

भारतीय उपचर्या परिषद्

आठवाँ तल, एनबीसीसी सेन्टर, प्लॉट नं. 2, कम्यूनिटी
सेन्टर, ओखला फेज - 1, नई दिल्ली - 110020



INDIAN NURSING COUNCIL

8th Floor, NBCC Centre, Plot No. 2, Community Centre
Okhla Phase - I, New Delhi - 110020

स्वास्थ्य एवं परिवार कल्याण मंत्रालय के तहत सांविधिक निकाय
Statutory Body under the Ministry of Health & Family Welfare

F.No. 11-1/2024-INC (X)

Dated: **19 NOV 2024**

Draft Notification of ANM to GNM- Two-Year Bridge Program, Regulations 2024

General Public is hereby informed that the Indian Nursing Council has drafted “ANM to GNM – Two- Year Bridge Program, Regulation 2024” Accordingly, draft notification has been prepared and is attached for comments of the General Public/Stakeholders. Comments may be furnished via email secy.inc@gov.in within 15 (Fifteen) days of uploading of this notice.

Encl: As above

Yours faithfully,

Lt Col (Dr) Sarvjeet Kaur
Secretary, INC

THE GAZETTE OF INDIA EXTRAORDINARY
PART III—SECTION 4
PUBLISHED BY AUTHORITY
(To Be Gazetted)

INDIAN NURSING COUNCIL
8th Floor, NBCC Centre, Plot No. 2, Community Centre
Okhla Phase-1, New Delhi-110020

NOTIFICATION

New Delhi, Dated _____, 2024

INDIAN NURSING COUNCIL {ANM to GNM - Two-Year Bridge Program} REGULATIONS, 2024

F.No. 11-1/2024-INC (XI):—In exercise of the powers conferred by sub-section (1) of Section 16 of Indian Nursing Council Act, 1947 (XLVIII of 1947), as amended from time to time, the Indian Nursing Council hereby makes the following regulations, namely:—

1. SHORT TITLE AND COMMENCEMENT

- i. These Regulations may be called the **Indian Nursing Council {ANM to GNM - Two-Year Bridge Program} Regulations, 2024.**
- ii. These shall come into force on the date of notification of the same in the Official Gazette of India.

2. DEFINITIONS

In these Regulations, unless the context otherwise requires,

- i. ‘the Act’ means the Indian Nursing Council Act, 1947 (XLVIII of 1947) as amended from time to time;
- ii. ‘the Council’ means the Indian Nursing Council constituted under the Act;
- iii. ‘SNRC’ means the State Nurse and Midwives Registration Council, by whichever name constituted, by the respective State Governments;
- iv. ‘RN & RM’ means a Registered Nurse and Registered Midwife (RN & RM) and denotes a nurse who has completed successfully, recognised Bachelor of Nursing (B.Sc. Nursing) or Diploma in General Nursing and Midwifery (GNM) course, as prescribed by the Council and is registered in a SNRC as Registered Nurse and Registered Midwife;
- v. ‘Nurses Registration & Tracking System (NRTS)’ means a system developed by the Council and software developed in association with National Informatics Centre (NIC), Government of India, and hosted by NIC for the purpose of maintenance and operation of the Indian Nurses Register. It has standardised forms for collection of the data of Registered Nurse and Registered Midwife (RN & RM)/Registered Auxiliary Nurse Midwife (RANM)/Registered Lady Health Visitor (RLHV) upon Aadhar based biometric authentication;
- vi. ‘NUID’ is the Nurses Unique Identification Number given to the registrants in the NRTS system;
- vii. ‘General Nursing and Midwifery (GNM)’ means Diploma in General Nursing and Midwifery qualification recognized by the Council under Section 10 of the Act and included in Part I of the Schedule of the Act.

ANM to GNM - Two-Year Bridge Program

PHILOSOPHY

The Council believes that:

Health is a state of wellbeing that encompasses physical, psychological, social, economic and spiritual dimensions. Wellness is the individual’s perception and is influenced by the presence or absence of disease and individual’s ability to adapt to the situation. The individual’s health is also influenced by the socio cultural, economic, religious, environmental and political factors within the society in which he/she lives. Every person has a right to a healthy life and participate in achieving it.

Nursing is a profession and discipline of caring for individuals using scientific principles, which are evidence based. It utilizes knowledge derived from arts, sciences (physical, biological and behavioral), humanities and human experience. Nurses in their daily work, they collaborate with all team members from other health disciplines in various healthcare settings. Providing patient-centered, compassionate and ethical care recognizing and respecting the diverse needs and rights of the population are key to the profession. Scope of nursing and midwifery practice encompasses provision of promotive, preventive, curative and rehabilitative aspects of care to people across the life span in a wide variety of healthcare settings. Nursing practice requires personal commitment to professional development and life-long learning. Continuous professional development and moving up the career ladder is vital to the growth of the individual within the profession.

The Council believes that every nurse and midwife should be encouraged to explore opportunities to expand their scope of practice and creating a career path for the ANMs to upgrade their education and qualify as a GNM meets this need. This will further enable them to learn and move higher to be graduates and postgraduates in nursing. The overall quality of the nursing profession is uplifted through higher education of nurses and midwives.

The Council believes that the ANM to GNM bridge course would address the gaps in the ANM curriculum, give a sound theoretical foundation within an academic curricular framework directed to the development of critical thinking skills, competencies appropriate to human and professional values. Utilization of latest educational technology is emphasized. Health and wellness are two fundamental concepts that are integrated throughout the program. The ANMs who were trained for the work in the community can upgrade their knowledge, attitude, competencies and skills through the Council's curricular and practice standards and are prepared to work in all the healthcare settings. They will also be able to demonstrate quality nursing and midwifery aligned with national and international standards.

AIMS & OBJECTIVES

Aims

The aims of the ANM to GNM bridge program are to

- Upgrade the nursing and midwifery knowledge and competence with clear critical thinking skills, discipline and caring in order to respond to the changing needs of the healthcare delivery system and society.
- Prepare GNMs to take up responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative and rehabilitative healthcare services in any healthcare setting including hospitals, community and any other clinical settings.

Objectives

On completion of the ANM to GNM bridge program, the GNMs will be able to

1. Utilize the knowledge derived from physical, biological, behavioral sciences, and humanities, in the practice of professional nursing and midwifery.
2. Practice professional nursing and midwifery competently and safely in diverse settings, utilizing caring, critical thinking and therapeutic nursing interventions in the care of individuals, families, populations and communities
3. Provide preventive, promotive and restorative health services in line with national health policies and programs.
4. Integrate professional values, ethical, and moral and legal aspects of nursing in the practice of the profession.
5. Respect the dignity, worth, and uniqueness of self and others.
6. Apply concepts of leadership, autonomy and management to the practice of nursing and midwifery to enhance quality and safety in health care.
7. Apply the knowledge and skills related to information and technology to enhance patient outcomes.
8. Communicate effectively with patients, peers, and all health care providers, to practice collaboratively in the health care delivery team.
9. Participate in research and utilize findings to provide evidence-based care.
10. Accept responsibility and accountability for the effectiveness of one's own nursing and midwifery practice and professional growth as a learner, clinician and leader.
11. Participate in the advancement of the profession to improve health care for the betterment of the global society.

GUIDELINES AND MINIMUM REQUIREMENTS TO ESTABLISH SCHOOL OF NURSING

Guidelines for Establishment of New General Nursing and Midwifery School of Nursing

1. Central Government/State Government/Autonomous/Municipal Corporation having GNM Nursing program found suitable by the Council under Section 13 & 14 of the Act are eligible to establish/open GNM Promotional (Nursing) Program.
2. Institution shall get recognition from the concerned SNRC for the GNM promotion program for the particular academic year, which is mandatory requirement.
3. The Council shall after receipt of the above documents/proposal online would then conduct Statutory Inspection of the recognized training nursing institution under Section 13 of the Act in order to assess the suitability with regard to availability of Teaching Faculty, Clinical and Infrastructural Facilities in conformity with Regulations framed under the provisions of the Act.

Strict Compliance of the Syllabus prescribed by the Council

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

Re-inspection

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

Enhancement of Seats

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

Building

School of Nursing can share laboratories; However, they should have equipment' and articles proportionate to the strength of admission. Additional two class rooms should be available for the GNM promotion program.

Teaching Faculty Ratio

Teacher student ratio should be 1:10 on sanctioned strength of students (excluding tutor for interns).
Ratio of FEMALE and MALE Nursing Teachers in School Program shall be 7 Female : 3 Male.

CURRICULUM

Course duration = 2 years

First Year

Weeks per academic year = 52 weeks per year

Vacation = 4 weeks

Holidays = 1 week

Examination including preparatory = 2 weeks

Available weeks = **45 weeks** (theory 16 weeks + lab 1 week + practical 28 weeks)

Hours per week (theory and practical) = 40 hours

Total hours (theory and practical) = $45 \times 40 = 1800$ hours

Second Year

Weeks per academic year = 52 weeks per year

Vacation = 4 weeks

Examination including holidays = 2 weeks

Available weeks = **46 weeks**

Part I = 28.5 weeks (theory 6.5 weeks + skill lab 2 weeks + clinicals 20 weeks)

Total hours (theory and clinicals) = 1140 hours (28.5×40 hours)

Part II = 17.5 weeks (theory 2.5 weeks + internship 15 weeks)

(Theory 40 hours per week, Internship 48 hours per week)

Total hours (theory and internship) = 820 hours

Total hours Part I and Part II = $1140 + 820 = 1960$ hours

TOTAL (First Year + Second Year) = **3760 hours**

COURSES OF INSTRUCTION WITH CREDIT STRUCTURE

Paper	Year	Course Code	Course/Subject Title	Theory credits	Theory Contact hours	Lab/ Skill Lab credits	Lab/ Skill Lab Contacts hours	Clinical credits	Clinical Contact hours	Total credits	Total (hours)
I	FIRST		Bio Sciences								
			Anatomy & Physiology	4	80					4	80
			Microbiology	1	20					1	20
II	FIRST		Behavioral Sciences								
			Psychology	2	40					2	40
			Sociology	1	20					1	20

Paper	Year	Course Code	Course/Subject Title	Theory credits	Theory Contact hours	Lab/ Skill Lab credits	Lab/ Skill Lab Contact hours	Clinical credits	Clinical Contact hours	Total credits	Total (hours)
III			Nursing Foundation								
			Fundamentals of Nursing including health assessment module	4	80	0.5	20	2	160	7.5	280
			First Aid	1	20						
IV			Community Health Nursing								
			Community Health Nursing I including non-communicable disease module	2	40	-	-	2	160	7	260
			Environmental Hygiene	1	20						
			Health Education and Communication Skills including BCC/SBCC module	1	20						
			Nutrition	1	20						
V			Medical Surgical Nursing								
			Medical Surgical Nursing I	5	100	-	-	10	800	20	1000
			Medical Surgical Nursing II including BCLS and palliative care module	5	100						
VI			English	2	40					2	40
VII			Computer Education	1	20	0.5	20			1.5	40
VIII			Co-curricular Activities		20						20
			TOTAL	31	640	1	40	14	1120	46	1800
Paper	Year	Course Code	Course/Subject Title	Theory credits	Theory Contact hours	Lab/ Skill Lab credits	Lab/ Skill Lab Contact hours	Clinical credits	Clinical Contact hours	Total credits	Total (hours)
I			Child Health Nursing including essential new born care module	3	60	1	40	2	160	6	260
II			Mental Health Nursing including CBT module	2	40			2	160	4	200
III	SECOND	Part I (29 weeks)	Midwifery including SBA module, safe delivery app module, Gynecological Nursing	4	80	1	40	4	320	10	460
				1	20						
IV			Community Health Nursing II including disaster management module	2	40			2	160	4	200
			Co-curricular Activities		20						20
			TOTAL	12	260	2	80	10	800	24	1140

Paper	Year	Course Code	Course/Subject Title	Theory credits	Theory Contact hours	Lab/ Skill Lab credits	Lab/ Skill Lab Contacts hours	Clinical credits	Clinical Contact hours	Total credits	Total (hours)
		Part II (17 weeks)	Integrated Supervised Internship								
			Nursing Education	1	20					1	20
			Introduction to Research and Statistics	1.5	30					1.5	30
			Professional Trends and Adjustments	1	20					1	20
			Nursing Administration and Ward Management - 2 weeks	1.5	30			1.1	96	1.5	126
				1 credit = 88 hours							
			Medical Surgical Nursing - 3 weeks					2.1	144		144
			Community Health Nursing - 3 weeks					1.1	144		144
			Child Health Nursing - 2 weeks					1.1	96		96
			Midwifery and Gynecological Nursing - 3 weeks					1.6	144		144
			Mental Health Nursing - 2 weeks					1.1	96		96
			TOTAL	5	100	-	-	8.1	720	5	820

1 Credit Theory = 20 hours

1 Credit Skill Lab = 40 hours

1 Credit Clinical = 80 hours

1 Credit Internship = 88 hours

Night duty should be given in clinical area(s) should be accompanied by teaching faculty of the school.

