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5.	Biochemistry
6.	Nursing Foundations
7.	Nursing Foundations – Practical
8.	Psychology
9.	Microbiology
10.	Introduction to Computer

IInd Year

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1.	Medical Surgical Nursing (Adult Including Geriatrics) – I..
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35.	Management of Nursing Services & Education





ANATOMY AND PHYSIOLOGY

Theory - Anatomy : 60

Physiology : 60

Placement : First Year

Course Description -The course is designed to assist students to acquire the knowledge of the normal structure of human body & functions. To ensure the students to understand the alteration in anatomical structure and function in disease and practice of Nursing.

Specific objectives – At the end of the course the students will be able to:

- 1) Describe the general structure and functions of the body as a whole.
- 2) Describe the general and microscopic structure and functions of each system of the body.
- 3) Explain the macroscopic and microscopic structure and functions of each organs of the body.
- 4) Understand the effects of alterations in structures and functions of as whole.
- 5) Apply the knowledge of anatomy and physiology in the practice of nursing.

Anatomy

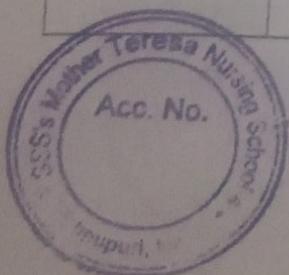
Theory – 60 hours

(Class 40+ lab 20 hours)

UNIT	HRS	LEARNING OBJECTIVE	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
I Introduction	6 Hrs T = 5 P = 1	Describe the anatomical terms, organization of human body and structure of cell, tissues membranes and glands.	Systems • Cell & Cell division Tissues (including glands) • Regions, cavities Membranes	Lecture, Discussion Explain using charts, microscopic slides skeleton and torso. • Demonstrate cell types of tissues membranes and glands. • Journal	Short answer questions Objective type



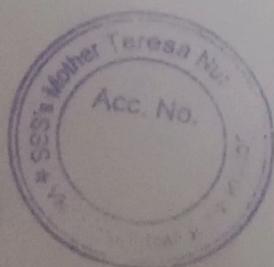
UNIT	HRS	LEARNING OBJECTIVE	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
II Skeletal System	7 Hrs T = 4 P = 3	Classify the Principal types of bones on the basis of its shape Describe anatomical position structure and functions of bones and joints - List various abnormal conditions of bones and joints	Skeletal System Function of bones Typical bone Bone-growth-healing of fracture Skeleton – Axial, Appendicular Bones- Classification Joints – Classification Typical Synovial joint Alteration in Disease Application and implication in nursing	Lecture Discussion Explain using charts, Skeleton loose bones and joints Journal	Short answer questions, Objective type and Short notes
III Muscular System	7 Hrs T = 5 P = 2	Explain the structure and functions of principal muscles of the body. List the disorders of muscular system	Muscular tissue review Typical skeletal muscle/Principles of lever Classification- Shape, red & pale, prime mover, Antagonist, Synergist Muscle groups & movements at a joint Head, face, neck, Back, Upper Limb, Thorax, Abdominal, Pelvis, Perineum, Lower Limb Alteration in Disease Application and implication in nursing	Lecture Discussion Explain using charts, models, and films Demonstrate muscular movements Journal	Short answer questions Objective type



UNIT	HRS	LEARNING OBJECTIVE	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
IV Respiratory System	4 Hrs T = 2 P = 2	Describe the anatomical position, size, shape and structure of organs of respiratory system. Enumerate the principal muscles of respiration. List the abnormalities of respiratory system.	Trachea, lung, pleura Musculoskeletal frame Mechanism of respiration Alteration in Disease Application and implication in nursing	Lecture Discussion Explain using models, torso, charts, slides and specimens Journal.	Long answer and Short answer questions Objective Type and Short notes
V Digestive System	6 Hrs T = 4 P = 2	Describe the anatomical position, size, shape and structure of organs of digestive system List the abnormalities of digestive system.	Mouth- Tooth, mastication Salivary glands deglutition, Esophagus Stomach Intestines, Liver, Biliary Apparatus, Pancreas Peritoneum Alteration in disease Application and implication in nursing	Lecture discussion Explain using models torso, charts, slides and specimens Journal.	Long answer and Short answer questions Objective type and Short notes.
VI Cardiovascular System	6 Hrs T = 4 P = 2	Describe the anatomical position, size, shape and structure of organs Explain arterial, venous and lymphatic circulation. Enumerate the	Heart & Pericardium Arterial & venous system(Systemic Pulmonary, Hepatoportal Coronary) Lymphatic System and Lymphoid tissue Thymus Lymph node Spleen Lymph	Lecture discussion Explain using models torso, charts, slides and specimens Journal.	Long answer and Short answer questions Objective Type and Short notes



UNIT	HRS	LEARNING OBJECTIVE	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
		disorders of heart and circulatory system.	nodules		
VII Urinary System (Excretory)	5 Hrs T=3 P=2	Describe the anatomical position, size, shape and structure of organs of urinary system Explain incontinence and list the abnormalities of urinary system.	Kidney Ureter, Urinary bladder Urethra & continence Skin	Lecture Discussion Explain using models torso, charts, slides and specimens Journal.	Short answer questions Objective type and Short notes
VIII Reproductive system	3 Hrs T=2 P=1	Describe the anatomical position, size, shape and structure of male and female reproductive organs List the abnormalities male and female reproductive system.	Male reproductive Female reproductive Breast	Lecture Discussion Explain using models torso, charts, slides and specimens Journal.	Short answer questions Objective type and Short notes
IX Endocrine System	3 Hrs T= 2 P=1	Describe the anatomical position, size, shape and structure of various organs of the endocrine system. List the abnormalities of system.	Pituitary Thyroid Parathyroid & Pancreas Suprarenal	Lecture Discussion Explain using models torso, charts, slides and specimens Journal.	Short answer questions Objective type and Short notes



UNIT	HRS	LEARNING OBJECTIVE	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
X Nervous System	9 Hrs T= 7 P=2	Describe the anatomical position, size, shape and structure of various organs of the nervous system. Compare the functions of different parts of the brain. List the abnormalities of nervous system.	Cerebrum Diencephalon Brainstem & Spinal cord Cerebellum ANS & PNS Ventricles, CSF & Meninges	Lecture Discussion Explain using models torso, charts, slides and specimens Journal.	Short answer questions Objective type and Short notes
XI Sense organs	4 Hrs T= 2 P= 2	Describe the anatomical position, size, shape and structure of various sensory organs. List the abnormalities related to the sense organs.	Eye Ear Nose & tongue Skin	Lecture Discussion Explain using models torso, charts, slides and specimens Journal.	Short answer questions Objective type and Short notes



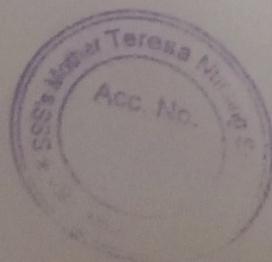
Physiology

Placement : First Year

Theory – 60 hours

(Class 50+ Lab 10 hours)

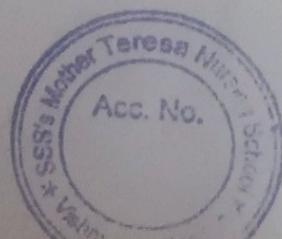
UNIT	HRS	LEARNING OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
I Cell Physiology	T=2	Describe the physiology of cell, tissues membranes and glands	Tissue-- formation and repair. Membranes and glands functions Alteration in disease Application in nursing	Lecture discussion	Short answer questions Objective type
II Blood	6Hrs T=4 P=2	Describe the physiology of blood. Demonstrate blood, cell count, coagulation, and grouping, Hb.	Composition and functions of blood. Classification of blood cells Blood groups, blood coagulation. Hemoglobin: Structure, synthesis and breakdown, variations of molecules, estimation.	Lecture discussion Explain using charts and films Demonstration of blood cell counts, coagulation, grouping, and Hemoglobin estimation. Journal	Long answer and Short answer questions Objective type
III Lymphatic & immunological system.	T=2	Describe the physiology of Lymphatic & immunological system.	Circulation of lymph. Immunity. Formation of T cells & B Cells. Types of immune response. Antigens Cytokines Antibodies.	Lecture discussion Explain using charts, and films	Short & Long Answer questions Objective type



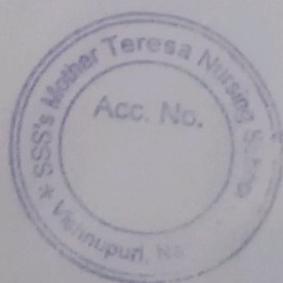
UNIT	HRS	LEARNING OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
IV Muscular System	4Hrs T=3 P=1	Describe the neuro muscular transmission, and demonstrate muscle contraction and tone	Neuro muscular transmission. Stimulus and nerve impulse definitions and mechanisms. Physiology of muscle contraction. Alterations in disease.	Lecture discussion Explain using charts, models, slides, specimen and films Demonstration of muscle tone and contraction Journal	Short answer questions Objective type
V The Respiratory System	6Hrs T =4 P=2	Describe the Physiology and Mechanism of Respiration Demonstrate Spirometry.	Functions of Respiratory organs. Physiology of Respiration. Pulmonary ventilation, Volume Mechanics of respiration. Gaseous exchange in lungs. Carriage of Oxygen and carbon dioxide. Exchange of gases in tissues. Regulation of respiration. Alterations in disease.	Lecture discussion Explain using charts and films Demonstration in spirometry. Journal.	Long answer and Short answer questions Objective type
VI The Digestive System	T =5	Describe Physiology of Digestive system. Demonstrates BMR.	Functions of organs of digestive tract. Movements of alimentary tract. Digestion in Mouth, stomach, small intestine, large intestine. Absorption of food. Functions of liver, Gall bladder & pancreas	Lecture discussion Explain using charts and films Demonstration of BMR. Journal.	Long answers And Short Answer questions. Objective type



UNIT	HRS	LEARNING OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
VII Circulatory System	6Hrs T=4 P=2	Describe the functions of heart. Demonstrates B.P and pulse monitoring	Functions of heart, conduction, cardiac cycle, circulation-- Principles, control, factors influencing B.P and pulse Alterations in disease.	Lecture discussion Explain using charts and films Demonstrates measurement of pulse and B.P., Journal.	Long answer and Short answer questions Objective type
VIII The Excretory System.	T=5	Describe the Physiology of excretory system	Functions of kidneys, ureters , urinary bladder and urethra. Composition of urine. Mechanism of Urine formation. Structure & Functions of skin. Regulation of body temperature. Fluid and electrolyte balance. Alteration in disease.	Lecture discussion Explain using charts and films	Long answer And Short Answer questions Objective type
IX The Reproductive System	T=5	Describe the Physiology of Male & Female Reproductive System.	Spermatogenesis Oogenesis. Function of Female Reproductive Organ. Function of Breast, Placenta, Ovaries. Female sexual cycle. Introduction to Embryology. Functions of the Male Reproductive Organs, Male function in reproduction, Male fertility system. Alteration in disease.	Lecture discussion Explain using charts, Models, specimen and films	Short answer Questions Objective type



UNIT	HRS	LEARNING OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
X The Endocrine System.	T=5	Describe the physiology of Endocrine Glands.	<ul style="list-style-type: none"> • Functions of pituitary, thymus, thyroid, Parathyroid (Calcium Metabolism) Pancreas, Supra renal Glands. • Alteration in disease 	<ul style="list-style-type: none"> • Lecture discussion • Explain • Using charts • And Films 	Short answer questions. Objective type.
XI Nervous System	8Hrs T=7 P=1	Describe the physiology of reflexes, brain, cranial and spinal nerves. Demonstrate reflex action .	<ul style="list-style-type: none"> • Functions of neurologia and neurons • Functions of brain, spinal cord, and cranial and spinal nerves. • Cerebrospinal fluid---composition, circulation and function. • Reflex arc, reflex action and reflexes • Muscle tone and posture • Autonomic functions ---Pain: somatic, visceral and referred • Autonomic learning and biofeedback • Alterations in disease 	<ul style="list-style-type: none"> • Lecture discussion • Explain using charts, models, and films • Demonstrates nerve stimulus, reflex action, and reflexes. 	Short answer questions Objective type
XII The Sensory Organs.	6Hrs T=4 P=2	Describe the physiology of sensory organs.	<ul style="list-style-type: none"> • Functions of skin, eye, ear, nose & tongue. • Alterations in disease 	<ul style="list-style-type: none"> • Lecture discussion • Explain using charts and film 	Short answer questions. Objective type



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Evaluation Scheme

Subject Anatomy & Physiology	Assessment			
	Hours	Internal	External	Total
Theory	3	25	75	100

Details as follows:

Internal Assessment:

Theory:	15 Marks
Assignment (Writing Journal):	10 Marks
Total:	25 Marks

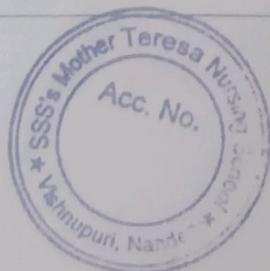
(Out of 25 Marks to be send to the University)

	Anatomy	Physiology	Total Marks	Average out of
Mid-Term	25	25	50	--
Prelim	37	38	75	--
Total	--	--	125	15
Assignment (Writing Journal)	25	25	50	10
Total	--	--	--	25 Marks

(125 Marks from mid-term & prelim (Theory) to be converted into 15 Marks and 50 Marks from Assignment (Writing Journal) to be converted into 10 Marks)

External Assessment: 75 Marks
(University Examination)

Section A: Anatomy:	37 Marks
Section B: Physiology:	38 Marks
Total:	75 Marks



GUIDE LINE FOR JOURNAL

PHYSIOLOGY

Sl. No.	Topics
1	Properties of cardiac and skeletal Muscles
2	Blood - clotting time, clotting time, Hb estimation, Blood Group, RBC, WBC
3	Heart Sound
4	Capillary CVP
5	Arterial Pressure, PCC
6	ECG
7	HR
8	Respiratory Cycle
9	Autonomic Nerves

EVALUATION CRITERIA FOR JOURNAL: 25 marks

Sl. No.	Item	Maximum Marks	Mark allotted
1	Description		
	- Organization	4	
	- Adequacy of content	5	
	- Related	4	
2	Illustration		
	- Adequacy	4	
	- Neatness	4	
	- Presentation	4	

05/05/2020



NUTRITION & BIOCHEMISTRY

Nutrition

Placement: First Year

Theory 60-hours
(Class 45 + lab 15)

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

Specific objectives: At the end of the course the students will be able to

1. To Understand the concept of nutrition & health.
2. Understand different types of nutrients, their importance, sources, functions and problems due to deficiency.
3. To plan balanced diet for individuals and groups.
4. Plan menu efficiently.
5. Explain methods of effective cooking and food preservation.
6. Apply the principles of food preparation in the practical field effectively

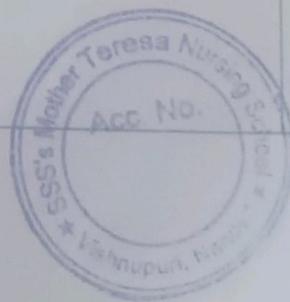
Unit	Time (Hrs)	Learning objectives	Content	Teaching Learning Activities	Evaluation
I	T=4	<ul style="list-style-type: none"> • Describe the relationship between nutrition & Health. 	Introduction <ul style="list-style-type: none"> • Nutrition: <ul style="list-style-type: none"> □ History □ Concepts • Role of nutrition in maintaining health • Nutritional problems in India • National nutritional policy • Factors affecting food & nutrition : socio-economic, cultural, tradition, production, system of distribution, life style & food habits etc • Role of food & its medicinal value • Classification of foods • Food standards • Elements of nutrition: macro and micro • Calorie, BMR 	<ul style="list-style-type: none"> • Lecture • Discussion • Explaining using charts • Panel Discussion 	<ul style="list-style-type: none"> • Short answers • Objective type



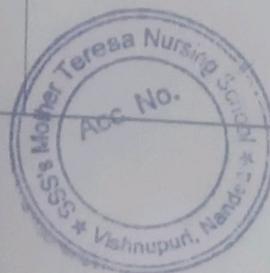
Unit	Time (Hrs)	Learning objectives	Content	Teaching Learning Activities	Evaluation
II	T=2	<ul style="list-style-type: none"> Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates 	Carbohydrates <ul style="list-style-type: none"> Classification Caloric value Recommended daily allowances Dietary sources. Functions Digestion, absorption and storage, metabolism of carbohydrates Malnutrition: Deficiencies and Over consumption 	<ul style="list-style-type: none"> Lecture Discussion Explaining using charts 	<ul style="list-style-type: none"> Short answers Objective type
III	T=2	<ul style="list-style-type: none"> Describe the classification, functions, sources and recommended daily allowances (RDA) of Fats. 	FATS <ul style="list-style-type: none"> Classification Caloric value Recommended daily allowances Dietary sources. Functions Digestion, absorption and storage, metabolism * Malnutrition: Deficiencies and Over consumption 	<ul style="list-style-type: none"> Lecture Discussion Explaining using charts 	<ul style="list-style-type: none"> Short answers Objective type
IV	T=4	<ul style="list-style-type: none"> Describe the classification, functions, sources and recommended daily allowances (RDA) of Proteins. 	Proteins <ul style="list-style-type: none"> Classification Caloric value Recommended daily allowances Dietary sources. Functions Digestion, absorption and storage, metabolism of carbohydrates * Malnutrition: Deficiencies and Over consumption 	<ul style="list-style-type: none"> Lecture Discussion Explaining using charts 	<ul style="list-style-type: none"> Short answers Objective type
V	T=4	<ul style="list-style-type: none"> Describe the classification, functions, sources and 	Energy <ul style="list-style-type: none"> Unit of Energy -Kcal Energy requirements of different 	<ul style="list-style-type: none"> Lecture Discussion Explaining using charts Exercise Demonstration 	<ul style="list-style-type: none"> Short answers Objective type



Unit	Time (Hrs)	Learning objectives	Content	Teaching Learning Activities	Evaluation
		recommended daily allowances (RDA) of Energy.	<p>people.</p> <ul style="list-style-type: none"> Measurements of energy Body Mass Index (BMI) and basic metabolism Basal Metabolic Rate (BMR) - determination and factors affecting 		
VI	T=4	*Describe the classification, functions, sources and recommended daily allowances (RDA) of Vitamins.	<p>Vitamins</p> <ul style="list-style-type: none"> Classification Recommended daily allowances Dietary sources. Functions Absorption, synthesis, metabolism storage & excretion Deficiencies Hypervitaminosis 	<ul style="list-style-type: none"> Lecture Discussion Explaining using charts 	<ul style="list-style-type: none"> Short answers Objective type
VII	T=4	Describe the classification, functions, sources and recommended daily allowances (RDA) of Minerals.	<p>Minerals</p> <ul style="list-style-type: none"> Classification Recommended daily allowances Dietary sources. Functions Absorption, synthesis, metabolism storage & excretion Deficiencies Over consumption and toxicity 	<ul style="list-style-type: none"> Lecture Discussion Explaining using charts 	<ul style="list-style-type: none"> Short answers Objective type
VIII	T=3	Describe the sources, functions and requirements of water & electrolytes	<p>Water & electrolytes</p> <ul style="list-style-type: none"> Water: Daily requirements, regulation of water metabolism, distribution of body water, Electrolytes: Types, sources, composition of body fluids. Maintenance of 	<ul style="list-style-type: none"> Lecture Discussion Explaining Using charts 	<ul style="list-style-type: none"> Short answers Objective type



Unit	Time (Hrs)	Learning objectives	Content	Teaching Learning Activities	Evaluation
			fluid & electrolyte balance <ul style="list-style-type: none"> • Over hydration, dehydration and water intoxication • Electrolyte imbalances 		
IX	10 Hrs T=5 P=5	*Describe the Cookery rules and preservation of nutrients * Prepare & serve simple beverages & different types of foods	Cookery rules and preservation of nutrients <ul style="list-style-type: none"> • Principles, methods of cooking and serving □ Preservation of nutrients • Safe food handling – toxicity • Storage of food • Food preservation, food additives and its principles • Prevention of food adulteration Act(PFA) • Food standards 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Practice session 	<ul style="list-style-type: none"> • Short answers • Objective type • Assessment practice sessions
X	10 Hrs T=0 P=10	<ul style="list-style-type: none"> • Describe and plan balanced diet for different categories of people 	Balance diet <ul style="list-style-type: none"> • Elements • Food groups • Recommended Daily Allowance • Nutritive value of foods • Calculation of balanced diet for different categories of people • Factors influencing food selection, marketing and budgeting for various cultural and socioeconomic group • Planning menu • Introduction to 	<ul style="list-style-type: none"> • Lecture • Discussion • Explaining using charts • Practice session • Meal Planning 	<ul style="list-style-type: none"> • Short answers • Objective type • Exercise on menu planning



Unit	Time (Hrs)	Learning objectives	Content	Teaching Learning Activities	Evaluation
			therapeutic diets: Naturopathy-Diet <ul style="list-style-type: none"> • Demonstration: Fluid diet, Egg flip, Soup, barley water, whey water Soft diet: custard, Caramel custard, kanji, jelly Semisolid diet: Khichadi, mashed potatoes, kheer 		
XI	T=4	<ul style="list-style-type: none"> • Describe various national programmes related to nutrition • Describe the role of nurse in assessment of nutritional status & nutrition education 	Role of nurse in nutritional Programmes <ul style="list-style-type: none"> • National programmes related to nutrition • Vitamin A deficiency programme • National iodine deficiency disorders (IDD) programme • Mid-Day meal programme • Integrated child development scheme (ICDS) • National and International agencies working towards food/nutrition • NIPCCD, CARE, FAO, NIN, CFTRI (Central food technology & research institute) etc. • Assessment of nutritional status • Nutrition education and role of nurse 	<ul style="list-style-type: none"> • Lecture Discussion • Explaining with • Slide/film shows • Demonstration of Assessment of nutritional status 	<ul style="list-style-type: none"> • Short answers • Objective type

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Biochemistry

Placement: First Year

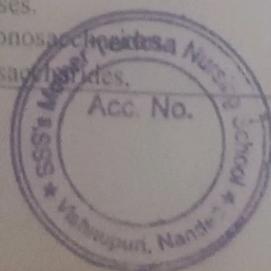
Theory – 30 hours

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

Specific objectives: at the end of the course the students will be able to:

- 1) To understand normal biochemistry of human body
- 2) To understand biochemical changes occurring in illness
- 3) To assist with simple biochemical test, interpret the results and draw inference.

Unit	Time (Hrs)	Objectives	Content	Teaching Learning Activities	Assessment methods
I	3	<ul style="list-style-type: none"> • Describe the structure Composition and functions of cell • Differentiate between Prokaryote and Eukaryote cell • Identify techniques of Microscopy 	Introduction <ul style="list-style-type: none"> • Definition and significance in nursing. • Review of structure, Composition and functions of cell. • Prokaryote and Eukaryote cell organization • Microscopy 	<ul style="list-style-type: none"> • Lecture discussion using charts, slides • Demonstrate use of microscope 	<ul style="list-style-type: none"> • Short answer questions • Objective type.
II	6	<ul style="list-style-type: none"> • Describe the Structure and functions of Cell membrane 	Structure and functions of Cell membrane <ul style="list-style-type: none"> • Fluid mosaic model tight junction, Cytoskeleton • Transport mechanism: diffusion, osmosis, filtration, active channel, sodium pump. • Acid base balance-maintenance & diagnostic tests. <ul style="list-style-type: none"> ○ PH buffers 	<ul style="list-style-type: none"> • Lecture Discussion 	<ul style="list-style-type: none"> • Short answer questions • Objective type.
III	6	<ul style="list-style-type: none"> • Explain the metabolism of carbohydrates 	Composition and metabolism of carbohydrates <ul style="list-style-type: none"> • Types, structures, composition and uses. <ul style="list-style-type: none"> ○ Monosaccharides ○ Disaccharides 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration of blood glucose monitoring 	<ul style="list-style-type: none"> • Short answer questions • Objective type.



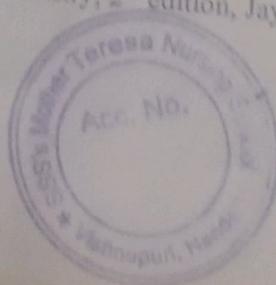
Unit	Time (Hrs)	Objectives	Content	Teaching Learning Activities	Assessment methods
			Polysaccharides, Oligosaccharides • Metabolism ○ Pathways of glucose : - Glycolysis - Gluconeogenesis : Cori's cycle, Tricarboxylic acid (TCA) cycle - Glycogenolysis - Pentose phosphate pathways (Hexose mono phosphate) ○ Regulation of blood glucose level Investigations and their interpretations.		
IV	4	<ul style="list-style-type: none"> Explain the metabolism of Lipids 	Composition and metabolism of Lipids <ul style="list-style-type: none"> Types, structure, composition and uses of fatty acids <ul style="list-style-type: none"> Nomenclature, Roles and Prostaglandins Metabolism of fatty acid <ul style="list-style-type: none"> Breakdown Synthesis Metabolism of triacylglycerols Cholesterol metabolism <ul style="list-style-type: none"> Biosynthesis and its Regulation <ul style="list-style-type: none"> Bile salts and bilirubin Vitamin D Steroid hormones Lipoproteins and their functions : <ul style="list-style-type: none"> VLDLs- IDLs, LDLs and HDLs Transport of lipids Atherosclerosis Investigations and their interpretations. 	<ul style="list-style-type: none"> Lecture Discussion using charts Demonstration of laboratory tests 	<ul style="list-style-type: none"> Short answer questions Objective type.
V	6	<ul style="list-style-type: none"> Explain the metabolism of Lipids 	Composition and metabolism of Amino acids and Proteins <ul style="list-style-type: none"> Types, structure, composition and uses of Amino acids and Proteins Metabolism of Amino acids and Proteins <ul style="list-style-type: none"> Protein synthesis, targeting and glycosylation Chromatography Electrophoresis Sequencing 	<ul style="list-style-type: none"> Lecture discussion Demonstration of blood glucose monitoring 	<ul style="list-style-type: none"> Short answer questions Objective type.



