safe Delivery App Module | L | T | P | S | J | C |
|--|--|---|---|---|---|--------------------------------|---|
| | | 3 | 1 | 4 | 0 | 0 | 8 |
| <i>Theory: 60hrs, Lab: 40hrs, Clinical- 320hrs</i> | | | | | | | |
| Pre-requisite | N-MIDW(I)/OBGN335 | | | | | | |
| Co-requisite | None | | | | | | |
| Preferable exposure | None | | | | | | |
| Course Description: | | | | | | | |
| This course is designed for students to develop knowledge and competencies on the concepts and principles of obstetric and gynecology nursing. It helps them to acquire knowledge and skills in rendering respectful maternity care to high risk woman during antenatal, natal and postnatal periods in hospitals and community settings and help to develop skills in initial management and referral of high risk neonates. It would also help students to gain knowledge, attitude and skills in caring for women with gynecological disorders. | | | | | | | |
| Course Educational Objectives: | | | | | | | |
| <ul style="list-style-type: none"> • Describe the assessment, initial management, referral and respectful maternity care of women with high risk pregnancy • Demonstrate competency in identifying deviation from normal pregnancy • Describe the assessment, initial management, referral and nursing care of women with high risk labour • Assist in the conduction of abnormal vaginal deliveries and caesarean section • Describe the assessment, initial management, referral and nursing care of women with abnormal postnatal conditions • Demonstrate competency in the initial management of complications during the postnatal period • Demonstrate competency in providing care for high risk newborn • Apply nursing process in caring for high risk women and their families • Describe the assessment and management of women with gynecological disorders • Demonstrate skills in performing and assisting in specific gynecological procedures • Describe the drugs used in obstetrics and gynecology • Counsel and care for couples with infertility • Describe artificial reproductive technology | | | | | | | |
| UNIT I | Recognition and Management of problems during Pregnancy | | | | | 12(T) 10(L) 80(C) hours | |
| Assessment of high-risk pregnancy Problems/Complications of Pregnancy Hyper-emesis gravidarum, Bleeding in early pregnancy – abortion, ectopic pregnancy, vesicular mole; Unintended or mis timed pregnancy; Post abortion care & counseling; Bleeding in late pregnancy placenta previa, abruption placenta, trauma; Medical conditions complicating pregnancy – Anemia, PIH/Pre- eclampsia, Eclampsia, GDM, cardiac disease, pulmonary disease, thyrotoxicosis, STDs, HIV, Rh incompatibility; Infections in pregnancy – urinary tract infection, bacterial, viral, protozoal, fungal, malaria in pregnancy; Surgical conditions complicating pregnancy – appendicitis, acute abdomen; COVID-19 & pregnancy and children; Hydramnios; Multiple pregnancy; Abnormalities of placenta and cord; Intra uterine growth restriction; Intra uterine fetal death; Gynaecological conditions complicating pregnancy; Mental health issues during pregnancy; Adolescent pregnancy; Elderly primi, grand multiparity; Management and care of conditions as per the GoI protocol; Policy for the referral services; Drugs used in management of high-risk pregnancies; Maintenance of records | | | | | | | |

| | | |
|---|--|------------------------------------|
| and reports | | |
| UNIT II | Recognition and management of abnormal labour | 20(T) 15(L) 80(C) hours |
| Preterm labour – Prevention and management of preterm labour; (Use of antenatal corticosteroids in preterm labour); Premature rupture of membranes; Malposition's and abnormal presentations (posterior position, breech, brow, face, shoulder); Contracted Pelvis, Cephalo Pelvic Disproportion (CPD); Disorders of uterine action – Prolonged labour, Precipitate labour, Dysfunctional labour; Complications of third stage – Retained placenta, Injuries to birth canal, Postpartum hemorrhage (bimanual compression of the uterus, aortic compression, uterine balloon tamponade); Obstetric emergencies – Foetal distress, Ruptured uterus, Cord prolapse, Shoulder dystocia, Uterine inversion, Vasa previa, Obstetrical shock, Amniotic fluid embolism; Episiotomy and suturing; Obstetric procedures – Forceps delivery, Vacuum delivery, Version; Induction of labour – Medical & surgical; Caesarean section – indications and preparation; Nursing management of women undergoing; Obstetric operations and procedures; Drugs used in management of abnormal labour; Anesthesia and analgesia in obstetrics | | |
| UNIT III | Recognition and Management of postnatal problems | 9(T) 5(L) 40(C) hours |
| Physical examination, identification of deviation from normal; Puerperal complications and its management- Puerperal pyrexia, Puerperal sepsis, Urinary complications, Secondary Postpartum hemorrhage, Vulval hematoma, Breast engorgement including mastitis/breast abscess, feeding problem, Thrombophlebitis, DVT, Uterine sub involution, Vesico vaginal fistula (VVF), Recto vaginal fistula (RVF), Postpartum depression/psychosis; Drugs used in abnormal puerperium; Policy about referral | | |
| UNIT IV | Assessment and management of High-risk newborn (Review) | 7(T) 5(L) 40(C) hours |
| Models of newborn care in India- NBCC; SNCUs; Screening of high-risk newborn; Protocols, levels of neonatal care, infection control; Prematurity, Post-maturity; Low birth weight; Kangaroo Mother Care; Birth asphyxia/Hypoxic encephalopathy; Neonatal sepsis; Hypothermia; Respiratory distress; Jaundice; Neonatal infections; High fever; Convulsions; Neonatal tetanus; Congenital anomalies; Baby of HIV positive mothers; Baby of Rh negative mothers; Birth injuries; SIDS (Sudden Infant Death Syndrome) prevention, Compassionate care; Calculation of fluid requirements, EBM/formula feeds/tube feeding; Home based newborn care program - community facility integration in newborn care; Decision making about management and referral; Bereavement counseling; Drugs used for high risk newborns; Maintenance of records and reports | | |
| UNIT V | Assessment and management of women with gynecological disorders | 12(T) 5(L) 80(C) hours |
| Gynecological assessment – History and Physical assessment; Breast Self-Examination; Congenital abnormalities of female reproductive system; Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and management of women with- Menstrual abnormalities, Abnormal uterine bleed, Pelvic inflammatory disease, Infections of the reproductive tract, Uterine displacement, Endometriosis, Uterine and cervical fibroids and polyps, Tumors – uterine, cervical, ovarian, vaginal, vulval, Cysts – ovarian, vulval, Cystocele, urethrocele, rectocele, Genitor-urinary fistulas, Breast disorders – infections, deformities, cysts, tumors, HPV vaccination, Disorders of Puberty and menopause, Hormonal replacement therapy; Assessment and management of couples with infertility: Infertility – definition, causes, Counseling the infertile couple, Investigations – male and female, Artificial reproductive technology; Surrogacy, sperm and ovum donation, cryopreservation Adoption – counseling, procedures; Injuries and Trauma; Sexual violence; Drugs used in treatment of gynaecological disorders | | |
| Procedural Competencies/Clinical Skills | | Clinical Requirements |
| <i>Antenatal OPD and Antenatal ward:</i> History collection; Physical examination; Obstetric | | Antenatal palpation Health talk |

| | |
|--|--|
| examination; Pregnancy confirmation test; Urine testing; Blood testing for Hemoglobin, grouping & typing; Blood test for malaria; KICK chart; USG/NST; Antenatal counseling; Preparation for childbirth; Birth preparedness and complication readiness | Case study |
| Labour room: Assessment of woman in labour; Partograph; Per vaginal examination when indicated; Care during first stage of labour; Pain management techniques; Upright and alternative positions in labour; Preparation for labour-articles, physical, psychological; Conduction of normal childbirth; Essential newborn care; Newborn resuscitation; Active management of third stage of labour; Monitoring and care during fourth stage of labour | Partograph recording PV examination Assisting/ Conduction of normal childbirth Case study Case presentation Episiotomy and suturing if indicated Newborn resuscitation |
| Post- partum clinic and Postnatal Ward including FP unit: Postnatal assessment; Care of postnatal mothers- normal; Care of normal newborn; Lactation management; Postnatal counseling; Health teaching on postnatal and newborn care; Family welfare counseling | Postnatal assessment Newborn assessment Case study Case presentation PPIUCD insertion & removal |

Textbooks:

- D.C. Dutta, Textbook of obstetrics, Textbook of Gynecology, Jaypee Brothers Medical Publishers (P) Ltd

References:

- Bennett Myles, Textbook of midwives
- Dawn C.S., Undergraduate and postgraduate text book of Obs & Neonatology
- Bobak & Jensen, Maternity & Gynaecologic Nursing, Mosby
- Reeder Martin & et al, Maternity Nursing: Women's health care, Family Newborn and Lippincott
- Olds S.B. et al, Obstetric Nursing, Addison – Wiley
- Betty B. Sweet, Maye's Midwifery: "A Midwives", Textbook for Belliare Tindall

Course Outcomes:

CO1: Describe the assessment, initial management, referral, and nursing care of women with complicated pregnancy, during labour and in abnormal postnatal conditions

CO2: Describe high risk neonates and their nursing management

CO3: Describe the assessment and management of women with gynecological disorders

| | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 | PSO1 | PSO2 | PSO3 |
|------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|------|------|------|
| CO1 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 3 | 2 | 3 | 3 | 3 | 1 | 3 |
| CO2 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 2 | 2 | 3 | 3 | 3 | 1 | 3 |
| CO3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 1 | 1 | 2 | 3 | 3 | 3 | 1 | 3 |