1. The students posted in the clinical areas should be accompanied by teaching faculty of the school.
2. The Nursing teachers must actively participate in supervising, guiding and evaluating students in the hospital wards, health centres and in the community.
3. 1: 10 teacher student ratio to be maintained during the supervised clinical practice.

SUMMARY OF TOTAL CLINICAL EXPERIENCE

Area	First Year 40 hours per week	Second Year	
		Part I 40 hours per week	Part II 48 hours per week
Nursing Foundation	160 (4 weeks)	-	-
Medical Surgical Nursing	800 (20 weeks)	-	144 (3 weeks)
Child Health Nursing	-	160 (4 weeks)	96 (2 weeks)
Mental Health Nursing	-	160 (4 weeks)	96 (2 weeks)
Midwifery and Gynecological Nursing	-	320 (8 weeks)	144 (3 weeks)
Community Health Nursing	CHN I 160 (4 weeks)	CHN II 160 (4 weeks)	144 (3 weeks)
Nursing Administration and Ward Management			96 (2 weeks)
TOTAL	1120 hours	800 hours	720 hours
	2640 hours		

SCHEME OF EXAMINATION

First Year

Paper	Course/Subject Title	Total Marks	Internal Assessment	Council/Board Examination	Weightage	Duration of Examination (hours)
I	Bio Sciences	100	25	75		3
	Anatomy and Physiology				65%	
	Microbiology				35%	
II	Behavioral Sciences	100	25	75		3
	Psychology				65%	
	Sociology				35%	
III	Nursing Foundation	100	25	75		3
	Fundamentals of Nursing and First Aid					
IV	Community Health Nursing	100	25	75		3
	Community Health Nursing I				50%	
	Environmental Hygiene				10%	
	Health Education and Communication Skills				25%	
	Nutrition				15%	
V	Medical Surgical Nursing					
	Medical Surgical Nursing I	100	25	75		3
VI	Medical Surgical Nursing II	100	25	75		3
	Practical I Fundamentals of Nursing	100	50	50		
	Practical II Medical Surgical Nursing	100	50	50		

Second Year - Part I

Paper	Course/Subject Title	Total Marks	Internal Assessment	Council/Board Examination	Duration of Examination (hours)
I	Child Health Nursing	100	25	75	3
II	Mental Health Nursing	100	25	75	3
III	Midwifery and Gynecological Nursing**	100	25	75	3
IV	Community Health Nursing II**	100	25	75	3
	Practical I Child Health Nursing	100	50	50	
	Practical II Mental Health Nursing	100	50	50*	
	Practical III Midwifery and Gynecological Nursing**	100	50	50	
	Practical IV Community Health Nursing**	100	50	50	

Note: *(only School examination, no Council/Board examination)

*Practical examination for Psychiatric Nursing is to be conducted at the place of clinical experience at the end of clinical instruction by School, itself and marks shall be sent to the Council/Board.

**Examination for Midwifery and Gynecological Nursing and Community Health Nursing will be conducted at the end of second year.

Second Year - Part II (School Examination)

Paper	Subjects	Total Marks	Term Assessment	School Exam	Duration of Examination (hours)
1	Nursing Education - Introduction to Research and Statistics	100	50	50	3
2	Professional Trends and Adjustments - Nursing Administration and Ward Management	100	50	50	3

EXAMINATION GUIDELINES

1. Shall have one regular examination followed by supplementary examination in a year.
2. If a candidate fails, they can be promoted to next year.
3. A candidate can take any number of attempts with a condition that maximum period allowed is 4 years. However, all previous papers need to be cleared before appearing in the final examination.
4. No institution shall submit student average internal marks more than 75% i.e., if 40 students are admitted in a course then the average score of the 40 students shall not exceed 75%.
Example of 5 students: A = 25, B = 20, C = 22, D = 21, E = 24.
Average score = 89.6%.
This will not be accepted by the SNRC.
5. Minimum pass marks should be 50% in each of the Theory and Practical paper separately.
6. Minimum pass marks shall be 40% for English only.
7. Theory and Practical exams for Introduction to Computer to be conducted as School exam and marks to be send to the SNRC/Board for inclusion in the mark sheet.
8. A candidate has to pass in theory and practical exam separately in each of the paper.
9. If a candidate fails in either theory or practical paper, he/she has to re-appear for both the papers (Theory and Practical).
10. Maximum number of candidates for practical examination should not exceed 20 per day.
11. All practical examination must be held in the respective clinical areas.
12. One internal and one external examiner should jointly conduct practical examination for each student.

ELIGIBILITY FOR ADMISSION TO EXAMINATION

A candidate shall be eligible for the admission to the Board/Council examination if the Principal of the School certified that:

- a. She/he has completed not less than eleven months of the course.
- b. A candidate must have minimum of 80% attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing for examinations.
(The diploma shall not be awarded to the student till she/he has completed the clinical/field requirements.)
- c. A Candidate must secure 50% marks in internal assessment separately in each theory and practical
- d. The record of practical experience is to be completed.
(Principal shall send to the Council/Board the internal assessment for each subject, i.e. both theory and practical(s) before the start of the examination along with the examination form.)

GRADING OF EXAMINATION

Examination shall be graded on aggregate marks of the entire two years of the training program, as follows:

- Distinction - 80% and above
- First Division - 70% to 79%
- Second Division - 60% to 69%
- Pass - 50% to 59%

THEORY EXAMINATION

1. Nursing teacher with minimum five years of teaching experience (recent) in a particular subject may be appointed as paper setters and examiners for that particular subject only.
2. Question paper should have a combination of essay, short answer and objective type question as detailed in the content.
3. All units of a subject and sub-subject should be given due weightage in accordance with the instructional hours prescribed.

PRACTICAL EXAMINATION

1. Practical examination is to be conducted in the respective clinical area.
2. Nursing teacher with minimum of five years of teaching/clinical teaching experience in a particular subject/clinical area may be appointed as practical examiner.

MAINTENANCE OF PRACTICAL RECORD

The student shall be required to maintain the Practical record book and report of observation visits and diary for assessment must also be used. Marks shall be allotted for each of the following:

- a. Case study
- b. Case presentation
- c. Maintenance of record books (Procedure Book and Midwifery Record Book).
- d. Area wise clinical assessment is to be carried out. Minimum two assessments are required in each clinical area.

Regular record of theory and practical is to be maintained. Task oriented assessment is to be undertaken. Assessment shall be maintained by teacher for each student each month. This can be checked by the Council/Board. Principal to sign all the records of examination. It should be displayed on the notice board for the information of the students.

Each student is required to maintain the record of following assignment in clinical areas in each year:

First Year

- a. **Nursing Care Plan** - 1 each in medical and surgical wards.
- b. **Daily Diary** - 1 each in urban and rural community field.
- c. **Health Talk** - 1 each in urban and rural community field.
Family Study including health assessment of an individual in the family - 1 each in urban and rural community field.
Community profile - 1 each in urban and rural community field.
- d. **Medical Ward**
Nursing Care Plan - 1
Case Study - 1
Case Presentation - 1
Drug Study - 1
- e. **Surgical Ward**
Nursing Care Plan - 1
Case Study - 1
Case Presentation - 1
Drug Study - 1

Second Year

- a. **Pediatric Ward**
Nursing Care Plan - 1
Case Study - 1
Case Presentation - 1
Drug Study - 1
Observation Report (New born) - 2
- b. **Psychiatry Ward**
Nursing Care Plan - 1
Case Study - 1
Case Presentation - 1
Drug Study - 1
Process Recording - 1
Mental Status Examination - 2
- c. **Midwifery and Gynecological Ward**
Midwifery
Case Book
Case Presentation - 1
Drug Study - 1
Gynecological Nursing
Nursing Care Plan - 1
Case Study - 1
Case Presentation - 1
Drug Study - 1
- d. **Daily Diary (Urban and Rural Community Field)**
Health Talk - 2 each

- Family Health Nursing Care Plan - 2 each
Group Project - 1 each

In addition to above, each student shall maintain a procedure book and midwifery case book signed by concerned/supervisor and Principal which is to be presented to examiner each year.

The above assignments are to be evaluated by concerned teachers for the purpose of internal assessment and shall be presented to the external examiner in a compiled form and it should be duly signed by her and should be stamped as cancelled after practical examination.

CURRICULUM

BIO-SCIENCE

Placement: FIRST YEAR

Time: 100 hours

Anatomy and Physiology: 80 hours

Microbiology: 20 hours

ANATOMY AND PHYSIOLOGY

Course Description

This course is designed to help students gain knowledge of the structure and function of the human body and recognize any deviation from normal health in order to render effective nursing services.

General Objectives

Upon completion of this course, the students shall be able to

1. Describe in general the structure and functions of the human body.
2. Describe in detail the structure and functions of the different organs and systems in the human body.
3. Apply the anatomical and physiological principles in the practice of nursing.

Total Hours: 80 hours

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
I	Define and spell various anatomical terms	Introduction to anatomical terms organization of the human body a) Anatomical terms b) Systems and cavities of the human body	4	<ul style="list-style-type: none"> • Lecture cum discussions • Explain using charts, microscopic slides, skeleton and torso • Demonstrate cells, types of tissues, membranes and glands • Record book 	<ul style="list-style-type: none"> • Short answers • Objective type
II	Describe different organs of the body, systemic function and their inter-relationship	Introduction to the detailed structure of the body a) The cell: Structure, reproduction and function b) Tissues including membranes and glands: types, structure and functions c) Body cavities and their contents	6	<ul style="list-style-type: none"> • Lecture cum discussions • Explain using microscopic slides, skeleton and torso 	<ul style="list-style-type: none"> • Short answers • Objective type
III	Describe the composition of blood and its functions	Blood a) Composition and formation of blood b) Functions of blood c) Blood clotting, blood grouping and cross matching d) Blood products and their use	6	<ul style="list-style-type: none"> • Lecture cum discussions • Explain using microscopic slides • Demonstration of blood grouping and cross-matching, Hb estimation 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type
IV	Describe the structure and functions of	Circulatory System a) Heart: Structure, functions including conduction system and cardiac cycle	6	<ul style="list-style-type: none"> • Lecture cum discussions 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
	heart and blood vessels	b) Blood vessels: types, structure and position c) Circulation of blood d) Blood pressure and pulse		<ul style="list-style-type: none"> Explain using charts, models and specimen 	
V	Describe structure and functions of lymphatic system	Lymphatic system a) Structure and function of lymph vessels, lymph nodes and lymph circulation, lymphatic tissue - spleen and thymus	6	<ul style="list-style-type: none"> Lecture cum discussions Explain using charts and models 	<ul style="list-style-type: none"> Short answers Objective type Essay type
VI	Describe the structure and functions of respiratory system	Respiratory system a) The structure and functions of respiratory organs b) The physiology of respiration c) Characteristics of normal respiration and deviation	6	<ul style="list-style-type: none"> Lecture cum discussions Explain using charts, models and specimens Demonstration of spirometry 	<ul style="list-style-type: none"> Short answers Objective type Essay type
VII	Describe the	Digestive system a) Structure and functions of the alimentary tract and its accessory organs b) The process of digestion, c) absorption and metabolism of food constituents	6	<ul style="list-style-type: none"> Lecture cum discussions Explain using charts, models and videos 	<ul style="list-style-type: none"> Short answers Objective type Essay type
VIII	Describe the structure and functions of organs of excretory system	Excretory system a) Structure and functions of the kidney, ureters, urinary bladder, and urethra b) Formation and composition of urine c) Fluid and electrolyte balance d) Structure and functions of the skin. e) Regulation of the body temperature	6	<ul style="list-style-type: none"> Lecture cum discussions Explain using charts, slides, models and videos 	<ul style="list-style-type: none"> Short answers Objective type Essay type
IX	Describe the structure and functions of endocrine glands	Endocrine system a) The structure and functions of the pituitary, thyroid, parathyroid and adrenal glands, pancreas (islets of Langerhans), ovaries and testes	5	<ul style="list-style-type: none"> Lecture cum discussions Explain using charts and models 	<ul style="list-style-type: none"> Short answers Objective type Essay type
X	Describe the structure and functions of male and female reproductive system and accessory organs	Reproductive system a) Structure and functions of the female reproductive system b) Process of menstrual cycle, reproduction and menopause c) Structure and functions of breasts d) Structure and functions of the male reproductive system e) Reproductive health	5	<ul style="list-style-type: none"> Lecture cum discussions Explain using charts, videos, models and specimens 	<ul style="list-style-type: none"> Short answers Objective type Essay type
XI	Describe the structure and functions of nervous system	Nervous system a) Types of nerves: structure and functions b) Brain and cranial nerves c) Spinal cord and motor and sensory pathways of the spinal cord, autonomic nervous system	10	<ul style="list-style-type: none"> Lecture cum discussions Explain using charts and models 	<ul style="list-style-type: none"> Short answers Objective type Essay type