Unit	Time (Hrs)	Objectives	Content	Teaching Learning Activities	Assessment methods
			<ul style="list-style-type: none"> Metabolism of Nitrogen <ul style="list-style-type: none"> Fixation and Assimilation Urea Cycle Hemes and chlorophylls Enzymes and co-enzymes <ul style="list-style-type: none"> Classification Properties Kinetics and inhibition Control <p>Investigations and their interpretations.</p>		
VI	2	<ul style="list-style-type: none"> Describe types, composition and utilization of Vitamins & minerals 	<p>Composition of Vitamins and minerals</p> <ul style="list-style-type: none"> Vitamins and minerals: <ul style="list-style-type: none"> Structure Classification Properties Absorption Storage & transportation Normal concentration <p>Investigations and their interpretations</p>	<ul style="list-style-type: none"> Lecture Discussion using charts Demonstration of laboratory tests 	<ul style="list-style-type: none"> Short answer questions Objective type.
VII	3	<ul style="list-style-type: none"> Describe Lmmunochemistry 	<p>Immunochemistry</p> <ul style="list-style-type: none"> Immune response, Structure and classification of immunoglobins Mechanism of antibody production. Antigens: HLA typing. Free radical and Antioxidants. Specialised Protein : Collagen, Elastin, Keratin, Myosin, Lens Protein. Electrophoretic and Quantitative determination of immunoglobins - ELISA etc. <p>Investigation and their interpretations.</p>	<ul style="list-style-type: none"> Lecture discussion Demonstration on laboratory tests 	<ul style="list-style-type: none"> Short answer questions Objective type.

Bibliography :

1. U. Satyanarayan, Essentials of biochemistry, Books & allied (P) Ltd., Kolkata publisher, 2004.
2. Deb A.C.: Concepts of biochemistry (Theory & Practical) 1st edition, books & allied (P) Ltd. Publisher, Kolkata, 1999.
3. Deb. A.C. Fundamentals of biochemistry of biochemistry: 1st edition New central book Ag (P) Ltd., 2004.
4. Jacob Anthikad, Biochemistry for nurses; 2nd edition, Jaypee; 2001..
5. Gupta. R.C., Multiple choice questions in Biochemistry, 2nd edition, Jaypee, 2004.



Evaluation Scheme:

Subject	Assessment			
	Hours	Internal	External	Total
Nutrition and Biochemistry				
Theory	3	25	75	100

Details as follows:

Internal Assessment:

Theory:	15 Marks
Laboratory (Practicum):	10 Marks
Total:	25 Marks

(Out of 25 Marks to be send to the University)

Theory Examination: 15 Marks

	Nutrition	Biochemistry	Total Marks	Average out of
Mid-Term	35	15	50	--
Prelim	45	30	75	--
		Total	125	15

(125 Marks from mid-term & prelim (Theory) to be converted into 15 Marks)

Laboratory (Practicum): 10 Marks

Subject	Internal Exam Out of	Average Out of
Nutrition	25	05
Biochemistry	25	05
Total	50	10

Details as follows:

Evaluation Criteria for Nutrition (Practicum): 05 Marks

Sr. No.	Items	Marks
1	Selection of menu for specific group	05
2	Calculation of relative requirement	10
3	Presentation and recording	10
Total		25

(25 Marks from Nutrition Practicum to be converted into 05 Marks)

Evaluation Criteria for Biochemistry (Journal): 05 Marks

Sr. No	Items	Marks
1	Investigations related to altered CHO metabolism	05
2	Investigations related to altered protein metabolism	05
3	Investigations related to altered lipid metabolism	05
4	Investigations related to altered vitamins and minerals	05
5	Investigations related to altered immunochemistry	05
Total		25

(25 Marks from Biochemistry Practicum to be converted into 05 Marks)

External Assessment: 75 Marks
(University examination)

Section A: Nutrition:	45 marks
Section B: Biochemistry:	30 marks
Total:	75 Marks



NURSING FOUNDATIONS

Placement: First year

Theory 265 hrs
Practical- 650hrs
(200 lab and 450 Clinical)

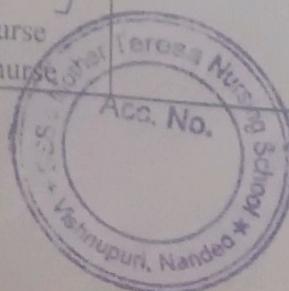
Course Description : This course is designed to help the students to develop an understanding of the philosophy, objectives, theories and process of nursing in various supervised clinical settings. It is aimed at helping the students to acquire the knowledge, understanding and skills in techniques of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

COURSE OBJECTIVEE : At the end of the course students will be able to develop:

- 1) Knowledge on concept of health, health-illness continuum and health care delivery system.
- 2) Knowledge on scope of nursing practice.
- 3) Knowledge on concept, theories and models of nursing practice.
- 4) Desirable attitude to ethics and professional conduct.
- 5) Skill in communicating effectively with patients and families and team members to maintain effective human relations.
- 6) Skill in health assessment and monitoring of patients.
- 7) Skill in carrying out basic nursing care procedures.
- 8) Skill in caring for patients with alterations in body functions.
- 9) Skill in applying steps of nursing process in the care of clients in the hospital and community.
- 10) Skill in applying scientific principles while performing nursing care.
- 11) Skill in documentation.
- 12) Skill in meeting basic psychosocial needs of the clients.
- 13) Knowledge on principles and techniques of infection control.
- 14) Confidence and competence in caring of terminally ill patients.



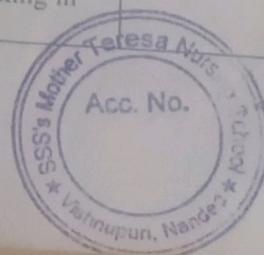
Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
I	15	<ul style="list-style-type: none"> Describe the concept of health, illness and health care agencies 	<p>Introduction</p> <ul style="list-style-type: none"> Concept of Health: Health illness continuum Factors influencing health Causes and risk factors for Developing illness. Body defenses: Immunity and immunization Illness and illness Behavior Impact of illness on patient and family Health care services: Health Promotion and Prevention, Primary care , Diagnosis, Treatment, Rehabilitation and Continuing care Health care teams Types of health care agencies: Hospitals: Types, Organization and Functions Health Promotion and levels of disease Prevention Primary health care and its delivery: role of Nurse 	<ul style="list-style-type: none"> Lecture discussion Visit to health care agencies 	<ul style="list-style-type: none"> Essay type Short answers Objective type
II	20	<ul style="list-style-type: none"> Explain concept and scope of nursing Describe values, code of ethics and professional conduct for nurses in India 	<p>Nursing as a profession</p> <ul style="list-style-type: none"> Definition and Characteristics of a profession Nursing :- <ul style="list-style-type: none"> Definition , Concepts, philosophy , objectives Characteristics, nature and scope of nursing practice Functions of nurse Qualities of a nurse 	<ul style="list-style-type: none"> Lecture discussion Case discussion Role plays 	<ul style="list-style-type: none"> Essay type Short answers Objective type



Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Categories of nursing personnel ○ Nursing as a profession ○ History of Nursing in India • Values : Definition, Types, Values Clarification and values in professional Nursing : Caring and Advocacy • Ethics : <ul style="list-style-type: none"> ○ Definition and Ethical Principal ○ Code of ethics and professional conduct for nurses ○ Consumer rights ○ Patients Bill of rights 		
III	4	<ul style="list-style-type: none"> • Explain the admission and discharge procedure • Performs admission and discharge procedure 	<p>Hospital admission and discharge</p> <ul style="list-style-type: none"> • Admission to the hospital <ul style="list-style-type: none"> ○ Unit and its preparation admission bed ○ Admission procedure ○ Special considerations ○ Medico-legal issues ○ Roles and Responsibilities of the nurse • Discharge from the hospital <ul style="list-style-type: none"> ○ Types: Planned discharge, LAMA and abscond, Referrals and transfers ○ Discharge Planning ○ Discharge procedure ○ Special considerations ○ Medico-legal issues ○ Roles and Responsibilities of the nurse ○ Care of the unit after 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Lab Practice • Supervise clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assess skills with check list • Clinical practical examination.

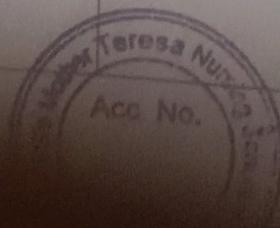


Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
IV	12	<ul style="list-style-type: none"> Communicate effectively with patient, families and team members and maintain effective human relations (professional image) Appreciate the importance of patient teaching in nursing 	<p>discharge</p> <p>Communication and Nurse patient relationship</p> <ul style="list-style-type: none"> Communication : Levels , Elements, Types, Modes, Process, Factors influencing Communication <ul style="list-style-type: none"> Methods of effective Communication <ul style="list-style-type: none"> Attending skills Rapport building skills Empathy skills Barriers to effective communication Helping Relationships (NPR): Dimensions of ? Helping Relationships, Phases of a helping relationship Communication effectively with patient, families and team members and maintain effective human relations with special reference to communication with vulnerable group (children ,women physically and mentally challenged and elderly) Patient Teaching : Importance, Purposes, Process, role of nurse and Integrating teaching in Nursing process 	<ul style="list-style-type: none"> Lecture discussion Role play and video film on the nurses interacting with the patient Practice session on patient teaching Supervised Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Objective type
V	20	<ul style="list-style-type: none"> Explain the concept, uses, format and steps of nursing process Documents nursing process as per the format 	<p>The Nursing Process</p> <ul style="list-style-type: none"> Critical Thinking and Nursing Judgment <ul style="list-style-type: none"> Critical Thinking: Thinking and Learning. Competencies , Attitudes for critical Thinking , Levels of critical thinking in Nursing 		

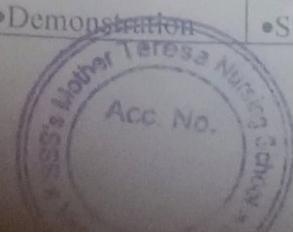


Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Nursing Process Overview: Application in Practice <ul style="list-style-type: none"> ○ Nursing process format : INC current format ○ Assessment <ul style="list-style-type: none"> - Collection of Data: Types, Sources, Methods - Formulating Nursing judgment : Data interpretation ○ Nursing diagnosis <ul style="list-style-type: none"> - Identification of client problems - Nursing diagnosis statement - Difference between medical and nursing diagnosis ○ Planning <ul style="list-style-type: none"> - Establishing Priorities - Establishing Goals and Expected Outcomes, - Selection of interventions: Protocols and standing Orders - Writing the Nursing Care Plan ○ Implementation <ul style="list-style-type: none"> - Implementing the plan of care ○ Evaluation <ul style="list-style-type: none"> - Outcome of care - Review and Modify ○ Documentation and Reporting 		
VI	4	<ul style="list-style-type: none"> • Describe the purposes, types and techniques of recording and reporting 	Documentation and Reporting <ul style="list-style-type: none"> • Documentation ; Purpose of Recording and reporting • Communication in the Health care • Types of nursing 	<ul style="list-style-type: none"> •Lecture discussion •Demonstration •Practice Session •Supervised clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type

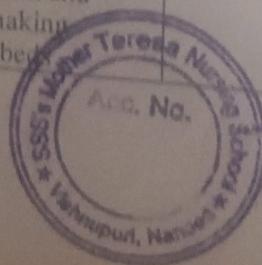
Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> records, • Common Record-keeping forms, Computerized documentation • Guidelines for Reporting: Factual basis, Accuracy, completeness, Organization, confidentiality • Methods of recording • Reporting: Change –of shift reports, Incident reports • Minimizing legal Liability through effective record keeping 		
VII	15	<ul style="list-style-type: none"> • Describe principles and techniques of monitoring and maintaining vital signs • Monitor and maintain vital signs 	<p>Vital signs</p> <ul style="list-style-type: none"> • Guidelines for taking vital signs: • Body temperature: <ul style="list-style-type: none"> • Physiology, Regulation Factors affecting body temperature, • Assessment of body temperature: sites, equipments and techniques, special considerations • Temperature alterations: Hyperthermia, Heatstroke, Hypothermia • Hot and cold applications • Pulse: <ul style="list-style-type: none"> ○ Physiology and regulation, Characteristics of the pulse, Factors affecting pulse ○ Assessment of pulse : Sites, location, equipments and technique, special considerations 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice Session • Supervised clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assess with check list Clinical practical examination



Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ○ Alterations in pulse: • Respiration: ○ Physiology and Regulation, Mechanics of breathing Characteristics of the respiration, factors affecting respiration ○ Assessment of respirations: technique, special considerations ○ Alterations in respiration • Blood pressure: ○ Physiology and Regulation, Characteristics of the blood pressure, Factors affecting blood pressure. ○ Assessment of blood pressure: sites, equipments and technique, special considerations ○ Alterations in blood pressure • Recording of vital signs 		
VIII	25	<ul style="list-style-type: none"> • Describe purpose and process of health assessment • Describe the health assessment of each body system • Perform health assessment of each body system 	<p>Health assessment</p> <ul style="list-style-type: none"> • Purposes • Process of Health assessment ○ Health history ○ Physical examination: <ul style="list-style-type: none"> - Methods-Inspection, palpation, Percussion, Auscultation Olfaction - Preparation for examination : Patient and unit - General assessment - Assessment of each body system - Recording of health assessment 	<ul style="list-style-type: none"> •Lecture discussion •Demonstration •Practice Session •Supervised Clinical practice 	<ul style="list-style-type: none"> • Essay type •Short answers •Objective type
IX	5	<ul style="list-style-type: none"> • Identifies the various machinery 	<p>Machinery, Equipment and linen</p> <ul style="list-style-type: none"> • Types: Disposables and 	<ul style="list-style-type: none"> •Lecture discussion •Demonstration 	<ul style="list-style-type: none"> •Essay type •Short

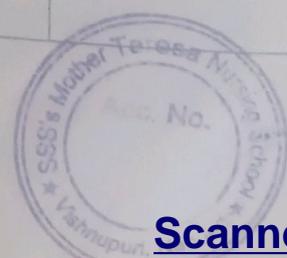


Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
		equipment and linen and their care	Re-usables-Linen, rubber goods, glass ware, metal, plastics, furniture, machinery <ul style="list-style-type: none"> • Introduction: <ul style="list-style-type: none"> ○ Indent ○ Maintenance ○ Inventory 		answers <ul style="list-style-type: none"> • Objective type
X	55	<ul style="list-style-type: none"> • Describe the basic, physiological and psychosocial needs of patient • Describe the principles and techniques for meeting basic, Psychosocial and Psychosocial needs of patient • Perform nursing assessment, plan, implement and evaluate the care for meeting basic, physiological and psychosocial needs of patient 	Meeting needs of patient <ul style="list-style-type: none"> • Basic needs (Activities of daily living) <ul style="list-style-type: none"> - Maslow's hierarchy of Needs ○ Providing safe and clean Environment: <ul style="list-style-type: none"> - Physical-environment: Temperature, Humidity, Noise, Ventilation, light, Odor, pests control - Reduction of Physical hazards: fire, accidents - Safety devices: Restraints, side rails, airways, trapez etc. - Role of nurse in providing safe and clean environment ○ Hygiene: <ul style="list-style-type: none"> - Factors Influencing Hygienic Practice - Hygienic care : Care of the Skin- Bath and pressure points, feet and nail, Oral cavity, Hair care, Eyes, Ears and Nose ▪ Assessment, Principles Types, Equipments, Procedure, Special Considerations - Patient environment: Room Equipment and lines, making patient bed 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice sessions • Supervise • Clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assess with check list and clinical practical examination



Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ▪ Types of beds and bed making ○ Comfort: <ul style="list-style-type: none"> - Factors Influencing Comfort - Comfort devices •Physiological needs: <ul style="list-style-type: none"> ○ Sleep and Rest: <ul style="list-style-type: none"> - Physiology of sleep - Factors affecting sleep - Promoting Rest and sleep - Sleep Disorders ○ Nutrition: <ul style="list-style-type: none"> - Importance - Factors affecting nutritional needs - Assessment of nutritional needs: Variables - Meeting Nutritional needs: Principals, equipment procedure and special considerations ▪ Oral ▪ Enteral: Naso/Oro-gastric, gastrostomy ○ Urinary Elimination <ul style="list-style-type: none"> - Review of Physiology of Urine Elimination , Composition and characteristics of urine - Factors Influencing Urination - Alteration in Urinary Elimination - Types and Collection of urine specimen: Observation, urine testing - Facilitation urine elimination: assessment, types, equipments. 		

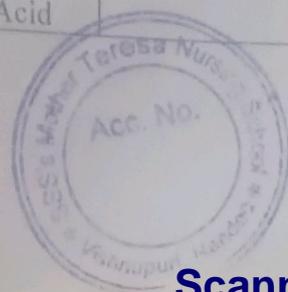
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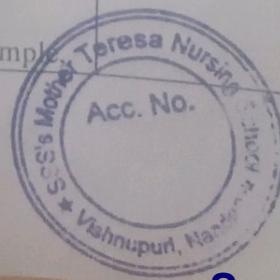
Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<p>procedures and special considerations</p> <ul style="list-style-type: none"> ▪ Providing urinal/bed pan ▪ Condom drainage ▪ Perineal care <p>Bowel Elimination</p> <ul style="list-style-type: none"> - Review of Physiology of Bowel elimination , composition and characteristics of faces - Factors affecting Bowel elimination - Alteration in Bowel elimination - Type and Collection of specimen of faces: <p>Observation</p> <ul style="list-style-type: none"> - Facilitation bowel elimination: assessment, equipments procedures and special considerations ▪ Passing of Flatus tube ▪ Enemas ▪ Suppository ▪ Sitz bath ▪ Bowel wash <p>Mobility and Immobility</p> <ul style="list-style-type: none"> - Principles of Body Mechanics - Maintenance of normal body Alignment and mobility - Factors affecting body Alignment and mobility - Hazards associated with immobility - Alteration in body Alignment and Mobility - Nursing 		



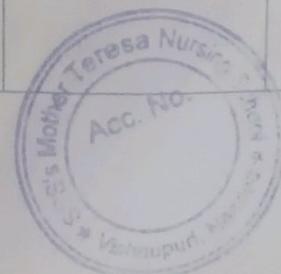
Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<p>interventions for impaired Body Alignment and Mobility: Assessment, types, devices used method and special considerations. Rehabilitation aspects</p> <ul style="list-style-type: none"> ▪ Range of motion exercises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



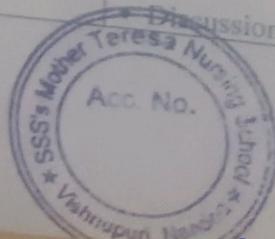
Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<p>Base Balance</p> <ul style="list-style-type: none"> - Factors Affecting Fluid Electrolyte, and Acid Base Balance - Nursing intervention in Fluid, Electrolyte and Acid - Base Imbalances : assessment, procedure and special considerations <ul style="list-style-type: none"> ▪ Measuring fluid intake and output ▪ Correcting Fluid Electrolyte imbalance : • Psychosocial Needs ○ Concepts of Cultural Diversity, Stress and adaptation, Self- Health, Coping with loss, death & grieving ○ Assessment of psychosocial needs ○ Nursing intervention for Psychosocial needs <ul style="list-style-type: none"> - Assist with coping and adaptation - creating therapeutic environment ○ Recreational and diversional therapies 		
XI	20	Describe principles and techniques for infection control and biomedical waste management in supervised Clinical setting	<p>Infection control in Clinical setting</p> <ul style="list-style-type: none"> • Infection control ○ Nature of infection ○ Chain of infection transmission ○ Defenses against infection : natural and acquired ○ Hospital acquired infection (Nosocomial infection) • Concept of asepsis: medical asepsis and surgical asepsis • Isolation precautions (Barrier nursing) ○ Hand washing: simple 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice session • Supervised Clinical practice 	



Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<p>hand antisepsis and surgical antisepsis (scrub)</p> <ul style="list-style-type: none"> ○ Isolation: source and protective ○ Personal protecting equipments: types, uses and technique of wearing and removing ○ Decontamination of equipment and unit ○ Transportation of infected patients ○ Standard safety precautions (Universal precautions) ○ Transmission based precautions 		
XII ↗	25	<ul style="list-style-type: none"> • Explain the principles, routes, effects of administration of medications • Calculate conversions of drugs and dosages within and between systems of measurements • Administer drugs by the following routes- oral, inhalation <p><i>50% 812</i> <i>10/10/10</i></p>	<p>Administration of Medications</p> <ul style="list-style-type: none"> • General Principles/Consideration ○ Purposes of Medication ○ Principles: 5 rights, Special considerations, Prescription Safety in administering Medications and Medication errors ○ Drug forms ○ Routes of administration ○ Storage and maintenance of drugs and Nurses responsibility ○ Broad classification of drugs ○ Therapeutic Effect, Side Effects, Toxic effects, Idiosyncratic Reactions, Drug Tolerance, Drug Interactions, ○ Factors Influencing drug Actions, ○ Systems of Drug Measurement: Metric system, Apothecary system, Household Measurements, Solutions. ○ Converting 	<ul style="list-style-type: none"> • Lecture • discussion • Demonstration • Practice session • Supervised • Clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assess with check list and clinical practical examination



Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			<p>Measurements Units: conversion within one system, conversion between systems, Dosage Calculation.</p> <ul style="list-style-type: none"> ○ Terminologies and abbreviations used in prescriptions of medication • Oral Drugs Administration: Oral, sublingual and Buccal : Equipment, procedure • Topical Administration : Purposes, site equipment procedure special considerations for <ul style="list-style-type: none"> ○ Application to Skin ○ Application to mucous membrane • Direct application of liquids – Gargle and swabbing the throat • Insertion of Drug into body cavity: Suppository / medicated packing in rectum / vagina • Inhalation : Nasal, oral, endo tracheal / tracheal (steam oxygen and medications) purposes, types, equipment procedure, special considerations ○ Recording and reporting of medications administered 		
XIII	10	<ul style="list-style-type: none"> • Prepare post operative unit • Apply Bandages Slings. • Apply heat and cold 	<ul style="list-style-type: none"> ○ Recovery Unit ○ Post operative unit ○ Postoperative care surgical asepsis ○ Application of Bandages, Binders, Splints, Slings ○ Heat and cold Therapy 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	
XIV	15	<ul style="list-style-type: none"> • Explain care of patients 	Meeting special needs of the patient	<ul style="list-style-type: none"> • Lecture • Discussion 	



Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
		having alterations in body functioning	<ul style="list-style-type: none"> • Care of patients having alteration in <ul style="list-style-type: none"> ○ Temperature (hyper and hypothermia) : Types, Assessment, Management ○ Sensorium (Unconsciousness) : assessment, Management ○ Urinary Elimination (retention and unconsciousness)Assessment , Management ○ Functioning of sensory organs: (visual & hearing impairment) ○ assessment of self- Care ability ○ communication Methods and special considerations ○ Mobility (physical challenged, cast) assessment of self-care ability: Communication Methods and special considerations ○ Mental state (mentally challenged) , assessment of Self-Care ability; ○ Communication Methods and special considerations ○ Respiration (distress);Types, Assessment, Management ○ Comfort-(pain)-Nature, Types, Factors influencing pain, coping ,Assessment; Management 	Demonstration	
XV	10	<ul style="list-style-type: none"> • Explain care of terminally ill patient 	<ul style="list-style-type: none"> • Care of Terminally ill patient <ul style="list-style-type: none"> ○ Concepts of Loss, Grief grieving process ○ Signs of clinical death ○ Care of dying patient; 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstrations • Case discussion/Role 	<ul style="list-style-type: none"> • Essay type • Short Answers



Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
			special considerations -Advance directives: euthanasia will dying declaration ,organ donation etc ○ Medico-legal issues ○ Care of dead body: ○ Equipment, procedure and care of unit ○ Autopsy ○ Embalming	play • Practice session • Supervised • Clinical practice	• Objective type
XVI	10	• Explain the basic concepts of conceptual and theoretical models of nursing	Professional Nursing concepts and practices • Conceptual and theoretical models of nursing practice: Introduction to models- holistic model, health belief model , health promotion model etc • Introduction to Theories in Nursing ; Peplau's , Henderson's Orem's , Neumann's Roger's and Roy's • Linking theories with nursing process • Complimentary and alternate healing techniques.	• Lecture Discussion	• Essay type • Short Answers



PSYCHOLOGY

Placement : First Year

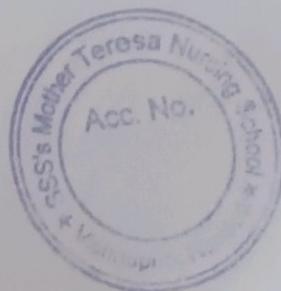
Theory 60 hours
(Class 50 + Lab 10 hrs)

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

Specific Objectives: At the end of the course the students will be able to:

1. Understand the importance of psychology in personal and professional life.
2. Understands the biology of human behaviour.
3. Understands cognitive and affective processes of human mind.
4. Develops an understanding of self and others.
5. Understand the influence of personality of human behaviour.
6. Appreciates developmental psychology.
7. Understands the significance of mental hygiene and mental health.
8. Assist with psychological assessments and tests.