Note: 1 - Low Correlation 2 - Medium Correlation 3 - High Correlation

APPROVED IN:

| | | | |
|--------------------------------|--------------------|---|--------------------|
| BoS | :03-11-2021 | 21st ACADEMIC COUNCIL | :17-09-2021 |
| SDG No. & Statement | :3&4 | | |

3- Ensure healthy lives and promote wellbeing for all at all ages

4- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

SDG Justification:

Midwifery/ Obstetrics and Gynecology Nursing is essential for ensuring healthy lives and promote wellbeing for all at all ages, achieving inclusive and equitable education and lifelong learning opportunities for oneself and others

LIST OF APPENDICES

1. Internal Assessment: Distribution of marks
2. Internal Assessment guidelines
3. University Theory paper Question pattern and Practical examination

APPENDIX 1**INTERNAL ASSESSMENT: Distribution of marks****I SEMESTER**

| S.No. | Name of the Course | Continuous Assessment | Sessional Exams – Theory/Practical | Total Internal Marks |
|-------|--|-----------------------|------------------------------------|----------------------|
| | Theory | | | |
| 1 | Communicative English | 10 | 15 | 25 |
| 2 | Applied Anatomy & Applied Physiology | 10 | 15 | 25 |
| 3 | Applied Sociology & Applied Psychology | 10 | 15 | 25 |
| 4 | Nursing Foundations I | 10 | 15 | 25 |
| | Practical | | | |
| 5 | Nursing Foundations I | 10 | 15 | 25 |

II SEMESTER

| S.No. | Course | Continuous Assessment | Sessional Exams – Theory/Practical | Total Marks |
|-------|--|-----------------------|------------------------------------|-----------------------------|
| | Theory | | | |
| 1 | Applied Biochemistry and Applied Nutrition & Dietetics | 10 | 15 | 25 |
| 2 | Nursing Foundations II including First Aid I & II | 10 | 15 | 25 I & II = 25+25 = 50/2 |
| 3 | Health/Nursing Informatics & Technology | 10 | 15 | 25 |
| | Practical | | | |
| 4 | Nursing Foundations II I & II | 10 | 15 | 25 I & II = 25+25 = 50 |

III SEMESTER

| S.No. | Course | Continuous Assessment | Sessional Exams – Theory/Practical | Total Marks |
|-------|--|-----------------------|------------------------------------|-------------|
| | Theory | | | |
| 1 | Applied Microbiology and Infection Control including Safety | 10 | 15 | 25 |
| 2 | Pharmacology I and Pathology I | 10 | 15 | 25 |
| 3 | Adult Health Nursing I with integrated pathophysiology including BCLS module | 10 | 15 | 25 |
| | Practical | | | |
| 4 | Adult Health Nursing I | 20 | 30 | 50 |

IV SEMESTER

| S.No. | Course | Continuous Assessment | Sessional Exams/ Practical | Total Marks |
|-------|---|-----------------------|-------------------------------|-----------------------------|
| | Theory | | | |
| 1 | Pharmacology II & Pathology II I & II | 10 | 15 | 25 I & II = 25+25 = 50/2 |
| 2 | Adult Health Nursing II with integrated pathophysiology including Geriatric Nursing | 10 | 15 | 25 |
| 3 | Professionalism, Professional values & Ethics including bioethics | 10 | 15 | 25 |
| | Practical | | | |
| 4 | Adult Health Nursing II | 20 | 30 | 50 |

V SEMESTER

| S.No. | Course | Continuous Assessment | Sessional Theory/ Practical Exams | Total Marks |
|-------|--|-----------------------|--------------------------------------|-------------|
| | Theory | | | |
| 1 | Child Health Nursing I | 10 | 15 | 25 |
| 2 | Mental Health Nursing I | 10 | 15 | 25 |
| 3 | Community Health Nursing I | 10 | 15 | 25 |
| 4 | Educational Technology/ Nursing education | 10 | 15 | 25 |
| 5 | Introduction to Forensic Nursing and Indian Laws | 10 | 15 | 25 |
| | Practical | | | |
| 6 | Child Health Nursing I | 10 | 15 | 25 |
| 7 | Mental Health Nursing I | 10 | 15 | 25 |
| 8 | Community Health Nursing I | 20 | 30 | 50 |

VI SEMESTER

| S.No. | Course | Continuous Assessment | Sessional Exams/ Practical | Total Marks |
|-------|---------------------------------------|-----------------------|-------------------------------|-----------------------------|
| | Theory | | | |
| 1 | Child Health Nursing II I & II | 10 | 15 | 25 I & II = 25+25 = 50/2 |
| 2 | Mental Health Nursing II I & II | 10 | 15 | 25 I & II = 25+25 = 50/2 |
| 3 | Nursing Management and Leadership | 10 | 15 | 25 |
| 4 | Midwifery/Obstetrics and Gynecology I | 10 | 15 | 25 |
| | Practical | | | |

| | | | | |
|---|--|----|----|---------------------------|
| 5 | Child Health Nursing II I & II | 10 | 15 | 25 I & II = 25+25 = 50 |
| 6 | Mental Health Nursing II I & II | 10 | 15 | 25 I & II = 25+25 = 50 |
| 7 | Midwifery/Obstetrics and Gynecology (OBG) Nursing I | 10 | 15 | 25 |

VII SEMESTER

| S.No. | Course | Continuous assessment | Sessional Exams/ Practical | Total Marks |
|-------|---|-----------------------|-------------------------------|-----------------------------|
| | Theory | | | |
| 1 | Community Health Nursing II | 10 | 15 | 25 |
| 2 | Nursing Research & Statistics | 10 | 15 | 25 |
| 3 | Midwifery/Obstetrics and Gynecology (OBG) Nursing II I & II | 10 | 15 | 25 I & II = 25+25 = 50/2 |
| | Practical | | | |
| 4 | Community Health Nursing II | 20 | 30 | 50 |
| 5 | Midwifery/Obstetrics and Gynecology (OBG) Nursing II I & II | 10 | 15 | 25 I & II = 25+25 = 50 |

VIII SEMESTER (Internship)

| S.No. | Course | Continuous performance evaluation | OSCE | Total Marks |
|-------|---|--|--|-------------|
| 1 | Competency assessment – 5 specialties × 20 marks | Each specialty – 10 5×10 = 50 marks | Each specialty – 10 5×10 = 50 marks | 100 |

APPENDIX 2
INTERNAL ASSESSMENT
GUIDELINES THEORY

I. CONTINUOUS ASSESSMENT: 10 marks

1. Attendance – **2 marks** (95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)
2. Written assignments (Two) – **10 marks**
3. Seminar/microteaching/individual presentation (Two) – **12 marks**
4. Group project/work/report – **6 marks**
5. **Total = 30/3 = 10**

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

Total = 40/4 = 10 marks

II. SESSIONAL EXAMINATIONS: 15 marks

Two sessional exams per course

Exam pattern:

MCQ – $4 \times 1 = 4$

Essay – $1 \times 10 = 10$

Short – $2 \times 5 = 10$

Very Short – $3 \times 2 = 6$

30 marks \times 2 = 60/4 = 15

PRACTICAL

I. CONTINUOUS ASSESSMENT: 10 marks

1. Attendance – **2 marks** (95-100%: 2 marks, 90-94: 1.5 marks, 85-89: 1 mark, 80-84: 0.5 mark, <80: 0)
2. Clinical assignments – **10 marks**
(Clinical presentation – 3, drug presentation & report – 2, case study report – 5)
3. Continuous evaluation of clinical performance – **10 marks**
4. End of posting OSCE – **5 marks**
5. Completion of procedures and clinical requirements – **3 marks**

Total = 30/3 = 10

II. SESSIONAL EXAMINATIONS: 15

marks
Exam pattern:

OSCE – 10 marks (2-3 hours)

DOP – 20 marks (4-5 hours)

{DOP – Directly observed practical in the clinical setting}

Total = 30/2 = 15

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

COMPETENCY ASSESSMENT: (VIII SEMESTER)

Internal assessment

Clinical performance evaluation – 10×5 specialty = 50 marks

OSCE = 10×5 specialty = 50 marks

Total = 5 specialty \times 20 marks = 100

APPENDIX 3

I. UNIVERSITY THEORY QUESTION PAPER PATTERN (For 75 marks)

1. **Section A – 37 marks and Section B – 38 marks**

a. **Applied Anatomy & Applied Physiology:** Applied Anatomy – Section A and Applied
BSc (N) w.e.f. 2022-23 Admitted batch

- Physiology – Section B,
b. **Applied Sociology & Applied Psychology:** Applied Sociology – Section A and Applied Psychology – Section B
c. **Applied Microbiology & Infection Control including Safety:** Applied Microbiology – Section A and Infection Control including Safety – Section B

Section A (37 marks)