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
XII	Describe the structure and function of sensory organs	Sense organs a) Skin, eye, ear, nose and tongue b) Physiology of vision, hearing, smell, touch, taste and equilibrium	4	<ul style="list-style-type: none"> Lecture cum discussions Explain using charts, models, slides and specimens Record book 	<ul style="list-style-type: none"> Short answers Objective type Essay type
XIII	Describe the structure and functions of skeletal system	Skeleton a) Formation and growth of bones b) Tendons, ligaments and cartilages c) Classification of bones, joints d) Joint movement e) Axial and appendicular skeleton	6	<ul style="list-style-type: none"> Lecture cum discussions Explain using charts, models and films Demonstration of joint movements 	<ul style="list-style-type: none"> Short answers Objective type Essay type
XIV	Describe structure and functions of muscular system	Muscular system a) Type, structure and functions of muscle b) Origin, insertion, and action of muscles	4	<ul style="list-style-type: none"> Lecture cum discussions Explain using charts, models, slides, specimen and films Demonstration of muscle movements, tone and contraction 	<ul style="list-style-type: none"> Short answers Objective type Essay type

MICROBIOLOGY

Course Description

This course is designed to help students gain knowledge and understanding of the characteristics and activities of micro-organisms, how they react under different conditions and how they cause different disorders and diseases. Knowledge of these principles will enable student to understand and adopt practices associated with preventive and promotive health care.

General Objectives

Upon completion of this course, the students shall be able to

1. Describe the classifications and characteristics of micro-organisms.
2. List the common disease producing micro-organisms.
3. Explain the activities of micro-organism in relation to the environment and the human body.
4. Enumerate the basic principles of control and destruction of micro-organisms.
5. Apply the principles of microbiology in nursing practice.

Total Hours: 20 hours

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
I	Describe evolution of microbiology and its relevance in nursing	Introduction a) History of bacteriology and microbiology b) Scope of microbiology in nursing	2	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Objective type Short answers
II	Classify the different types of micro-organism Describe the normal flora and the common diseases caused by pathogens Explain the methods to study microbes	Micro-organisms a) Classification, characteristics, (structure, size, method and rate of reproduction) b) Normal flora of the body c) Pathogenesis and common diseases d) Methods for study of microbes, culture and isolation of microbes	4	<ul style="list-style-type: none"> Lecture cum discussions Explain using slides, films, videos, exhibits, models, staining and fixation of slides 	<ul style="list-style-type: none"> Short answers Objective type Essay type

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
III	Describe the sources of infection and growth of microbes Explain the transmission of infection and the principles in collecting specimens	Infection and its transmission a) Sources and types of infection, nosocomial infection b) Factors affecting growth of microbes c) Cycle of transmission of infection portals of entry, exit, modes of transfer d) Reaction of body to infection, mechanism of resistance e) Collection of specimens	4	<ul style="list-style-type: none"> Lecture Demonstrations Specimens Explain using charts 	<ul style="list-style-type: none"> Short answers Objective type Essay type
IV	Describe various types of immunity, hypersensitivity autoimmunity and immunizing agents	Immunity a) Types of immunity - innate and acquired b) Immunization schedule c) Immuno-prophylaxis (vaccines, sera etc.) d) Hypersensitivity and autoimmunity e) Principles and uses of serological tests	4	<ul style="list-style-type: none"> Lecture cum discussions Demonstration Exhibits 	<ul style="list-style-type: none"> Short answers Objective type Essay type
V	Describe the various methods of control and destruction of microbes	Control and destruction of microbes a) Principles and methods of microbial control - Sterilization - Disinfection - Chemotherapy and antibiotics - Pasteurization b) Medical and surgical asepsis c) Bio-safety and waste management	4	<ul style="list-style-type: none"> Lecture Demonstrations Videos Visit to the CSSD 	<ul style="list-style-type: none"> Short answers Objective type Essay type
VI	Demonstrate skill in handling and care of microscopes Identify common microbes under the microscope	Practical microbiology a) Microscope - Parts, uses, handling and care of microscope b) Observation of staining procedure, preparation and examination of slides and smears c) Identification of common microbes under the microscope for morphology of different microbes	2	<ul style="list-style-type: none"> Lecture Demonstrations Specimen slides 	

BEHAVIOURAL SCIENCES

Placement: FIRST YEAR

Time: 60 hours
Psychology: 40 hours
Sociology: 20 hours

PSYCHOLOGY

Course Description

This course is designed to help students understand the dynamics of human behavior and concept of mental health. This shall enable them to develop positive attitude and good inter-personal relationships in the practice of nursing in all health care settings.

General Objectives

Upon completion of this course, the students shall be able to

1. Describe the concept of mental health and psychology.
2. Explain the dynamics of human behavior, personality and learning.
3. Discuss the role of adjustment mechanisms and emotions in health and illness.
4. Demonstrate skills in the application of principle of psychology in nursing practice in all kind of health care settings.

Total Hours: 40 hours

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
I	State the concept, scope and importance of psychology	Introduction a) Definition, nature and scope of psychology b) Importance of psychology for nurses	2	<ul style="list-style-type: none"> • Lecture cum discussions 	<ul style="list-style-type: none"> • Short answers • Objective type
II	Describe the structure of the mind	Structure of the mind a) Conscious, pre-conscious b) Id, ego and super ego	2	<ul style="list-style-type: none"> • Lecture cum discussions 	<ul style="list-style-type: none"> • Short answers • Objective type
III	Illustrate the dynamics of human behavior Describe the concept of mental health	Psychology of human behavior a) Basic human needs, dynamics of behavior, motivation drives b) Body mind relationship, mental health, characteristics of mentally healthy person, emotional control, psychological problems of patients and relatives c) Stress and conflicts, natural sources and types of stress and conflicts, dealing with stress and conflict, frustration - sources and overcoming frustration d) Mental mechanism their uses and importance e) Attitudes - meaning, development changes in attitude, effects of attitudes on behavior, importance of positive attitude for the nurse f) Habits - meaning and formation g) Breaking of bad habits, importance of good habit formation for the nurse	12	<ul style="list-style-type: none"> • Lecture cum discussions • Role play 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type
IV	Describe and apply the process of learning, thinking, reasoning, observation and perception	Learning a) Nature, types and laws of learning, b) Factors affecting learning, memory and forgetting Thinking and reasoning - Nature and types of thinking, reasoning, problem solving, importance of creative thinking for nurse Observation and perception - Attention, perception, laws of perception, factors affecting attention and perception, and errors in perception	13	<ul style="list-style-type: none"> • Lecture cum discussions • Role play 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type
V	Discuss the concept and development of personality	Personality a) Meaning, nature and development, types of personality b) Assessment of personality importance of knowledge of personality for the nurse	6	<ul style="list-style-type: none"> • Lecture cum discussions • Role play • Psychometric assessment 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		c) Characteristics of various age groups - child adolescent, adult and aged d) Will and character			
VI	Discuss the nature and measurement of intelligence	Intelligence a) Definition, meaning, individual differences in intelligence b) Mental ability, nature of intelligence and development c) Assessment of intelligence	5	<ul style="list-style-type: none"> Lecture cum discussions Demonstration Role play IQ testing 	<ul style="list-style-type: none"> Short answers Objective type Essay type

SOCIOLOGY

Course Description

This course is designed to help student gain an understanding of sociology in the context of its relevance to nursing practice.

General Objectives

Upon completion of this course, the students shall be able to

1. Describe the concept of the family as a social unit and the status of the individual in the family.
2. Explain the dynamics of society and identify common social problems.
3. Demonstrate ability to understand the socio-cultural and economic aspects of the community in the light of their effects on health and illness.
4. Utilize the knowledge and understanding of sociology in nursing practice.

Total Hours: 20 hours

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Method of Assessment
I	Describe the nature, scope and content of sociology and its importance in nursing	Introduction a) Definition and scope of sociology b) Its relationship with other social sciences c) Uses of sociology for nurses	2	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers Objective type
II	Describe the influence of the environment on individual development and the rights and responsibilities of the individual in the society	Individual a) Human growth and development b) The socialization process c) Effect of environment on human growth and development d) Rights and responsibilities of the individual in a democratic society	2	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers Objective type Essay type
III	Describe the concept of family as a social unit	Family a) Definition, characteristics and types of family b) Family cycle and basic needs of family c) Importance of interdependence of family members d) Important functions of family and their problems e) Types of Marriage, medical and sociology aspects of marriage	4	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers Objective type Essay type
IV	Describe about social groups, social change, control, stratification and social problems	Society a) Definition and meaning b) Social groups - types, structure, intergroup relationship group	8	<ul style="list-style-type: none"> Lecture cum discussions Visits to social institutions 	<ul style="list-style-type: none"> Short answers Objective type Essay type

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Method of Assessment
		cycle, group behavior and group morale c) Social change - meaning, factors affecting and effect on society and institution leading to social problems d) Social control e) Social stratification f) Social problems - prostitution, crime divorce, dowry system, juvenile delinquency, drug addiction alcoholism, handicapped, over population and slum g) Social agencies and remedial measures			
V	Describe the culture and characteristics of community	Community a) Community - Definition and types - Rural and urban b) Culture and characteristics	4	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers Objective type Essay type

NURSING FOUNDATIONS

Placement: FIRST YEAR

Time: 100 hours

Fundamentals of Nursing: 80 hours

First Aid: 20 hours

FUNDAMENTALS OF NURSING

Course Description

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

General Objectives

Upon completion of this course, the students shall be able to

- 1 Describe the physical, mental and social adjustment required of a sick individual and his family.
- 2 Carry out basic nursing techniques and care with the application of sound scientific principle.
- 3 Explain the concept of comprehensive nursing care.
- 4 Develop skills in assessment, planning, implementation and evaluation of the nursing care rendered to the patients.
- 5 Communicate effectively and establish good interpersonal relationship with the patients, their relatives and other health team members.
- 6 Demonstrate skills in observation, recording and reporting.
- 7 Recognize and utilize opportunities for planning and implementing need based health teaching program(s) for individuals, groups, families and communities.