Unit	Time (Hrs.)	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
I	4	<ul style="list-style-type: none"> • Describe the history, scope and methods of psychology 	<p>Introduction:</p> <ul style="list-style-type: none"> • History, development and origin of science of psychology • Definitions, scope, branches of psychology and relations with other subjects. • Various application of psychology in nursing practice including importance in human and interpersonal behavioral Methods of Psychology 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Essay type • Short answers



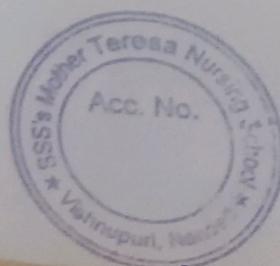
Describe various cognitive processes and their applications	Nature of behaviour of an organism/Integrated responses Cognitive process <ul style="list-style-type: none"> • Maiming of cognition • Attention: Types, determinants, Duration & degree, alterations • Perception: Meaning, Principles, factors affecting, Perception of objects, depth, distance and motion. • Errors in perception. • Learning: Nature, types, learner and learning, factors influencing, laws and theories, process, transfer, study habits • Memory: Meaning, Types, Nature factors influencing, Development Theories and methods of memorizing and Forgetting • Thinking: Types and levels, stages of development, Relationship with language and communication. • Intelligence: Meaning, classification, uses, theories 	<ul style="list-style-type: none"> • Lecture Discussion • Psychometric assessment • Practice sessions 	<ul style="list-style-type: none"> • Essay type • Short answers
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Unit	Time (Hrs.)	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
			<ul style="list-style-type: none"> • Aptitude: Concept, types, Individual differences and variability • Psychometric assessments of cognitive processes • Alterations in cognitive process • Applications <p>Learning</p> <ul style="list-style-type: none"> • Theories of learning: • Theories of transfer. <p>Memory</p> <ul style="list-style-type: none"> • Methods of memorizing: • Methods of measuring memory • Memory Training <p>Thinking</p> <ul style="list-style-type: none"> • Stages of thinking development: • Stages of creative thinking and problem solving. • Nature of thinking • Elements of thought • Language comprehension • Listening skill • Reasoning and problem solving • Deduction • Induction <p>Intelligence</p> <ul style="list-style-type: none"> • Nature of intelligence • Effect of heredity and environment • Intelligence Test • Mental deficiency • Factors of individual difference in intelligence. • Development of intelligent behaviour <p>Aptitude</p> <ul style="list-style-type: none"> • Measurement of Aptitude or Aptitude Tests 		



Unit	Time (Hrs.)	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
IV	6	Describe motivation, emotions, stress, attitudes and their influence on behaviour	<p>Motivation and Emotional Processes:</p> <ul style="list-style-type: none"> • Motivation: Meaning, Concepts, Types, Theories, • Motives and behaviour, • Maslow's theory • Formation of self concept, • Conflicts and frustration, conflict resolution • Emotions & stress □ Emotion: Definition, components, Changes in emotions, theories, emotional adjustments, emotions in health and illness □ Stress: stressors, cycle, effect, adaptation & coping • Attitude: Meaning, nature, development, factors affecting, □ Behaviour and attitudes □ Attitudinal change □ Will and character □ Attitude and Nurse. • Psychometric assessment of emotions and attitudes • Alterations in emotions • Applications <p>Emotions</p> <ul style="list-style-type: none"> • Development of emotions • Characteristic of emotions • Handling emotions in self and others 	<ul style="list-style-type: none"> • Lecture • Discussion • Role plays • Case Discussion • Demonstration • Project work 	<ul style="list-style-type: none"> • Essay type • Short answer



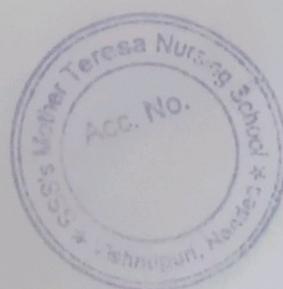
Unit	Time (Hrs.)	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
V	5	<ul style="list-style-type: none"> • Explain the concept of personality and its influence on behaviour 	Personality <ul style="list-style-type: none"> • Definitions, topography, types, Theories • Self actualization • Psychometric assessments of personality • Development & Alterations in personality <input type="checkbox"/> Adjustment and maladjustment <input type="checkbox"/> Personality disorders <input type="checkbox"/> Factors affecting development of personality <input type="checkbox"/> Self actualization 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Essay type • Short answers



Unit	Time (Hrs.)	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
VI	5	Describe psychology of people during the life cycle	<p>Developmental Psychology</p> <ul style="list-style-type: none"> • Psychology of people at different ages from infancy to old age. • Psychology of vulnerable individuals-challenged, women, sick, etc. • Psychology of groups • Psychology of people at different ages from infancy to old age: <i>In health and illness.</i> • Psychology of vulnerable individuals: Can be specified as: for example <ul style="list-style-type: none"> ○ <i>Daughter of alcoholic parents or wife or alcoholic husband.</i> ○ <i>Physically/ sexually abused</i> ○ <i>Rape,</i> ○ <i>Prostitute</i> ○ <i>Alcoholic</i> ○ <i>Physically or mentally challenged</i> ○ <i>Constant exposure to stress etc.</i> • Psychology of Groups: for example <ul style="list-style-type: none"> ○ <i>Family, social and professional groups</i> ○ <i>Interpersonal relationship among group members.</i> ○ <i>Inter group relationship.</i> ○ <i>Group morale.</i> 	<ul style="list-style-type: none"> • Lecture • Discussion • Case Discussion 	<ul style="list-style-type: none"> • Essay type • Short answers



Unit	Time (Hrs.)	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
VII	8	<ul style="list-style-type: none"> Describe the characteristics of Mentally health person Explain ego defense mechanisms 	Mental hygiene and mental Health <ul style="list-style-type: none"> Concepts of mental hygiene and mental health Characteristics of mentally healthy person Warning signs of poor mental health. Promotive and preventive mental health strategies and services. Ego defense mechanisms and implications Personal and social adjustments Guidance and counseling Role of nurse Personal and social adjustments: <ul style="list-style-type: none"> <i>Personal Maladjustments</i> <ul style="list-style-type: none"> <i>Regression</i> <i>Withdrawal</i> 	<ul style="list-style-type: none"> Lecture Discussion Case Discussion Role play Demonstration 	<ul style="list-style-type: none"> Essay type Short answers
VIII	14 Hrs T=4 P=10	<ul style="list-style-type: none"> Explain the psychological assessments and role of nurse 	Psychological assessment & tests <ul style="list-style-type: none"> Types, development, Characteristics, Principles, Uses, Interpretations and Role of nurse in psychological assessment Practicals <ul style="list-style-type: none"> Identifying intelligence and coping skills: <ul style="list-style-type: none"> Wechsler's Adult Intelligence scale WISC Basic skill of Guidance and counseling Role play. 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Practice sessions 	<ul style="list-style-type: none"> Assessment of practice



MICROBIOLOGY

Placement : First Year

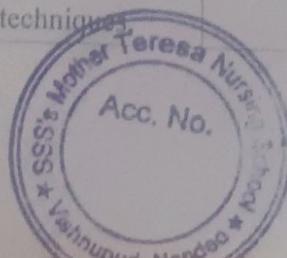
Theory -60 Hours (Theory 45+15 lab)

Course Description : This course is designed to enable students to acquire understanding of fundamentals of Microbiology and identification of various micro-organisms. It also provides opportunities for practicing infection control measure in hospital and community setting.

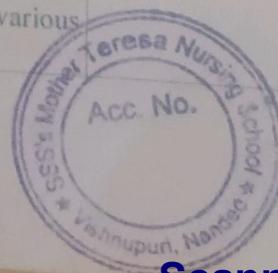
Specific objectives: At the end of the course student will be able to:

1. Explain concepts and principles of microbiology and their importance in nursing.
2. Understand the commensal, opportunistic and pathogenic organisms of human body and describe host parasite relationship.
3. State the sources and modes of transmission of pathogenic and opportunistic organisms including vectors and their role in transmission of diseases.
4. Be conversant with proper methods of collection, storage and transport of clinical material for microbiological investigations.
5. Understand the principles of immunology and its application in the diagnosis and prevention of infectious diseases.

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment
I	T=5	<ul style="list-style-type: none"> • Explain concepts and principles of microbiology and their importance in nursing 	Introduction : <ul style="list-style-type: none"> • Importance and relevance to nursing ✓ Historical perspective • Concepts and terminology • Principles of microbiology 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Short answers • Objective type
II	15 Hrs T=10 P=5	<ul style="list-style-type: none"> • Describe structure, classification morphology and growth of bacteria • Identify Micro-organisms 	General characteristics of Microbes <ul style="list-style-type: none"> ✓ Structure and classification of Microbes. ✓ Morphological types • Size and form of bacteria ✓ Motility ✓ Colonization ✓ Growth and nutrition of microbes <ul style="list-style-type: none"> * Temperature * Moisture * Blood and body fluids • Laboratory methods for Identification of Micro-organisms ✓ Staining techniques 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Short answers • Objective type.



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment
			Gram staining, Acid fast staining, Hanging drop Preparation ✓ Culture; various medias		
III A	12 Hrs T=10 P=2	<ul style="list-style-type: none"> Describe the methods of infection control Identify the role of nurse in hospital infection control programme 	Infection control <ul style="list-style-type: none"> Infection : Sources, portals of entry and exit, transmission. Asepsis Disinfection; Types and methods Sterilization ; Types and Methods Chemotherapy and antibiotics Standard safety measures Biomedical waste management Role of Nurse Hospital acquired infection Hospital infection control programme * Protocols, collection of samples, preparation of report and status of rate of infection in the unit / hospital, nurse's accountability, continuing education etc. 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Visits to CSSD Clinical practices 	<ul style="list-style-type: none"> Short answers Objective type
IV 1	16 Hrs T=12 P=4	<ul style="list-style-type: none"> Describe the different disease producing organisms 	Pathogenic organisms <ul style="list-style-type: none"> Micro-organisms <ul style="list-style-type: none"> Cocci – gram positive and gram negative bacilli-gram positive gram negative Spirochaete Mycoplasmas Rickettsiae Chlamydie Viruses Fungi-Superficial and Deep mycoses Parasites Rodents & vectors Characteristics, Source, portal of entry, transmission of infection Identification of disease producing micro-organisms Collection, handling and transportation of various specimens. 	<ul style="list-style-type: none"> Lecture Discussion Demonstration Clinical practice 	<ul style="list-style-type: none"> Short answers Objective type.



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment
V	12 Hrs T=8 P=4	Explain the concept of immunity, hyper sensitivity and immunization	Immunity / <ul style="list-style-type: none"> • Immunity – Types, classification • Antigen and antibody reaction • Hypersensitivity – skin test • Serological tests • Immunoprophylaxis ○ Vaccines & sera – Types & Classification, storage and handling, cold chain ○ Immunization for various diseases Immunization Schedule	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration • Clinical practices 	<ul style="list-style-type: none"> • Short answers • Objective type.

Bibliography :

1. Alice Corrairie Smith, "Microbiology and pathology" 9th ed., Mosby Co.
2. Bernard D. Davis, Rentap Dalbecco Herman N. Eisen & Harold S. Ginsberg, "Microbiology", 3rd ed, A Harper International edition.
3. Hug L. L Moffet, (1981) "Clinical microbiology", 2nd ed., J. B. Lippincott Co.
4. Macbie and Mecartney, (1980), "Medical microbiology" 13th ed., Printed.
5. P. Ananthanarayan and C. K. Jayarm Panikar, "Textbook of microbiology", 8th ed., Orient Longman Company Ltd.
6. Chakravarti Text book of Microbiology.
7. T. Panjraton Text Book of Microbiology in nursing, New central Bool agency Calcutta 2002.

Evaluation Scheme

Subject Microbiology	Assessment			
	Hours	Internal	External	Total
Theory	3	25	75	100

Details as follows:

Internal Assessment: 25 Marks

(Out of 25 Marks to be send to the University)

Details as follows:

Theory: 15 Marks

Mid-Term: 50 Marks

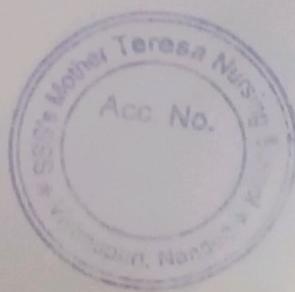
Prelim: 75 Marks

Total: 125 Marks

(125 Marks from mid-term & prelim (Theory) to be converted into 15 Marks)

Assignment: 10 Marks

External Assessment: 75 Marks (University Examination)



ENGLISH

Placement: First year

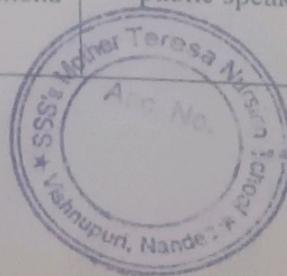
Theory - 60 Hours

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

Specific objectives: At the end of the course the students are able to:

- 1) Develop good vocabulary skills or better communication.
- 2) Effectively communicates with patients while rendering care.
- 3) Understands methods of writing and drafting letters in English.
- 4) To plan and write effective nursing process and records.

Unit	Time (Hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
I	10	<ul style="list-style-type: none"> • Speak & write grammatically correct English 	<ul style="list-style-type: none"> • Review of Grammar • Remedial study of grammar • Building Vocabulary • Lexical sets 	<ul style="list-style-type: none"> • Demonstrate use of grammar Dictionary • Exercise on use of Grammar • Practice in using appropriate expression 	<ul style="list-style-type: none"> • Objective type • Fill in the blanks • Do as directed
II	4	<ul style="list-style-type: none"> • Developing listening skills 	<ul style="list-style-type: none"> • Listening Comprehension • Media, audio, video, speeches etc. • Audio rendition of text. 	Exercise on: <ul style="list-style-type: none"> • Listening to audio, video tapes and identify the key points, accent & information pattern 	<ul style="list-style-type: none"> • Assessment of skills based on the check list
III	6	<ul style="list-style-type: none"> • Developing speaking skills 	<ul style="list-style-type: none"> • Spoken English Phonetics, public speaking • Oral report • Group Discussion • Debate • Telephonic Conversion • Conversational skills (Formal, 	Exercise on: <ul style="list-style-type: none"> • Debating • Participating in Seminar, Panel, Symposium • Telephonic Conversion • Conversation in different situations, practice in public speaking 	<ul style="list-style-type: none"> • Assessment of the skills based on the checklist.



Unit	Time (Hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			Neutral & informal situation)		
IV	30	<ul style="list-style-type: none"> Develop ability to read, understand and express meaningfully, the prescribed text. 	<ul style="list-style-type: none"> Read and comprehend prescribed course books Skimming & Scanning Reading in sense groups Reading between the lines. 	Exercise on: <ul style="list-style-type: none"> Reading Summarizing Comprehension 	<ul style="list-style-type: none"> Short Answers type questions. Essay type questions.
V	10	<ul style="list-style-type: none"> Develop writing skills 	<ul style="list-style-type: none"> Various forms of composition Letter writing Note making & Note takings Précis writings Nurses Notes Anecdotal records Diary writing Reports on health problem Resume /CV Notices, Agenda, minutes Telegram Essay 	Exercise on: <ul style="list-style-type: none"> Letter writing Note making & Note takings Précis writings Nurses Notes Anecdotal records Diary writing Reports on health problem Resume /CV Notices, Agenda, minutes, telegram, essay Discussion on written reports / documents 	<ul style="list-style-type: none"> Assessment of the skills based on the checklist.

Further suggested teaching learning activities

Unit I

➤ **GRAMMER AND VOCABULARY**

- Revising parts of speech
- Pairs of confused words, synonyms & Antonyms
- Lexical sets & collocations
- Using appropriate words and expressions

Unit II

➤ **LISTENTING SKILLS**

- Audio rendition of British & American Dialects of English.
- Students listening to cassettes.
- Teachers reading the loudly.

Unit III

➤ **SPEAKING SKILLS**

- Pronunciation.



Introduction to Computer

Placement : First Year

Theory – 45 Hours

(Class -15 + lab 30)

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

Specific objectives: After the completion of the course, students will able to:

1. Identify & define various concepts used in computer.
2. Identify & describe application of computer in nursing.
- 3 Describe & use the DOS & Windows
4. Describe & demonstrate skill in the use of MS-office.
5. Describe & demonstrate skill in using multimedia & computer aided teaching & testing.
6. Identify & demonstrate use of internet & e-mail
7. Describe & use the statistical packages
8. Describe the use of Hospital Management System.

Unit	(Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment methods
I	3	<ul style="list-style-type: none"> •Identify & define various concepts used in computer •Identify application of computer in nursing 	Introduction <ul style="list-style-type: none"> •Concepts of Computers •Hardware and software; trends and technology •Application of computers in nursing 	<ul style="list-style-type: none"> •Lecture Discussion •Demonstration 	<ul style="list-style-type: none"> •Short answers •Objective type.
II	26 Hrs T=6 P=20	<ul style="list-style-type: none"> •Describe and Use the Disk Operating System •Demonstrate skill in the use of MS Office 	<ul style="list-style-type: none"> •Introduction to disk operating system <ul style="list-style-type: none"> ○ DOS ○ Windows (all version) •Introduction <ul style="list-style-type: none"> ○ MS-Word ○ MS-Excel with pictorial presentation ○ MS-Access ○ MS-Power point 	<ul style="list-style-type: none"> •Lecturer Discussion •Demonstration 	<ul style="list-style-type: none"> •Short answers •Objective type •Practical Exam.
III	5 Hrs T=2 P=3	<ul style="list-style-type: none"> •Demonstrate skill in using in using multi-media •Identify features of computer aided teaching and testing 	<ul style="list-style-type: none"> •Multimedia; types & uses •Computer aided teaching & testing. 	<ul style="list-style-type: none"> •Lecture Discussion •Demonstration 	<ul style="list-style-type: none"> •Short answers •Objective type •Practical Exam and Viva Voce
IV	4 Hrs T=1 P=3	<ul style="list-style-type: none"> •Demonstrate use of internet and Email 	<ul style="list-style-type: none"> •Use of Internet and : e-mail 	<ul style="list-style-type: none"> •Lecture Discussion •Demonstration •Practice Session 	<ul style="list-style-type: none"> •Short answers •Objective type •Practical Exam and Viva Voce



Unit	(Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment methods
V	4 Hrs T=2 P=2	•Describe and use the statistical packages	•Statistical packages : types and their features	•Lecturer Discussion •Demonstration •Practice Session	•Short answers •Objective type •Practical Exam and Viva Voce
VI	3 Hrs T=1 P=2	•Describe the use of Hospital Management System	•Hospital Management System : Types and uses	•Lecture Discussion •Demonstration	•Short answers •Objective type •Practical Exam and Viva Voce

REFERENCES

- 1) Jain and Saakshi (2004), COMPUTERS FOR NURSES
- 2) Kalicharan (2002), INTRODUCTION TO COMPUTER SCIENCE
- 3) Nicoll (2001), NURSES GUIDE TO INTERNET. Third edition.
- 4) Phatak M et al (2001), MULTIMEDIA TECHNIQUES. First edition, Nirali Prakashan.
- 5) Rajaraman (1999), FUNDAMENTALS OF COMPUTER. Tata Macrohill Publication, New Delhi.
- 6) Sanjeev kumar (2002), A TEXTBOOK OF COMPUTER APPLICATIONS. Educational and Technical Publishers, New Delhi.

Evaluation Scheme

Subject #Introduction to computer	Internal Assessment	Total
Theory	100 (College level qualifying exam, minimum passing Marks 50%.)	100

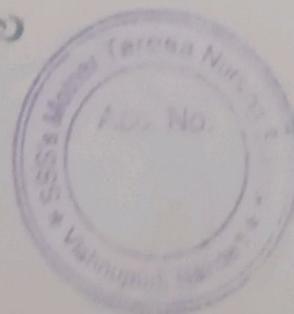
College level qualifying exam to appear in University Examination must be minimum 50% combined i.e. 50 marks out of 100 marks (Theory & Practical Examination clubbed together)

Details as follows:

Internal Assessment: 100 Marks
(Out of 100 Marks to be send to the University)

Mid-Term: 50 Marks
Prelim: 50 Marks
Total: 100 Marks

SSS



SOCIOLOGY

Placement: Second Year

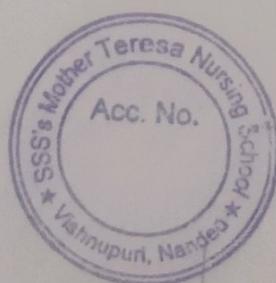
Total Hours: 60

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

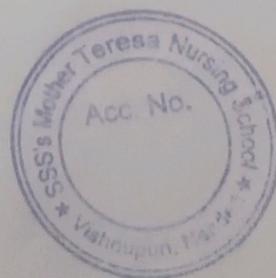
Course objectives: At the end of the course, the student will be able to:

1. Describe the structure and the dynamics of the society
2. Discuss the relationship of the individual to the society.
3. Understand the social problems and its influence on social changes and the factors contributing to it.
4. Describe sociological concepts applicable to nursing.
5. Determine role of sociology in nursing as related to social institution in India
6. Develop positive attitudes towards individual, family and community.

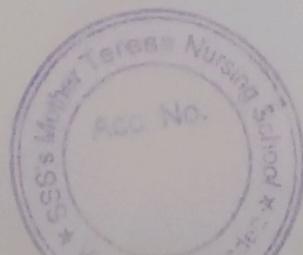
Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
I	1	State the importance of sociology in Nursing	Introduction Definition of Sociology Nature and Scope of the discipline Importance and application of Sociology in Nursing	Lecture Discussion	Essay type Short answers
II	3	Describe the inter-relationship of individual in society and community	Individual & Society Society and Community Nature of Society Difference between society and community Process of socialization and individualization Personal disorganization	Lecture Discussion	Essay type Short answers
III	3	Describe the influence of culture and on health and disease	Culture Nature of culture Evolution of culture Diversity and uniformity of culture Culture and socialization Trans cultural society Influence on health and disease	Lecture Discussion Panel Discussion	Essay type Short answers



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
IV	4	Identify various social groups and their interactions	Social groups and Processes The meaning and classification of groups Primary & Secondary Group In-group V/s. Out-group, Class, Tribe, caste Economic, Political, Religious groups, Mob, Crowd, Public and Audience Interaction & social processes Co - operation, competition, conflict Accommodation, Assimilation & Isolation	Lecture Discussion	Essay type Short answers
V	6	Explain the growth of population in India and its impact on health	Population Society and population Population distribution in India Demographic characteristics Malthusian theory of populations Population explosion in India and its impact on health status Family welfare programmes	Lecture Discussion Community identification	Essay type Short answers Assessment of report on community identification
VI	5	Describe the institutions of family and marriage in India	Family and Marriage Family - functions Types - Joint, Nuclear, Blended and extended family: Characteristics The modern family - changes, problems - Dowry etc. Welfare services Changes & legislations on family and marriage in India - marriage acts Marriage: Forms and functions of marriage Marriage and family problems in India Family, marriage and their influence on health and health practices	Lecture Discussion Family case study	Essay type Short answers Assessment of family case study



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment method
VII	7	Describe the class and caste system and their influence on health and health practices	Social Stratification Meaning & types of social stratification The Indian Caste system-origin & features Features of Caste in India Today Government polices for schedule caste, schedule tribe, and OBC Social Class system and status Social mobility-meaning & types Race as a biological concept, criteria of racial classification Salient features of Primary races Racism Influence of Class, caste and Race on health and health practices	Lecture Discussion Community survey	Essay type Short answers Assessment of report on community survey
VIII	6	Describes the types of communities in India, their practices and the impact on health	Types of communities in India (Rural, Urban and Regional) Features of village community & Characteristics of Indian villages Panchayat system, social dynamics Community development project and planning Changes in Indian Rural life Availability of health facilities in rural and its impact on health and health practices The growth of cities: Urbanisation and its impact on health and health practices Major Urban problems – Urban Slums Region; problems and impact on Health	Lecture Discussion Visits to rural and urban community survey	Assessment Of report on community survey



IX	4	Explain the process of Social Change	Social Change Nature and process of Social Change Factors influencing Social change: cultural change, Cultural lag, culture and health (with special reference to women's health). Introduction to Theories of social change: Linear, Cyclical, Marxian, Functionist, Sanskritisation and Modernisation. Role of nurse -Change agents	Lecture Discussion	Essay type Short answers
X	4	Describe the Social system and inter-relationship of social organizations	Social organization and social system Social organization: elements, types Democratic and authoritarian modes of participation, Voluntary associations Social system: Definition and Type of social system Role and Status as structural elements of social system with reference to women's role and status and its impact on family. Inter-relationship of institutions	Lecture Discussion Observation visits	Essay type Short answers Assessment of visit reports
XI	2	Explain the nature and process of social control	Social Control Nature and process of social control Political Legal, Religious, Educational Economic. Industrial and Technological system, Norms & Values- Folkways & Mores Customs, Laws and fashion Role of nurse	Lecture Discussion Community survey	Essay type Short answers Assessment of report on community survey
XII	15	Describe the role of the nurse in dealing with social problems in India	Social Problems Social disorganization Control & planning: poverty, housing, and illiteracy. Food supplies, prostitution, rights of women & children, Government health programs, vulnerable groups, elderly, handicapped minority groups and other marginalized groups, child labour, child abuse, delinquency and crime, substance abuse, HIV/AIDS. Social Welfare programmes in India Role of nurse	Lecture Discussion Institutional visits	Essay type Short answers Assessment of visit reports



PHARMACOLOGY

Placement: Second Year

Theory – 45 Hours
(Class 35 Hours + Lab 10 Hours)

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

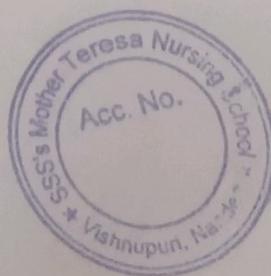
Specific objectives: at the end of the course the students are able to:

1. Understand the basic concepts of pharmacology
2. Understand the pharmacology of common chemotherapeutics.
3. Understand common antiseptics, disinfectants and insecticides.
4. Understand drug acting on various systems of human body.
5. Appreciate alternative systems of medicines.