MCQ – $6 \times 1 = 6$

Essay – $1 \times 10 = 10$

Short – $3 \times 5 = 15$

Very Short – 3×2

= 6 Section B (38

marks) MCQ – $7 \times$

1 = 7

Essay – $1 \times 10 = 10$

Short – $3 \times 5 = 15$

Very Short – $3 \times 2 = 6$

2. **Section A – 25 marks and Section B – 50 marks**

Applied Biochemistry & Nutrition & Dietetics: Applied Biochemistry – Section A and Applied Nutrition & Dietetics – Section B

Section A (25 marks)

MCQ – $4 \times 1 = 4$

Short – $3 \times 5 = 15$

Very Short – 3×2

= 6 Section B (50

marks) MCQ – $8 \times$

1 = 8

Essay/situation type – $1 \times 10 = 10$

Short – $4 \times 5 = 20$

Very Short – $6 \times 2 = 12$

3. **Section A – 38 marks, Section B – 25 marks and Section C – 12 marks**

Pharmacology, Pathology and Genetics: Pharmacology – Section A, Pathology – Section B and Genetics – Section C

Section A (38 marks)

MCQ – $7 \times 1 = 7$

Essay – $1 \times 10 = 10$

Short – $3 \times 5 = 15$

Very Short – 3×2

= 6 Section B (25

marks) MCQ – $4 \times$

1 = 4

Short – $3 \times 5 = 15$

Very Short – 3×2

= 6 Section C (12

marks) MCQ – $3 \times$

1 = 3

Short – $1 \times 5 = 5$

Very Short – $2 \times 2 = 4$

4. **Section A – 55 marks and Section B – 20 marks**

Research and Statistics: Research – Section A and Statistics – Section B

Section A (55 marks)

MCQ – $9 \times 1 = 9$

Essay/situation type – $2 \times 15 = 30$

Short – $2 \times 5 = 10$

Very Short – 3×2

= **6 Section B (20**

marks) MCQ – $4 \times$

1 = 4

Short – $2 \times 5 = 10$

Very Short – $3 \times 2 = 6$

5. Marks 75 (For all other university exams with 75 marks)

MCQ – $12 \times 1 = 12$

Essay/situation type – $2 \times 15 = 30$

Short – $5 \times 5 = 25$

Very Short – $4 \times 2 = 8$

6. College Exam (End of Semester) – 50 marks (50/2 = 25 marks)

MCQ – $8 \times 1 = 8$

Essay/situation type – $1 \times 10 = 10$

Short – $4 \times 5 = 20$

Very Short – $6 \times 2 = 12$

II. UNIVERSITY PRACTICAL EXAMINATION – 50marks

OSCE – 15 marks

DOP – 35 marks

III. COMPETENCY ASSESSMENT – University Exam (VIII SEMESTER)

Integrated OSCE including all 5 specialties (Stations based on every specialty) = 5 specialty $5 \times 20 =$
100 marks

Total of 5 Examiners: external – 2 and internal – 3 (One from each specialty)

Internal examiners may be chosen from college faculty with required qualification or from hospital with required qualification.

**Clinical Logbook for B.Sc. Nursing
Program(Procedural
Competencies/Skills)
I & II SEMESTER**

| S.No. | Procedural Competencies/Skills | Performs independently | Assists/ Observes procedures A/O | DATE | | Signature of the Tutor/Faculty |
|-------------------|--|------------------------|---|---------------------------------|------------------|-----------------------------------|
| | | | | Skill Lab/ Simulation Lab | Clinical Area | |
| I SEMESTER | | | | | | |
| I | Communication and Documentation | | | | | |
| 1 | Maintaining Communication and interpersonal relationship with patient and families | | | | | |
| 2 | Verbal Report | | | | | |
| 3 | Recording/Documentation of patient care (Written Report) | | | | | |
| II | Monitoring Vital Signs | | | | | |
| | <i>Temperature</i> | | | | | |
| 4 | Oral | | | | | |
| 5 | Axillary | | | | | |
| 6 | Rectal | | | | | |
| 7 | Tympanic | | | | | |
| | <i>Pulse</i> | | | | | |
| 8 | Radial | | | | | |
| 9 | Apical | | | | | |
| 10 | <i>Respiration</i> | | | | | |
| 11 | <i>Blood Pressure</i> | | | | | |
| III | Hot & Cold Application | | | | | |
| 12 | Cold Compress | | | | | |
| 13 | Hot Compress | | | | | |
| 14 | Ice Cap | | | | | |
| 15 | Tepid sponge | | | | | |
| IV | Health Assessment (Basic – First year level) | | | | | |
| 16 | Health History | | | | | |
| 17 | Physical Assessment – General & system wise | | | | | |
| 18 | Documentation of findings | | | | | |
| V | Infection Control in Clinical Settings | | | | | |

| S.No. | Procedural Competencies/Skills | Performs independently | Assists/ Observes procedures A/O | DATE | | Signature of the Tutor/Faculty |
|-------------|---|------------------------|---|---------------------------------|------------------|-----------------------------------|
| | | | | Skill Lab/ Simulation Lab | Clinical Area | |
| 19 | Hand hygiene (Hand washing & Hand rub) | | | | | |
| 20 | Use of personal and protective equipment | | | | | |
| VI | Comfort | | | | | |
| 21 | Open Bed | | | | | |
| 22 | Occupied Bed | | | | | |
| 23 | Post-operative Bed | | | | | |
| 24 | Supine Position | | | | | |
| 25 | Fowler's Position | | | | | |
| 26 | Lateral Position | | | | | |
| 27 | Prone Position | | | | | |
| 28 | Semi Prone Position | | | | | |
| 29 | Trendelenburg Position | | | | | |
| 30 | Lithotomy Position | | | | | |
| 31 | Changing Position of helpless patient (Moving/Turning/Logrolling) | | | | | |
| 32 | Cardiac table/Over-bed table | | | | | |
| 33 | Back Rest | | | | | |
| 34 | Bed Cradle | | | | | |
| 35 | Pain Assessment (Initial & Reassessment) | | | | | |
| VII | Safety | | | | | |
| 36 | Side rail | | | | | |
| 37 | Restraint (Physical) | | | | | |
| 38 | Fall risk assessment & post fall assessment | | | | | |
| VIII | Admission & Discharge | | | | | |
| 39 | Admission | | | | | |
| 40 | Discharge | | | | | |
| 41 | Transfer (within hospital) | | | | | |
| IX | Mobility | | | | | |
| 42 | Ambulation | | | | | |
| 43 | Transferring patient from & to | | | | | |

| S.No. | Procedural Competencies/Skills | Performs independently | Assists/ Observes procedures A/O | DATE | | Signature of the Tutor/Faculty |
|--------------------|---|------------------------|---|---------------------------------|------------------|-----------------------------------|
| | | | | Skill Lab/ Simulation Lab | Clinical Area | |
| | bed & wheelchair | | | | | |
| 44 | Transferring patient from & to bed & stretcher | | | | | |
| 45 | Range of Motion Exercises (ROM) | | | | | |
| X | Patient Education | | | | | |
| 46 | Individual Patient Teaching | | | | | |
| II SEMESTER | | | | | | |
| XI | Hygiene | | | | | |
| 47 | Sponge bath/Bed bath | | | | | |
| 48 | Pressure Injury Assessment | | | | | |
| 49 | Skin care and care of pressurepoints | | | | | |
| 50 | Oral hygiene | | | | | |
| 51 | Hair wash | | | | | |
| 52 | Pediculosis treatment | | | | | |
| 53 | Perineal Care/Meatal care | | | | | |
| 54 | Urinary Catheter care | | | | | |
| XII | Nursing Process-Basic level | | | | | |
| 55 | Assessment and formulatingnursing diagnosis | | | | | |
| 56 | Planning the nursing Care | | | | | |
| 57 | Implementation of Care | | | | | |
| 58 | Evaluation of Care (Reassessment & Modification) | | | | | |
| XIII | Nutrition & Fluid Balance | | | | | |
| 59 | 24 Hours Dietary Recall | | | | | |
| 60 | Planning Well balanced diet | | | | | |
| 61 | Making fluid plan | | | | | |
| 62 | Preparation of nasogastric tubefeed | | | | | |
| 63 | Nasogastric tube feeding | | | | | |
| 64 | Maintaining intake & output chart | | | | | |
| 65 | Intra Venous Infusion Plan | | | | | |
| XIV | Elimination | | | | | |

| S.No. | Procedural Competencies/Skills | Performs independently | Assists/ Observes procedures A/O | DATE | | Signature of the Tutor/Faculty |
|--------------|--|------------------------|---|---------------------------------|------------------|-----------------------------------|
| | | | | Skill Lab/ Simulation Lab | Clinical Area | |
| 66 | Providing Bedpan | | | | | |
| 67 | Providing Urinal | | | | | |
| 68 | Enema | | | | | |
| 69 | Bowel Wash | | | | | |
| XV | Diagnostic Tests-Specimen collection | | | | | |
| 70 | Urine Specimen for Routine Analysis | | | | | |
| 71 | Urine Specimen for Culture | | | | | |
| 72 | Timed urine specimen collection | | | | | |
| 73 | Feces specimen for routine | | | | | |
| 74 | Sputum Culture | | | | | |
| | Urine Testing | | | | | |
| 75 | Ketone | | | | | |
| 76 | Albumin | | | | | |
| 77 | Reaction | | | | | |
| 78 | Specific Gravity | | | | | |
| XVI | Oxygenation Needs/Promoting Respiration | | | | | |
| 79 | Deep Breathing & Coughing Exercises | | | | | |
| 80 | Steam inhalation | | | | | |
| 81 | Oxygen administration using face mask | | | | | |
| 82 | Oxygen administration using nasal prongs | | | | | |
| XVII | Medication Administration | | | | | |
| 83 | Oral Medications | | | | | |
| 84 | Intramuscular | | | | | |
| 85 | Subcutaneous | | | | | |
| 86 | Rectal Suppositories | | | | | |
| XVIII | Death and Dying | | | | | |
| 87 | Death care/Last Office | | | | | |
| XIX | First Aid and Emergencies | | | | | |
| | Bandages & Binders | | | | | |
| 88 | Circular | | | | | |