Total Hours: 80 hours

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
I	Define nursing and explain its nature, meaning, scope, ethics and principles in nursing Identify the qualities of a professional nurse health care	Introduction to nursing a) Nursing - concept, meaning, definitions, scope and functions b) History of nursing in India c) Nursing as a profession d) Nursing professional - qualities and preparation e) Ethics in nursing - roles and responsibilities of a nurse	8	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers Objective type Essay type

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
	agencies and its functions Describe the holistic approach to nursing and the determinants of health and the effects of illness	f) Health care agencies - hospital and community service - types and function of hospitals health team g) Modern approaches to nursing care including holistic nursing care h) Health and disease - Definition of health, determinants of health status - Basic human needs - Illness and its effects on individual			
II	Describe nursing care of the patient/client in hospital using nursing process Demonstrate skill in the admission and discharge process, maintenance of safe environment and records and reports	Nursing care of the patient a) Patient environment in the hospital: Patients unit b) Therapeutic environment - Physical factors - lighting temperature, ventilation, humidity, noise, pestilence - Safety needs, prevention of environmental hazard - Psychosocial and aesthetic factors c) Patient's adjustment to the hospital - Understanding the patient as a person, socio-economic, and cultural background, health status etc. - Effect of hospitalization on patient and family - Admission, transfer, discharge procedures d) Basic nursing skills - Communication - Nursing interview - Recording and reporting e) Nursing process - Meaning and importance - Assessment, nursing diagnosis planning, implementation and evaluation - Nursing care plan	8	<ul style="list-style-type: none"> • Lecture cum discussions • Demonstration of maintaining the records and reports • Role Play 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type • Return demonstration
III	Describe basic needs of the patient Demonstrate skill in meeting basic care of the patient	Meeting the basic needs of a patient a) Physical needs - Comfort, rest, sleep and exercise - Importance and its promotion - Body mechanics - moving, lifting, transferring - Position and posture maintenance - Comfort devices - Exercises - active and passive	20	<ul style="list-style-type: none"> • Lecture cum discussions • Demonstration 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type • Return demonstration • Assessment using check list

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		b) Hygienic needs <ul style="list-style-type: none"> - Personal and environmental hygiene personal - Care of pressure areas, bed sores c) Elimination needs <ul style="list-style-type: none"> - Health and sickness - Problems - constipation and diarrhea, retention and incontinence of urine - Nurse's role in meeting elimination needs - Offering bed-pan and urinal - Observing and recording abnormalities - Preparation and giving of laxative, suppositories, enemas, bowel wash, flatus tube - Perineal care, care of patient with urinary catheter, diapers - Maintenance of intake and output records d) Nutritional needs <ul style="list-style-type: none"> - Diet in health and disease - Factors affecting nutrition in illness - Nurse's role in meeting patient's nutritional needs - Modification of diet in illness - Diet planning and serving - Feeding helpless patients including artificial methods of feeding e) Psychological and spiritual needs <ul style="list-style-type: none"> - Importance - Nurse's role - diversional and recreational therapy f) Care of terminally ill and dying patient <ul style="list-style-type: none"> - Dying patient's signs and symptoms needs of dying patient and family - Nursing care of dying:- special considerations; advance directives, euthanasia, will, dying declaration, organ donation etc. - Medico legal issues - Care of the dead body - Care of unit - Autopsy - Embalming 			
IV	Describe the principles of assessment	Assessment of patient/client a) Physical assessment <ul style="list-style-type: none"> - Importance, principles, methods of assessment 	6	<ul style="list-style-type: none"> • Lecture cum discussions • Demonstration 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
	demonstrate skills in assessing the patient	<ul style="list-style-type: none"> - Head to toe examination b) Physiological assessment <ul style="list-style-type: none"> - Vital signs, normal, abnormal characteristics, factors influencing the variations - Observation and collection of specimens - urine, stool, vomitus and sputum c) Psychological assessment <ul style="list-style-type: none"> - Mood, intelligence, emotions normal and abnormal behavior 		<ul style="list-style-type: none"> • Health assessment module 	<ul style="list-style-type: none"> • Return demonstration • Assessment using check list
V	Describe the infection control, methods in the clinical setting Demonstrate infection control practices	Infection control <ul style="list-style-type: none"> a) Infection control <ul style="list-style-type: none"> - Nature of infection - Chain of infection transmission - Defence against infection: natural and acquired - Hospital acquired infection (nosocomial infection) b) Concept of asepsis <ul style="list-style-type: none"> - Medical and surgical asepsis - Isolation precautions, barrier nursing - Hand washing: simple, hand asepsis, surgical asepsis (scrub) - Isolation - source and protection - Personal protective equipment, types, uses and techniques of wearing and removing - Decontamination of unit and equipment - Transportation of infected patient - Standard safety precaution - Transmission based precautions c) Bio-medical waste management <ul style="list-style-type: none"> - Importance - Types of hospital wastes - Hazards associated with hospital waste - Decontamination of hospital waste - Segregation and transportation - Disposal 	8	<ul style="list-style-type: none"> • Lecture cum discussions • Demonstration • Explain using manual of biomedical waste management of Government of India • Demonstration • Videos • Simulation exercises 	<ul style="list-style-type: none"> • Short answers • Essay type • Objective type
VI	Describe therapeutic nursing care	Therapeutic nursing care <ul style="list-style-type: none"> a) Care of patients with respiratory problems/dyspnea <ul style="list-style-type: none"> - Deep breathing and coughing exercises - O₂ inhalation - Dry and moist inhalation 	10	<ul style="list-style-type: none"> • Lecture cum discussions • Demonstration 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type • Return demonstration

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> - Oro nasal suctioning b) Care of patient with altered body temperature - hot and cold applications c) Care of patients with fluid and electrolyte imbalance d) Care of unconscious patient e) Care of the bed-ridden patient (traction, fractures etc.) f) Care of patient with pain g) Care of patients with body elimination h) Deviation 			<ul style="list-style-type: none"> • Assessment using check list
VII	Explain the principles, routes, effects of administration of medications	<p>Introduction to clinical pharmacology</p> <p>Administration of medication:</p> <p>a) General principles/ considerations</p> <ul style="list-style-type: none"> - Purposes of medication - Principles: rights, special considerations, prescriptions, safety in administering medications and medication errors - Drugs forms - Routes of administration - Storage and maintenance of drugs and nurse's responsibility - Broad classification of drugs - Therapeutic effect, side effect, toxic effect, allergic reaction, drug tolerance, drug interactions - Factors influencing drug actions - Systems of drug measurement: metric system, household measurements - Converting measurements units: conversion within one system, between systems, dosage calculations - Terminologies and abbreviations used in prescription of medications <p>b) Oral drug administration: oral, sublingual, buccal: equipment and procedure</p> <p>c) Parenteral</p> <ul style="list-style-type: none"> - General principles - Types of parenteral therapies. - Types of syringes, needles, cannulas and infusion sets - Protection from needle stick injuries, giving medications with a safety syringe - Routes of parenteral therapies: 	20	<ul style="list-style-type: none"> • Lecture cum discussions • Demonstration 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type • Return demonstration • Assessment using check list

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> - Purposes, site equipment, procedure and special considerations in giving intradermal, subcutaneous, intramuscular and intravenous medications - Advanced techniques: epidural, intrathecal, intraosseous, intraperitoneal, intrapleural, intra arterial - Role of nurse <p>d) Topical administration: purposes, site, equipment, procedure, special considerations for applications to skin and mucous membrane.</p> <p>e) Direct application:</p> <ul style="list-style-type: none"> - Gargle, throat swab - Insertion of drug into body cavities: nasal pack, suppositories/medicated packing into rectum/vagina - Instillations: ear, eye, nasal, bladder and rectal - Irrigations: eye, ear, bladder, vaginal and rectal - Spray: nose and throat <p>f) Inhalations: nasal, oral, endotracheal, tracheal (steam, oxygen and medications) - purposes, types, equipment, procedure and special considerations</p> <p>g) Recording and reporting of medications administered</p>			

FIRST AID

Course Description

This course is designed to help students develop and understanding of community emergencies and be able to render first aid services as and when need arises.

General Objectives

Upon completion of this course, the students shall be able to

1. Describe the rules of first aid.
2. Demonstrate skills in rendering first aid in case of emergencies.

Total Hours: 20 hours

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
I	Describe the importance and principle of First Aid	Introduction <ol style="list-style-type: none"> a) Definition, aims and importance of First Aid b) Rules/general principles of First Aid c) Concept of emergency 	2	<ul style="list-style-type: none"> • Lecture cum discussions 	<ul style="list-style-type: none"> • Short answers • Objective type
II	Demonstrate skill in First Aid techniques	Procedures and techniques in First Aid <ol style="list-style-type: none"> a) Preparation of First Aid kit. 	8	<ul style="list-style-type: none"> • Lecture cum discussions • Demonstration 	<ul style="list-style-type: none"> • Short answers • Objective type

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		b) Dressing, bandaging and splinting (spiral, reverse spiral, figure of 8 spica, shoulder, hip, ankle, thumb, finger, stump, single and double eye, single and double ear, breast, jaw, capelin), triangle bandage uses, abdominal binder and bandage, breast binder, T and many tail bandage, knots reef, clove c) Transportation of the injured d) CPR: mouth to mouth, Sylvester, Schafer, external cardiac massage		<ul style="list-style-type: none"> Videos Simulation exercises 	<ul style="list-style-type: none"> Return demonstration
III	Describe first aid in common emergencies	First Aid in emergencies a) Asphyxia, drowning, shock b) Wounds and bleeding c) Injuries to the bones, joints and muscle - fractures, sprains, strains, hanging, falls burns and scalds d) Poisoning - ingestion, inhalation, bites and stings e) Foreign body in eye, ear, nose and throat	6	<ul style="list-style-type: none"> Lecture cum discussions Videos Demonstration 	<ul style="list-style-type: none"> Short answers Objective type Return demonstration
IV	List various community emergencies and community resources	Community emergencies and community resources a) Fire, explosion, floods, earthquakes, famines etc. b) Role of nurses in disaster management c) Rehabilitation d) Community resources - Police, ambulance services - Voluntary agencies - local, State, national and international	4	<ul style="list-style-type: none"> Lecture cum discussions Videos Mock drill Simulation exercise Videos Field visit to voluntary agencies 	<ul style="list-style-type: none"> Short answers Objective type Essay type

NURSING FOUNDATIONS - PRACTICAL

Placement: FIRST YEAR

Time: 180 hours

Lab: 20 hours

Clinical: 160 hours

Course Description

This course is designed to help the students to upgrade their knowledge, attitude and skills in techniques of nursing and practice them in clinical settings.

General Objectives

Upon completion of this course, the students shall be able to

1. Demonstrate appropriate attitudes and skills in providing comprehensive nursing care to patients based on nursing process.
2. Assess the nursing needs of the clients by collecting complete data, making relevant observation and analyze the data collected.
3. Plan for appropriate nursing care by prioritizing the needs and executing competent nursing actions.
4. Implement effective nursing care by integrating scientific principles for maintaining health optimum
5. Promote the health of the individual and the community by giving appropriate health teaching.
6. Evaluate the patient's response to nursing care provided.
7. Apply the theoretical knowledge to the appropriate clinical nursing practice.

8. Demonstrate skill in the use of problem solving methods in nursing practice.
9. Contribute for promotion of health prevention of illness and restoration of health of people by working with other health team members.
10. Gain knowledge of health resources in the community and the country.
11. Demonstrate leadership skills in working with health team, community and others in the provision of health care.
12. Recognize the need for continuing education for professional development.
13. Demonstrate use of ethical values in their personal and professional life.
14. Assist in research activities.