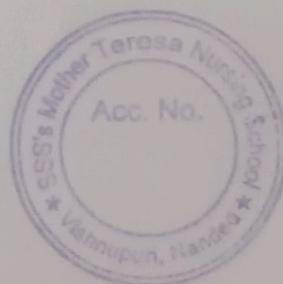
Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
1	2	Describe pharmacodynamics, pharmacokinetics, classification and the principles of drug administration	Introduction to Pharmacology <ul style="list-style-type: none"> • Definitions • Sources • Terminology use • Types: Classification • Pharmacodynamics: Actions, therapeutic • Adverse, toxic • Pharmacokinetics: Absorption, distribution, metabolism, interaction, excretion • Review: Routes and principles of administration of drugs • Indian pharmacopoeia: Legal issues ○ Storage of various drugs ○ Calculation of drug dosage • Rational use of drugs • Principles of therapeutics 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Short answers • Objective type



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
II	5	Explain chemotherapy of specific infections and infestations and nurse's responsibilities	<p>Chemotherapy Pharmacology of commonly used:</p> <ul style="list-style-type: none"> • Penicillin ✓ • Cephalosporins ✓ • Aminoglycosides ✓ • Macrolide & Broad Spectrum Antibiotics ✓ • Sulfonamides ✓ • Quinolones • Antiamoebic • Antimalarials • Anthelmintics • Antiscabies agents • Antiviral & Antifungal agents • Antitubercular drugs • Antileprosy drugs ✓ • Anticancer drugs • Immuno-suppressants <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity & role of nurse.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Drug study/ Presentation ○ field visits/ educational trips to pharmaceutical farms / companies ○ Pharmacological management of clinical conditions. ○ Practical classes in the pharmacology department like administration of injections and medications 	<ul style="list-style-type: none"> • Short answers • Objective type
III	2	Describe antiseptics, disinfectants, insecticides and nurse's responsibilities	<p>Pharmacology of commonly used antiseptics, disinfectants and insecticides</p> <ul style="list-style-type: none"> • Antiseptics: Composition, action, dosage, route, indications, contraindications, drug interactions, side-effects, adverse effects, toxicity, and role of nurse • Disinfectants • Insecticides 	<ul style="list-style-type: none"> • Lecture • Discussion • Drug study/ Presentation 	<ul style="list-style-type: none"> • Short answers • Objective type



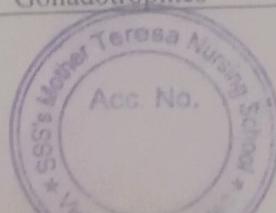
Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
IV	2	Describe drugs acting gastro-intestinal system and nurse's responsibilities	Drugs acting on G I System Pharmacology of commonly used <ul style="list-style-type: none"> • Antiemetics ✓ • Emetics ✓ • Purgatives ✓ • Antacids ✓ • Cholinergic ✓ • Anticholinergics ✓ • Fluid and Electrolyte therapy ✓ • Antidiarrhoeals ✓ • Histamines Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity & role of nurse.	<ul style="list-style-type: none"> • Lecture • Discussion • Drug study/ presentations 	<ul style="list-style-type: none"> • Short answers • Objective type
V	2	Describe drugs used on Respiratory systems and nurse's responsibilities	Drugs used on Respiratory System Pharmacology of commonly used <ul style="list-style-type: none"> • Antiasthmatics • Mucolytics • Decongestants • Expectorants • Antitussives • Bronchodilators • Broncho constrictors • Antihistamines Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity & role of nurse.	<ul style="list-style-type: none"> • Lecture • Discussion • Drug study/ presentations 	<ul style="list-style-type: none"> • Short answers • Objective type
VI	2	Describe drugs used on Urinary systems and nurse's responsibilities	Drugs used on Urinary System Pharmacology of commonly used <ul style="list-style-type: none"> • Diuretics and Antidiuretics ✓ • Urinary antiseptics • Cholinergics and anticholinergics ✓ • Acidifiers and alkalanizers Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity & role of nurse.	<ul style="list-style-type: none"> • Lecture • Discussion • Drug study/ presentations 	<ul style="list-style-type: none"> • Short answers • Objective type



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
VII	3	Describe drugs used in deaddiction, emergency, deficiency of vitamins & minerals, positioning, for immunization and immunosuppression and nurse's responsibilities	Miscellaneous <ul style="list-style-type: none"> • Drugs used in deaddiction • Drugs used in CPR & emergency ✓ • Vitamins and minerals • Immunosuppressants ✓ • Antidotes ✓ • Antivenom • Vaccines and Sera 	<ul style="list-style-type: none"> • Lecture • Discussion • Drug study/presentations 	<ul style="list-style-type: none"> • Short answers • Objective type
VIII	1	Describe drugs used on skin and mucous membranes and nurse's responsibilities	Drugs used on skin and mucous membranes <ul style="list-style-type: none"> • Topical applications for skin, eye, ear, nose, and buccal cavity • Antipruritics Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity & role of nurse.	<ul style="list-style-type: none"> • Lecture • Discussion • Drug study/presentations 	<ul style="list-style-type: none"> • Short answers • Objective type
IX	5	Describe drugs used on Nervous system and nurse's responsibilities	Drugs acting on Nervous System Basic & applied pharmacology of commonly used: <ul style="list-style-type: none"> • Analgesics & Anesthetics <ul style="list-style-type: none"> ➢ Analgesics <ul style="list-style-type: none"> - Nonsteroidal anti-inflammatory (NSAID) drugs ➢ Antipyretics ➢ Hypnotics and sedatives <ul style="list-style-type: none"> - Opioids - Non opioids - Tranquilizers - General & local anaesthetics - Gases – Oxygen, nitrous oxide, Carbon dioxide • Cholinergic & anticholinergics: <ul style="list-style-type: none"> Muscle relaxants Major tranquilizers Anti psychotics <ul style="list-style-type: none"> ➢ Antidepressants ➢ Anticonvulsants ➢ Adrenergics 	<ul style="list-style-type: none"> • Lecture • Discussion • Drug study/presentations 	<ul style="list-style-type: none"> • Short answers • Objective type



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> ➤ Noradrenergics ➤ Mood stabilizers ➤ Acetylcholine ➤ Stimulants <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity & role of nurse.</p>		
X	4	Describe drugs used on Cardiovascular system and nurse's responsibilities	<p>Cardiovascular Drugs</p> <ul style="list-style-type: none"> • Haematinics • Cardiotonics • Anti anginals • Antihypertensives & vasodilators • Anti-arrhythmics • Plasma expanders • Coagulants & anticoagulants • Antiplatelets & thrombolytics <ul style="list-style-type: none"> • Hypolipidemics <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity & role of nurse.</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Drug study/presentation s 	<ul style="list-style-type: none"> • Short answers • Objective type
XI	3	Describe drugs used for hormonal disorders and supplementation, contraception and medical termination of pregnancy and nurse's responsibilities	<p>Drugs used for hormonal disorders and supplementation, contraception and medical termination of pregnancy</p> <ul style="list-style-type: none"> • Insulin & Oral hypoglycemics • Thyroid supplements & suppressants • Steroids, Anabolics • Uterine stimulants & relaxants • Oral contraceptives • Other estrogen – progesterone preparations • Corticotrophine & Gonadotropines 	<ul style="list-style-type: none"> • Lecture • Discussion • Drug study/presentation s 	<ul style="list-style-type: none"> • Short answers • Objective type



Unit	Time (Hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Adrenaline • Prostaglandins • Calcitonins • Calcium salts • Calcium regulators Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity & role of nurse.		
XII	4	Demonstrate awareness of the common drugs used in alternative system of medicine	Introduction to drugs used in alternative system of medicine <ul style="list-style-type: none"> • Ayurveda, Homeopathy, Unani and Siddha etc 	<ul style="list-style-type: none"> • Lecture • Discussion • Observational visits 	<ul style="list-style-type: none"> • Short answers • Objective type

Lab: 10 Hrs

Administration of medications-oral

Administration of medications –Subcutaneous, intramuscular and intravenous injections

Visits to: -

Allopathy Pharmaceutical farm / company

Ayurveda Pharmaceutical farm / company

Homeopathy Pharmaceutical farm / company

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8. Richard A Lehne : Pharmacology for nursing care , 3 Edition ,W B S aunderers company , Philadelphia, 1990.
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Course Description: This course is designed to provide students with a comprehensive understanding of various disease conditions and systems. At the end of the course, students should be able to:

- Understand the basic concepts of pathology.
- Apply the various pathological mechanisms.
- Collect and send the pathological specimens.

Unit	Time (Hrs)		Objectives	General Pathology
	Th	Fri		
I			1. Define the common terms used in pathology 2. Appreciate the deviations from normal to abnormal structure and functions of the body system	General Pathology o Introduction o Review of basic concepts • Definition of pathology • Methods of study • Cellular & tissue changes • Inflammation and its types • Inflammation and its response • Wound healing and repair o Nature of immune responses, hypersensitivity, cell injury o Cell accumulation and changes Cellular growth and development • Normal and cancer cells • Benign and malignant tumours • In situ carcinoma Disturbances of fluid and electrolyte balance, role of nutrients
II	III	III	Explain pathological changes in chronic conditions of the respiratory system	Systemic Pathology • Pathological changes in conditions of various systems • Respiratory tract > Tuberculosis, bronchitis > Viral infections > Lung cancer, bronchiectasis > Bronchial asthma, obstructive pulmonary disease and tumours

PATHOLOGY AND GENETICS

Placement: Second Year

Theory – 45 Hours

Pathology - 30 Hrs (Class 23 + Lab 07 Hrs)

Genetics – 15 Hrs

A: PATHOLOGY

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

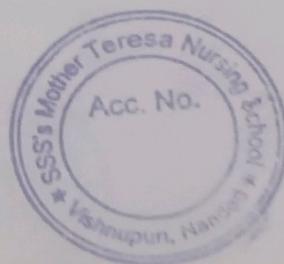
Specific objectives: At the end of the course students are able to:

1. Understand the basic concepts of pathology.
2. Understand the pathophysiological changes in different system disorders.
3. Assist for various pathological tests conducted in the clinical field.
4. Collect and send the pathological tests and infer their results with patient conditions.

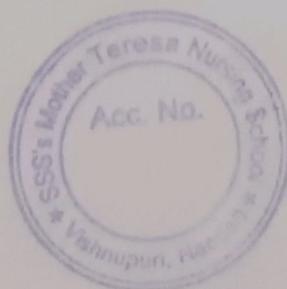
Unit	Time (Hrs)		Objectives	Content	Teaching Learning activities	Assessment methods
	Th.	Pr.				
I	3		1. Define the common terms used in pathology 2. Appreciate the deviations from normal to abnormal structure and functions of the body system	General Pathology <ul style="list-style-type: none"> o Introduction to pathology o Review of cell and tissues <ul style="list-style-type: none"> • Definition of terms • Methods & techniques • Cellular & tissue changes • Infiltration and regeneration • Inflammations and infections • Wound healing and repair o Nature of injuries, adaptive responses, reversible & irreversible cell injury o Cell accumulations o Vascular changes o Cellular growth and neoplasms <ul style="list-style-type: none"> • Normal and cancer cell • Benign and malignant growths • In situ carcinoma o Disturbances of fluid and electrolyte balance, role of nurse 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using charts 	<ul style="list-style-type: none"> • Short answers • Objective type
II	10	03	Explain pathological changes in disease conditions of various systems	Systemic Pathology <ul style="list-style-type: none"> • Pathological changes in disease conditions of various systems: • Respiratory tract <ul style="list-style-type: none"> ➢ Tuberculosis, Bronchitis, ➢ Pleural effusion & Pneumonia ➢ Lung abscess, emphysema, bronchiectasis ➢ Bronchial asthma, chronic obstructive pulmonary disease and tumours. 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using charts, slides, specimen, x-rays and scans • Visit to pathology lab, endoscopy unit and OT 	<ul style="list-style-type: none"> • Short answers • Objective type



Unit	Time (Hrs)		Objectives	Content	Teaching Learning activities	Assessment methods
	Th.	Pr.				
				<ul style="list-style-type: none"> • Cardiovascular system <ul style="list-style-type: none"> ➤ Pericardial effusion ➤ Rheumatic heart disease ➤ Infective endocarditis, atherosclerosis ➤ Ischemia, infarction & aneurism 		
I	3			<ul style="list-style-type: none"> • Gastrointestinal tract <ul style="list-style-type: none"> ➤ Peptic ulcer, Typhoid ➤ Carcinoma of GI tract – buccal, esophageal, gastric and intestinal • Liver, Gall bladder & pancreas <ul style="list-style-type: none"> ➤ Hepatitis, chronic liver abscess, Cirrhosis ➤ Tumours of liver, gall bladder and pancreas ➤ Cholecystitis • Kidneys & Urinary tract <ul style="list-style-type: none"> ➤ Glomerulonephritis, pyelonephritis ➤ Calculi, Renal failure, Renal carcinoma & Cystitis ➤ Diabetes Mellitus • Male genital system <ul style="list-style-type: none"> ➤ Cryptorchidism, testicular atrophy ➤ Prostatic hyperplasia, Carcinoma penis & prostate • Female genital system <ul style="list-style-type: none"> ➤ Fibroids ➤ Carcinoma cervix & endometrium ➤ Vesicular mole, choriocarcinoma ➤ Ectopic gestation ➤ Ovarian cyst & tumours • Cancer breast • Central Nervous System <ul style="list-style-type: none"> ➤ Vascular disorders – thrombosis, embolism ➤ Stroke, paraplegia, quadriplegia ➤ Tumours, meningiomas- gliomas • Metastatic tumour • Skeletal system <ul style="list-style-type: none"> ➤ Bone healing, osteoporosis, osteomyelitis • Arthritis and tumours 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using charts 	<ul style="list-style-type: none"> • Short answers • Objective type



Unit	Time (Hrs)		Objectives	Content	Teaching Learning activities	Assessment methods
	Th.	Pr.				
III	4	2	Describe various laboratory test in assessment and monitoring of disease conditions	Haematology & Pathology <ul style="list-style-type: none"> • Various blood and bone marrow tests in assessment and monitoring of disease conditions <ul style="list-style-type: none"> ➤ Hemoglobin ➤ RBC, white cells & platelet counts ➤ Bleeding time, clotting time and prothrombin time ➤ Blood grouping and cross matching ➤ Blood chemistry ➤ Blood culture ➤ Serological and immunological tests ➤ Other blood tests ➤ Examination of bone marrow ➤ Methods of collection of blood specimen for various clinical pathology, biochemistry, microbiological tests, inference and normal values ○ Nurse's role in collection and dispatch of various samples for laboratory tests. ○ Universal safety precautions 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Short answers • Objective type
IV	2	1	Describe the laboratory tests for examination of body cavity fluids, transudates and exudates	Examination of body cavity fluids, transudates and exudates <ul style="list-style-type: none"> • The laboratory tests used in CSF analysis • Examination of other body cavity fluids, transudates and exudates- sputum, wound discharge etc. • Analysis of gastric and duodenal contents • Analysis of semen- sperm count, motility and morphology and their importance in infertility • Methods of collection of CSF and other cavity fluids specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values. • Nurse's role in assisting and preparing the patient for these diagnostic tests 	<ul style="list-style-type: none"> Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • short answers • Objective type



Unit	Time (Hrs)		Objectives	Content	Teaching Learning activities	Assessment methods
	Th.	Pr.				
V	1	1	Describe the laboratory tests for examination of Urine and Faeces	<p>• Urine & Faeces</p> <ul style="list-style-type: none"> • Urine <ul style="list-style-type: none"> ➤ Physical characteristics ➤ Analysis ➤ Culture and sensitivity • Characteristics <ul style="list-style-type: none"> ➤ Characteristics ➤ Stool examination: occult blood, ova, parasite and cyst, reducing substance etc. • Methods of collection for various tests, inference and normal values 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration 	<ul style="list-style-type: none"> • Short answers • Objective type

Lab – 07 Hrs

Museum specimens of,

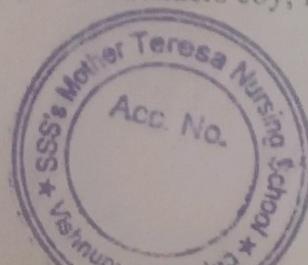
- Respiratory disorders
- Tuberculosis
- Cardiovascular disorders-IE, RHD, Hypertension, MI
- Ulcers of GIT
- Hepatobiliary disorders
- Renal diseases
- Female genital tract

Visits to:-

- Pathology lab
- Endoscopy unit
- Operation Theatre
- Routine examination of urine
- Hb estimation
- Cell counts

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2. Heller : Pathology: Comprehensive Review 1999 Edition.
3. Emanuel Rubin M D, John L Farber : Pathology , III Edition , Lippincott, Philadelphia 1999.
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7. Canjanov and Linder : Anderson's pathology, X Edition , Lippincott , Philadelphia 1996.
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9. Walter F Coulson : Surgical Pathology , II Edition J B Lippincott coy Philadelphia, 1988.
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B – GENETICS

Placement: Second Year

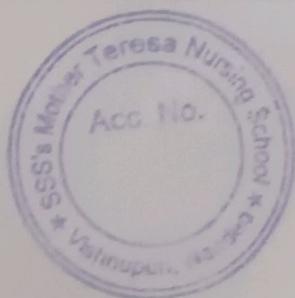
Theory – 15 Hours

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

Specific objectives: At the end of the course students are able to:

1. Understand the basic concepts of genetics
2. Understand maternal, prenatal and genetic influences on development of defects and diseases
3. Understand the significance of genetic testing.
4. Understand genetic disorders in various age groups.
5. Appreciate services related to genetics

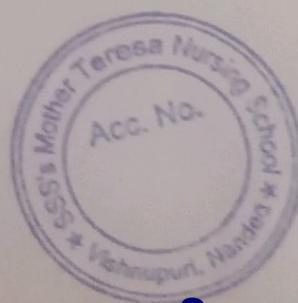
Unit	Time (hrs)	Objectives	Content	Teaching Learning activities	Assessment methods
I	3	1. Explain nature, principles and perspectives of heredity	Introduction <ul style="list-style-type: none"> • Practical application of genetics in Nursing • Impact of genetic condition on families • Review of cellular division mitosis and meiosis • Characteristics and structure of genes • Chromosomes – sex determination • Chromosomal aberrations pattern of inheritance <ul style="list-style-type: none"> ➤ Mendelian theory of inheritance ➤ Multiple alleles and blood groups ➤ Sex linked inheritance ➤ Mechanism of inheritance ➤ Errors in transmission (Mutation) 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using charts, slides 	<ul style="list-style-type: none"> • Short answers • Objective type
II	3	Explain maternal, prenatal and genetic influences on development of defects and diseases	Maternal, prenatal and genetic influences on development of defects and diseases <ul style="list-style-type: none"> ➤ Conditions affecting the mother: genetic and infections ➤ Consanguinity atopy ➤ Prenatal nutrition and food allergies ➤ Maternal age ➤ Maternal drug therapy ➤ Prenatal testing and diagnosis ➤ Effect of radiation, drugs and chemicals ➤ Infertility ➤ Spontaneous abortion ➤ Neural tube defects and the role of folic acid in lowering the risks ➤ Down syndrome (Trisomy 21) 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using charts, slides 	<ul style="list-style-type: none"> • Short answers • Objective type

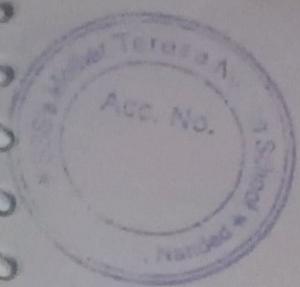


Unit	Time (hrs)	Objectives	Content	Teaching Learning activities	Assessment methods
III	2	1. Explain the screening methods for genetic defects and diseases in neonates and children	Genetic tests in neonates and children <ul style="list-style-type: none"> • Screening for <ul style="list-style-type: none"> ➤ Karyotype analysis ➤ Congenital abnormalities ➤ Developmental delay ➤ Dysmorphism 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using charts, slides 	<ul style="list-style-type: none"> • Short answers • Objective type
IV	2	Identify genetic disorders in adolescents and adults	Genetic conditions of adolescents and adults <ul style="list-style-type: none"> • Cancer genetics – Familial cancer • Inborn errors of metabolism • Blood group alleles and hematological disorders • Genetic haemochromatosis • Huntington's disease • Mental illness 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using charts, slides 	<ul style="list-style-type: none"> • Short answers • Objective type
V	5	Describe the role of nurse in genetic services and counselling	Services related to Genetics <ul style="list-style-type: none"> • Genetic testing • Human genome project • Gene therapy • The Eugenics movement • Genetic counseling • Legal and ethical issues • Role of nurse 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using charts, slides 	<ul style="list-style-type: none"> • Short answers • Objective type

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3. Jorde Carey Bamshad White : Medical Genetics, Mosby 2003.
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MEDICAL SURGICAL

MEDICAL SURGICAL NURSING (ADULT INCLUDING GERIATRICS) – I

Placement: Second Year

Theory: 210 Hrs
Practical: 720 Hrs

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

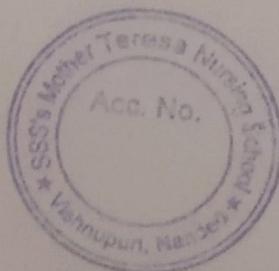
Specific Objectives: At completion of the course the student is able to:

- Describe the causes, signs and symptoms, treatment and prevention of medical surgical conditions.
- Demonstrate skill in carrying out nursing techniques and procedures in keeping with scientific principles.
- Discuss nursing process and provide nursing care to patients with various medical surgical conditions.