| S.No. | Procedural Competencies/Skills | Performs independently | Assists/ Observes procedures A/O | DATE | | Signature of the Tutor/Faculty |
|-------|--------------------------------|------------------------|---|---------------------------------|------------------|-----------------------------------|
| | | | | Skill Lab/ Simulation Lab | Clinical Area | |
| 89 | Spiral | | | | | |
| 90 | Reverse Spiral | | | | | |
| 91 | Recurrent | | | | | |
| 92 | Spica | | | | | |
| 93 | Figure of eight | | | | | |
| 94 | Eye | | | | | |
| 95 | Ear | | | | | |
| 96 | Caplin | | | | | |
| 97 | Jaw | | | | | |
| 98 | Arm Sling | | | | | |
| 99 | Abdominal Binder | | | | | |
| 100 | Basic CPR (first aid module) | | | | | |

III & IV SEMESTER

| S.No. | Specific Procedural Competencies/Skills | Performs independently | Assists/ Observes Procedures A/O | DATE | | Signature of the Tutor/ Faculty |
|---------------------|--|---------------------------|---|--------------------------------|------------------|---------------------------------------|
| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| III SEMESTER | | | | | | |
| I | MEDICAL | | | | | |
| | <i>Intravenous therapy</i> | | | | | |
| 1 | IV cannulation | | | | | |
| 2 | IV maintenance & monitoring | | | | | |
| 3 | Administration of IV medication | | | | | |
| 4 | Care of patient with CentralLine | | | | | |
| | <i>Preparation, assisting, and after care of patients undergoing diagnostic procedures</i> | | | | | |
| 5 | Thoracentesis | | | | | |
| 6 | Abdominal paracentesis | | | | | |
| | <i>Respiratory therapies and monitoring</i> | | | | | |
| 7 | Administration of oxygen using venturi mask | | | | | |
| 8 | Nebulization | | | | | |

| S.No. | Specific Procedural Competencies/Skills | Performs independently | Assists/ Observes Procedures A/O | DATE | | Signature of the Tutor/ Faculty |
|--|---|------------------------|----------------------------------|--------------------------|---------------|---------------------------------|
| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| 9 | Chest physiotherapy | | | | | |
| 10 | Postural drainage | | | | | |
| 11 | Oropharyngeal suctioning | | | | | |
| 12 | Care of patient with chest drainage | | | | | |
| <i>Planning therapeutic diet</i> | | | | | | |
| 13 | High protein diet | | | | | |
| 14 | Diabetic diet | | | | | |
| 15 | Performing and monitoring GRBS | | | | | |
| 16 | Insulin administration | | | | | |
| II | SURGICAL | | | | | |
| 17 | Pre-Operative care | | | | | |
| 18 | Immediate Post-operative care | | | | | |
| 19 | Post-operative exercise | | | | | |
| 20 | Pain assessment and management | | | | | |
| <i>Assisting diagnostic procedures and after care of patients undergoing</i> | | | | | | |
| 21 | Colonoscopy | | | | | |
| 22 | ERCP | | | | | |
| 23 | Endoscopy | | | | | |
| 24 | Liver Biopsy | | | | | |
| 25 | Nasogastric aspiration | | | | | |
| 26 | Gastrostomy/Jejunostomy feeds | | | | | |
| 27 | Ileostomy/Colostomy care | | | | | |
| 28 | Surgical dressing | | | | | |
| 29 | Suture removal | | | | | |
| 30 | Surgical soak | | | | | |
| 31 | Sitz bath | | | | | |
| 32 | Care of drain | | | | | |
| III | CARDIOLOGY | | | | | |
| 33 | Cardiac monitoring | | | | | |
| 34 | Recording and interpreting ECG | | | | | |
| 35 | Arterial blood gas analysis – | | | | | |

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|---------------------------------------|--|------------------------|----------------------------------|--------------------------|---------------|---------------------------------|
| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| | interpretation | | | | | |
| 36 | Administration of cardiac drugs | | | | | |
| 37 | Preparation and after care of patients undergoing cardiac Catheterization | | | | | |
| 38 | Performing BCLS | | | | | |
| <i>Collection of blood sample for</i> | | | | | | |
| 39 | Blood grouping/cross matching | | | | | |
| 40 | Blood sugar | | | | | |
| 41 | Serum electrolytes | | | | | |
| 42 | Assisting with blood transfusion | | | | | |
| 43 | Assisting for bone marrow aspiration | | | | | |
| 44 | Application of antiembolism stockings (TED hose) | | | | | |
| 45 | Application/maintenance of sequential Compression Device | | | | | |
| IV | DERMATOLOGY | | | | | |
| 46 | Application of topical medication | | | | | |
| 47 | Intradermal injection-Skin allergy testing | | | | | |
| 48 | Medicated bath | | | | | |
| V | COMMUNICABLE | | | | | |
| 49 | Intradermal injection-BCG and Tuberculin skin Test or Mantoux test | | | | | |
| 50 | Barrier nursing & Reverse barrier nursing | | | | | |
| 51 | Standard precautions-Hand hygiene, use of PPE, needle stick and sharp injury prevention, Cleaning and disinfection, Respiratory hygiene, waste disposal and safe injection practices | | | | | |
| VI | MUSCULOSKELETAL | | | | | |
| 52 | Preparation of patient with Myelogram/CT/MRI | | | | | |

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| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| 53 | Assisting with application & removal of POP/Cast | | | | | |
| 54 | Preparation, assisting and aftercare of patient with Skin traction/skeletal traction | | | | | |
| 55 | Care of orthotics | | | | | |
| 56 | Muscle strengthening exercises | | | | | |
| 57 | Crutch walking | | | | | |
| 58 | Rehabilitation | | | | | |
| VII | OR | | | | | |
| 59 | Position and draping | | | | | |
| 60 | Preparation of operation table | | | | | |
| 61 | Set up of trolley with instrument | | | | | |
| 62 | Assisting in major and minor operation | | | | | |
| 63 | Disinfection and sterilization of equipment | | | | | |
| 64 | Scrubbing procedures – Gowning, masking and gloving | | | | | |
| 65 | Intra operative monitoring | | | | | |
| IV SEMESTER | | | | | | |
| I | ENT | | | | | |
| 1 | History taking and examination of ear, nose & throat | | | | | |
| 2 | Application of bandages to Ear & Nose | | | | | |
| 3 | Tracheostomy care | | | | | |
| | <i>Preparation of patient, assisting and monitoring of patients undergoing diagnostic procedures</i> | | | | | |
| 4 | Auditory screening tests | | | | | |
| 5 | Audiometric tests | | | | | |
| 6 | Preparing and assisting in special procedures like Anterior/posteriornasal packing, Ear Packing and Syringing | | | | | |
| 7 | Preparation and after care of patients undergoing ENT surgical procedures | | | | | |
| 8 | Instillation of ear/nasal | | | | | |

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| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| | medication | | | | | |
| II | EYE | | | | | |
| 9 | History taking and examination of eyes and interpretation | | | | | |
| | <i>Assisting procedures</i> | | | | | |
| 10 | Visual acuity | | | | | |
| 11 | Fundoscopy, retinoscopy, ophthalmoscopy, tonometry | | | | | |
| 12 | Refraction tests | | | | | |
| 13 | Pre and postoperative care of patient undergoing eye surgery | | | | | |
| 14 | Instillation of eye drops/medication | | | | | |
| 15 | Eye irrigation | | | | | |
| 16 | Application of eye bandage | | | | | |
| 17 | Assisting with foreign body removal | | | | | |
| III | NEPHROLOGY & UROLOGY | | | | | |
| 18 | Assessment of kidney and urinary system <ul style="list-style-type: none"> • History taking and physical examination • Testicular self-examination • Digital rectal exam | | | | | |
| | <i>Preparation and assisting with diagnostic and therapeutic procedures</i> | | | | | |
| 19 | Cystoscopy, Cystometrogram | | | | | |
| 20 | Contrast studies – IVP | | | | | |
| 21 | Peritoneal dialysis | | | | | |
| 22 | Hemodialysis | | | | | |
| 23 | Lithotripsy | | | | | |
| 24 | Renal/Prostate Biopsy | | | | | |
| 25 | Specific tests – Semen analysis, gonorrhea test | | | | | |
| 26 | Catheterization care | | | | | |
| 27 | Bladder irrigation | | | | | |