Areas	Duration	Objectives	Skills	Assignments	Assessment Methods
Supervised Practice in Lab General Medical and Surgery Wards	20 hours 160 hours (minimum practice time in clinical area)	<ul style="list-style-type: none"> Performs admission and discharge procedure Prepares nursing care plan as per the nursing process format Communicates effectively with patient, families and team members and maintains effective human relations Develops plan for patient teaching 	Hospital admission and discharge a) Admission <ul style="list-style-type: none"> Prepare unit for new patient Prepare admission bed Perform admission procedure New patient Transfer in Prepare patient records b) Discharge/transfer out <ul style="list-style-type: none"> Gives discharge counseling Perform discharge procedure (planned discharge, LAMA and abscond, referrals and transfers) Prepare records of discharge/transfer Dismantle and disinfect unit & equipment after discharge/transfer Perform assessment <ul style="list-style-type: none"> History taking, nursing diagnosis, problem list, prioritization, goals and expected outcomes, selection of interventions Write nursing care plan Gives care as per the plan Communication <ul style="list-style-type: none"> Use verbal and non-verbal communication techniques Prepare a plan for patient teaching session	<ul style="list-style-type: none"> Practice in unit/hospital Write nursing process records of patient Simulated - 1 Actual - 1 Role plays in simulated situations on communication techniques - 1 Health talk - 1 	<ul style="list-style-type: none"> Evaluate with check list Assessment of clinical performance with rating scale Completion of practical record Assessment of nursing process records with check list Assessment of actual care given with rating scale Assess role plays with the check list on communication techniques Assess health talk with the check list Assessment of communication techniques by rating scale

Areas	Duration	Objectives	Skills	Assignments	Assessment Methods
		<ul style="list-style-type: none"> • Prepares patient reports • Presents reports • Monitors vital signs • Performs health assessment of each body system • Provides basic nursing care to patients 	<p>Write patient report</p> <ul style="list-style-type: none"> • Change of shift reports, transfer reports, incident reports etc. • Present patient report <p>Vital signs</p> <ul style="list-style-type: none"> • Measure, records and interpret alterations in body temperature, pulse, respiration and blood pressure <p>Health assessment</p> <ul style="list-style-type: none"> • Health history taking • Perform assessment: general body systems • Use various methods of physical examination • Inspection, palpation, percussion, auscultation, olfaction • Identification of system wise deviations <p>Prepare patient's unit</p> <ul style="list-style-type: none"> • Prepare beds • Open, closed, occupied, operation, amputation • Cardiac, fracture, burn, fivided, and Fowler's bed • Pain assessment and provision for comfort <p>Use comfort devices</p> <p>hygienic care</p> <ul style="list-style-type: none"> • Oral hygiene: • Baths and care of pressure points • Hair wash, Pediculosis treatment <p>Feeding</p> <ul style="list-style-type: none"> • Oral/enteral, naso/ orogastric, gastrostomy and Parenteral feeding • Nasogastric tube insertion, suction, and irrigation <p>Assisting patient in urinary elimination</p> <ul style="list-style-type: none"> • Provide urinal/bed pan • Condom drainage • Perineal care • Catheterization • Care of urinary drainage <p>Bladder irrigation assisting bowel elimination</p> <ul style="list-style-type: none"> • Insertion of Flatus tube • Enemas • Insertion of suppository 	<ul style="list-style-type: none"> • Write nurses notes and present the patient report of 2-3 assigned patients • Lab practice • Measure vital signs of assigned patient • Practice in lab and hospital 	<ul style="list-style-type: none"> • Assessment of performance with rating scale • Assessment of each skill with check list • Completion of activity record

Areas	Duration	Objectives	Skills	Assignments	Assessment Methods
			Bowel wash body alignment and mobility <ul style="list-style-type: none"> • Range of motion exercises • Positioning: recumbent, lateral, fowlers, sims, lithotomy, prone, Trendelenburg position • Assist patient in moving, lifting, transferring, walking • Restraints Oxygen administration <ul style="list-style-type: none"> • Mask • Prongs • Tent • Catheters Suctioning: oropharyngeal, nasopharyngeal Chest physiotherapy and postural drainage Care of chest drainage CPR - basic life support Observation of intravenous therapy Blood and blood component therapy Collect/assist for collection of specimens for investigations Urine, sputum, faeces, vomitus, blood and other body fluids Perform lab tests <ul style="list-style-type: none"> • Urine: sugar, albumin, acetone • Blood: sugar (with strip/ glucometer) Application of hot and cold therapies <ul style="list-style-type: none"> • Local and general • Dry and moist Communicating and assisting with self-care of visually and hearing impaired patients Communicating and assisting with self-care of mentally challenged/ disturbed patients Recreational and diversional therapies	<ul style="list-style-type: none"> • Simulated exercise on CPR manikin 	

Areas	Duration	Objectives	Skills	Assignments	Assessment Methods
		<ul style="list-style-type: none"> Performs infection control procedures Provide preventive care to pre- and post-operative patients Perform procedures for care of wounds Administers drugs 	<p>Caring of patient with alteration in sensorium</p> <p>Infection control</p> <ul style="list-style-type: none"> Perform following procedures: Hand washing techniques Simple, hand antisepsis and surgical antisepsis (scrub) Prepare isolation unit in lab/ward Practice technique of wearing and removing personal protective equipment (PPE) Practice standard safety precautions (universal precautions) <p>Decontamination of equipment and unit</p> <ul style="list-style-type: none"> Surgical asepsis: Sterilization Handling sterilized equipment Calculate strengths of solutions, Prepare solutions Care of articles <p>Pre- and post-operative care</p> <ul style="list-style-type: none"> Skin preparations for surgery: local Preparation of post-operative unit Pre and post-operative teaching and counselling. Pre- and post-operative monitoring Care of the wound Dressings of minor wounds, care of drainage/application of binders, splints and slings Bandaging of various body parts <p>Administration of medications</p> <ul style="list-style-type: none"> Administer medications in different forms and routes Oral, sublingual and buccal Parenteral: intradermal, subcutaneous, intramuscular etc. Assist with intravenous medications 	<ul style="list-style-type: none"> Observation study - 2 Department of infection control and CSSD Visits CSSD write observation report - 1 Collection of samples for culture Do clinical posting in infection control department and write report Practice in lab/ward 	<ul style="list-style-type: none"> Assess observation study with check list Evaluate all procedures with check list

Areas	Duration	Objectives	Skills	Assignments	Assessment Methods
		<ul style="list-style-type: none"> • Provide care to dying and dead • Counsel and support relatives 	<ul style="list-style-type: none"> • Drug measurements and dose calculations • Preparation of lotions and solutions • Administer topical applications • Insertion of drug into body cavity: suppository and medicated packing etc. • Instillation of medicines into ear, eye, nose and throat • Irrigations: eye, ear, bladder, vagina and rectum • Inhalations: dry and moist • Medicated/nebulization • Identification of spurious drugs • Record date, time, medication, dose, route and sign immediately after administration <p>Care of dying patient</p> <ul style="list-style-type: none"> • Provide care for the terminally ill • Caring and packing of dead body • Counseling and supporting grieving relatives • Handing over the body and valuables • Transferring to mortuary with proper identification • Terminal care of the unit 		

COMMUNITY HEALTH NURSING

Placement: FIRST YEAR

Time: 100 hours

CHN I: 40 hours

Environmental Hygiene: 20 hours

Health Education and Communication Skills: 20 hours

Nutrition: 20 hours

COMMUNITY HEALTH NURSING I

Course Description

This course is designed to help students gain an understanding of the concept of community health in order to introduce them to the wider horizons of rendering nursing services in a community set up, both in urban and rural areas.

General Objectives

Upon completion of this course, the students shall be able to

1. Describe the concept of health, community health and community health nursing.
2. State the principles of epidemiology and epidemiological methods in community health nursing practice.
3. Explain the various services provided to the community and role of the nurse.

4. Demonstrate skills to practice effective nursing care of the individuals and families in the clinics as well as in their homes, using scientific principles.

Total Hours: 40 hours

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Method of Assessment
I	Describe the concept of health and disease and community health	Introduction to community health/community health nursing/process/health assessment <ol style="list-style-type: none"> Definitions: community, community health, community health nursing Concept of health and disease, dimensions and indicators of health, health determinants History and development of community health in India and its present concept Review of primary health care, millennium development goals Promotion and maintenance of health 	4	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers Essay type Objective type
II	Explain various aspects of community health/ community health nursing Demonstrate skills in applying nursing process in community health nursing settings	Community health nursing <ol style="list-style-type: none"> Philosophy, goals, objectives and principles, concept and importance of community health nursing Qualities and functions of community health nurse Steps of nursing process; community identification, population composition, health and allied resources, community assessment, planning and conducting community nursing care services 	4	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers Essay type Objective type
III	Demonstrate skill in assessing the health status and identify deviations from normal parameters in different age groups	Health assessment <ol style="list-style-type: none"> Characteristics of a healthy individual Health assessment of infant, preschool, school going, adolescent, adult, antenatal woman, postnatal woman, and elderly 	4	<ul style="list-style-type: none"> Demonstration Videos 	<ul style="list-style-type: none"> Return demonstration
IV	Describe the principles of epidemiology and epidemiological methods in community health nursing practice	Principles of Epidemiology and Epidemiological Methods <ol style="list-style-type: none"> Definition and aims of epidemiology, communicable and non-communicable diseases. Basic tools of measurement in epidemiology Uses of epidemiology Disease cycle Spectrum of disease Levels of prevention of disease 	10	<ul style="list-style-type: none"> Lecture cum discussions Non-communicable disease module of government of India Field visit 	<ul style="list-style-type: none"> Short answers Essay type Objective type

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Method of Assessment
		g) Disease transmission - direct and indirect h) Immunizing agents, immunization and national immunization schedule i) Control of infectious diseases including current communicable disease j) Disinfection			
V	Demonstrate skill in providing comprehensive nursing care to the family	Family health nursing care a) Family as a unit of health b) Concept, goals, objectives c) Family health care services d) Family health care plan and nursing process e) Family health services - Maternal, child care and family welfare services f) Roles and function of a community health nurse in family health service g) Family health records	6	<ul style="list-style-type: none"> Lecture cum discussions Role play Family visit 	<ul style="list-style-type: none"> Short answers Essay type
VI	Describe the principles and techniques of family health care services at home and in clinics	Family health care setting home visit a) Purposes, principles b) Planning and evaluation c) Bag technique d) Clinic: purposes, type of clinics and their functions e) Function of health personnel in clinics	3	<ul style="list-style-type: none"> Lecture cum discussions Demonstration Visits - Home, health center 	<ul style="list-style-type: none"> Short answers Return demonstration
VII	Describe the referral system and community resources for referral	Referral system a) Levels of health care and health care settings. b) Referral services available c) Steps in referral. d) Role of a nurse in referral	3	<ul style="list-style-type: none"> Lecture cum discussions Mock drill 	<ul style="list-style-type: none"> Short answers Objective type
VIII	List the records and reports used in community health nursing practice	Records and reports a) Types and uses b) Essential requirements of records and reports c) Preparation and maintenance	3	<ul style="list-style-type: none"> Lecture cum discussions Exhibit the records 	<ul style="list-style-type: none"> Short answers Objective type
IX	Explain the management of minor ailments.	Minor ailments a) Principles of management b) Management as per standing instructions/orders	3	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers Objective type

COMMUNITY HEALTH NURSING I - PRACTICAL

Placement: FIRST YEAR

Time: 160 hours

Areas	Duration	Objectives	Skills	Assignments	Assessment Methods
Community health nursing - urban/rural	4 weeks	a) Organize home visit b) Prepare bag and demonstrate bag technique	<ul style="list-style-type: none"> Conducting home visits 	<ul style="list-style-type: none"> Daily diary Health talk - 2 	<ul style="list-style-type: none"> Assess clinical performance

Areas	Duration	Objectives	Skills	Assignments	Assessment Methods
		c) Build up and maintain rapport with family d) Identify needs of community e) Practice procedure f) Make referrals g) Plan and conduct health education on identified health needs h) Set up clinics with help of staff i) Maintain records and reports j) Collect and record vital health statistics k) Learn about various organizations of community health importance l) Health assessment family m) Identify the health needs of various age groups n) Assess the environment o) Maintain family folders p) Assessment nutritional needs q) Demonstrate different method of preparing food according to the nutritional need of family	<ul style="list-style-type: none"> Nutritional assessment of individuals Provide care at home as per standing orders/protocol Conduct health education Set up of different clinics Maintain Records & Reports Practice family health nursing Demonstrate different methods of preparation of meals 	<ul style="list-style-type: none"> Family care plan based on family study - 2 Health assessment of an individual - 2 Community profile - 2 Report of visit to water purification plant, sewage plant, milk dairy, panchayat 	with rating scale. <ul style="list-style-type: none"> Evaluation of daily diary, health talk, family care plan, health assessment, community profile, observation report

ENVIRONMENTAL HYGIENE

Course Description

This course is designed to help students acquire the concept of health, understanding of the principles of environmental health and its relation to nursing in health and disease.