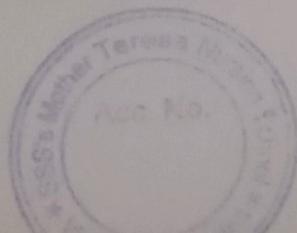
Unit	Time Hrs	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
I	13	<ul style="list-style-type: none"> * Appreciate the trends in medical & surgical nursing * Describe the role of a Nurse in caring for adult patients in hospital & Community * Describe the concept of Medical Surgical asepsis 	<p><u>INTRODUCTION</u></p> <ul style="list-style-type: none"> • Introduction to Medical Surgical Nursing Evaluation & trends of medical & surgical nursing • Review of concepts of health & illness, diseases concepts, its causes- Classification of diseases, International classification of Diseases - Acute, chronic, & terminal stages of illness - Review of concept of compressive Nursing care in medical Surgical Condition based on Nursing Process. Role of nurse patients & family in care of adult patients. • Role & responsibility of nurse in medical surgical settings: <ul style="list-style-type: none"> - Outpatient department - In patient department - Intensive care units - Home & community settings • Introduction to medical sepsis - Inflammation and Infection - Stress adaptation - Hemorrhage 	<ul style="list-style-type: none"> • Lectures & Discussion • Charts, graphs models, films and slides • Demonstrations • Practice sessions • Case discussions • Seminars • Clinical practice • Drug book • Exposure to related procedures 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Skill assessment with check list • Clinical work



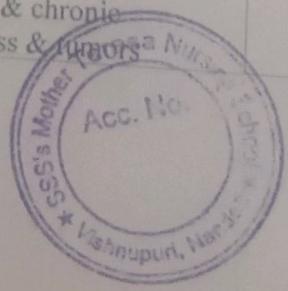
Unit	Time Hrs	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> - Nutritional consideration - immunity - Wound healing . • Care of surgical patients. <ul style="list-style-type: none"> Preoperative Intraoperative Postoperative • Demonstrations <ul style="list-style-type: none"> -surgical asepsis -Dressings . -Care of wound drainage -Preoperative preparation of patients. 		
II	12	Describe the common sign and symptoms of problems and their specific nursing management	<p><u>Common sign and symptoms and management</u></p> <ul style="list-style-type: none"> -Fluid & electrolyte imbalance -Vomiting -Dyspnea and cough, respiratory difficulty and obstructions -Fever -Shock -Unconsciousness, syncope -Pain -Incontinence (bladder & bowl) & retention of urine - Constipation - Diarrhea -Edema -Age related problems-Geriatric problem. 	<ul style="list-style-type: none"> • Lectures & Discussion •Charts , graphs models, films and slides •Demonstrations •Practice sessions •Case discussions / seminar 	<p>Essay type</p> <ul style="list-style-type: none"> •Short answers •Objective type of question <p>Assessment of skill assessment with check list</p> <ul style="list-style-type: none"> •Clinical work



Unit	Time	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
III	20	Describe the Etiology , pathophysiology clinical manifestation & diagnostic measures (& management of patients (adult including elderly) with disorder of reparatory system common medical surgical nursing procedures	<p><u>Nursing management of patients (adults including elderly) with respiratory problems</u></p> <ul style="list-style-type: none"> • Review of Anatomy & Physiology of respiratory system. • Nursing Assessment – History & Physical assessment • Etiology, Pathophysiology, Clinical manifestations, diagnosis, treatment modalities & Medical, surgical, Nutritional & nursing including elderly with: <ul style="list-style-type: none"> • Upper Respiratory tract infections • Bronchitis , Bronchiolitis • Asthma • Emphysema • Empyema • Atelectasis • Chronic obstructive Pulmonary Diseases (COPD) • Bronchiectasis • Pneumonia • Pulmonary tuberculosis • Lung abscess • Pleural abscess, effusion • Cysts & Tumors • Chest injuries • Respiratory arrest, ARDS & insufficiency • Pulmonary embolism Special therapies, alternative therapies Nursing Procedures Drugs used in treatment of respiratory disorders. • <u>Demonstrations</u> <ul style="list-style-type: none"> - Respiratory assessment assisting in procedures of X ray chest, MRI, lung Biopsy, bronchoscopy - Thoracocentesis, - care of patients 	<ul style="list-style-type: none"> •Lectures & Discussion charts, graphs models, films and slides •Demonstrations •Practice sessions •Case discussions / Seminar •Clinical Practice •Drug book • Exposure to procedure- X ray - MRI Edoscopy 	<ul style="list-style-type: none"> •Essay type Short answers •Objective type of questions Assessment of skills with assessment of patients with Clinical work Management problem

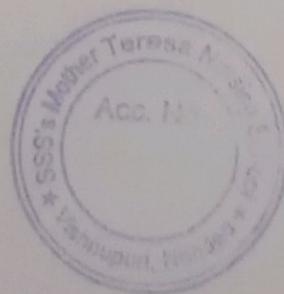


Unit	Time	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
IV	30	Describe the etiology, Patho-physiology, clinical manifestation, diagnostic measures and management of patients (Adults including elderly) with disorders of Digestive system	<p>with chest drainage & change of chest drainage- Care of patients on ventilators & weaning – nebulisation,</p> <p>-</p> <p><u>Nursing management of patient (Adults including elderly) with disorders of Digestive system</u></p> <ul style="list-style-type: none"> •Review of Anatomy & Physiology of digestive system • Nursing Assessment –history & physical assessment • Etiology, patho-physiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical, Nutritional & nursing management Disorders of oral cavity •Oral cavity- Lips, gums, tongue, salivary and teeth -esophagus- inflammation, stricture, obstruction, bleeding & esophageal tumour •Stomach & Duodenum- hiatus hernia, gastritis, peptic & duodenal ulcer, bleeding, tumour pyloric stenosis -Food allergy & poisoning • Small intestinal inflammation and infection - Ulcerative colitis, enteritis, malabsorption syndrome, Obstruction, tumors perforation, •Large Intestinal disorders -Colitis inflammations & infection, obstruction, Tumors, lump Hernis •Appendix Inflammation, mass, abscess, rupture •Anal & Rectum Fistulas, fissures, Hemorrhoids and tumour •Peritonitis/ acute abdominal • Pancreas; inflammation, cyst, abscess, tumours Abdominal trauma • Acute Abdomen •Pancreas- Acute & chronic pancreatitis, abscess & tumours 	<ul style="list-style-type: none"> •Lectures & Discussion •Charts, graphs models, films and slides •Demonstrations •Practice sessions •Case discussions •Seminars •Clinical practice •Drug book •Exposure to related procedures Health Education Supervised clinical practice Drug Book / Presentation 	<ul style="list-style-type: none"> •Essay type •Short answers •Objective type •Skill assessment with check list •Clinical work assessment of patient management

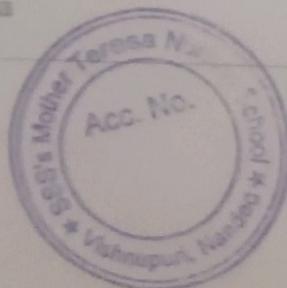


			•Liver- Jaundice, hepatitis, cirrhosis, abscess, portal hypertension, hepatic failure and tumors	
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Unit	Time	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> •Biliary tract & gall bladder -Cholecystitis, cholelithiasis, tumors •<u>Demonstrations</u> -Preparing assessing & witnessing - Barium meal, enema, -Abdominal paracentesis, -Liver biopsy, -Endoscopies, ERCP, OGD, Colonoscopy, Proctoscopy, Sigmoidoscopy -Liver function test Gastric analysis, stomach wash - Gastrostomy feeding - Jejunostomy feeding - Bowel wash - Colostomy care • Liver inflammation cyst, abscess, cirrhosis, portal hypertension, hepatic failure, tumours, • Gall Bladder, inflammation, Obstruction, Stones, & tumours Special Therapies, alternative therapies nursing procedures, drug used in the treatment of disorders & diseases of digestive system 		

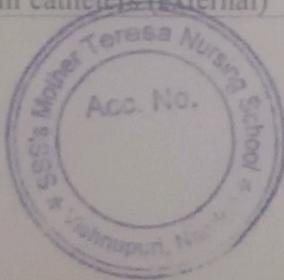


Unit	Time	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
V	30	Describe the etiology, patho-physiology, clinical manifestation, diagnostic measures and management of patients (adults including elderly) with disorders of blood and cardiovascular problems Describe the vascular conditions and its nursing management	<p>Nursing management of patient (adults including elderly) with blood and cardiovascular problems</p> <ul style="list-style-type: none"> • Review of Anatomy & Physiology of blood and cardiovascular system • Nursing Assessment –history & physical assessment. • Etiology, patho physiology, clinical manifestation, diagnosis, treatment modalities: medical, surgical, Nutritional & nursing management of: • Heart- <ul style="list-style-type: none"> -Coronary artery disease -Ischemic heart disease - Coronary atherosclerosis -Angina pectoris -Myocardial infarction -Congestive cardiac failure -Cor pulmonale -Pulmonary Odema -Cardiogenic shock -Cardiac tamponade - Endocarditis -Myocarditis -Pericarditis -Cardiomyopathies • Valvular heart disease- <ul style="list-style-type: none"> -Congenital & acquired -Rheumatic heart disease -Mitral stenosis • Conduction system <ul style="list-style-type: none"> -Cardiac dysarrhythmias & heart blocks • Vascular systems <ul style="list-style-type: none"> Hypertension, hypotension Raynaud's disease Aneurism and Perpherial vascular disorders, Cardiogenic shock • Cardiac arrest- ACLS, BLS • Blood <ul style="list-style-type: none"> -Anaemias -Polycythemia - Bleeding & coatings disorders -Thrombocytopenia -Hemophilia -Thalassemia -Leukemia 	<ul style="list-style-type: none"> •Lectures & Discussion • Explain charts, graphs models, films and slides •Demonstrations •Practice sessions •Case discussions / Seminars •Clinical practice •Drug book •Exposure to procedure visit to blood bank participation in blood bank counseling 	<ul style="list-style-type: none"> •Essay type •Short answers •Objective type •Skill assessment with check list •Clinical work

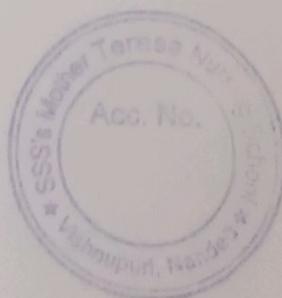


		<ul style="list-style-type: none"> -Leucopenia Agranulocytosis -Lymphomas & Myelomas • Blood bank functioning & Biosafety management related to blood transfusion -Role of nurse in organ donation, transplant, retrieval & banking Drugs used in cardiovascular system. Alternative therapies • Demonstration-ECG-3 & 12 lead, -Holter monitoring -2DEcho, Doppler 	
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VI	10	Describe the etiology, Patho-physiology, clinical manifestation, diagnostic measures and management of patients (adults including elderly) with disorders of genito-urinary system	<p><u>Nursing management of patient (Adults including elderly) with genito-urinary problems</u></p> <ul style="list-style-type: none"> • Review of Anatomy & Physiology of genito-urinary systems • Nursing Assessment –history & physical assessment. • Etiology, patho-physiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of <ul style="list-style-type: none"> -Nephritis -Nephrotic syndrome -Nephrosis - Renal calculus - Tumours -Acuterenal failure -Chronic renal failure -End stage renal disease -Dialysis, renal transplant -congenital disorders, urinary infections -Benign prostate hypertrophy • Kidney <ul style="list-style-type: none"> -Polycystic kidney • Disorders of ureter, urinary bladder-urethra- inflammation infections, calculus stricture, obstructions, tumors, prostate <p>Drug used into treatment of Genic</p> <p><u>Demonstrations</u></p> <p>Bladder wash / Irrigation</p> <p>Demonstration care of Indwelling catheterization male / female</p> <p>Condom catheters (external)</p>	<ul style="list-style-type: none"> •Lectures & Discussion • Explain using charts, graphs models, films and slides •Demonstrations •Practice sessions •Case discussions/ Seminars •Supervised Clinical practice •Drug book/presentation •Exposure to procedure Health Education 	<p>Essay type</p> <ul style="list-style-type: none"> •Short answers •Objective type •Skill assessment with check list •Clinical work Assessment of patient management problem
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Unit	Time	Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
VII	5	Describe the etiology, Patho-Physiology, Clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of male reproductive system.	<p><u>Nursing management of disorders of male (adults including elderly) reproductive system</u></p> <ul style="list-style-type: none"> • Review of anatomy and Physiology of male reproductive system • Nursing assessment-history and physical assessment • Etiology, patho-physiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical dietetics and nursing management of disorders of male reproductive system • Congenital malformations; cryptorchidism • Infections • Hypospadiasis, Epispadiasis • Infection Testis and adjacent structure • Penis <ul style="list-style-type: none"> • Prostate: inflammation, infection hypertrophy, tumor • Sexual Dysfunction • Infertility • Contraception • Breast, gynecomastia, tumor • Climacteric changes special therapies, alternative therapies. • Nursing procedures <p>drugs used in treatment of disorders of male reproductive system</p>	<p>Lecture discussion</p> <p>Explain using Charts, graphs</p> <ul style="list-style-type: none"> • Models, films, slides • Demonstration • Practice session • Case discussion / seminar • Health education • Supervise d clinical practice • Drug book /presentation 	<ul style="list-style-type: none"> • Essay type • Short answer • Objective type • Assessment of skills with check list <p>Assessment of patients management problem</p>



COMMUNITY HEALTH NURSING- I

Placement: Second year

Theory - 90 Hours
Practical - 135 Hours

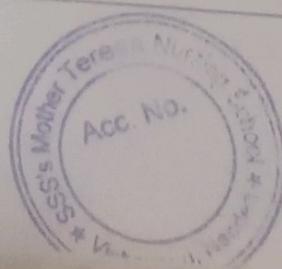
Course Description: This Course is designed for Students to appreciate the principles of promotion and maintenance of health

- Specific objectives:** At the end of the course students are able to
1. Understand the concepts of community health and community health nursing
 2. Appreciate the various factors influencing health in the community
 3. Appreciate the concept, scope, uses and methods of epidemiology
 4. Understand the epidemiology and nursing management of common communicable diseases.
 5. Appreciate the concept and scope of demography
 6. Understand the impact of population explosion and population control

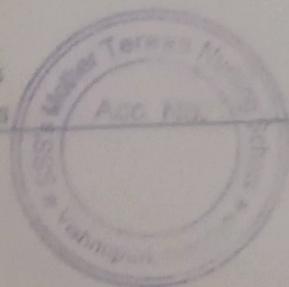
Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Method	Assessment Method
I	4	<ul style="list-style-type: none"> Describe Concept and dimensions of health 	Introduction <ul style="list-style-type: none"> Community health nursing Definition, concept and dimensions of health Determinants of health Promotion of health indicators of health Maintenance of health 	<ul style="list-style-type: none"> Lecture discussion 	<ul style="list-style-type: none"> Short answers
II	18	Describe determinants of health & Environment	Determinants of health <ul style="list-style-type: none"> Eugenics Physical : Air, light Environmental factors contributing Health Ventilation, water, Housing Sanitation; disposal of waste, disposal of dead bodies, Forestation, Noise, Climate, Bacterial & Viral: Agents, host carriers and immunity Arthropods and Rodents Communication; Infrastructure facilities and Linkage Insect, Rodent & Parasite Control Noise Control 		



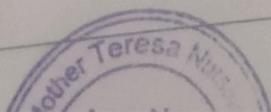
Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning	Assessment Method
			<ul style="list-style-type: none"> • Disposal of refuse/Sewage • Disposal of human excreta • Disposal of the dead • Involvement of governmental and non-governmental organizations in environmental health • Act Regulation the environment :National Pollution Control board • Public health Laws related to environment & health • Food hygiene: Production, Preservation, Purchase, Preparation, consumption • Acts Regulating Food Hygiene-Prevention of food adulteration acts, Drugs and cosmetic act • Socio cultural aspects of nutrition in food hygiene <p>Socio-Cultural</p> <ul style="list-style-type: none"> • Customs, taboos • Marriage System • Family Structure • Status of special Group; Females ,Children Elderly, Challenged Groups and Sick persons • Life Style • Hygiene • Physical Activity • Recreation and Sleep • Sexual life • Spiritual life philosophy • Self Reliance • Dietary pattern • Education • Occupation • Financial Management • Income • Budge • Purchasing power • Security 	<p>Lecture discussion Explain using Charts, Graphs, Models, films slides Visits to water supply, sewage disposal, milk plants, slaughter house etc.</p>	<p>Essay type Short answers Objective type</p>



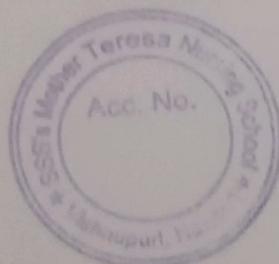
Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning	Assessment Method
III	10	Describe concept aims, scope, uses Methods and approach of epidemiology	Epidemiology <ul style="list-style-type: none"> • Definition ,concept ,Aims, scope uses and • terminology used in epidemiology used in • epidemiology • Dynamics of Disease transmission • epidemiological triad • Morbidity and mortality; • Measurements • Levels of Prevention • Methods of epidemiology of • Descriptive • Analytical : Epidemic investigation • Experimental 	Lecturer discussion Explain using Charts, graphs, Models, films, slides	Essay type Short answers
IV	18	Describe Epidemiology and nursing management of common Communicable diseases	Epidemiology and nursing management of common Communicable Diseases Respiratory infections <ul style="list-style-type: none"> • Small Pox • Chicken Pox • Measles • Influenza • Rubella • ARIs & Pneumonia • Mumps • Diphtheria • Whooping cough • Meningococcal meningitis • Tuberculosis • SARS Intestinal Infections <ul style="list-style-type: none"> • Poliomyelitis • Viral Hepatitis • Cholera • Diarrhoeal diseases • Typhoid Fever • Food poisoning • Amoebiasis • Dracunculiasis Arthropod infections <ul style="list-style-type: none"> • Dengue • Malaria • Filariasis • Zoonoses 		

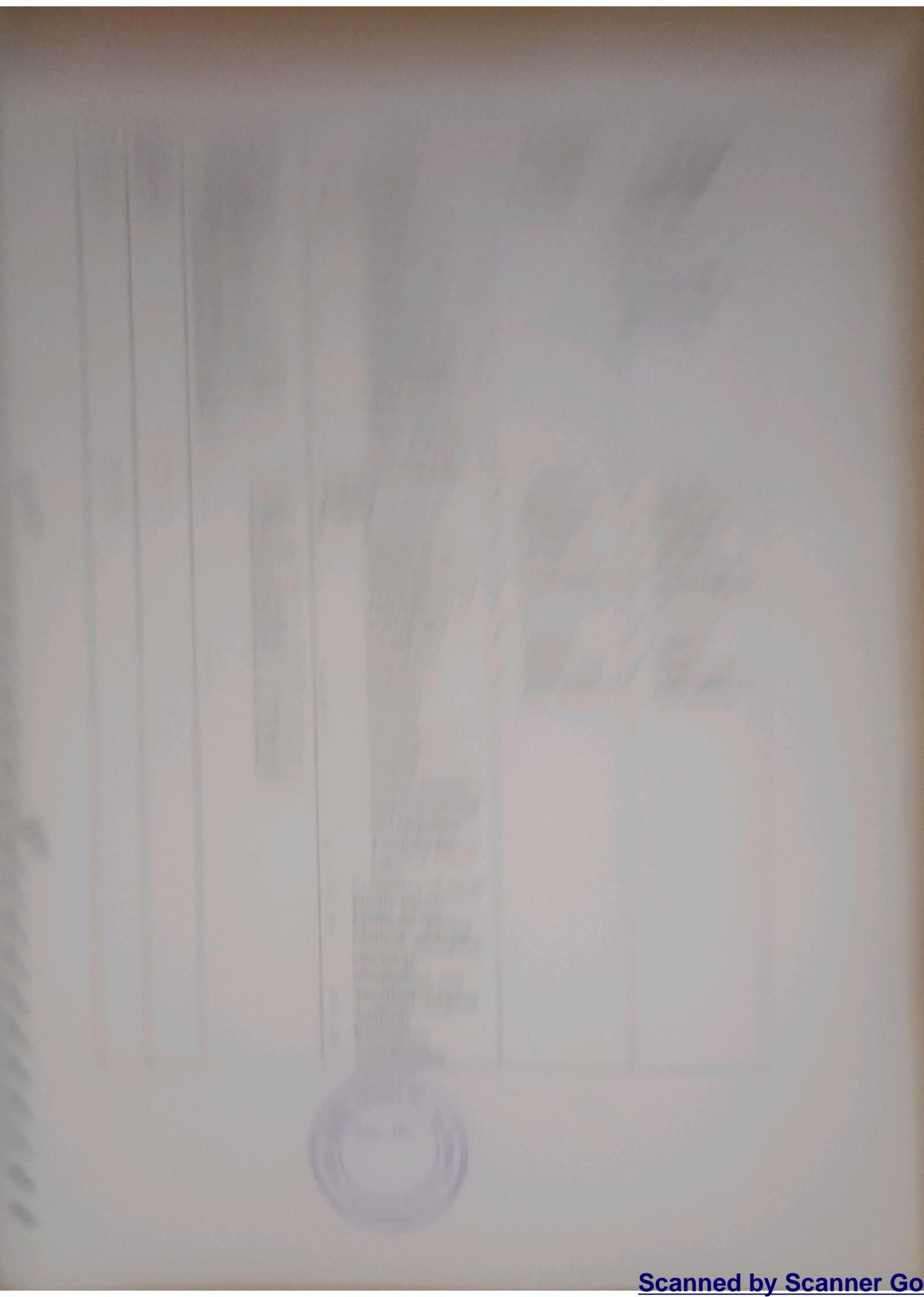


Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning	Assessment Method
			Viral <ul style="list-style-type: none"> • Rabies • Yellow fever • Japanese encephalitis • Kyasnur Forest Diseases Bacterial <ul style="list-style-type: none"> • Brucellosis • Plague • Human Salmonellosis • Anthrax • Leptospirosis Rickettsial diseases <ul style="list-style-type: none"> • Rickettsial Zoonoses • Scrub typhus • Murine typhus • Tick typhus • Q fever Parasitic zoonoses <ul style="list-style-type: none"> • Taeniasis • Hydatid disease • Leishmaniasis Surface infection <ul style="list-style-type: none"> • Trachoma • Tetanus • Leprosy • STD & RTI • Yaws HIV 	Lecturer discussion Explain using Charts, Graphs Models, films, slides Seminar Supervised field Practice-health centers, clinics and homes Group projects/ Health education	Essay type Short answers Objective type
V	8	Describe Epidemiology and nursing management of common Non-Communicable diseases	Any other Epidemiology and nursing management of Non-communicable diseases <ul style="list-style-type: none"> • Malnutrition: under nutrition, over nutrition, nutritional deficiencies Anemia Hypertension Stroke Rheumatic Heart Diseases Coronary Heart Diseases Cancer Diabetes mellitus Blindness Accidents Mental illness Obesity Iodine Deficiency Fluorosis Epilepsy Asthma Arthritis 	Lecture discussion Explain using Charts, graphs, Models, films, slides, Seminar Supervised field Practice-health centers, clinics and homes group projects / Health education	Essay type Short answers Objective type

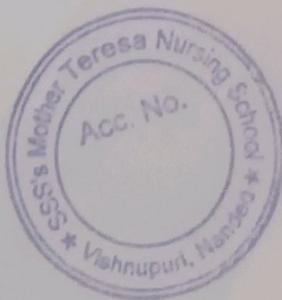


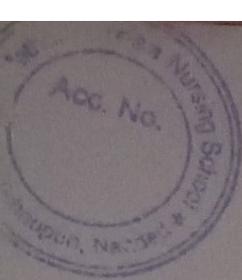
Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning	Assessment Method
VI	6	Describe the concepts And scope of demography Describe methods of data collection, analysis and interpretation of demographic data	Demography <ul style="list-style-type: none"> • Definition, concept and scope • Demography cycle • Methods of data collection, analysis and interpretation of demographic data • Demographic rates and ratios 		Essay type Short answers Objective type Assessment of survey report
VII	17	<ul style="list-style-type: none"> • Identify the impact of population explosion in India • Describe methods of population control 	Population and its control <ul style="list-style-type: none"> • Population explosion, its impact on social, economic development of individual, society and country • Population control: <ul style="list-style-type: none"> • Overall development: women empowerment, social, economic and educational development • Limiting family size: <ul style="list-style-type: none"> ➤ Promotion of small family norms ➤ Methods: spacing (natural, biological, chemical, mechanical, etc) ➤ Terminal: surgical methods ➤ Emergency contraception 	<ul style="list-style-type: none"> • Lecture discussion • Population survey • Counseling • Demonstration • Practice session • Supervised field practice 	<ul style="list-style-type: none"> • Lecture discussion • Population survey • Counseling • Demonstration • Practice session • Supervised field practice





Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning	Assessment Method
VIII	9	<ul style="list-style-type: none"> • Describes concepts & scope of community health service • Understand the health assessment of individual & family while providing family oriented care • Understand the functions of urban & rural health centers including health Team Members • Understands ethics in community health nursing practice 	<ul style="list-style-type: none"> • Introduction to community Health nursing service • Concepts, Definition & scope of community health nursing services • Introduction to family oriented health care (assessment of individual & family) • Home visit : concepts, steps, principles , advantages • Functions of urban & rural health centre including health Team Member • Ethics in community health nursing practice • Consumers Protection Act 		





COMMUNICATION & EDUCATION TECHNOLOGY

Placement: Second Year

Theory: 90 Hrs.
(Theory 60 Hrs + Lab 30 Hrs)

Course Description:

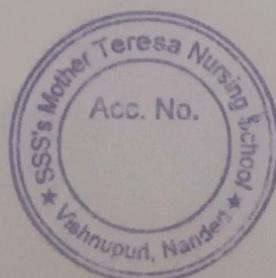
This course is designed to help the students acquire an understanding of the principles and methods of communication and teaching. It helps to develop skill in communicating effectively, maintaining effective interpersonal and human relations, develop basic skills in guidance and counseling, principles of education, teaching individuals and groups in clinical, community and health educational settings.

Specific objectives:

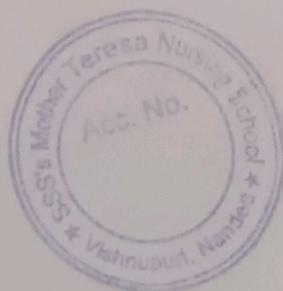
On completion of this course, the graduate nurse will be able to:

1. Understand the effective communication process using various communication techniques with individuals groups and health team members.
2. Establishes effective interpersonal and human relations with patients, families and health team members.
3. Acquires knowledge on concepts, principles on guidance and counseling and develop basic skills for counseling patients, nursing students and nursing personnel.
4. Understand the philosophy, principles of education and teaching learning process.
5. Demonstrate teaching skills using various teaching methods in classroom, clinical and community setup using different methods and media.
6. Demonstrate skill in preparing different types of assessment tools for knowledge attitude and skill.