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| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| 28 | Intake and output recording and monitoring | | | | | |
| 29 | Ambulation and exercise | | | | | |
| IV | BURNS & RECONSTRUCTIVE SURGERY | | | | | |
| 30 | Assessment of burns wound – area/degree/percentage of wound using appropriate scales | | | | | |
| 31 | First aid of burns | | | | | |
| 32 | Fluid & electrolyte replacement therapy | | | | | |
| 33 | Skin care | | | | | |
| 34 | Care of Burn wounds ○ Bathing ○ Dressing | | | | | |
| 35 | Pre-operative and post-operative care of patient with burns | | | | | |
| 36 | Caring of skin graft and post cosmetic surgery | | | | | |
| 37 | Rehabilitation | | | | | |
| V | NEUROLOGY | | | | | |
| 38 | History taking, neurological Examination – Use of Glasgow coma scale | | | | | |
| 39 | Continuous monitoring the patients | | | | | |
| 40 | Preparation and assisting for various invasive and non-invasive diagnostic procedures | | | | | |
| 41 | Care of patient undergoing neurosurgery including rehabilitation | | | | | |
| VI | IMMUNOLOGY | | | | | |
| 42 | History taking and Physical examination | | | | | |
| 43 | Immunological status assessment and interpretation of specific test (e.g. HIV) | | | | | |
| 44 | Care of patient with low immunity | | | | | |
| VII | ONCOLOGY | | | | | |

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| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| 45 | History taking & physical examination of cancer patients | | | | | |
| 46 | Screening for common cancers – TNM classification | | | | | |
| <i>Preparation, assisting and after care patients undergoing diagnostic procedures</i> | | | | | | |
| 47 | Biopsies/FNAC | | | | | |
| 48 | Bone-marrow aspiration | | | | | |
| <i>Preparation of patients and assisting with various modalities of treatment</i> | | | | | | |
| 49 | Chemotherapy | | | | | |
| 50 | Radiotherapy | | | | | |
| 51 | Hormonal therapy/ Immunotherapy | | | | | |
| 52 | Gene therapy/any other | | | | | |
| 53 | Care of patients treated with nuclear medicine | | | | | |
| 54 | Rehabilitation | | | | | |
| VIII | EMERGENCY | | | | | |
| 55 | Practicing ‘triage’ | | | | | |
| 56 | Primary and secondary survey in emergency | | | | | |
| 57 | Examination, investigations & their interpretations, in emergency & disaster situations | | | | | |
| 58 | Emergency care of medical and traumatic injury patients | | | | | |
| 59 | Documentation, and assisting in legal procedures in emergency unit | | | | | |
| 60 | Managing crowd | | | | | |
| 61 | Counseling the patient and family in dealing with grieving & bereavement | | | | | |
| IX | CRITICAL CARE | | | | | |
| 62 | Assessment of critically ill patients | | | | | |
| 63 | Assisting with arterial puncture | | | | | |
| 64 | Assisting with ET tube intubation & extubation | | | | | |

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| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| 65 | ABG analysis and interpretation – respiratory acidosis, respiratoryalkalosis, metabolic acidosis, metabolic alkalosis | | | | | |
| 66 | Setting up of ventilator modes and settings and care of patienton ventilator | | | | | |
| 67 | Setting up of trolley with instruments | | | | | |
| 68 | Monitoring and maintenance ofChest drainage system | | | | | |
| 69 | Bag and mask ventilation | | | | | |
| 70 | Assisting with starting and maintenance of Central andperipheral lines invasive | | | | | |
| 71 | Setting up of infusion pump, anddefibrillator | | | | | |
| 72 | Administration of drugs via infusion, intracardiac, intrathecal,epidural | | | | | |
| 73 | Monitoring and maintenance ofpacemaker | | | | | |
| 74 | ICU care bundle | | | | | |
| 75 | Management of the dying patientin the ICU | | | | | |
| X | Geriatric | | | | | |
| 76 | History taking and Assessment of Geriatric patient | | | | | |
| 77 | Geriatric counseling | | | | | |
| 78 | Comprehensive Health assessment (adult) after modulecompletion | | | | | |
| V & VI SEMESTER – CHILD HEALTH NURSING I & II | | | | | | |
| I | PEDIATRIC MEDICAL & SURGICAL | | | | | |
| | <i>Health assessment – Taking history & Physical examination and nutritional assessment of</i> | | | | | |
| 1 | Neonate | | | | | |
| 2 | Infant | | | | | |
| 3 | Toddler | | | | | |
| 4 | Preschooler | | | | | |
| 5 | Schooler | | | | | |

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| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| 6 | Adolescent | | | | | |
| <i>Administration of medication/fluids – Calculation, preparation and administration of medication</i> | | | | | | |
| 7 | Oral | | | | | |
| 8 | I/M | | | | | |
| 9 | I/V | | | | | |
| 10 | Intradermal | | | | | |
| 11 | Subcutaneous | | | | | |
| 12 | Calculation of fluid requirements | | | | | |
| 13 | Preparation of different strengths of I/V fluids | | | | | |
| 14 | Administration of IV fluids | | | | | |
| 15 | Application of restraints | | | | | |
| <i>Administration of O₂ inhalation by different methods</i> | | | | | | |
| 16 | Nasal Catheter/Nasal Prong | | | | | |
| 17 | Mask | | | | | |
| 18 | Oxygen hood | | | | | |
| 19 | Baby bath/sponge bath | | | | | |
| 20 | Feeding children by Katori & spoon/paladai, cup | | | | | |
| <i>Collection of specimens for common investigations</i> | | | | | | |
| 21 | Urine | | | | | |
| 22 | Stool | | | | | |
| 23 | Blood | | | | | |
| 24 | Assisting with common diagnostic procedures (Lumbar puncture, bone marrow aspiration) | | | | | |
| <i>Health education to mothers/parents – Topics</i> | | | | | | |
| 25 | Prevention and management of Malnutrition | | | | | |
| 26 | Prevention and management of diarrhea (Oral rehydration therapy) | | | | | |
| 27 | Feeding & Complementary feeding | | | | | |

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| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| 28 | Immunization schedule | | | | | |
| 29 | Play therapy | | | | | |
| 30 | Conduct individual and group play therapy sessions | | | | | |
| 31 | Prevention of accidents | | | | | |
| 32 | Bowel wash | | | | | |
| 33 | Administration of suppositories | | | | | |
| | <i>Care for ostomies:</i> | | | | | |
| 34 | Colostomy Irrigation | | | | | |
| 35 | Ureterostomy | | | | | |
| 36 | Gastrostomy | | | | | |
| 37 | Enterostomy | | | | | |
| 38 | Urinary catheterization & drainage | | | | | |
| | <i>Feeding</i> | | | | | |
| 39 | Naso-gastric | | | | | |
| 40 | Gastrostomy | | | | | |
| 41 | Jejunostomy | | | | | |
| | <i>Care of surgical wounds</i> | | | | | |
| 42 | Dressing | | | | | |
| 43 | Suture removal | | | | | |
| II | PEDIATRIC OPD/IMMUNIZATION ROOM | | | | | |
| | <i>Growth and Developmental assessment of children</i> | | | | | |
| 44 | Infant | | | | | |
| 45 | Toddler | | | | | |
| 46 | Preschooler | | | | | |
| 47 | Schooler | | | | | |
| 48 | Adolescent | | | | | |
| 49 | Administration of vaccination | | | | | |
| 50 | Health/Nutritional education | | | | | |
| III | NICCU/PICU | | | | | |
| 51 | Assessment of newborn | | | | | |
| 52 | Care of preterm/LBW newborn | | | | | |

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| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| 53 | Kangaroo care | | | | | |
| 54 | Neonatal resuscitation | | | | | |
| 55 | Assisting in neonatal diagnostic procedures | | | | | |
| 56 | Feeding of high risk newborn – EBM (spoon/paladai) | | | | | |
| 57 | Insertion/removal/feeding –Naso/oro-gastric tube | | | | | |
| 58 | Administration of medication – oral/parenteral | | | | | |
| 59 | Neonatal drug calculation | | | | | |
| 60 | Assisting in exchange transfusion | | | | | |
| 61 | Organizing different levels of neonatal care | | | | | |
| 62 | Care of a child on ventilator/ CPAP | | | | | |
| 63 | Endotracheal Suction | | | | | |
| 64 | Chest Physiotherapy | | | | | |
| 65 | Administration of fluids with infusion pumps | | | | | |
| 66 | Total Parenteral Nutrition | | | | | |
| 67 | Recording & reporting | | | | | |
| 68 | Cardiopulmonary Resuscitation – PLS | | | | | |
| V & VI SEMESTER – MENTAL HEALTH NURSING I & II | | | | | | |
| | PSCHIATRY OPD | | | | | |
| 1 | History taking | | | | | |
| 2 | Mental status examination (MSE) | | | | | |
| 3 | Psychometric assessment (Observe/practice) | | | | | |
| 4 | Neurological examination | | | | | |
| 5 | Observing & assisting in therapies | | | | | |
| | <i>Individual and group psycho education</i> | | | | | |
| 6 | Mental hygiene practiceeducation | | | | | |
| 7 | Family psycho-education | | | | | |