General Objectives

Upon completion of this course, the students shall be able to

- Describe the concept and principles of environmental health.
- Demonstrate skills to apply the principles of environmental hygiene in caring for self and others.
- Describe the environmental health hazards, related health problems and the services available to meet them.

Total Hours: 20 hours

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
I	Explain the importance of healthy environment and its relation to health and disease	Introduction a) Components of environment b) Importance of healthy environment	2	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers
II	Describe the environmental factors contributing to health and illness	Environmental factors contributing to health a) Water <ul style="list-style-type: none"> Sources and characteristics of safe and wholesome water Uses of water Rain water harvesting Water pollution - natural and acquired impurities Water borne diseases Water purification-small and large scale b) Air	14	<ul style="list-style-type: none"> Lecture cum discussions Demonstration exhibits Visit to water purification plant, sewage treatment plant 	<ul style="list-style-type: none"> Short answers Objective type Essay type

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> - Composition of air - Airborne diseases - Air pollution and its effect on health c) Control of air pollution and use of safety measures <ul style="list-style-type: none"> - Waste Refuse - garbage, excreta and sewage - Health hazards - Waste management: collection, transportation and disposal d) Housing <ul style="list-style-type: none"> - Location - Type - Characteristics of good housing - Basic amenities - Town planning e) Ventilation <ul style="list-style-type: none"> - Types and standards of ventilation f) Lighting <ul style="list-style-type: none"> - Requirements of good lighting - Natural and artificial lighting - Use of solar energy g) Noise <ul style="list-style-type: none"> - Sources of noise - Community noise levels - Effects of noise pollution - Noise control measures h) Radiation <ul style="list-style-type: none"> - Sources of radiation - Effect of radiation - Preventive and control measures i) Arthropods <ul style="list-style-type: none"> - Mosquitoes, housefly, sand fly, human louse, rat fleas, rodents, ticks etc. - Control measures 			
III	Describe the community organization to promote environmental health	Community organizations to promote environmental health <ul style="list-style-type: none"> a) Levels and types of agencies: <ul style="list-style-type: none"> - National, state, local - Government, voluntary and social agencies b) Legislations and acts regulating the c) environmental hygiene 	4	<ul style="list-style-type: none"> • Lecture cum discussions 	<ul style="list-style-type: none"> • Short answers • Objective type

HEALTH EDUCATION AND COMMUNICATION SKILLS

Course Description

This course is designed to help students to

1. Acquire the concept of health education and develop an ability to select and/or prepare appropriate audio-visual aids and use them effectively to communicate with the individuals and community
2. Understand the principles of communication and counseling, and its application in nursing practice.

General Objectives

Upon completion of this course, the students shall be able to

1. Describe the concept of health education, communication skills including soft skills, audio-visual aids and health education agencies.

2. Identify and utilize opportunities for health education.
3. Describe the application of information technology in preparation and use of various health teaching aids
4. Develop effective communication and counseling skills.

Total Hours: 20 hours

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
I	Describe the concept and different aspects of communication	Communication skills a) Definition, process, purposes, principles, types and importance of communication b) Barriers in communication c) Establishment of successful communication d) Observing and listening skills	4	<ul style="list-style-type: none"> • Lecture cum discussions • Demonstration • Role play 	<ul style="list-style-type: none"> • Short answers • Objective type • Return demonstration
II	Describe the aims and objectives, scope, levels, approaches and principles of health education	Health education a) Concept, definition, aims and objectives of health education b) Principles of health education c) Process of change/modification of health behavior d) Behavioral change communication (BCC) e) Information education and communication (IEC) f) Levels and approaches of health education g) Methods of health education h) Scope and opportunities for health education in hospital and community i) Nurse's role in health education	4	<ul style="list-style-type: none"> • Lecture cum discussions • BCC/SBCC module (MoHFW) 	<ul style="list-style-type: none"> • Short answers • Objective type
III	Describe the type of AV aids Demonstrate skill in preparing and using different kinds of audio-visual aids	Methods and media of health education a) Definition, purpose and types of audio-visual aids and media b) Selection, preparation and use of audio- visual aids: graphic aids, printed aids, three dimensional aids and projected aids c) Advantages and limitations of different media d) Preparation of health education plan	7	<ul style="list-style-type: none"> • Lecture cum discussions • Exhibits • Demonstration 	<ul style="list-style-type: none"> • Evaluation of prepared audio-visual aids • Written test
IV	Demonstrate the skills of counselling	Counselling a) Definition, purpose, principles, scope and types b) Counseling process: steps and techniques c) Qualities of a good counselor d) Difference between health education and counseling e) Role of nurse in counseling	5	<ul style="list-style-type: none"> • Lecture cum discussions • Role play 	<ul style="list-style-type: none"> • Short answers • Essay type

NUTRITION

Course Description

This course is designed to help students understand that nutrition is an integral component of health as nutrients play a vital role in the growth, development and maintenance of the body.

General Objectives

Upon completion of this course, the students shall be able to

1. Describe the principles of nutrition and dietetics and its relationship to the human body in health and disease.
2. Describe the balanced diet in promotion of health.
3. Apply this knowledge in providing therapeutic diet in care of the sick.
4. Demonstrate skills in selection, preparation and preservation of food.

Total Hours: 20 hours

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
I	Describe the relationship between nutrition and health	Introduction a) Meaning of food, nutrition, nutrients etc. b) Food Habits and customs c) Factors affecting nutrition d) Changing concepts in food and nutrition e) Relation of Nutrition to Health	1	<ul style="list-style-type: none"> • Lecture cum discussions • Explain using charts • Real food items • Exhibits charts 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type
II	Describe the classification of food	Classification of food a) Classification by origin: - Food and animal origin - Food of plant origin b) Classification by chemical composition and sources - Carbohydrates - Proteins, fats, minerals - Vitamins, water c) Classification by predominant functions - Body building food - Energy giving food - Protective food d) Review of classification by nutritive value - Cereals and millets - Pulses and legumes - Vegetables, nuts and oil seeds - Fruits, animal food - Fats and oils - Sugar and jiggery - Condiments and spices - Miscellaneous food	2	<ul style="list-style-type: none"> • Lecture cum discussions • Real food items • Exhibits charts 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type
III	Explain normal dietary requirements Demonstrate skill in calculating normal food requirements	Normal dietary requirements a) Energy: calorie, measurement, body mass index, basal metabolic rate - determination and factors affecting b) Balanced diet - nutritive value of foods, calculation for different categories of people, normal food requirement calculation c) Menu plan - combination of food affecting and enhancing the nutritive value of the diet d) Budgeting for food, low cost meals, food substitutes - diseases and disorders caused by the imbalance of nutrients e) Food allergy - causes, types, diet modifications in gluten, lactose and protein intolerance etc. f) Food intolerance - inborn errors of metabolism	4	<ul style="list-style-type: none"> • Lecture cum discussions • Real food items • Charts exhibits • Practical exercise 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
IV	Explain various methods of preparation, preservation and storage of food	Food preparation, preservation and storage - Review <ol style="list-style-type: none"> Principles of cooking, methods of cooking and the effect of cooking on food and various nutrients. Safe food handling, health of food handlers Methods of food preservation - household and commercial, precautions Food storage - cooked and raw, household and commercial, ill effects of poorly stored food Food adulteration and acts related to it 	4	<ul style="list-style-type: none"> Field visit to food processing unit 	<ul style="list-style-type: none"> Short answers Objective type Essay type
V	Describe about therapeutic diet	Therapeutic diet - Review <ol style="list-style-type: none"> Special diet - low sodium diet, fat free diet, diabetic diet, bland diet, high protein diet, low protein diet, low calorie diet, geriatric diet, iron rich diet, liquid diet, semi-solid diet, soft diet and high fiber diet etc. Diet modification in relation to medical and surgical condition of the individual such as protein energy malnutrition (PEM), diabetes, cardio vascular disease, hepatitis, renal, gout, irritable bowel syndrome (IBS), obesity, cholecystectomy, partial gastrectomy, gastrostomy, bariatric surgery and colostomy Factors affecting diet acceptance, feeding the helpless patient Health education on nutrition needs and methods in diet modification 	4	<ul style="list-style-type: none"> Demonstration exhibits Lecture cum discussions Practical of planning therapeutic diet 	<ul style="list-style-type: none"> Evaluation of exhibit preparation Short answers Objective type
VI	Describe the concept of community nutrition	Community nutrition <ol style="list-style-type: none"> Nutritional problems and programs in India Community food supply, food hygiene and commercially prepared and grown food available locally National and international food agencies - Central Food Training Research Institute (CFTRI), Food and Agriculture Organization (FAO), National Institute of Nutrition (NIN), Food Safety and Standards Authority of India (FSSAI), CARE (Cooperative for Assistance and Relief Everywhere), National Institute of Public Cooperation and Child Development (NIPCCD) etc. 	3	<ul style="list-style-type: none"> Lecture cum discussions Videos Government of India nutrition manuals Visit to the local food preparation/processing agency 	<ul style="list-style-type: none"> Short answers Objective type
VII	Demonstrate skill in preparation of common food items	Preparation of diet/practical <ol style="list-style-type: none"> Beverages: hot and cold, juice, shakes, soups, lassi, barley water Egg preparation: egg flip, scramble, omelet, poached egg Light diet: porridges, gruel, khichari, dahlia, kanji, boiled vegetables, salads, custards Low cost high nutrition diets - chikki, multigrain roti 	2	<ul style="list-style-type: none"> Lecture cum discussions Cookery practical 	<ul style="list-style-type: none"> Practical evaluation

MEDICAL SURGICAL NURSING I

Placement: FIRST YEAR

Time: 100 hours

Course Description

This course shall help students understand the concept of disease and disease process. Students shall be able to gain knowledge and develop understanding of various medical, surgical disorders and disease. They shall be able to give comprehensive nursing care to patient with these diseases.

General Objectives

Upon completion of this course, the students shall be able to

1. Describe the cause, symptoms, treatment and prevention of medical surgical diseases.
2. Demonstrate skill in carrying out nursing technique and procedures with the application of scientific principles.
3. Discuss nursing process and provide nursing care to patients with medical surgical/diseases.