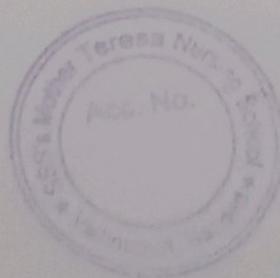
Unit	Time (Hrs.)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
1	05	01	<ul style="list-style-type: none">▪ Describe the communication process▪ Identify Techniques of effective communication	Review of communication process <ul style="list-style-type: none">▪ Process, elements and channels▪ Barriers and methods of overcoming▪ Techniques	<ul style="list-style-type: none">▪ Lecture/ Discussions▪ Role Plays▪ Exercise with audio-video tapes	<ul style="list-style-type: none">▪ Respond to critical incidents▪ Long/ Short answer▪ Objective type▪ Anecdotal records



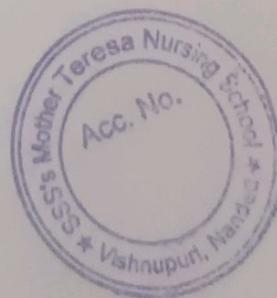
Unit	Time (Hrs.)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
II	05	--	Establish Effective Inter-personal relations with patients, families and co-workers	Interpersonal relations <ul style="list-style-type: none"> ▪ Purpose and types ▪ Phases ▪ Barriers to interpersonal relations ▪ Methods of overcoming barriers ▪ Johari Window 	<ul style="list-style-type: none"> ▪ Lecture /discussions ▪ Sociometry ▪ Group Games ▪ Psychometric exercises followed by discussions 	<ul style="list-style-type: none"> ▪ Long/ Short answers ▪ Objective type
III	05	01	Develop effective Human relations In context of nursing	Human Relations <ul style="list-style-type: none"> ▪ Understanding self ▪ social behavior Social attitudes ▪ Individual and Group & Groups and individual ▪ Human relations in context of nursing ▪ Group Dynamics ▪ Team Work 	<ul style="list-style-type: none"> ▪ Lecture / discussions ▪ Group Games ▪ Psychometric exercises followed by discussions 	<ul style="list-style-type: none"> ▪ Long/ short answers ▪ Objective type ▪ respond to test based on critical incidents ▪ Anecdotal records
IV	10	05	Develop basic skills of counseling and guidance	Guidance and counseling <ul style="list-style-type: none"> ▪ Definition, meaning, purpose, scope & need. ▪ Basic Principles ▪ Areas of counseling ▪ Organization of counseling services ▪ Approaches to counseling ▪ Attributes and skills of counselor ▪ Issues for counseling in nursing students and nursing personnel ▪ Counseling process steps & techniques ▪ Tools for collecting information ▪ Problem solving approaches Management of crisis and referral 	<ul style="list-style-type: none"> ▪ Lecture / discussions ▪ Role play on counseling in different situations followed by discussions 	Long/ short answers <ul style="list-style-type: none"> ▪ Objective type Assess performance in role play situations



Unit	Time (Hrs.)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
V	10	08	<ul style="list-style-type: none"> Describe the Philosophy and principles of education Explain teaching learning process 	Principles of Education & Teaching Learning Process <ul style="list-style-type: none"> Education: meaning philosophy aims, functions, & principles Nature & characteristics of learning Principles and maxims of learning Domains of objectives & formulation of general and specific objective Lesson planning Classroom management 	<ul style="list-style-type: none"> Lecture / discussion Exercise on writing objectives Prepare lessons plan Micro teaching 	<ul style="list-style-type: none"> Long/ Short answers Objective type Assess lesson plans Assess teaching sessions
VI	10	05	<ul style="list-style-type: none"> Demonstrate teaching skills in various teaching methods in clinical, classroom & community settings. 	Methods Of Teaching: <ul style="list-style-type: none"> Lecture, demonstration Group discussions, Seminar, Symposium, panel discussion, role play. Project method field trip, workshop, exhibition Computer assisted learning programmed instructions Micro- teaching, Evidence based learning Self instructional module, simulation etc. Clinical Teaching Methods: <ul style="list-style-type: none"> Bedside Clinics, Case Method, Nursing rounds, morning & afternoon reports Conferences: <ul style="list-style-type: none"> Individual & group, Field visits, process recording 	<ul style="list-style-type: none"> Lecture discussions Conduct 5 teaching sessions using different methods and media 	<ul style="list-style-type: none"> Long / Short answers Objective type Assess teaching Sessions.



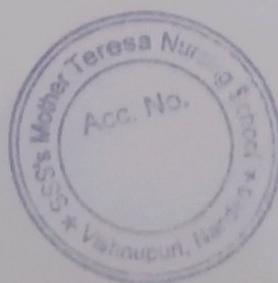
Unit	Time (Hrs)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
VII	05	05	<ul style="list-style-type: none"> Prepare and use different types of educational media effectively 	<p>Educational Media</p> <ul style="list-style-type: none"> Purpose and types of Audio – visual and principles and sources etc. Graphic Aids: Chalk board, Charts graph poster Flash cards, flannel Graph, Bulletin Board, Cartoon Three Dimensional Aids: Objects, specimens, models, & puppets. Printed Aids: Pamphlets & leaflets. Projected Aids: Slides overhead projector transparency preparation Films, T.V. VCR / VCD Camera, Microscope, LCD, DVD Audio Aids: Tape recorder 	<ul style="list-style-type: none"> Lecture discussion Demonstration Prepare different teaching aids projected and non - projected Prepare a programme for the given topic Visit to dept of communication, & educational technology 	<ul style="list-style-type: none"> Long/ Short answer Objective type Assess the teaching aids prepared



Unit	Time (Hrs.)		Learning Objectives	Content	Teaching Learning Activities	Assessment Methods
	Th.	Pr.				
VIII	05	05	<ul style="list-style-type: none"> Prepare different types of questions for assessment of knowledge, skills, and attitude 	Assessment <ul style="list-style-type: none"> Purpose & scope of evaluation & assessment Criteria for selection of assessment technique and methods. Assessment of knowledge: Essay Type Questions, Short answer questions (SAQ), Multiple choice questions (MCQ) Assessment Of Skills Observation checklist, Practical exam, Viva, Objective Structured, Clinical examination (OSCE) Assessment of Attitudes : Attitude Scales 	<ul style="list-style-type: none"> Lecture discussion Exercise on writing different types of assessment tools 	<ul style="list-style-type: none"> Long / Short answer Objective type Assess the strategies used in practice teaching Assess the different tools, prepared during exercise sessions.
IX	05	--	<ul style="list-style-type: none"> Teaching individual groups and communities about health with their active participation 	Information, Education & Communication for Health (ICE) <ul style="list-style-type: none"> Health behavior and health education Principles of health education Health education with individuals, groups and communities Methods and media for communicating health messages. Using mass media Planning health education. 	<ul style="list-style-type: none"> Lecture discussion Plan and conduct Health education sessions for individual group and communities 	<ul style="list-style-type: none"> Long / Short answer Objective type Assess the planning & conduction of the educational session

Practicum / Lab:

I	Observation of critical incidents:	30 hrs	2 hours
II	Role play on guidance and counseling		5 hours
III	Lesson plan preparation and conduction		8 hours
IV	Conducting teaching with using various methods		5 hours
V	Preparation of visual aids		5 hours
VI	Preparation of Assessment tools (Question paper, Check list and attitude skills)		5 hours



MEDICAL SURGICAL NURSING

(Adult including Geriatrics) –II

Placement: Third year

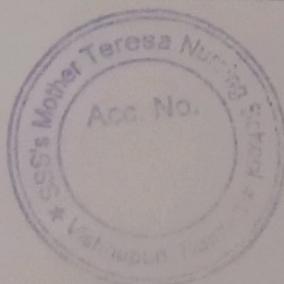
Time: Theory –120 hours
(Classroom 103 + Lab 17)
Practical- 270 hours

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

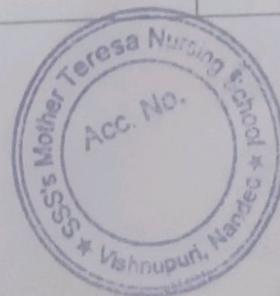
Specific objectives: At the end of the course the student will be able to:

1. Provide care for patients with disorders of ear nose and throat.
2. Take care of patients with disorders of eye.
3. Plan, implement and evaluate nursing management of patients with neurological disorders.
4. Develop abilities to take care of female patients with reproductive disorders.
5. Provide care of patients with burns, reconstructive and cosmetic surgery.
6. Manage patients with oncological conditions
7. Develop skill in providing care during emergency and disaster situations
8. Plan, implement and evaluate care of elderly
9. Develop ability to manage patients in critical care units.

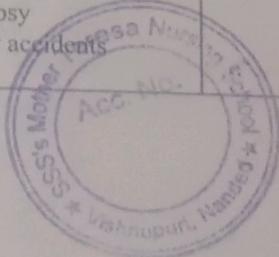
Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
I	T 15 P 02	• Describe the etiology, patho-physiology, clinical manifestations, diagnostic measures and management of patients with disorders of Ear Nose and Throat	<p>Nursing management of patient with disorders of Ear Nose and Throat</p> <ul style="list-style-type: none"> • Review of anatomy and physiology • of the Ear Nose and Throat- • Nursing Assessment- History and • Physical assessment • Etiology, path physiology, clinical • Manifestations, diagnosis, • Treatment modalities and medical & • Surgical nursing management of Ear Nose and Throat disorders: ○ External ear: deformities otalgia, foreign bodies, and tumours ○ Middle Ear- Impacted wax, Tympanic membrane perforation, otitis media, otosclerosis, mastoiditis, tumours 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using Charts, graphs • Models, films, slides • Demonstration • Practice session • Cans discussions/ seminar • Health education • Supervised clinical practice • Drug book /presentation • Demonstration of procedures 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills of patient and management of problems.



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			<ul style="list-style-type: none"> ○ Inner ear- meniere,s Disease, labyrinthitis, ototoxicity, tumours ○ Upper airway infections – Common cold, sinusitis, ethinitis, Rhinitis, Pharyngitis, Tonsillitis and Adenoiditis, Peritonsilar abscess, Laryngitis ○ Upper respiratory airway- Epistaxis, ○ Nasal obstruction, laryngeal obstruction, Cancer of the larynx ○ Cancer of the oral cavity ○ Speech defects and speech therapy • Deafness- Prevention, control and rehabilitation • Hearing aids, implanted hearing Devices • Special therapies • Drugs used in treatment of disorders of ear nose and throat • Role of nurse Communicating with hearing impaired and mute. • Nursing procedures Oesophaostomy, Tracheostomy, 		
II	T 15 P 02 17	Describe the etiology, path physiology, clinical manifestations diagnostic measures and management of patients with disorders of eye. Physical assessment	Nursing management of patient With disorders of eye <ul style="list-style-type: none"> • Review of anatomy and physiology of the eye- • Nursing assessment – history and • Etiology, pathophysiology, clinical manifestations, diagnosis, treatment nursing management of eye disorders: • Refractive errors • Eyelids-inflammation and Infection and bleeding • Cornea- inflammation and Infection • Lens-Cataracts • Glaucoma • Disorder of the uveal tract, • Ocular tumours • Disorders of posterior chamber and retina : retinal and vitreous problems • Retinal detachment • Ocular emergencies and their prevention 	<ul style="list-style-type: none"> • Lecture • Discussion • Explain using Charts, using Models, films. slides • Demonstration practice session • Case discussions/ seminar • Health education • Supervised clinical practice • Drug book / presentation • Visit to eye bank • Participation in eye-camps 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problem



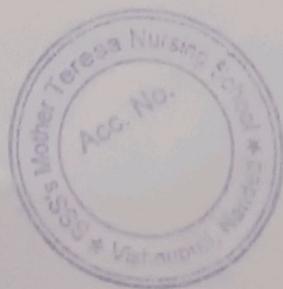
Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			<ul style="list-style-type: none"> • Drugs used in treatment of disorders of eye • Blindness • National blindness control program • Eye Banking • Eye prostheses and rehabilitation • Role of a nurse-Communication with visually impaired patient, Eye camps • Special therapies • Nursing procedures: eye irrigation, assisting with removal of foreign body. 		
III	T 17 P 02 20	<ul style="list-style-type: none"> • Describe the etiology, patho physiology clinical manifestations, diagnostic measures and nursing management of patients with neurological disorders 	<p>Nursing management of patient With neurological disorders</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the neurological system • Nursing Assessment-History and physical and neurological assessment and Glasgow coma scale • Etiology, Path physiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of neurological disorders • Congenital malformations. • Headache • Head Injuries • Spinal injuries • Paraplegia • Hemiplegia • Quadraplegia • Spinal cord compression -Herniation of intervertebral disc • Tumors of the brain & spinal cord • Intra cranial and cerebral aneurysms • Infections: Meningitis, Encephalitis, brain abscess, neurocysticercosis • Movement disorders : Chorea Seizures / Epilepsy • Cerebro vascular accidents (CVA) 	<ul style="list-style-type: none"> • Lecture discussion • Explain using Charts, graphs • Models, films, slides • Demonstration • Practice session • Case discussions/ Seminar • Health education • Supervised clinical practice • Drug book /presentation • Visit to rehabilitation drugs used in treatment of disorders of eye center 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problem



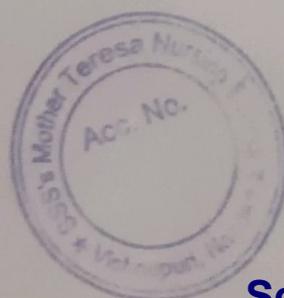
Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			<ul style="list-style-type: none"> • Cranial / spinal neuropathies – Bell's palsy, trigeminal neuralgia, Peripheral Neuropathies; Guillan-Barr'e syndrome Myasthenia gravis Multiple sclerosis, Degenerative diseases, Peripheral neuritis TIA <ul style="list-style-type: none"> □ Delirium Dementia □ Alzheimer's disease □ Parkinson's disease • Management of unconscious patients and patients with stroke • Drugs used in treatment of neurological disorders • Role of the nurse in communication with patient having neurological deficit • Rehabilitation of patients with neurological deficit • Role of nurse in long stay facility (institutions) and at home Special therapies Nursing procedures: GCS, assisting with diagnostic procedures and rehabilitation 		
IV	T 15 P 02 18	<ul style="list-style-type: none"> • Describe the etiology, pathophysiology clinical manifestation, diagnostic measures and nursing management of patients with disorders of female reproductive system. • Describe concepts of reproductive health and family welfare programmes 	<p>Nursing management of patient s With disorders of female reproductive system</p> <ul style="list-style-type: none"> • Review of anatomy and physiology of the female reproductive system • Nursing assessment-history and physical assessment • Breast self examination • Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of disorder of female reproductive system • Congenital abnormalities of female reproductive system • Sexuality and Reproductive Health • Sexual Health Assessment • Menstrual Disorders- Dysmenorrhea, Amenorrhea, Premenstrual Syndrome • Abnormal Uterine Bleeding; Menorrhagia, Metrorrhagia • Pelvic inflammatory disease- • Ovarian and fallopian tube disorders; Infections Cysts, Tumours • Uterine and cervical disorders; Endometriosis, polyps, Fibroids, Cervical and uterine tumours, • Uterine displacement , Cystocele/ urethrocele/ rectocele 	<ul style="list-style-type: none"> • Lecture discussion • Explain using Charts, graphs Models, films, slides • Demonstration /Practice session • Case discussions/ Seminar • Heath education • Supervised clinical practice • Drug book /presentation 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problem



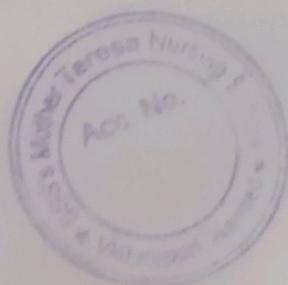
Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			<ul style="list-style-type: none"> • Vaginal disorders; Infections and Discharges, fistulas • Vulvar disorders; Infection, cysts, Tumours • Diseases of breast Deformities Infections Cysts and Tumours • Menopause and hormonal replacement therapy • Infertility • Contraception; Temporary and Permanent • Emergency contraception methods • Abortion-natural, medical and surgical abortion-MTP Act • Toxic shock Syndrome • Injuries and trauma; sexual violence • Drugs used in treatment of gynaecological disorders • Special therapies vaginal douche PAP smear • Nursing procedures assisting with diagnostic and therapeutic procedures, self examination of breast. 		
V	T 08 P 02 10	Describe the etiology, patho physiology, clinical manifestations, diagnostic measures and nursing management of patients with burns, reconstructive and cosmetic surgery	Nursing management of patients With Burns, reconstructive and Cosmetic surgery <ul style="list-style-type: none"> • Review of anatomy and physiology of the skin and connective tissues • Nursing assessment-History and physical examination & assessment burns • Etiology, Classification, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical and nursing management of Burns with special emphasis of fluid replacement therapy. • Types of surgeries • Legal Issues, Rehabilitation • Special therapies • Psycho social aspects 	<ul style="list-style-type: none"> • Lecture discussion • Explain using Charts, graphs Models, films, slides • Demonstration • Practice session • Case discussion/ Seminar • Health education • Supervised clinical practice • Drug book / presentation 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problem



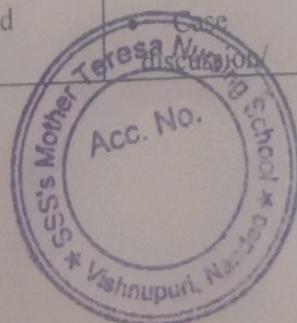
Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
VI	T 13 P 02 15	Describe the etiology, patho physiology, clinical manifestations, diagnostic manifestations, diagnostic measures and nursing management of patients with oncology	Nursing management of patients With oncological conditions <ul style="list-style-type: none"> • Structure & characteristics of normal & cancer cells • Nursing Assessment-history and physical assessment • Prevention, Screening for early detection, warning signs of cancer • Common malignancies of various body system; Brain Oral cavity, larynx lung liver stomach and colon, breast cervix, ovary, uterus, renal, bladder, prostate leukemias and lymphomas, Oncological emergencies. • Epidemiology, etiology, classifications, pathophysiology, staging, clinical manifestations, diagnosis treatment modalities and medical, surgical & nursing management of malignant diseases • Treatment Modalities – Immunotherapy Chemotherapy, Gene therapy Stem cell & Bone Marrow transplants. • Surgical interventions • Psychosocial aspects of cancer • Rehabilitation & Palliative care • Management – nutritional support Home care, Hospice care, Stoma care • Psycho social aspects • Assisting with diagnostic and therapeutic procedures 	<ul style="list-style-type: none"> • Lecture discussion • Explain using • Charts, graphs models, films, slides • Demonstration • Practice session • Case discussion/ Seminar • Health education • Supervised clinical practice • Drug book /presentation 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problem
VII	10 14	<ul style="list-style-type: none"> • Describe organization of emergency and disaster care services • Describe the role of nurse in disaster management • Describe the role of nurse in management of Emergencies 	Nursing management of patient in EMERGENCY & DISASTER situations <ul style="list-style-type: none"> • Concepts and principles of Disaster Nursing • Causes and types of disaster: Natural and man-made Earthquakes, floods, epidemics, Cyclones fire, Explosion, Accidents Violence, Terrorism; Bio-chemical war • Policies related to emergency/ disaster Management; International, national, state, institutional • Disaster preparedness: Team, guidelines, protocols, equipments, resources Coordination and involvement of community, various-government departments, non-government. 	<ul style="list-style-type: none"> • Lecture discussion • Explain using • Charts, graphs • Models, films, slides • Demonstration • Practice session • Case discussion/Seminar • Health education • Supervised clinical practice 	



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			<p>organizations and International agencies</p> <ul style="list-style-type: none"> • Role of nurse in disaster management • Legal aspects of disaster nursing • Impact on Health and after effects; post Traumatic Stress Disorder • Rehabilitation; physical, psychosocial Social, Financial, Relocation Emergency Nursing Concept, priorities principle and • Scope of emergency nursing • Organization of emergency services: physical setup, staffing, equipment and supplies, protocols, Concepts of triage and role of triage nurse • Coordination and involvement of different departments and facilities • Nursing Assessment-History and physical assessment • Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of patient with medical and surgical Emergency • Principles of emergency management • Common Emergencies; • Respiratory Emergencies • Cardiac Emergencies • Shock and Haemorrhage • Pain • Poly-Trauma, road accidents, crush • Injuries, wound • Bites • Poisoning; Food, Gas, Drugs & chemical poisoning • Seizures • Thermal Emergencies; Heat stroke & Cold injuries • Pediatric Emergencies • Psychiatric Emergencies • Obstetrical Emergences • Violence, Abuse, Sexual assault • Cardio pulmonary Resuscitation • Crisis Intervention • Role of the nurse; Communication And inter personal Relation • Medico-legal Aspects; 	<ul style="list-style-type: none"> • Disaster management drills • Drug book /presentation 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problem



Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
VIII	10 5	<ul style="list-style-type: none"> Explain the concept and problems of aging Describe nursing care of the elderly 	Nursing care of the elderly <ul style="list-style-type: none"> Nursing Assessment-History and physical assessment Ageing; Demography; Myths and realities Concepts and theories of ageing Cognitive Aspects of Ageing Normal biological ageing Age related body systems changes Psychosocial Aspects of Aging Medications and elderly Stress & coping in older adults Common Health problems & Nursing Management; Cardiovascular, Respiratory, Musculoskeletal, Endocrine, genito-urinary, gastrointestinal Neurological, Skin and other Sensory organs Psychosocial and Sexual Abuse of elderly Role of nurse for care of elderly: ambulation, nutritional, communicational, psychosocial and spiritual Role of nurse for caregivers of elderly Role of family and formal and non formal caregivers Use of aids and prosthesis (hearing aids, dentures, Legal & Ethical Issues Provisions and Programmes of elderly; Privileges. Community programs and health services; Home and institutional care 	<ul style="list-style-type: none"> Lecture discussion Explain using Charts, graphs Models, films, slides Demonstration Practice session Case discussion/Seminar Health education Supervised clinical practice Drug book /presentation Visit to old age home 	<ul style="list-style-type: none"> Essay type Short answers Objective type Assessment of skills with check list Assessment of patient management problem
IX	T 10 P 05 5	<ul style="list-style-type: none"> Describe organization of critical care units management role of nurse in management of patients critical care units 	Nursing management of patient in critical care units <ul style="list-style-type: none"> Nursing Assessment-History and Physical assessment Classification Principles of critical care nursing Organization; physical setup, Policies, staffing norms, Protocols, equipment and supplies 	<ul style="list-style-type: none"> Lecture discussion Explain using Charts, graphs Models, films, slides Demonstration Role plays counseling Practice session Case discussion 	<ul style="list-style-type: none"> Essay type Short answers Objective type Assessment of skills with check list Assessment of patient management



		<ul style="list-style-type: none"> • Special equipments; ventilators, cardiac monitors, defibrillators, • Resuscitation equipments • Infection Control protocols 	Seminar	problem
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Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activity	Assessment Method
			<ul style="list-style-type: none"> • Nursing management of critically ill patient; • Monitoring of critically ill patient • CPR-Advance Cardiac life support • Treatments and procedures. • Transitional care • Ethical and Legal Aspects • Communication with patient and family • Intensive care records • Crisis Intervention • Death and Dying-coping with • Drugs used in critical care unit • Nursing procedures; Monitoring of patients in, assisting in therapeutic and diagnostic procedures, CPR, ACLS 	<ul style="list-style-type: none"> • Health education • Supervised clinical practice • Drug book /presentation 	
X	8	<ul style="list-style-type: none"> • Describe the etiology, pathophysiology, clinical manifestations, assessment, diagnostic measures and management of patients with occupational and industrial health disorder 	<p>Nursing management of patients adults including elderly with occupational and industrial disorders</p> <ul style="list-style-type: none"> • Nursing Assessment-History and physical assessment • Etiology, pathophysiology, clinical manifestations, diagnosis, diagnosis, treatment modalities and medical & surgical nursing management of occupational and industrial health disorders • Role of nurse <p>Special therapies, alternative therapies Nursing procedures Drugs used in treatment of Occupational and industrial disorders</p>		



CHILD HEALTH NURSING.

Placement: Third Year.

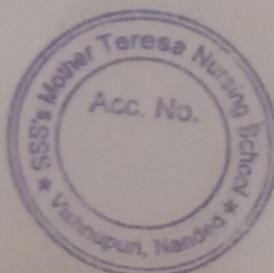
Time: Theory-90 Hrs.
(Class 80 + Lab 10 hrs)
Practical-270 Hrs.

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.

Specific objectives: At the end of the course, the students will be able to:

1. Explain the modern concept of child care and the principles of child health nursing.
2. Describe the normal growth and development of children in various age groups.
3. Explain the physiological response of body to disease conditions in children.
4. Identify the health needs and problems of neonates and children, plan and implement appropriate nursing interventions.
5. Identify the various preventive, promotive and rehabilitative aspects of child care and apply them in providing nursing care to children in the hospital and in the community.