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| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| CHILD GUIDANCE CLINIC | | | | | | |
| 8 | History Taking & mental status examination | | | | | |
| 9 | Psychometric assessment (Observe/practice) | | | | | |
| 10 | Observing and assisting in various therapies | | | | | |
| 11 | Parental teaching for child with mental deficiency | | | | | |
| IN-PATIENT WARD | | | | | | |
| 12 | History taking | | | | | |
| 13 | Mental status examination (MSE) | | | | | |
| 14 | Neurological examination | | | | | |
| 15 | Assisting in psychometric assessment | | | | | |
| 16 | Recording therapeutic communication | | | | | |
| 17 | Administration of medications | | | | | |
| 18 | Assisting in Electro-convulsive Therapy (ECT) | | | | | |
| 19 | Participation in all therapies | | | | | |
| 20 | Preparation of patients for Activities of Daily living (ADL) | | | | | |
| 21 | Conducting admission and discharge counseling | | | | | |
| 22 | Counseling and teaching patients and families | | | | | |
| COMMUNITY PSYCHIATRY & DEADDICTION CENTRE | | | | | | |
| 23 | Conducting home visit and case work | | | | | |
| 24 | Identification of individuals with mental health problems | | | | | |
| 25 | Assisting in organizations of Mental Health camp | | | | | |
| 26 | Conducting awareness meetings for mental health & mental illness | | | | | |
| 27 | Counseling and Teaching family members, patients and community | | | | | |
| 28 | Observation of deaddiction care | | | | | |

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| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| V SEMESTER – COMMUNITY HEALTH NURSING I INCLUDING ENVIRONMENTAL SCIENCE & EPIDEMIOLOGY | | | | | | |
| 1 | Interviewing skills (using communication and interpersonal skills) | | | | | |
| 2 | Conducting community needs assessment/survey | | | | | |
| 3 | Observation skills | | | | | |
| 4 | Nutritional assessment skills | | | | | |
| 5 | Teaching individuals and families on nutrition-food hygiene and safety, healthy lifestyle and health promotion | | | | | |
| 6 | BCC (Behaviour change communication) skills | | | | | |
| 7 | Health assessment including nutritional assessment- different age groups <ul style="list-style-type: none"> • Children under five • Adolescent • Woman | | | | | |
| 8 | Investigating an epidemic – Community health survey | | | | | |
| 9 | Performing lab tests – Hemoglobin, blood sugar, blood smear for malaria, etc. | | | | | |
| 10 | Screening, diagnosis and primary management of common health problems in the community and referral of high-risk clients (Communicable & NCD) | | | | | |
| 11 | Documentation skills | | | | | |
| 12 | Home visit | | | | | |
| 13 | Participation in national health programs | | | | | |
| 14 | Participation in school health programs | | | | | |
| V SEMESTER – EDUCATIONAL TECHNOLOGY/NURSING EDUCATION | | | | | | |
| 1 | Writing learning outcomes | | | | | |
| 2 | Preparation of lesson plan | | | | | |
| 3 | Practice Teaching/ Microteaching | | | | | |

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| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| 4 | Preparation of teaching aids/media | | | | | |
| <i>Preparation of assessment tools</i> | | | | | | |
| 5 | Construction of MCQ tests | | | | | |
| 6 | Preparation of observation checklist | | | | | |
| VI SEMESTER – NURSING MANAGEMENT & LEADERSHIP | | | | | | |
| Hospital and Nursing Service Department | | | | | | |
| 1 | Preparation of organogram (hospital/nursing department) | | | | | |
| 2 | Calculation of staffing requirements for a nursing unit/ward | | | | | |
| 3 | Formulation of Job description of nursing officer (staff nurse) | | | | | |
| 4 | Preparation of Patient assignment plan | | | | | |
| 5 | Preparation of duty roster for staff/students at different levels | | | | | |
| 6 | Preparation of logbook/MMF for specific equipment/ materials | | | | | |
| 7 | Participation in Inventory control and daily record keeping | | | | | |
| 8 | Preparation and maintenance of records & reports such as incident reports/adverse reports/audit reports | | | | | |
| 9 | Participation in performance appraisal/evaluation of nursing staff | | | | | |
| 10 | Participate in conducting in-service education for the staff | | | | | |
| College & Hostel | | | | | | |
| 11 | Preparation of organogram of college | | | | | |
| 12 | Formulation of job description for tutor | | | | | |
| 13 | Participation in performance appraisal of tutor | | | | | |
| 14 | Preparation of Master plan, time-table and clinical rotation | | | | | |

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| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| 15 | Preparation of student anecdotes | | | | | |
| 16 | Participation in clinical evaluation of students | | | | | |
| 17 | Participation in planning and conducting practical examination OSCE – end of posting | | | | | |
| VI & VII SEMESTER – MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I & II | | | | | | |
| I | ANTENATAL CARE | | | | | |
| | Health assessment of antenatal woman | | | | | |
| 1 | History Taking including obstetrical score, Calculation of EDD, gestational age | | | | | |
| 2 | Physical examination: head to foot | | | | | |
| 3 | Obstetrical examination including Leopards maneuvers & auscultation of Fetal heart sound (fetoscope/stethoscope/ Doppler) | | | | | |
| | Diagnostic tests | | | | | |
| 4 | Urine pregnancy test/card test | | | | | |
| 5 | Estimation of hemoglobin using Sahle's hemoglobinometer | | | | | |
| 6 | Advice/assist in HIV/HBsAg/ VDRL testing | | | | | |
| 7 | Preparation of peripheral smear for malaria | | | | | |
| 8 | Urine testing for albumin and sugar | | | | | |
| 9 | Preparation of mother for USG | | | | | |
| 10 | Kick chart/DFMC (Daily Fetal and Maternal Chart) | | | | | |
| 11 | Preparation and recording of CTG/NST | | | | | |
| 12 | Antenatal counseling for each trimester including birth preparedness and complication readiness | | | | | |
| 13 | Childbirth preparation classes for couples/family | | | | | |
| 14 | Administration of Td/TT | | | | | |
| 15 | Prescription of iron & folic acid and calcium tablets | | | | | |

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| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| II | INTRANATAL CARE | | | | | |
| 16 | Identification and assessment of woman in labour | | | | | |
| 17 | Admission of woman in labour | | | | | |
| 18 | Performing/assisting CTG | | | | | |
| 19 | Vaginal examination during labour including Clinical pelvimetry | | | | | |
| 20 | Plotting and interpretation of partograph | | | | | |
| 21 | Preparation for birthing/delivery – physical and psychological | | | | | |
| 22 | Setting up of the birthing room/delivery unit and newborn corner/care area | | | | | |
| 23 | Pain management during labour-non-pharmacological | | | | | |
| 24 | Supporting normal births/conduct normal childbirth in upright positions/evidence based | | | | | |
| 25 | Essential newborn care | | | | | |
| 26 | Basic newborn resuscitation | | | | | |
| 27 | Management of third stage of labour – Physiologic management/active management (AMTSL) | | | | | |
| 28 | Examination of placenta | | | | | |
| 29 | Care during fourth stage of labour | | | | | |
| 30 | Initiation of breast feeding and lactation management | | | | | |
| 31 | Infection prevention during labour and newborn care | | | | | |
| III | POSTNATAL CARE | | | | | |
| 32 | Postnatal assessment and care | | | | | |
| 33 | Perineal/episiotomy care | | | | | |
| 34 | Breast care | | | | | |
| 35 | Postnatal counseling-diet, exercise & breast feeding | | | | | |

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| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| 36 | Preparation for discharge | | | | | |
| IV | NEWBORN CARE | | | | | |
| 37 | Assessment of newborn | | | | | |
| 38 | Weighing of newborn | | | | | |
| 39 | Administration of Vitamin K | | | | | |
| 40 | Neonatal immunization – Administration of BCG, Hepatitis B vaccine | | | | | |
| 41 | Identification of minor disorders of newborn and their management | | | | | |
| V | CARE OF WOMEN WITH ANTENATAL, INTRANATAL & POSTNATAL COMPLICATIONS | | | | | |
| 42 | High risk assessment – identification of antenatal complications such as pre-eclampsia, anemia, GDM, Antepartum hemorrhage etc. | | | | | |
| 43 | Post abortion care & counseling | | | | | |
| 44 | Glucose challenge test/Glucose Tolerance test | | | | | |
| 45 | Identification of fetal distress and its management | | | | | |
| 46 | Administration of MgSo4 | | | | | |
| 47 | Administration of antenatal corticosteroids for preterm labour | | | | | |
| 48 | Assisting with Medical induction of labour | | | | | |
| 49 | Assist in Surgical induction – stripping and artificial rupture of membranes | | | | | |
| 50 | Episiotomy (only if required) and repair | | | | | |
| 51 | Preparation for emergency/elective caesarean section | | | | | |
| 52 | Assisting in caesarean section | | | | | |
| 53 | Preparation of mother and assist in vacuum delivery | | | | | |
| 54 | Identification and assisting in management of malpresentation and malposition during labour | | | | | |
| 55 | Preparation and assisting in low | | | | | |