Total Hours: 100 hours

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
I	Explain the history of modern medicine and surgery	Introduction a) Brief history of evolution of modern medicine and surgery b) Theories of illness and its causation - illness as human experience c) Nursing process and nursing care plan	2	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers Objective type
II	Demonstrate skill in conducting health assessment and physical examination	Nursing assessment a) Health Assessment - Health history - Physical examination - Nutritional assessment - General clinical investigations	4	<ul style="list-style-type: none"> Lecture cum discussions Demonstration Health assessment module Simulation 	<ul style="list-style-type: none"> Short answers Objective type Return demonstration
III	Describe the pathophysiological mechanism of diseases	Pathophysiological mechanism of disease a) Stress adaptation stressors, management, nursing interventions b) Inflammation c) Defense against injury d) Nutritional consideration	2	<ul style="list-style-type: none"> Lecture cum discussions Topic presentation 	<ul style="list-style-type: none"> Short answers Essay type
IV	Demonstrate skill in providing nursing care to patients with altered immune response	Altered immune response a) Overview of normal immune system b) Altered immune response, hypersensitivity and allergy c) Assessment of immune system d) Diagnostic evaluation e) Allergy disorders: - Anaphylaxis - Allergic rhinitis - Contact dermatitis - Atopic dermatitis - Drug reactions - Food allergy - Serum sickness - Latex allergy f) Approaches to treat allergic diseases	6	<ul style="list-style-type: none"> Lecture cum discussions Clinical case presentation 	<ul style="list-style-type: none"> Short answers Objective type Essay type

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		g) Nursing management client with altered immune response h) Auto immune disease - Rheumatoid arthritis - SLE - Ankylosing spondylitis - Graft versus host disease			
V	Demonstrate skill in management of client with fluid and electrolyte imbalance	Fluid and electrolyte balance and imbalance a) Water contents of body, electrolyte and acid - base balance b) Homeostasis c) Review mechanism of regulating fluid and electrolyte movement d) Fluid and electrolyte acid-base imbalance and its management	4	<ul style="list-style-type: none"> Lecture cum discussions Demonstration 	<ul style="list-style-type: none"> Short answers Objective type Essay type Return demonstration
VI	Describe physical set up of OT and its equipments Demonstrate skill in theatre techniques	Operation theatre technique a) Physical environment - Operation theatre room - cleaning of tables, trolleys, lights and other equipments - Pre-operative holding areas b) Theatre technique - Scrubbing - Hand washing - Gowning - Gloving - Positioning of patient for various surgical procedures - Draping of patient c) Preparation of theatre, equipment and supplies - Cleaning - Needles, sutures - types and their uses - Carbolization, ETO sterilization, fumigation, OT swab, Bacillocid sterilization - Packing and sterilization of dressings - linen, rubber ware, suture material, instruments - Needles and other materials	8	<ul style="list-style-type: none"> Lecture cum discussions Explain about the instruments Demonstration of OT techniques - scrubbing, gowning, gloving Positioning and draping Visit to CSSD 	<ul style="list-style-type: none"> Short answers Objective type Essay type Return demonstration
VII	Demonstrate skill in preparing the client for surgery Recognize and perform the role of nurse during surgery Demonstrate skill in giving care to clients after surgery (post-operative care)	Management of patient undergoing surgery a) Pre-operative preparation and care - Physical - Psychological - Pre-medications - Legal and ethical b) Intra-operative management - Surgical team - Nursing activities and responsibilities - Anesthetic agents - Role of nurse in anesthesia c) Post-operative management	8	<ul style="list-style-type: none"> Lecture cum discussions Demonstration Videos 	<ul style="list-style-type: none"> Short answers Objective type Essay type Return demonstration

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> - Immediate care - Transferring patient from operation theatre - Patient in recovery room - Recovery from anesthesia - Post-operative observation and nursing management - Carryout the post-operative orders - Postoperative complication observation, prevention and management 			
VIII	Demonstrate skills in the nursing management of client with impaired respiratory function and gaseous exchange	<p>Nursing management of patient with impaired respiratory function and gaseous exchange</p> <p>a) Assessment of respiratory function</p> <ul style="list-style-type: none"> - History - Physical examination - Diagnostic evaluation <p>b) Care of patient in respiratory intensive care and ventilator care and respiratory function</p> <p>c) Management of patient with disorders of upper respiratory airway</p> <ul style="list-style-type: none"> - Obstruction of upper airway - Epistaxis - Sinusitis - Pharyngitis - Tonsillitis <p>d) Laryngitis</p> <ul style="list-style-type: none"> - Deviated nasal septum <p>e) Management of patient with disorders of the chest and lower respiratory tract</p> <p>f) Management of patient with</p> <ul style="list-style-type: none"> - Lung abscess - Empyema - Bronchial asthma - COPD - Pneumothorax - Pneumonia - Bronchitis - Bronchiectasis - Trauma - Pulmonary tuberculosis/DOTS - Pulmonary embolism - Pulmonary edema - Lung tumors - Disorders of pleura and pleural space - Lung surgery - Respiratory failure - Acute respiratory distress syndrome - SARS <p>g) Alternate therapies</p>	15	<ul style="list-style-type: none"> • Lecture cum discussions • Demonstration of various artificial respiratory devices • Simulation • Case discussion • Videos and Films 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type • Return demonstration

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		h) Drugs used in treatment of disorder of respiratory system			
IX	Describe the various gastrointestinal disorders Demonstrate skill in providing care for clients with gastro intestinal disorders	Nursing management of patient with gastro-intestinal disorders a) Assessment of gastro intestinal function - History - Physical examination - Diagnostic evaluation b) Management of upper gastrointestinal disorders - Parotitis - Stomatitis - Glossitis - Gingivitis - Pyorrhea - Dental caries - Halitosis - Dysphagia - Achalasia cardia - Gastro esophageal reflux disease (GERD) - Cancer of esophagus - Hiatus hernia - Gastritis - Gastric and duodenal ulcers - Gastric cancer - Gastroenteritis - Esophageal fistula - Peritonitis c) Care of patient with gastro intestinal intubation and special nutritional management d) Management of patient with lower gastro intestinal disorders: - Helminthiasis - Constipation - Diarrhea - Fecal incontinence - Irritable bowel syndrome (IBS) - Appendicitis - Diverticular disease - Crohn's disease - Ulcerative colitis - Intestinal obstruction - Colitis - TB abdomen - Colorectal cancer - Polyps of colon and rectum - Ano rectal abscess - Anal fistula and fissure - Hemorrhoids e) Alternate therapies f) Drugs used in treatment of GI disorders	15	<ul style="list-style-type: none"> • Lecture cum discussions • Visit to endoscopy room, radiology department • Demonstration • Films and videos 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type • Return demonstration
X	Describe the management of patients with	Nursing management of patients with metabolic and endocrinal disorders	15	<ul style="list-style-type: none"> • Lecture cum discussions • Charts 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
	metabolic and endocrinal disorders Demonstrate skills in caring for the clients with metabolic and endocrinal disorders	a) Assessment of hepatic and biliary functions - History - Physical examination - Diagnostic measures b) Management of patients with hepatic disorders - Jaundice - Hepatic cirrhosis - Portal hypertension - Ascites - Hepatic Encephalopathy and coma - Viral hepatitis - Tumors and cyst of the liver - Liver abscess c) Management of patients with biliary disorders - Cholecystitis - Cholelithiasis - Choledocholithiasis - Acute and chronic pancreatitis - Cancer of pancreas d) Assessment of Endocrinal function - History - Physical examination - Diagnostic evaluation e) Management of endocrinal disorders - Pituitary disorders - Thyroid disorders • Hyperthyroidism • Hypothyroidism • Thyroid tumors • Goiter - Parathyroid disorders - Pancreas disorder • Diabetes mellitus - Adrenal disorders • Pheochromocytoma • Addison's disease • Cushing's syndrome - Tumors of the endocrine glands f) Alternate therapies g) Drugs used in treatment of metabolic and endocrine disorder		<ul style="list-style-type: none"> • Simulation • Clinical teaching • Exposure to diagnostic procedures • Videos and films 	
XI	Describe the management of clients with urinary and renal disorders Demonstrate skill in giving care of client with urinary and renal disorders	Nursing management of renal and urinary disorders a) Assessment of renal and urinary functions - History - Physical examination - Diagnostic evaluation b) Management of patients with renal and urinary disorders - Urinary retention and incontinence - Urinary tract infection	13	<ul style="list-style-type: none"> • Lecture cum discussions • Clinical teaching • Visit to dialysis unit • Videos and films 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> - Acute and chronic glomerulonephritis - Pyelonephritis - Urolithiasis - Renal calculi - Trauma of kidney, bladder, urethra, ureters - Urinary strictures - TB of urinary tract - Neurogenic bladder dysfunction - Renal cyst and renal abscess - Nephrotic syndrome - Acute and chronic renal failure - Uremia - Acute and chronic nephrosis - Tumor - benign and malignant - Care of patient on hemodialysis and peritoneal dialysis - Care of patient with renal transplant <p>c) Assessment of male genitourinary function</p> <ul style="list-style-type: none"> - History - Physical examination - Diagnostic evaluation <p>d) Disorders of male genitourinary tract and its management</p> <ul style="list-style-type: none"> - Hydrocele - Phimosis - Benign and malignant prostatic hypertrophy - Orchitis - Epididymo-orchitis - Cancer penis <p>e) Alternate therapies</p> <p>f) Drugs used in treatment of renal and urinary disorders</p>			
XII	Describe the management of clients with connective tissue and collagen disorders	<p>Nursing management of patients with connective tissue and collagen disorders</p> <p>a) Assessment</p> <ul style="list-style-type: none"> - History - Physical examination - Diagnostic measures <p>b) Management of patients with disorders of connective tissue and collagen disorders</p> <ul style="list-style-type: none"> - Rheumatoid arthritis - Systemic lupus erythematosus (SLE) - Scleroderma - Polymyositis - Osteoarthritis - Ankylosing spondylitis - Gout - Fibromyalgia <p>c) Alternate therapies</p>	5	<ul style="list-style-type: none"> • Lecture cum discussions • Clinical teaching 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		d) Drugs used in treatment of connective tissue and collagen disorders			
XIII	Describe the nurse's role in promoting wellness for elderly Demonstrate skill in providing nursing care for elderly clients	Nursing management of the elderly a) Assessment of the elderly - Ageing process - Helping and care of elderly in promoting wellness and self-care b) Conditions associated with ageing - Dementia - Osteoporosis - Incontinence - urinary - sensory deprivation c) Home and Institutional care	3	<ul style="list-style-type: none"> Lecture cum discussions Visit to old age home Videos 	<ul style="list-style-type: none"> Short answers Objective type

MEDICAL SURGICAL NURSING II

Placement: FIRST YEAR

Time: 100 hours

Course Description

This course shall help students understand the concept of disease and disease process, Students shall be able to gain knowledge and develop understanding of various medical surgical specialty disorders and disease. They shall be able to give comprehensive nursing care to patient with these diseases.

General Objectives

Upon completion of this course, the students shall able to

1. Describe the cause, symptoms, signs, treatment and prevention of diseases classified under medical surgical specialties.
2. Demonstrate skill in carrying out nursing technique and procedures with the application of scientific principles.
3. Prepare nursing care plan using nursing process and apply it in provide care to patient with these diseases.
4. Demonstrate skill in providing comprehensive care of critically ill adult and geriatric patients with various medical and surgical disorders including emergencies.