Unit	Learning Objectives	Content	Hrs : allocation.
1	<p>*Explain the modern concept of child care & principles of child health nursing.</p> <p>*Describe national policy programmes & legislations in relation to child health & welfare.</p> <p>*List major causes of death during infancy, early & late childhood.</p> <p>*Describe the major functions & role of the paediatric nurse in caring for a hospitalized child.</p> <p>*Demonstrate various paediatric nursing procedures</p>	<p>Introduction : Modern concept of child care.</p> <ul style="list-style-type: none"> • Introduction to modern concept of child care & history, principles & scope of child health nursing. • Internationally accepted rights of the Child National policy & legislations in relation to child health & welfare. • National programmes related to child health & welfare. • Agencies related to welfare services to the children. • Changing trends in hospital care, preventive, promotive & curative aspects of child health. • Child morbidity & mortality rates. • Differences between an adult & child. • Hospital environment for a sick child. • Impact of hospitalization on the child & family. • Grief & bereavement. • The role of a child health nurse in caring for a hospitalized child. • Principles of pre & post-operative care of infants & children. • Child health nursing procedures. 	<p>T 10 hrs. P 05 hrs</p> <p>1</p> <p>5</p>



Unit	Learning Objectives	Content	Hrs : allocation.
II	<p>*Describe the normal growth & development of children at different ages</p> <p>*Identify the needs of children at different ages & provide parental guidance</p> <p>*Identify the nutritional needs of children at different ages & ways of meeting the needs.</p> <p>*Appreciate the role of play for normal & sick children.</p> <p>*Appreciate the preventive measures & strategies for children.</p>	<p>The healthy child</p> <ul style="list-style-type: none"> Principles of growth & development. Factors affecting growth & development. Growth & development from birth to adolescence The needs of normal children through the stages of developmental & parental guidance Nutritional needs of children & infants: Breast feeding, supplementary & artificial Feeding & weaning. Baby friendly hospital concept. Accidents: causes & prevention. Value of play & selection of play material. Preventive immunization, immunization programme & cold chain. Preventive pediatrics Care of under five & under five clinics/ well baby clinic. 	<p>T 18 hrs. P 02 hrs</p> <p>1</p> <p>1</p> <p>6</p> <p>2</p> <p>1</p> <p>2</p> <p>2</p> <p>2</p> <p>1</p> <p>2</p>
III	<p>*Provide care to normal & high risk neonates.</p> <p>*Perform neonatal resuscitation.</p> <p>*Recognize & manage common neonatal problems.</p>	<p>Nursing care of a neonate.</p> <ul style="list-style-type: none"> Nursing care of a normal newborn / Essential newborn care. Neonatal resuscitation. Nursing management of a low birth weight baby & high risk babies. Kangaroo mother care. Organization of neonatal unit. Identification & nursing management of common neonatal problems. Nursing management of babies with common congenital malformations. Control & prevention of infection in N.I.C.U. 	<p>T 12 hrs. P 03 hrs.</p> <p>4</p> <p>1</p> <p>4</p> <p>1</p> <p>1</p> <p>1</p> <p>2</p> <p>1</p>
IV	<p>*Explain the concept of IMNCI & other health strategies initiated by National population policy 2000.</p>	<p>Integrated management of neonatal & childhood illnesses (IMNCI).</p> <p>Health strategies: National population policy-</p> <ul style="list-style-type: none"> RCH camps & RCH outreach schemes. Operationalization of district newborn care, home based neonatal care. Border district cluster strategy. Integrated management of infants & children with illnesses like diarrhea, A.R.I., malaria, measles & Malnutrition. * Nurses' role: IMNCI. 	<p>10 hrs.</p> <p>2</p> <p>2</p> <p>1</p> <p>3</p> <p>2</p>



Unit	Learning Objectives	Content	Hrs : allocation.
V	<p>*Provide nursing care in common childhood diseases.</p> <p>*Identify measures to prevent common childhood diseases including immunization.</p>	<p>Nursing management in common childhood diseases-</p> <ul style="list-style-type: none"> • Nutritional deficiency disorders. • Respiratory disorders & infections. • Gastro-intestinal infections, infestations, & congenital disorders. • Cardio-vascular problems: congenital defects & rheumatic fever, rheumatic heart disease. • Genito-urinary disorders: acute glomerulo nephritis, nephritic syndrome, Wilm's tumour, infections, calculi, & congenital disorders. • Neurological infections & disorders : convulsions, meningitis, hydrocephalus, head injury. • Hematological disorders : anemias, thalassemia, ITP, leukemia, hemophilia. • Endocrine disorders: juvenile diabetes mellitus & other diseases. • Orthopaedic disorders : club feet, hip dislocation & fracture. • Disorders of skin, eye & ears. • Common communicable diseases in children, their identification, nursing care in hospital & home & prevention. • Child health emergencies : poisoning, haemorrhage, burns & drowning. • Nursing care of infant and children with HIV / AIDS 	<p>20 hrs.</p> <p>1</p> <p>2</p> <p>2</p> <p>3</p> <p>2</p> <p>3</p> <p>2</p> <p>1</p>
VI	<p>*Manage the child with behavioral & social problems</p>	<p>Management of behavioural & social Problems in children.</p> <ul style="list-style-type: none"> • Management of common behavioral disorders. • Management of common psychiatric problems. • Management of challenged children: Mentally, physically, & socially challenged. • Welfare services for challenged children in India. • Child guidance clinics. 	

MENTAL HEALTH NURSING

Time: Theory- 90 Hours
Practical – 270 Hours

Course Description:

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

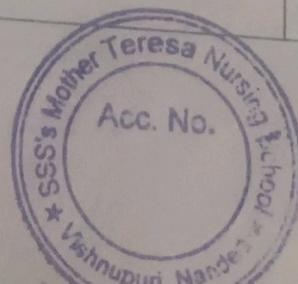
Specific objectives: At the end of the course student will be able to:

1. Understand the historical development and current trends in mental health nursing.
2. Comprehend and apply principles of psychiatric nursing in clinical practice.
3. Understand the etiology, psychodynamics and management of psychiatric disorders.
4. Develop competency in assessment, therapeutic communication and assisting with various treatment modalities.
5. Understand and accept psychiatric patient as an individual and develop a deeper insight into her own attitudes and emotional reactions.
6. Develop skill in providing comprehensive care to various kinds of psychiatric patients.
7. Develop understanding regarding psychiatric emergencies and crisis interventions.
8. Understand the importance of community health nursing in psychiatry.

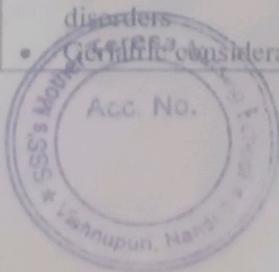
Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activity	Assessment Method
1	5	<ul style="list-style-type: none"> • Describes the historical development & current trends in mental health nursing • Describe the epidemiology of mental health problems • Describe the National Mental Health Act, programmes and mental health policy. • Discusses the scope of mental health nursing • Describe the concept of normal & abnormal behaviour 	<p>Introduction</p> <ul style="list-style-type: none"> • Perspectives of Mental Health and Mental Health Nursing : evolution of mental health services, treatments and nursing practices. • Prevalence and incidence of mental health problems and disorders. • Mental Health Act • National Mental health policy vis a vis National Health Policy. • National Mental Health programme. • Mental health team. • Nature and scope of mental health nursing. • Role and functions of mental health nurse in various settings and factors affecting the level of nursing practice • Concepts of normal and abnormal behaviour. 	<ul style="list-style-type: none"> • Lecture • Discussion 	<ul style="list-style-type: none"> • Objective type • Short answer • Assessment of the field visit reports



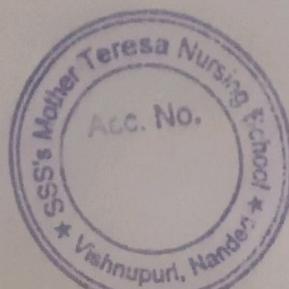
2	5	<ul style="list-style-type: none"> • Defines the various terms used in mental health Nursing. • Explains the classification of mental disorders. • Explain psychodynamics of maladaptive behaviour. • Discuss the etiological factors, psychopathology of mental disorders. • Explain the Principles and standards of Mental Health Nursing. • Describe the conceptual models of mental health nursing. 	<p>Principles and Concepts of Mental Health Nursing</p> <ul style="list-style-type: none"> • Definition : mental health nursing and terminology used • Classification of mental disorders: ICD. • Review of personality development, defense mechanisms. • Maladaptive behaviour of individuals and groups: stress, crises and disaster(s). • Etiology: bio-psycho-social factors. • Psychopathology of mental disorders: review of structure and function of brain, limbic system and abnormal neuro transmission. • Principles of Mental health Nursing. • Standards of Mental health Nursing practice. • Conceptual models and the role of nurse : <ol style="list-style-type: none"> 1. Existential Model. 2. Psycho-analytical models. 3. Behavioral; models. 4. Interpersonal model. 	<ul style="list-style-type: none"> • Lecture discussion • Explain using Charts. • Review of personality development. 	<ul style="list-style-type: none"> • Essay type • Short answer. • Objective type
3	8	<ul style="list-style-type: none"> • Describe nature, purpose and process of assessment of mental health status 	<p>Assessment of mental health status.</p> <ul style="list-style-type: none"> • History taking. • Mental status examination. • Mini mental status examination. • Neurological examination: Review. • Investigations: Related Blood chemistry, EEG, CT & MRI. • Psychological tests Role and responsibilities of nurse. 	<ul style="list-style-type: none"> • Lecture Discussion • Demonstration • Practice session • Clinical practice 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of skills with check list.
4	6	<ul style="list-style-type: none"> • Identify therapeutic communication techniques • Describe therapeutic relationship. 	<p>Therapeutic communication and nurse-patient relationship</p> <ul style="list-style-type: none"> • Therapeutic communication: types, techniques, characteristics 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Role play • Process 	<ul style="list-style-type: none"> • Short answer • Objective type



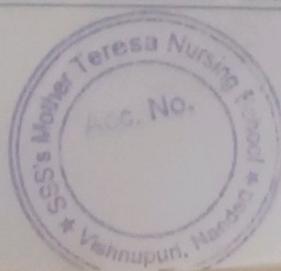
		<ul style="list-style-type: none"> Describe therapeutic impasse and its intervention. 	<ul style="list-style-type: none"> Types of relationship, Ethics and responsibilities Elements of nurse patient contract Review of technique of IPR- Johari Window Goals, phases, tasks, therapeutic techniques. Therapeutic impasse and its intervention 	<ul style="list-style-type: none"> recording 	
5	14	<ul style="list-style-type: none"> Explain treatment modalities and therapies used in mental disorders and role of the nurse. 	<p>Treatment modalities and therapies used in mental disorders.</p> <ul style="list-style-type: none"> Psycho Pharmacology Psychological therapies : Therapeutic community, psycho therapy – Individual : psycho-analytical, cognitive & supportive, family, Group, Behavioral, Play Psycho-drama, Music, Dance, Recreational and Light therapy, Relaxation therapies : Yoga, Meditation, bio feedback. Alternative systems of medicine. Psychosocial rehabilitation process Occupational therapy. Physical Therapy: electro convulsive therapy. Geriatric considerations Role of nurse in above therapies. 	<ul style="list-style-type: none"> Lecture discussion Demonstration Group work. Practice session Clinical practice. 	<ul style="list-style-type: none"> Essay type Short answers Objective type
6	5	<ul style="list-style-type: none"> Describe the etiology, psychopathology clinical manifestations, diagnostic criteria and management of patients with Schizophrenia, and other psychotic disorders Geriatric considerations Follow-up and home care and rehabilitation. 	<ul style="list-style-type: none"> Nursing management of patient with Schizophrenia, and other psychotic disorders Classification : ICD Etiology, psychopathology, types, clinical manifestations, diagnosis Nursing Assessment- History, Physical and mental assessment. Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders Geriatric considerations 	<ul style="list-style-type: none"> Lecture discussion Case discussion Case presentation Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Assessment of patient management problems



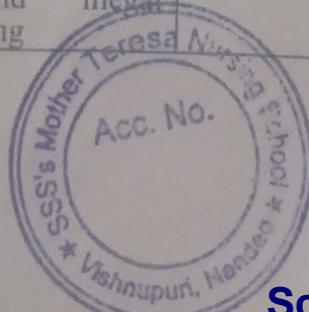
7	5	<ul style="list-style-type: none"> Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with mood disorders. 	<ul style="list-style-type: none"> Follow-up and home care and rehabilitation <p>Nursing management of patient with mood disorders</p> <ul style="list-style-type: none"> Mood disorders : Bipolar affective disorder, Mania depression and dysthymia etc. Etiology, psychopathology, clinical manifestations, diagnosis. Nursing Assessment- History, Physical and mental assessment. Treatment modalities and nursing management of patients with mood disorders Geriatric considerations Follow-up and home care and rehabilitation 	<ul style="list-style-type: none"> Lecture discussion Case discussion Case presentation Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Assessment of patient management problems
8	8	<ul style="list-style-type: none"> Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders. 	<p>Nursing management of patient with neurotic, stress related and somatization disorders</p> <ul style="list-style-type: none"> Anxiety disorder, Phobias, Dissociation and Conversion disorder, Obsessive compulsive disorder, somatoform disorders, Post traumatic stress disorder. Etiology, psychopathology, clinical manifestations, diagnosis Nursing Assessment- History, Physical and mental assessment Treatment modalities and nursing management of patients with neurotic, stress related and somatization disorders. Geriatric considerations Follow-up and home care and rehabilitation 	<ul style="list-style-type: none"> Lecture discussion Case discussion Case presentation Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Assessment of patient management problems



9	5	<ul style="list-style-type: none"> Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with substance use disorders 	<p>Nursing management of patient with substance use disorders</p> <ul style="list-style-type: none"> Commonly used psychotropic substance : Classification, forms, routes, action, intoxication and withdrawal Etiology of dependence: tolerance, psychological and physical dependence, withdrawal syndrome, diagnosis, Nursing Assessment- History, Physical, mental assessment and drug assay Treatment (detoxification, antabuse and narcotic antagonist therapy and harm reduction) and nursing management of patients with substance use disorders. Geriatric considerations Follow-up and home care and rehabilitation. 	<ul style="list-style-type: none"> Lecture discussion Case discussion Case presentation Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Assessment of patient management problems
10	4	<ul style="list-style-type: none"> Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with personality, Sexual and Eating disorders 	<p>Nursing management of patient with Personality, Sexual and Eating disorders</p> <ul style="list-style-type: none"> Classification of disorders Etiology, psycho-pathology, characteristics, diagnosis, Nursing Assessment – History, Physical and mental assessment. Treatment modalities and nursing management of patients with Personality, Sexual and Eating disorders Geriatric considerations Follow-up and home care and rehabilitation 	<ul style="list-style-type: none"> Lecture discussion Case discussion Case presentation Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Assessment of patient management problems
11	6	<ul style="list-style-type: none"> Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent including mental deficiency 	<p>Nursing management of childhood and adolescent disorders including mental deficiency</p> <ul style="list-style-type: none"> Classification Etiology, psychopathology, characteristics, diagnosis Nursing Assessment-History, Physical, mental and IQ assessment Treatment modalities and 	<ul style="list-style-type: none"> Lecture discussion Case discussion Case presentation Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Assessment of patient management problems



			<p>nursing management of childhood disorders including mental deficiency</p> <ul style="list-style-type: none"> Follow-up and home care and rehabilitation 		
12	5	<ul style="list-style-type: none"> Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of organic brain disorders 	<p>Nursing management of organic brain disorders</p> <ul style="list-style-type: none"> Classification: ICD? Etiology, psychopathology, clinical features, diagnosis and Differential diagnosis (parkinsons and alzheimers) Nursing Assessment- History, Physical, mental and neurological assessment Treatment modalities and nursing management of organic brain disorders Geriatric considerations Follow-up and home care and rehabilitation 	<ul style="list-style-type: none"> Lecture discussion Case discussion Care presentation Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Assessment of patient management problems
13	6	<ul style="list-style-type: none"> Identify psychiatric emergencies and carry out crisis intervention 	<p>Psychiatric emergencies and crisis intervention</p> <ul style="list-style-type: none"> Types of psychiatric emergencies and their management Stress adaptation Model: stress and stressor, coping, resources and mechanism Grief : Theories of grieving process, principles, techniques of counseling Types of crisis Crisis Intervention: Principles, Techniques and Process Geriatric considerations Role and responsibilities of nurse 	<ul style="list-style-type: none"> Lecture discussion Demonstration Practice session Clinical practice 	<ul style="list-style-type: none"> Short answers Objective type
14	4	<ul style="list-style-type: none"> Explain legal aspects applied in mental health settings and role of the nurse 	<p>Legal issues in Mental Health Nursing</p> <ul style="list-style-type: none"> The Mental Health Act 1987: Act, Sections, Articles and their implications etc. Indian lunacy Act. 1912 Rights of mentally, ill clients Forensic psychiatry Acts related to narcotic and psychotropic substances and illegal drug trafficking 	<ul style="list-style-type: none"> Lecture discussion Case discussion 	<ul style="list-style-type: none"> Short answers Objective type

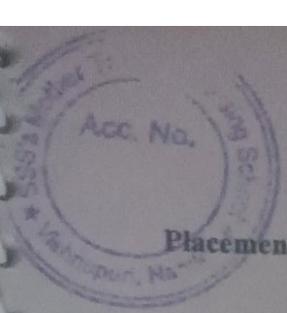


		<ul style="list-style-type: none"> • Admission and discharge procedures • Role and responsibilities of nurse 			
11	1	<ul style="list-style-type: none"> • Describe the model of preventive psychiatry • Describe community mental health services and role of the nurse 	<p>Community Mental Health Nursing</p> <ul style="list-style-type: none"> • Development of Community Mental Health Services: • National Mental Health Programme • Institutionalization Versus Deinstitutionalization • Model of Preventive psychiatry (Levels of Prevention) • Mental Health Services available at the primary, secondary, tertiary levels including rehabilitation and Role of nurse • Mental Health Agencies: Government and voluntary, National and International • Mental health nursing issues for special populations: Children, Adolescence, Women, Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS etc. 	<ul style="list-style-type: none"> • Lecture discussion • Clinical/Field practice • Field visits to mental health service agencies 	<ul style="list-style-type: none"> • Short reports • Objective type • Assessment of the field visit reports

References (Bibliography)

1. Gail Wazzers Stuart, Michele T. Larzia. "Principles and practice of psychiatric nursing", 8th edition, Elsevier, India Pvt.Ltd. New Delhi 2005
2. Michael Gelder, Richard Mayou, Philip Cowen, Shorter oxford text book of psychiatry, Oxford medical publication, 4th ed. 2001.
3. M.S. Bhatia. A concised text Book of Psychiatric Nursing, CBS publishers and distributors, Delhi 2nd ed. 1999.
4. M.S. Bhatia, Essentials of Psychiatry, CBS publishers and distributors, Delhi
5. Mary C Townsend. "Psychiatric Mental Health Nursing". Concept of care, 4th edition. F.A.Davis Co. Philadelphia 2003.
6. Binia Kapoor. Psychiatric nursing, Vol. I & II Kumar publishing house Delhi, 2001
7. Nitay Arora. A short textbook of psychiatry, Jaypee brothers, new delhi, 2002.
8. The ICD-10, Classification of mental and behavioural disorders, WHO, A.I.T.B.S. publishers, Delhi, 2002
9. De Souza Alan, De Souza Dhanrajani, De Souza A. "Mental health - Child psychiatry" 1st ed. Mumbai. The National Book Depot, 2004





BSc III

MIDWIFERY AND OBSTETRICAL NURSING

Placement: Third Year (N)

Time: Theory-90 Hours
Practical-180 Hours
(+ 180 hours of 4th year)

Course Description:

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

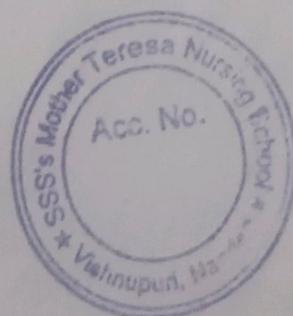
Specific objectives: At the end of the course student will be able to:

1. Describe the normal pregnancy, labor and puerperium and demonstrate the application of knowledge and skill in giving need-based care.
2. Demonstrate safe management of all stages of labour.
3. Identify the high risk factor during pregnancy, labor and puerperium as well as neonates and take appropriate interventions.
4. Motivate the mother for care of the baby and adapting family planning methods to maintain small family norms.
5. Prepare the mothers for self care during the pregnancy, labor and puerperium.

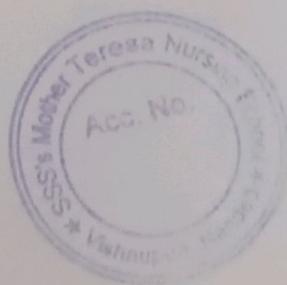
Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Method
1	5	<ul style="list-style-type: none"> Recognize the trends and issues in midwifery and obstetrical Nursing 	<p>Introduction to midwifery and obstetrical Nursing</p> <ul style="list-style-type: none"> Introduction to concepts of Midwifery and obstetrical nursing. Trends in Midwifery and obstetrical nursing. Historical perspectives and currents trends. Legal and ethical aspects Pre-conception care and preparing for parenthood Role of nurse in midwifery and obstetrical care. National policy and legislation in relation to maternal health & welfare Maternal, morbidity, mortality rates Perinatal, morbidity & mortality rates 	<ul style="list-style-type: none"> Lecture discussion Explain using Charts and graphs 	<ul style="list-style-type: none"> Short answers Objective type



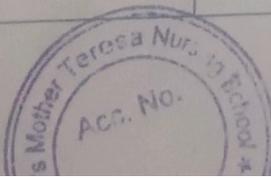
Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Method
II	8	Describe the anatomy and physiology of female reproductive system	<p>Review of anatomy and physiology of female reproductive system and foetal development</p> <ul style="list-style-type: none"> • Female pelvis-general description of the bones joints, ligaments, planes of the pelvis diameters of the true pelvis important landmarks, variations in pelvis shape. • Female organs of reproduction-external genitalia, internal genital organs and their anatomical relations, musculature-blood- supply, nerves, lymphatics, pelvic cellular tissue, pelvic peritoneum. • Physiology of menstrual cycle • Human sexuality • Foetal development <ul style="list-style-type: none"> □ Conception □ Review of fertilization, implantation (embedding of the ovum), development of the embryo and placenta at term-function, abnormalities, the foetal sac, amniotic fluid, the umbilical chord, □ Foetal circulation, foetal skull, bones, sutures and measurements. <ul style="list-style-type: none"> • Review of Genetics 	<ul style="list-style-type: none"> *Lecture discussion *Review with charts and models 	<ul style="list-style-type: none"> *Short answers *Objective type



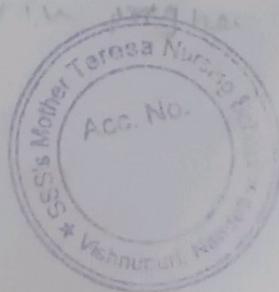
Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Method
III	8	<ul style="list-style-type: none"> Describe the Diagnosis and management of women during antenatal period. 	<p>Assessment and management of pregnancy (ante-natal)</p> <ul style="list-style-type: none"> Normal pregnancy Psychological changes during pregnancy. <ul style="list-style-type: none"> Reproductive system Cardio vascular system Respiratory system Urinary system Gastro intestinal system Metabolic changes Skeletal changes Skin changes Endocrine system Psychological changes Discomforts of pregnancy Diagnosis of pregnancy Diagnosis of pregnancy <ul style="list-style-type: none"> Signs Differential diagnosis Confirmatory tests Ante-natal care Objectives Assessment <p>History and physical examination</p> <ul style="list-style-type: none"> Antenatal Examination Signs of previous child-birth Relationship of foetus to uterus and pelvis: Lie, Attitude, Presentation, Position Per vaginal examination * Screening and assessment for high risk: * Risk approach <ul style="list-style-type: none"> History and Physical Examination <p>Modalities of diagnosis; Invasive & Non- Invasive & ultrasonic, cardiotomography, NST, CST</p>	<ul style="list-style-type: none"> Lecture discussion Demonstration Case discussion/presentation Health talk Practice session Supervised Clinical practice 	<ul style="list-style-type: none"> Short answers Objective type Assessment of skills with check list * Assessment of patient management problems



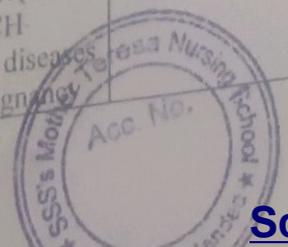
Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Method
			<ul style="list-style-type: none"> • Antenatal preparation <ul style="list-style-type: none"> □ Antenatal counseling □ Antenatal exercises □ Diet □ Substance use Education for child-birth □ Husband and families □ Preparation for safe-confinement □ Preventio from radiation • Psycho-social and cultural aspects of pregnancy □ Adjustment to pregnancy □ Unwed mother □ Single parent □ Teenage pregnancy □ Sexual violence * Adoption 		
IV	12	<ul style="list-style-type: none"> • Describe the physiology and stages of labour. • Describe the -Signs & symptoms of onset of labour management of preparation of during intranatal period 	<p>Assessment and management of intra-natal period.</p> <ul style="list-style-type: none"> • Physiology of labour, mechanism of labour. • Management of labour <ul style="list-style-type: none"> □ First stage <ul style="list-style-type: none"> - Symptoms of onset of labour - Preparation of: <ul style="list-style-type: none"> √ Labour room √ Woman - Assessment and observation of women in labour; partogram - maternal & foetal monitoring - Active management of labour, Induction of labour - Pain relief & comfort in Labor • Second stage <ul style="list-style-type: none"> □ Signs and symptoms; normal & abnormal □ Duration □ Conduct of delivery; Principles & techniques □ Episiotomy (only if required) 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice session • Supervised Clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list * Assessment of patient management problems



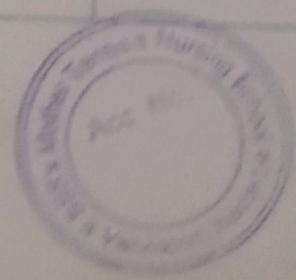
Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Method
			<ul style="list-style-type: none"> □ Receiving the new born <ul style="list-style-type: none"> - Neonatal resuscitation initial steps & subsequent resuscitation - Care of umbilical cord - Immediate assessment including screening for congenital anomalies - Identification - Bonding - Initiate feeding - Screening and transportation of the neonate • Third Stage <ul style="list-style-type: none"> □ Signs and symptoms; normal and abnormal □ Duration □ Method of placenta expulsion □ Management; Principles and techniques □ Examination of the placenta □ Examination of perineum □ Maintaining records & reports Fourth Stage 		
V	5	<ul style="list-style-type: none"> • Describe the physiology of puerperium • Describe the management of women during post-natal period 	Assessment and management of women during post natal period <ul style="list-style-type: none"> • Normal puerperium; Physiology Duration • Postnatal assessment and management □ Promoting physical & emotional well being □ Lactation management □ Immunization <i>Pravina</i> <ul style="list-style-type: none"> • Family dynamics after child-birth. • Family welfare services; <i>Pravina</i> methods, counseling • Follow – up • Records and reports 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Health talk • Practice session • Supervised Clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problems