| S.No. | Specific Procedural Competencies/Skills | Performs independently | Assists/ Observes Procedures A/O | DATE | | Signature of the Tutor/ Faculty |
|--|--|------------------------|----------------------------------|--------------------------|---------------|---------------------------------|
| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| | forceps operation | | | | | |
| 56 | Preparation and assisting in emergency obstetric surgeries | | | | | |
| 57 | Prescription/administration of fluids and electrolytes through intravenous route | | | | | |
| Assisting in procedures | | | | | | |
| 58 | Assisting in Manual removal of the placenta | | | | | |
| 59 | Assisting in Bimanual compression of uterus/Balloon tamponade for atonic uterus | | | | | |
| 60 | Assisting in Aortic compression for PPH | | | | | |
| 61 | Identification and first aid management of PPH & obstetric shock | | | | | |
| 62 | Assisting in management of obstetric shock | | | | | |
| 63 | Identification and assisting in management of puerperal sepsis and administration of antibiotics | | | | | |
| 64 | Management of breast engorgement and infections | | | | | |
| 65 | Management of thrombophlebitis | | | | | |
| HIGH RISK NEWBORN (Some aspects of high risk newborn care are included in Child Health Nursing) | | | | | | |
| 66 | Identification of high-risk newborn | | | | | |
| 67 | Care of neonate under radiant warmer | | | | | |
| 68 | Care of neonate on phototherapy | | | | | |
| 69 | Referral and transportation of high risk newborn | | | | | |
| 70 | Parental counselling – sick neonate and neonatal loss | | | | | |
| FAMILY WELFARE | | | | | | |
| 71 | Postpartum Family planning counseling | | | | | |
| 72 | Postpartum family planning – Insertion and removal of PPIUCD/PAIUCD | | | | | |

| S.No. | Specific Procedural Competencies/Skills | Performs independently | Assists/ Observes Procedures A/O | DATE | | Signature of the Tutor/ Faculty |
|---|--|------------------------|----------------------------------|--------------------------|---------------|---------------------------------|
| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| 73 | Counselling of the woman for Postpartum sterilization | | | | | |
| 74 | Preparation and assisting intubectomy | | | | | |
| OTHER PROCEDURES | | | | | | |
| 75 | Preparation and assisting for D&C/D&E operations | | | | | |
| 76 | Observation/Assisting in Manual Vacuum Aspiration | | | | | |
| 77 | Assessment of women with gynaecological disorders | | | | | |
| 78 | Assisting/performing Pap smear | | | | | |
| 79 | Performing Visual inspection of cervix with acetic acid | | | | | |
| 80 | Assisting/observation of cervical punch biopsy/ Cystoscopy/Cryosurgery | | | | | |
| 81 | Assisting in gynecological surgeries | | | | | |
| 82 | Postoperative care of woman with gynecological surgeries | | | | | |
| 83 | Counsel on Breast self-examination | | | | | |
| 84 | Counseling couples with infertility | | | | | |
| 85 | Completion of safe delivery app with certification | | | | | |
| VII SEMESTER – COMMUNITY HEALTH NURSING II | | | | | | |
| 1 | Screening, diagnosing, management and referral of clients with common conditions/emergencies | | | | | |
| 2 | Antenatal and postnatal care at home and health centre | | | | | |
| 3 | Conduction of normal childbirth & newborn care at health centre | | | | | |
| 4 | Tracking every pregnancy and filling up MCP card | | | | | |
| 5 | Maintenance of records/ registers/reports | | | | | |
| 6 | Adolescent counseling & participation in youth friendly | | | | | |

| S.No. | Specific Procedural Competencies/Skills | Performs independently | Assists/ Observes Procedures A/O | DATE | | Signature of the Tutor/ Faculty |
|---|---|------------------------|----------------------------------|--------------------------|---------------|---------------------------------|
| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| | services | | | | | |
| 7 | Counseling for safe abortion services | | | | | |
| 8 | Family planning counseling | | | | | |
| 9 | Distribution of temporary contraceptives – condoms, OCP's, emergency contraceptives, Injectable MPA | | | | | |
| 10 | Insertion of interval IUCD | | | | | |
| 11 | Removal of IUCD | | | | | |
| 12 | Participation in conducting vasectomy/tubectomy camp | | | | | |
| 13 | Screening, diagnosis, primary management and referral of clients with occupational healthproblems | | | | | |
| 14 | Health assessment of elderly | | | | | |
| 15 | Mental Health screening | | | | | |
| 16 | Participation in community diagnosis – data management | | | | | |
| 17 | Writing health centre activityreport | | | | | |
| 18 | Participation in organizing and conducting clinic/health camp | | | | | |
| 19 | Participation in disaster mock drills | | | | | |
| 20 | Co-ordinating with ASHAs and other community health workers | | | | | |
| VII SEMESTER – NURSING RESEARCH & STATISTICS | | | | | | |
| | <i>Research Process Exercise</i> | | | | | |
| 1 | Statement of the problem | | | | | |
| 2 | Formulation of Objectives & Hypotheses | | | | | |
| 3 | Literature review of researchreport/article | | | | | |
| 4 | Annotated bibliography | | | | | |
| 5 | Preparation of sample researchtool | | | | | |
| | <i>Analysis & Interpretation of data – Descriptive statistics</i> | | | | | |

| S.No. | Specific Procedural Competencies/Skills | Performs independently | Assists/ Observes Procedures A/O | DATE | | Signature of the Tutor/ Faculty |
|-----------------------------------|---|------------------------|----------------------------------|--------------------------|---------------|---------------------------------|
| | | | | Skill Lab/Simulation Lab | Clinical Area | |
| 6 | Organization of data | | | | | |
| 7 | Tabulation of data | | | | | |
| 8 | Graphic representation of data | | | | | |
| 9 | Tabular presentation of data | | | | | |
| 10 | Research Project (Group/Individual) Title: | | | | | |
| VIII SEMESTER (INTERNSHIP) | | | | | | |
| | | | | | | |

Note: Maximum of 30% of all skills/procedures can be performed by students in skill lab/simulation lab for all clinical nursing Courses except Community Health Nursing and Mental Health Nursing in which the percentage allowed is only 10%

* – When the student is found competent to perform the skill, it will be signed by the faculty/tutor.

Students: Students are expected to perform the listed skills/competencies many times until they reach level 3 competency, after which the preceptor signs against each competency.

Preceptors/faculty: Must ensure that the signature is given for each competency only after they reach level 3.

- Level 3 competency denotes that the NP student is able to perform that competency without supervision
- Level 2 Competency denotes that the student is able to perform each competency with supervision
- Level 1 competency denotes that the student is not able to perform that competency/skill even with supervision

Signature of the Faculty Coordinator

Signature of the HOD/Principal

CLINICAL REQUIREMENTS

| S.No. | Clinical Requirement | Date | Signature of the Faculty |
|--|--|------|--------------------------|
| I & II SEMESTER | | | |
| NURSING FOUNDATION I & II | | | |
| 1 | History Taking – 2 1. 2. | | |
| 2 | Physical Examination – 2 1. 2. | | |
| 3 | Fall risk assessment – 2 1. 2. | | |
| 4 | Pressure Sore Assessment – 2 1. 2. | | |
| 5 | Nursing Process – 2 1. 2. | | |
| 6 | Completion of first aid module | | |
| 7 | Completion of Health assessment module | | |
| III SEMESTER – ADULT HEALTH NURSING I | | | |
| Medical | | | |
| 1 | Care Study – 1 | | |
| 2 | Health education – 1 | | |
| 3 | Clinical presentation/care note – 1 | | |
| Surgical | | | |
| 4 | Care study – 1 | | |
| 5 | Health education – 1 | | |
| 6 | Clinical Presentation/Care note – 1 | | |
| Cardiac | | | |
| 7 | Cardiac assessment – 1 | | |
| 8 | Drug presentation – 1 | | |
| Communicable | | | |
| 9 | Clinical presentation/Care note – 1 | | |
| Musculoskeletal | | | |
| 10 | Clinical presentation/Care note – 1 | | |
| OR | | | |

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|--|--|--|--|
| 11 | Assist as circulatory nurse – 5 i. ii. iii. iv. v. | | |
| 12 | Assist as scrub nurse in minor surgeries – 5 i. ii. iii. iv. v. | | |
| 13 | Positioning & draping – 5 i. ii. iii. iv. v. | | |
| 14 | Assist as scrub nurse in major surgeries – 5 i. ii. iii. iv. v. | | |
| 15 | Completion of BCLS module | | |
| IV SEMESTER – ADULT HEALTH NURSING II | | | |
| | ENT | | |
| 1 | ENT assessment of an adult – 2 i. ii. | | |
| 2 | Observation and activity report of OPD | | |
| 3 | Clinical presentation – 1 | | |
| 4 | Drug Book | | |
| | EYE | | |
| 5 | Eye assessment i. Adult – 1 ii. Geriatric – 1 | | |
| 6 | Patient-teaching – 1 | | |
| 7 | Clinical Presentation– 1 | | |