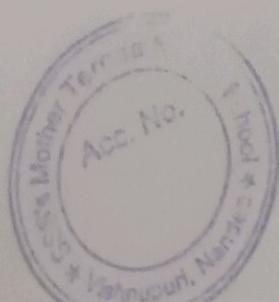
Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Method
VI	6	<ul style="list-style-type: none"> Describe the assessment and management of normal neonate 	<p>Assessment and management of normal neonates.</p> <ul style="list-style-type: none"> Normal neonates; <ul style="list-style-type: none"> Physiological adaptation, Initial & Daily assessment Essential newborn care ; Thermal control, Breast feeding, prevention of infections Immunization Minor disorders of newborn and its management Levels of neonatal care (level I,II& III) At primary, secondary and tertiary levels Maintenance of Reports & Records 	<ul style="list-style-type: none"> Lecture discussion Demonstration Practice session Supervised Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Objective type Assessment of skills with check list *Assessment of patient management problems
VII	10	<ul style="list-style-type: none"> Describe the identification and management of women with high risk pregnancy 	<p>High risk pregnancy- assessment & management</p> <ul style="list-style-type: none"> Screening & assessment <ul style="list-style-type: none"> Ultrasonics, cardiotomography, NST, CST, non-invasive & invasive, Newer modalities of diagnosis High - risk approach Levels of care ; primary, secondary & tertiary levels Disorders of pregnancy <ul style="list-style-type: none"> Hyper-emesis gravidarum, bleeding in early pregnancy, ectopic, abortion, Pregnancy, vesicular mole, Ante-partum haemorrhage Uterine abnormality and displacement. Diseases complicating pregnancy <ul style="list-style-type: none"> Medical & surgical conditions Infections, RTI(STD), UTI, HIV, TORCH Gynecological diseases complicating pregnancy 	<ul style="list-style-type: none"> Lecture discussion Demonstration Practice session Supervised Clinical practice 	<ul style="list-style-type: none"> Essay type Short answers Objective type Assessment of skills with check list Assessment of patient management problems



			<ul style="list-style-type: none"> □ Pregnancy induced hypertension & diabetes, Toxemia of pregnancy, Hydramnios, □ Rh incompatibility □ Mental disorders • Adolescent pregnancy, Elderly primi and grand multipara • Multiple Pregnancy • Abnormalities of placenta & cord • Intra - uterine growth retardation • Nursing management of mothers with high- risk pregnancy • Maintenance of Records & Report 		
VIII	10	<ul style="list-style-type: none"> • Describe management of abnormal labour. • And Obstetrical emergencies 	<p>Abnormal Labour- Assessment and management</p> <ul style="list-style-type: none"> • Disorders in labour □ CPD & contracted pelvis □ Malpositions and malpresentations □ Premature labour, disorders of uterine actions -precipitate labour, prolonged labour □ Complications of third stage: injuries to birth canal *Obstetrical emergencies and their management; □ Presentation & prolapse of cord, Vasa praevia, amniotic fluid embolism, rupture of uterus, shoulder dystocia, obstetrical shock • Obstetrical procedures & operations; □ Induction of labour, forceps, vacuum version, manual removal of placenta, caesarean section, destructive operations 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice session • Supervised Clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problems



			* Nursing management of women undergoing Obstetrical operations and procedures		
IX	4	*Describe management of postnatal complications	<p>Abnormalities during postnatal periods</p> <ul style="list-style-type: none"> • Assessment and management of woman with postnatal complications □ Puerperial infections, breast engorgement & infections, UTI, thrombi-Embolic disorders, Post-partum haemorrhage, Eclampsia and sub involution, □ Psychological complications: <ul style="list-style-type: none"> - Post partum Blues ✓ Post partum Depression - Post partum Psychosis 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice session • Supervised Clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problems



Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Method
X	8	* Identify the high risk neonates and their nursing management	Assessment and Management High risk newborn. <ul style="list-style-type: none"> • Admission of neonates in the neonatal intensive care units protocols • Nursing management of : <ul style="list-style-type: none"> ✓ <u>Low birth weight babies</u> <ul style="list-style-type: none"> - Infections - Respiratory problems - Haemolytic disorders - <u>Birth injuries</u> - Malformations • Monitoring of high risk neonates • Feeding of high risk neonates • Organization & Management of neonatal intensive care units • Maintenance of reports and records 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice session • Supervised Clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problems
XI	4	* Describe indication, dosage, action, side effects & nurses responsibilities in the administration of drugs used for mothers.	Pharmaco- therapeutics in obstetrics <ul style="list-style-type: none"> • Indication, dosage, action contra indication & side effects of drugs ✓ Effect of drugs on pregnancy, labour & puerperium, • Nursing responsibilities in the administration of drug in Obstetrics – <u>Oxytocins</u>, antihypertensives, <u>diuretics</u> tocolytic agents, anti-convulsants; • Analgesics and anesthetics in obstetrics. • Effects of maternal medication on foetus & neonate 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice session • Supervised Clinical practice 	<ul style="list-style-type: none"> • Essay type • Short answers • Objective type • Assessment of skills with check list • Assessment of patient management problems



Unit	Time (Hrs)	Learning Objective	Content	Teaching Learning Activities	Assessment Method
XII	10	<ul style="list-style-type: none"> Appreciate the importance of family welfare programme Describe the methods of contraception & role of nurse in family welfare programme 	<p>Family welfare programme</p> <ul style="list-style-type: none"> Population trends and problems in India Concepts, aims, importance and history of family welfare programme National Population: dynamics, policy & education National family welfare programme; <u>RCH</u>, <u>ICDS</u>, <u>MCH</u>, <u>Safe motherhood</u> Organization and administration ; at national state, district, block and village levels Methods of contraception; spacing, temporary & permanent, Emergency contraception Infertility & its management Counseling for family welfare programme Latest research in contraception Maintenance of vital statistics Role of national ,international and voluntary organizations Role of a nurse in family welfare programme Training / Supervision/ Collaboration with other functionaries in community like ANMs. LHV's, Anganwadi workers, TBAs(Traditional birth attendant-Dai) 	<ul style="list-style-type: none"> Lecture discussion Demonstration Practice session Supervised Practice Group Project 	<ul style="list-style-type: none"> Essay type Short answers Objective type Assessment of skills with check list Assessment of patient management problems



COMMUNITY HEALTH NURSING – II

Time : Theory – 90 hours
Practical – 135 hours

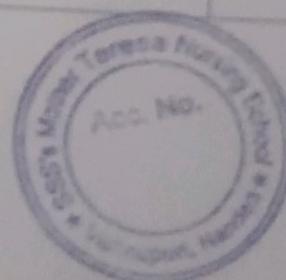
Course description:

This course is designed for students to practice community health nursing for the individual, family and groups at both urban and rural setting by using concept and principles of health and community health nursing

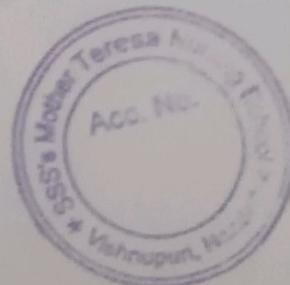
Specific objectives: At the end of the course student will be able to:

1. Understand the concepts, scope, principles and historical development of community health and community health nursing.
2. Appreciate the national health planning, policies, problems.
3. Describe the system of delivery of community health services in rural and urban area.
4. Develop understanding about community health nursing approaches, concepts and roles and responsibilities of nursing personnel.
5. Participate in assisting individuals and groups to promote and maintain their health.
6. Appreciate the national health and family welfare programme and the role of the nurse.
7. Understand the health agencies at the international and national level.

Unit	Time (hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
1	4	<ul style="list-style-type: none"> Define Concepts, scope, Principles and historical development of Community Health and Community health Nursing 	<p>Introduction</p> <ul style="list-style-type: none"> Definitions, concept & scope of community health nursing Historical development of <ul style="list-style-type: none"> Community Health Community Health Nursing - Pre- Independence - Post – Independence Client's rights-CPA Professional responsibility in community health care Ethical principles Application of ethics in Community health practice Govt. & legal influence on community health nursing practice Law in community health nursing 	<ul style="list-style-type: none"> Lecture discussion 	<ul style="list-style-type: none"> Essay Type Short answers



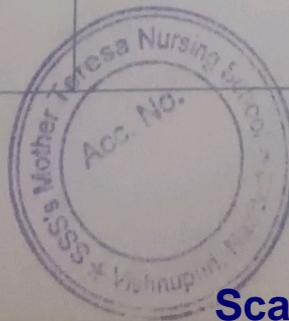
Unit	Time (hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
II	6	<ul style="list-style-type: none"> Describe health plans, polices, various health committees and health problems in India 	<p>Health Planning and Polices and Problems</p> <ul style="list-style-type: none"> National health planning in India Five year Plan's Various committees and commissions on health and family welfare <ul style="list-style-type: none"> Central council for health and family welfare (CCH and FW) National Health polices (1983, 2002) National population policy Rural health mission Health problems in India 	<ul style="list-style-type: none"> Lecture discussion Panel discussion 	<ul style="list-style-type: none"> Essay type Short answers
III	15	<ul style="list-style-type: none"> Describe the system of delivery of community health services in rural and urban areas List the functions of various levels and their staffing pattern Explain the components of health services Describe alternative systems of health promotion and health maintenance Describe the chain of referral system 	<p>Delivery of community health services</p> <ul style="list-style-type: none"> Planning, budgeting and material management of SCs, PHC and CHC Rural: Organization, staffing and functions of rural health services provided by government at: <ul style="list-style-type: none"> Village Subcentre Primary health center Community health center/ sub divisional Hospitals District State Center Urban: Organization, staffing and functions of urban health services provided by government at: <ul style="list-style-type: none"> Slums Dispensaries Material and child health centers Special Clinics Hospitals Corporation/ Municipality/ Board 	<ul style="list-style-type: none"> Lecture discussion Visits to various health delivery systems Supervised field practice Panel discussion 	<ul style="list-style-type: none"> Essay type Short answers



Unit	Time (hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Components of health services <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Environmental sanitation <input checked="" type="checkbox"/> Health education <input checked="" type="checkbox"/> Vital statistics <input checked="" type="checkbox"/> M.C.H. antenatal, natal, postnatal, <u>MTP Act</u>, female feticide act, child adoption act <input checked="" type="checkbox"/> Family welfare <input checked="" type="checkbox"/> National health programmes <input checked="" type="checkbox"/> School health services <input checked="" type="checkbox"/> Occupational health <input type="checkbox"/> Defense service <input type="checkbox"/> Institutional services • Systems of medicine and health care <ul style="list-style-type: none"> <input type="checkbox"/> Allopathy <input type="checkbox"/> Indian system of medicine and Homeopathy <input type="checkbox"/> Alternative health care systems like yoga, meditation, social and spiritual healing etc. • Referral system 		
IV	25	<ul style="list-style-type: none"> • Describe Community Health Nursing approaches and concepts • Describe the roles and responsibility of Community health nursing personnel 	<ul style="list-style-type: none"> • Community health nursing approaches, concepts and roles and responsibilities of nursing personnel <ul style="list-style-type: none"> • Approaches <ul style="list-style-type: none"> <input type="checkbox"/> Nursing theories and nursing process <input type="checkbox"/> Epidemiological approach <input type="checkbox"/> Problem solving approach <input type="checkbox"/> Evidence based approach empowering people to care for themselves • Concepts of primary Health Care: <ul style="list-style-type: none"> <input type="checkbox"/> Equitable distribution <input type="checkbox"/> Community participation <input type="checkbox"/> Focus on prevention <input type="checkbox"/> Use of appropriate technology <input type="checkbox"/> Multi sectoral approach 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice session • Supervised field practice • Participation in camps • Group project 	<ul style="list-style-type: none"> • Essay type • Short answers



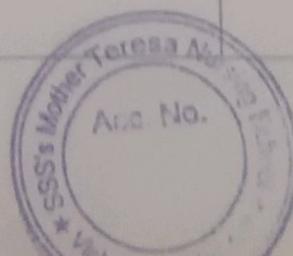
Unit	Time (hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> • Roles and responsibilities of Community health nursing personnel in <ul style="list-style-type: none"> <input type="checkbox"/> Family health services <input type="checkbox"/> Information Education Communication (IEC) <input checked="" type="checkbox"/> Management information System (MIS): maintenance of Records & Reports <input type="checkbox"/> Training and supervision of various categories of health workers <input checked="" type="checkbox"/> National Health Programmes <input type="checkbox"/> Environmental sanitation <input checked="" type="checkbox"/> Maternal and child health and family welfare <input type="checkbox"/> Treatment of minor ailments <input checked="" type="checkbox"/> School health services <input checked="" type="checkbox"/> Occupational health <input type="checkbox"/> Organization of clinics, camps: types, preparation, planning, conduct and evaluation <input type="checkbox"/> Waste management in the center, clinics etc. • Home visit: Concept, Principles, Process, techniques: Bag Technique home visit • Qualities of Community Health Nurse • Job description of Community health nursing personnel 		
V	15	<ul style="list-style-type: none"> • Describe and appreciate the activities of Community health nurse in assisting individuals and groups to promote and maintain their health 	<p>Assisting individuals and groups to promote and maintain their health</p> <ul style="list-style-type: none"> • Empowerment for self care of individuals, families and groups in – A. Assessment of Self and family <ul style="list-style-type: none"> <input type="checkbox"/> Monitoring growth and development - Mile stones - Weight measurement - Social development 	<ul style="list-style-type: none"> • Lecture discussion • Demonstration • Practice session • Supervised field practice 	<ul style="list-style-type: none"> • Essay type • Short answers



Unit	Time (hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <input type="checkbox"/> Temperature and Blood pressure monitoring <input type="checkbox"/> Menstrual cycle <input type="checkbox"/> Breast, self examination and testicles <input type="checkbox"/> Warning signs of various diseases <input type="checkbox"/> Tests: Urine for sugar and albumin, blood sugar B. Seek health services for <ul style="list-style-type: none"> <input type="checkbox"/> Routine checkup <input checked="" type="checkbox"/> Immunization <input type="checkbox"/> Counseling diagnosis <input type="checkbox"/> Treatment <input type="checkbox"/> Follow up C. Maintenance of health records for self and family D. Continue medical care and follow up in community for various diseases and disabilities E. Carryout therapeutic procedures as prescribed/ required for self and family <input checked="" type="checkbox"/> F. Waste Management <ul style="list-style-type: none"> <input type="checkbox"/> Collection and disposable of waste at home and community G. Sensitize and handle social issues affecting health and development for self and family <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Women Empowerment <input checked="" type="checkbox"/> Women and child abuse <input checked="" type="checkbox"/> Abuse of elders <input checked="" type="checkbox"/> Female feticide <input checked="" type="checkbox"/> Commercial sex workers <input checked="" type="checkbox"/> Food adulteration <input checked="" type="checkbox"/> Substance abuse H. Utilize community resources for self and family <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Trauma services <input checked="" type="checkbox"/> Old age homes <input checked="" type="checkbox"/> Orphanage <input checked="" type="checkbox"/> Homes for physically and mentally challenged individuals <input checked="" type="checkbox"/> Homes for destitute 	<ul style="list-style-type: none"> • Individual group/ family/ community health education 	



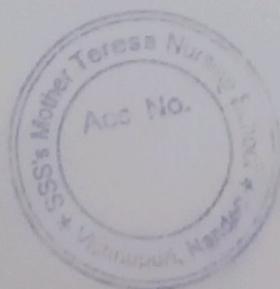
Unit	Time (hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
VI	20	<ul style="list-style-type: none"> Describe national health and family welfare programmes and role of a nurse Describe the various health schemes in India 	<p>National health and family welfare programmes and the role of a nurse</p> <ol style="list-style-type: none"> National API programme Revised National tuberculosis control programme (RNTCP) National Anti-Malaria programme National Filaria control programme National Guinea worm eradication programme National Leprosy eradication programme National AIDS control programme STD control programme National Programme for Control of blindness Iodine deficiency disorder programme Expanded programme on immunization National Family welfare Programme – RCH programme historical development, organization, administration, research, constraints National water supply and sanitation programme Minimum Need programme National diabetics control programme Polio eradication: pulse polio programme National cancer control programme Yaws eradication programme National Nutritional Anemia Prophylaxis programme 20 point programme ICDS programme Mid day meal applied nutritional programme National mental health programme Health Schemes <ul style="list-style-type: none"> ESI CGHS Health insurance 	<ul style="list-style-type: none"> Lecture discussion Participation in national health programmes Field visits 	<ul style="list-style-type: none"> Essay type Short answers



Unit	Time (hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
VII	5	<ul style="list-style-type: none"> Explain the roles and functions of various national and international health agencies 	Health Agencies International WHO, UNFPA, UNDP, World Bank, FAO, UNICERF, DANIDA, European, Commission (EC), Red Cross, USAID, UNESCO, Colombo plan, ILO, CARE etc. National Indian Red Cross, Indian Council for child welfare, Family planning Association of India etc.	<ul style="list-style-type: none"> Lecture discussion Field visits 	<ul style="list-style-type: none"> Essay type Short answers

Student References (Bibliography)

- Jayawanti, TNAI Nursing Manual, TNAI publication
- K.Park, 'Text Book Of Preventive & Social Medicine'
- K.Park, Essentials Of Community Health Nursing,
- Rao Kasturi, 'An Introduction To Community Health Nursing', I publications.
- Freeman Ruth, 'Community Health Nursing Practice'
- Stanthope Lancaster, 'Community Health Nursing Process & Practice', Popular publication.
- Basvantappa B.T, 'Community Health Nursing'
- Anderson, 'Community as Partner, Theory & Practice'.
- Allender, 'Community Health Nursing' B.I. Publications
- Harpson, 'Hand Book of Community Health Nursing'
- Shastr , 'Preventive & Social Medicine', National Publications
- Sathe , 'Epidemiology & management of Health Care', Popular Publications
- Vasundhara & Basvantappa , 'Community Health Nursing', Jaypee Publication
- Mc. Evens M. 'Community based Nursing', Sanmdess publication
- Kulkarni & Baride, 'Text Book of Community medicine', Vora Publications.
- Cookfair Joan, 'Nursing Care in Community', Moby Publications
- Maxey Public, 'Health & Preventive Medicine', Applin Colage Publications
- Lippincotts, 'Community Health Nursing', Lrppincotts Publications
- K.Park , 'Text Book of Preventive & Social Medicine'
- Saunder, 'Essentials of Community based Nursing', Jones & Balet Publications
- Mahajan Gupta, 'Textbook of Preventive & Social Medicine', Jaypee Publications
- Walton, 'Community Concepts & Practice', Scutz Foresmen Publications
- Ghai Gupta, 'Essential Preventive Medicine', Vikas Publications
- Babu Sheshu, 'Review in Community Medicine', Paras Publication
- Lancaster, 'Community Health Nursing Process and Practice for Promoting Health', Morby Publications
- Bhalerao, 'Synopsis in Preventive & Social Medicine', National Publications
- Fromer Margareg, 'Community Health care & the Nursing Process', CV Mosby & Company Publications
- Clarke, 'Preventive & Community Medicine', Boston Little Brown Company.



NURSING RESEARCH AND STATISTICS

Total Hours : Theory – 45 Hour

Practical – 30 Hours per Week (Project work to be carried out during internship)

Course Description:

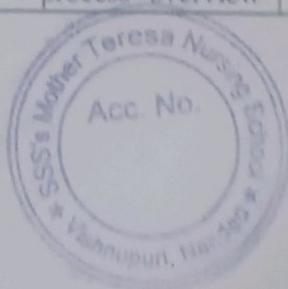
The course is designed to enable students to develop an understanding of basic concepts of research, research process and statistics and to enable them to conduct/participate in need based research studies in various settings. Further the students will be able to utilize the research findings to provide quality-nursing care.

Total marks – 100

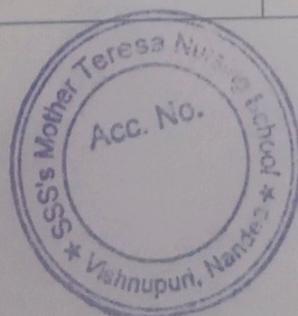
Specific objectives: At the end of the course, the students will be able to:

1. Define the terms and concepts of nursing research.
2. Identify needs and scope of nursing research.
3. Define research problems.
4. Locate and list sources of literature review including operational definitions and conceptual framework.
5. Describe different approaches and research designs in nursing research.
6. Describe sample and sampling technique.
7. Develop tool for data collection.
8. Conduct pilot study to confirm reliability and validity of tool before data collection
9. To enumerate steps of data analysis and present data summary
10. Use descriptive and co- relational statistics in data analysis.
11. Conduct group project and write report.

Unit	Time (Hrs)	Learning Objectives	Content	Training Learning Activities	Assessment Methods
I	4	<ul style="list-style-type: none"> • Describe the concept of research, terms, need and areas of research in nursing. • Explain the steps of research process. 	Research and research process <ul style="list-style-type: none"> • Introduction and need for nursing research. • Definition of Research & nursing research. • Steps of scientific method. • Characteristics of research. • Steps of research process -overview 	<ul style="list-style-type: none"> • Lecture Discussion. • Narrate steps of research process followed from examples of published studies. 	<ul style="list-style-type: none"> • Short answer • Objective type



Unit	Time (Hrs)	Learning Objectives	Content	Training Learning Activities	Assessment Methods
II	3	<ul style="list-style-type: none"> Identify and state the research problem and objectives 	Research Problem/Question <ul style="list-style-type: none"> Identification of problem area. & Problem statement. Stating objectives of the research problem. 	<ul style="list-style-type: none"> Lecture Discussion. Exercise on writing statement of problem and objectives <i>Each student selects a research problem</i> 	<ul style="list-style-type: none"> Short answer. Objective type
III	3	<ul style="list-style-type: none"> Review the related literature 	Review of Literature <ul style="list-style-type: none"> Steps in review of literature Identification of Publication Keeping a record Writing the review of literature Writing of Bibliography 	<ul style="list-style-type: none"> Lecture Discussion Exercise on reviewing one research report/article for a selected research problem. Prepare annotated bibliography (5) 	<ul style="list-style-type: none"> Short answer Objective type
IV	4	<ul style="list-style-type: none"> Describe the research approaches and designs 	Research approaches and designs <ul style="list-style-type: none"> Historical, survey and experimental Qualitative and Quantitative designs 	<ul style="list-style-type: none"> Lecture Discussion Explain types of research approaches used from examples of published and unpublished research studies with rationale. 	<ul style="list-style-type: none"> Short answer Objective type
V	8	<ul style="list-style-type: none"> Explain the sampling process Describe the methods of data collection Developing and standardizing an instrument 	Sampling and data collection <ul style="list-style-type: none"> Definition of Population, Sample, Sampling criteria, factors influencing sampling process, types of sampling techniques. Data collection Methods and instruments <ol style="list-style-type: none"> Questionnaire, interview, records & reports and other techniques Validity & Reliability of the instrument Pilot Study 	<ul style="list-style-type: none"> Lecture Discussion <i>Prepare the tool in respect to the selected research problem.</i> 	<ul style="list-style-type: none"> Short answer Objective type



Unit	Time (hrs)	Learning Objectives	Content	Training Learning Activities	Assessment Methods
VI	15	<ul style="list-style-type: none"> • Explain the use of statistics, scales of measurement and graphical presentation of data • Describe the measures of central tendency and variability and methods of correlation 	<p>Introduction to statistics</p> <ul style="list-style-type: none"> • 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 • Coefficient of correlation • Inferential statistics and types • Statistical packages and its application 	<ul style="list-style-type: none"> • Lecture, discussion • Practice on graphical presentations • Practice on computation of measures of central tendency, variability & correlation 	<ul style="list-style-type: none"> • Short answer • Objective type
VII	4	<ul style="list-style-type: none"> • Analyze, interpret and summarize the research data 	<p>Analysis of Data</p> <ul style="list-style-type: none"> • Compilation, Tabulation • Classification, summarization, presentation, interpretation of data 	<ul style="list-style-type: none"> • Lecture, discussion • Preparation of sample tables 	<ul style="list-style-type: none"> • Short answer • Objective type
VIII	4	<ul style="list-style-type: none"> • Communicate and utilize the research findings. 	<p>Communication and utilization of Research</p> <ul style="list-style-type: none"> • Communication of research findings - Verbal report - Writing research report - Writing scientific article/ paper- Critical review of published research & Utilization of research findings 	<ul style="list-style-type: none"> • Lecture, discussion • Writing group research project & presentation 	<ul style="list-style-type: none"> • Short answer • Objective type • Assessment of group research Project

Research Project work to be carried out during internship

References

1. Polit, D.F. & Beck CT, Nursing Research, Principles and Methods, 7th ed, Lippincott Williams & Wilkins, Philadelphia, 2003.
2. Polit Dennis and Hunglar B P, Nursing research principles and methods, 6th edition Lippincott, Philadelphia, 1999.
3. Laura A. Talbot, Principles and practice of nursing research, Mosby St. Louis 1995.
4. Dorothy YB & Marie TH, Fundamentals of research in Nursing, 3rd ed, Jones & Bartlett Publishers, Boston, 2003.