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| | NEPHROLOGY & UROLOGY | | |
| 8 | Assessment of adult – 1 Assessment of Geriatric – 1 | | |
| 9 | Drug presentation – 1 | | |
| 10 | Care study/Clinical presentation – 1 | | |
| | BURNS AND RECONSTRUCTIVE SURGERY | | |
| 11 | Burn wound assessment – 1 | | |
| 12 | Clinical presentation – 1 | | |
| 13 | Observation report of Burns unit | | |
| 14 | Observe cosmetic/reconstructive procedures | | |
| | NEUROLOGY | | |
| 15 | Neuro-assessment –2 i ii. | | |
| 16 | Unconscious patient – 1 | | |
| 17 | Care study/case presentation – 1 | | |
| 18 | Drug presentation – 1 | | |
| | IMMUNOLOGY | | |
| 19 | Assessment of immune status | | |
| 20 | Teaching of isolation to patient and family care givers | | |
| 21 | Nutritional management | | |
| 22 | Care Note – 1 | | |
| | ONCOLOGY | | |
| 23 | Observation report of cancer unit | | |
| 24 | Assessment of each system cancer patients – 2 | | |
| 25 | Care study/clinical presentation – 1 | | |
| 26 | Pre and post-operative care of patient with various modes of cancer treatment such as chemotherapy, radiation therapy, surgery, BMT, etc. –3(at least) i. ii. ii. | | |
| 27 | Teaching on BSE to family members | | |
| | EMERGENCY | | |
| 28 | Primary assessment of adult– 1 | | |
| 29 | Immediate care (IV access establishment, assisting in intubation, suction, etc.) | | |
| 30 | Use of emergency trolley | | |
| | CRITICAL CARE | | |
| 31 | Assessment of critically ill i. Adult | | |

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| | ii. Geriatric | | |
| 32 | Care note/Clinical presentation – 1 | | |
| | GERIATRIC | | |
| 33 | Geriatric assessment – 1 | | |
| 34 | Care note/clinical presentation – 1 | | |
| 35 | Fall risk assessment 1 | | |
| 36 | Functional status assessment – 1 | | |
| 37 | Completion of Fundamentals of Prescribing module | | |
| 38 | Completion of Palliative care module | | |
| V & VI SEMESTER – CHILD HEALTH NURSING I & II | | | |
| | Pediatric medical | | |
| 1 | Nursing care plan – 1 | | |
| 2 | Case presentation – 1 | | |
| 3 | Health talk – 1 | | |
| | Surgical | | |
| 4 | Nursing care plan – 1 | | |
| 5 | Case study/presentation – 1 | | |
| | OPD/Immunization Room | | |
| 6 | Growth and Developmental study: i. Infant – 1 ii. Toddler – 1 iii. Preschooler – 1 | | |
| | NICCU/PICU | | |
| 7 | Newborn assessment – 1 | | |
| 8 | Nursing Care Plan – 1 | | |
| 9 | Kangaroo mother care – 2 | | |
| 10 | Nursing care plan of high risk newborn – 1 | | |
| 11 | Completion of ENBC module | | |
| 12 | Completion of FNBC module | | |
| 13 | Completion of IMNCI module | | |
| 14 | Completion of PLS module | | |
| V & VI SEMESTER – MENTAL HEALTH NURSING I & II | | | |
| | Psychiatry OPD | | |
| 1 | History taking and Mental status examination –2 i. | | |
| | ii. | | |

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| 2 | Health education – 1 | | |
| 3 | Observation report of OPD | | |
| | Child guidance clinic | | |
| 4 | Case work – 1 | | |
| | Inpatient Ward | | |
| 5 | Case study – 1 | | |
| 6 | Care plan – 2 | | |
| 7 | Clinical presentation 1 | | |
| 8 | Process recording 2 | | |
| 9 | Maintain drug book | | |
| | Community psychiatry & Deaddiction centre | | |
| 10 | Case work – 1 | | |
| 11 | Observation report on field visits | | |
| 12 | Visit to deaddiction centre | | |
| V SEMESTER – COMMUNITY HEALTH NURSING – I INCLUDING ENVIRONMENTAL SCIENCE & EPIDEMIOLOGY | | | |
| 1 | Community needs assessment/survey (Rural/Urban) – 1 | | |
| 2 | Visits to – SC/HWC – PHC – CHC | | |
| 3 | Observation of nutritional programs Anganwadi | | |
| 4 | Observation visits | | |
| | i. Water purification site and Water quality tests | | |
| | ii. Milk diary | | |
| | iii. Slaughter-house | | |
| | iv. Market | | |
| | v. Sewage disposal site | | |
| | vi. Rain water harvesting | | |
| | vii. Slaughter-house | | |
| 5 | Nutritional assessment – Adult 1 | | |
| 6 | Individual health teaching – Adult 1 | | |
| 7 | Use of AV aids – flash cards/posters/flannel graphs/flip charts (Any Two) i. ii. | | |
| 8 | Health assessment of i. Woman – 1 ii. Infant/under five child – 1 | | |

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|---|--|--|--|
| | iii. Adolescent – 1 iv. Adult – 1 | | |
| 9 | Growth monitoring of children under five – 1 | | |
| 10 | Documentation i. Individual records – 1 ii. Family records – 1 | | |
| 11 | Investigation of an epidemic – 1 | | |
| 12 | Screening and primary management of i. Communicable diseases – 1 ii. NCD – 1 | | |
| 13 | Home visits – 2 | | |
| 14 | Participation in national health programs – 2 | | |
| 15 | Participation in school health program – 1 | | |
| V SEMESTER – EDUCATIONAL TECHNOLOGY/NURSING EDUCATION | | | |
| 1 | Microteaching – 2 i. Theory – 1 ii. Practical/lab – 1 | | |
| 2 | Field Visit to nursing educational institution – regional/national organization | | |
| VI SEMESTER – NURSING MANAGEMENT & LEADERSHIP | | | |
| 1 | Field visit to Hospital – regional/national organization | | |
| VI & VII SEMESTER – MIDWIFERY/OBSTETRICS AND GYNECOLOGY (OBG) NURSING I & II | | | |
| 1 | Antenatal assessment and care – 20 | | |
| 2 | Postnatal assessment and care – 15 | | |
| 3 | Assessment of labour using partograph – 10 | | |
| 4 | Per vaginal examination – 10 | | |
| 5 | Observing normal childbirths/deliveries – 10 | | |
| 6 | Assisting in conduction of normal childbirth – 10 | | |
| 7 | Conduction of normal deliveries – 10 | | |
| 8 | Assisting in abnormal/instrumental deliveries – 5 | | |
| 9 | Performing placental examination – 5 | | |
| 10 | Episiotomy and suturing (only if indicated)– 3 | | |
| 11 | Assist/observe Insertion of PPIUCD–2 | | |
| 12 | Newborn assessment – 10 | | |
| 13 | Newborn resuscitation – 5 | | |
| 15 | Kangaroo mother care – 2 | | |
| | Nursing Care Plan/Clinical presentation with Drug Study | | |

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|---|---|--|--|
| 16 | <i>Antenatal care</i> Normal (care plan) – 1 High risk (case study/Clinical presentation) – 1 | | |
| 17 | <i>Intrapartum care</i> High risk (Clinical presentation) – 1 | | |
| 18 | <i>Postnatal care</i> Normal (care plan) – 1 High risk (Clinical presentation) – 1 | | |
| 19 | <i>Newborn care</i> Normal (care plan) – 1 | | |
| 20 | Gynecological condition Care plan – 1 | | |
| 21 | Health talk – individual/group – 2 | | |
| 22 | Counseling mothers and family members | | |
| 23 | Visit to <ul style="list-style-type: none"> • Peripheral health facility/Laqshya certified labour room • Infertility centre (Virtual/videos) | | |
| 24 | Completion of SBA module | | |
| 25 | Completion of safe delivery app | | |
| VII SEMESTER – COMMUNITY HEALTH NURSING II | | | |
| 1 | Screening and primary management of of <ul style="list-style-type: none"> i. Minor ailments – 2 ii. Emergencies – 1 iii. Dental problems – 1 iv. Eye – 1 v. ENT – 1 | | |
| 2 | Primary management and care based on protocols approved by MOH&FW (Home/health centre) | | |
| 3 | Screening and primary management of <ul style="list-style-type: none"> i. High risk pregnancy ii. High risk neonate | | |
| 4 | Assessment of <ul style="list-style-type: none"> i. Antenatal – 1 ii. Intrapartum – 1 iii. Postnatal – 1 iv. Newborn – 1 | | |
| 5 | Conduction of normal childbirth and documentation – 2 | | |
| 6 | Immediate newborn care and documentation – 1 | | |
| 7 | Family planning counseling – 1 | | |
| 8 | Group health education (Rural/urban) – 1 | | |

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|--|---|--|--|
| 9 | Adolescent counseling– 1 | | |
| 10 | Family case study (Rural/urban) – 1 | | |
| 11 | Screening, diagnosis, primary management and referral of clients with occupational health problems – 2 i. ii. | | |
| 12 | Health assessment (physical & nutritional) of elderly – 1 | | |
| 13 | Mental health screening survey – 1 | | |
| 14 | Group project – Community diagnosis (data management) | | |
| 15 | Writing report on health centre activity – 1 | | |
| 16 | Participation in organizing and conducting under five/antenatal clinic/health camp – 2 i. ii. | | |
| 17 | Participation in disaster mock drills | | |
| 18 | Field visits - Biomedical waste management site - AYUSH centre - Industry - Geriatric home | | |
| 19 | Report on interaction with MPH/HV/ASHA/AWWs (Any 2) 1. 2. | | |
| VII SEMESTER – NURSING RESEARCH | | | |
| 1 | Research Project – Group/Individual Title: | | |

Signature of the Faculty coordinator

Signature of the HOD/Principal