Total Hours: 100 hours

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
I	Describe the management of patients with oncology	Oncology nursing a) Nursing management of patients with oncological conditions - Structure and characteristics of normal and cancer cells - Nursing assessment - history and physical assessment - Prevention, screening, early detection, warning signs of cancer - Epidemiology, etiology, classification, pathophysiology, staging, clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of oncological conditions - Common malignancies of various body systems: oral,	12	<ul style="list-style-type: none"> Lecture cum discussions Explain using charts, graphs models, films, and slides Case discussion Seminar Palliative care module 	<ul style="list-style-type: none"> Short answers Objective type Essay type

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		larynx, lung, stomach and colon, liver, leukemias and lymphomas, breast, cervix, ovary, uterus, sarcoma, brain, renal, bladder, prostate etc. b) Oncological emergencies c) Modalities of treatment - Immunotherapy - Radiotherapy - Surgical interventions - Stem cell and bone marrow transplants - Gene therapy - Other forms of treatment d) Psychosocial aspects of cancer e) Rehabilitation f) Palliative care: symptom and pain management, nutritional support g) Home care h) Hospice care i) Stomal Therapy j) Special therapies k) Psycho social aspects l) Nursing procedures m) Alternate therapies n) Drugs used in treatment of oncological disorders		<ul style="list-style-type: none"> • Drug book • Lecture cum discussion • Topic presentation • Posting to cancer hospital/unit • Structured discussion • Seminar 	<ul style="list-style-type: none"> • Assessment of skills with check list
II	Describe the disorders of breast and breast cancer Demonstrate skill in giving nursing care to patients with breast disorders	Nursing management of patients with disorders of breast a) Assessment of breast - History - Physical examination - Diagnostic tests - Breast self-examination b) Disorders of breast - Mastitis - Breast abscess - Gynaecomastia - Tumors and malignancy of breast c) Nursing management of a patient after mastectomy	4	<ul style="list-style-type: none"> • Lecture cum discussion • Models and exhibits 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type
III	Describe the various diseases and disorders of integumentary system and its management Demonstrate skill in providing care to the clients with disorders of integumentary system	Nursing management of patient with diseases and disorders of integumentary system a) Nursing assessment - History - Physical assessment b) Etiology c) Pathophysiology d) Clinical manifestations e) Nursing management of disorders of skin and its appendages - Lesions and abrasions - Infection and infestations: dermatitis	7	<ul style="list-style-type: none"> • Lecture cum discussion • Explain using charts, graphs, models, films, slides 	<ul style="list-style-type: none"> • Essay type • Short answers • Object type • Assessment of skills with check list

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> - Dermatoses: infectious and non-infectious - Inflammatory dermatoses - Acne vulgaris - Allergies and eczema - Psoriasis - Malignant melanoma - Alopecia - Infestations - Bacterial infections - Pyoderma - Impetigo - Folliculitis - Furuncles - Carbuncles - Viral infections - Herpes zoster - Herpes simplex - Fungal infection - Athlete's foot (Tanta Pedi's) - Parasitic infestation - Pediculosis - Scabies - Pemphigus - Stevens - Johnson syndrome - Skin cancer - Special dermatological therapies <p>f) Burn and its management</p> <ul style="list-style-type: none"> - Burns plastic surgery - Incidence, causes of burns - Types and classification of burns - Pathophysiology - Calculation of the percentage - Local and systematic effects of burns - Immediate care - First aid care - Medical management, barrier nursing care of the burns - Complications, health education <p>g) Plastic surgery</p> <ul style="list-style-type: none"> - Define plastic and reconstructive surgery - Types - Define skin graft flaps - Possible complication - Preparation of patient for constructive surgery - Post operative care - Health education <p>h) Alternate therapies</p> <p>i) Drugs used in treatment of integumentary disorders</p>			
IV	Describe the disorder and diseases of eye	Ophthalmology and Ophthalmic Nursing <p>a) Review of anatomy and</p>	8	<ul style="list-style-type: none"> • Lecture cum discussions 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
	Demonstrate skill in giving care for patients with various eye diseases and disorders	<p>physiology of eye</p> <p>b) Assessment of function of eyes</p> <ul style="list-style-type: none"> - History - Physical examination - Diagnostic tests - tonometry, Snellen's chart <p>c) Infections and Inflammations conditions</p> <ul style="list-style-type: none"> - Blepharitis - Sty - Chalazion, entropion - Ectropion - Dacryocystitis - Conjunctivitis - Trachoma - Pteridium - Keratitis - Corneal ulcer <p>d) Degenerative conditions</p> <ul style="list-style-type: none"> - Cataract - Retinopathy - Retinal detachment <p>e) Miscellaneous</p> <ul style="list-style-type: none"> - Strabismus - Refractive errors - Tumors - Color blindness - Night blindness - Total blindness <p>f) Preventive and rehabilitative aspects</p> <p>g) National programs on blindness and trachoma</p> <p>h) Current trends in management of Ophthalmic conditions</p> <ul style="list-style-type: none"> - Hospital corneal retrieval - Grief counseling. - Eye collection - Counselling - Obtaining consent for eye donation <p>i) Eye banking in India</p> <p>j) Ocular emergencies</p> <ul style="list-style-type: none"> - Glaucoma - Foreign body - Acid/alkali burns - Trauma to the eye <p>k) Eye irrigation</p> <p>l) Instillation of eye drops and ointment</p> <p>m) Cold and hot compress</p> <p>n) Eye dressing and bandage</p> <p>o) Assisting for sac syringing</p> <p>p) Assisting for removal of foreign body</p> <p>q) Alternate therapies</p> <p>r) Drugs used in treatment of eye disorders</p>		<ul style="list-style-type: none"> • Visit school for the blind • Visit to eye bank • Visit national association for the blind • Eye bank • Demonstration 	<ul style="list-style-type: none"> • Return demonstration

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
V	Describe disorders and diseases of ear, nose and throat Demonstrate skills in providing nursing care for patients with various ENT problems	Nursing management of patient with disorders and diseases of ear, nose and throat Ear a) Review of anatomy and physiology of ear b) Assessment of function of ear - History - Ear examination - Diagnostic tests c) Diseases and disorders of the ear External ear - Otitis - Foreign body - Impacted cerement - Furunculosis Middle ear - Otitis media - Mastoiditis - Perforation of ear drum Internal ear - Presbycusis - Labyrinthitis - Meniere's disease - Otosclerosis Deafness - Conductive deafness - Neural deafness Tumors of the ear and auditory nerve Insufflations of Eustachian tube Nose a) Review of anatomy and physiology of nose b) Assessment of functions of nose - History - Examination of nose - Diagnostic tests c) Diseases and disorders of nose Infections - Rhinitis - Sinusitis - Obstruction - Polyps Foreign body Deviated nasal septum Trauma - fracture of nasal bone and epistaxis Throat a) Review of anatomy and physiology of throat b) Assessment of the function of throat - History - Examination of throat - Diagnostic tests	13	<ul style="list-style-type: none"> • Lecture cum discussions • Clinical teaching • Demonstration videos, charts 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type • Return demonstration

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		c) Diseases and disorders of throat infections and inflammation <ul style="list-style-type: none"> - Tonsillitis - Pharyngitis - Adenoiditis - Laryngitis - Tumors - Injury and foreign body - Alternate therapies - Drugs used in treatment of ENT disorders 			
VI	Describe cardiovascular circulatory and Hematological disorders and diseases Demonstrates skill in carrying nursing interventions for clients with circulatory and hematological disorders and diseases	Nursing management of patient with cardio vascular, circulatory and hematological disorders Cardiovascular <ol style="list-style-type: none"> Review of anatomy and physiology of heart and circulatory system Assessment of functions of heart and vascular system <ul style="list-style-type: none"> - History - Physical exam - Diagnostic tests Diseases and disorders of cardio vascular system <ul style="list-style-type: none"> - Coronary artery disease - Arrhythmia - Coronary artery disease <ul style="list-style-type: none"> • Angina pectoris • Coronary atherosclerosis • Myocardial infarction - Valvular heart disease <ul style="list-style-type: none"> • Mitral stenosis • Aortic stenosis • Incompetence, regurgitation • Tricuspid stenosis • Pulmonary stenosis - Inflammation and infections <ul style="list-style-type: none"> • Pericarditis, myocarditis, endocarditis • rheumatic fever - Heart block - Complication of heart disease <ul style="list-style-type: none"> • Acute heart failure (pulmonary edema) • Chronic (congestive cardiac failure) • Cardiogenic shock • Pericardial effusion, cardiac tamponade - Cardiac emergencies <ul style="list-style-type: none"> • Cardiac arrest • Shock - Vascular disorders <ul style="list-style-type: none"> • Arterial disorders • Berger's disease (TAO) • Arterial ulcers • Arteriosclerosis 	15	<ul style="list-style-type: none"> • Lecture cum discussions • Demonstration • Clinical teaching • Videos • Simulation • BCLS module 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type • Return demonstration

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> • Aneurysm • Thrombosis and emboli • Raynaud's disease • Hypertension - Venous disorder <ul style="list-style-type: none"> • Deep vein thrombosis (DVT) • Venous insufficiency • Venous ulcer • Varicose vein • Cellulitis • Lymphatic disorders • Lymphangitis and Lymphadenitis • Lymphedema and elephantiasis <p>Hematological disorders</p> <p>a) Review of function and structure of blood components</p> <ul style="list-style-type: none"> - Assessment - History - Physical examination - Diagnostic tests <p>b) Diseases and disorders of blood and its components</p> <ul style="list-style-type: none"> - Anemia - Thalassemia - Polycythemia - Leukopenia and neutropenia - Leukocytosis and leukemia - Lymphomas Hodgkin and non-Hodgkin diseases, multiple myeloma - Bleeding disorders - Thrombocytopenia - Purpura, hemophilia - Acquired coagulation - Disorders - liver disease, vitamin K deficiency, DIC <p>c) Alternate therapies</p> <p>d) Drugs used in treatment of cardiovascular circulatory and hematology disorders</p>			
VII	Describe the nursing management of clients with neurological disorders	<p>Nursing management of patients with neurological disorders</p> <p>a) Assessment Neurological functions</p> <ul style="list-style-type: none"> - History - Physical examination - Diagnostic evaluation <p>b) Management of patients with neurologic dysfunctions</p> <ul style="list-style-type: none"> - Altered level of consciousness - Increased intracranial pressure - Intracranial surgery <p>c) Management of patients with neurological disorders</p> <ul style="list-style-type: none"> - Headache - Migraine 	15	<ul style="list-style-type: none"> • Lecture cum discussions • Clinical teaching • Demonstration of reflexes and use of Glasgow coma scale • Simulation • Videos and films • Charts 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type • Return demonstration

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> - Seizures - Epilepsy - Status epileptics - Cerebrovascular disorder - CVA - Neurological trauma - head, brain, spinal cord, subdural and extradural hematoma - Neurologic infection <ul style="list-style-type: none"> • Meningitis • Brain abscess • Encephalitis - Degenerative disorders <ul style="list-style-type: none"> • Multiple sclerosis • Myasthenia gravis • Guillain-Barre syndrome • Parkinsonism • Alzheimer disease - Neuralgia - Bell's palsy - Peripheral neuropathies - Brain and spinal cord tumors - Huntington's disease - Muscular dystrophies - Herniation of the intervertebral disc <p>d) Alternate therapies</p> <p>e) Drugs used in treatment of neurological disorders</p>			
VIII	<p>Describe the nursing management of patients with communicable diseases</p> <p>Demonstrate skill in providing interventions for patients with communicable the nurse's role in various national control/eradication program of communicable diseases</p>	<p>Nursing management of patients with communicable diseases</p> <p>a) Assessment</p> <ul style="list-style-type: none"> - History - Physical examination - Diagnostic tests <p>b) Review of infection, mode of transmission, its prevention and control</p> <p>c) Preparation, care and administration of anti-sera and vaccines</p> <p>d) Isolation</p> <p>e) Management of various infection diseases</p> <p><i>Caused by virus</i></p> <ul style="list-style-type: none"> - Measles - Chicken pox - Swine flu - Ebola - Dengue - Chicken guinea - Influenza - Mumps - Encephalitis - Infective hepatitis - Poliomyelitis - Rabies - AIDS - COVID-19 	5	<ul style="list-style-type: none"> • Lecture cum discussions • Role play • Participate in immunization campaign • TB control and management module 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type • Assessment with clinical check list

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		<p><i>Caused by bacteria</i></p> <ul style="list-style-type: none"> - Diphtheria - Whooping cough - Tetanus - Typhoid - Dysentery - Gastroenteritis - Cholera - Meningococcal meningitis - Tuberculosis - Plague - Leptospirosis <p><i>Vector borne diseases</i></p> <ul style="list-style-type: none"> - Malaria - Filariasis - Yellow fever - Dengue - Any other prevailing diseases <p>f) Alternate therapies</p> <p>g) Drugs used in treatment of communicable disorders</p>			
VIII	<p>Describe various sexually transmitted diseases</p> <p>Demonstrates skills in syndromic management of sexually transmitted diseases</p>	<p>Nursing management of patients with sexually transmitted diseases</p> <p>a) Assessment</p> <ul style="list-style-type: none"> - History - Physical examination - Diagnostic tests <p>b) Sex health and hygiene</p> <p>c) Syndromic management of sexually transmitted disease</p> <ul style="list-style-type: none"> - Gonorrhea - Syphilis - Granuloma venereum - Chancroid granuloma - AIDS - Genital herpes 	4	<ul style="list-style-type: none"> • Lecture cum discussions • Video 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type
IX	<p>Describe various musculoskeletal disorders and diseases</p> <p>Demonstrate skills in management of musculoskeletal diseases</p>	<p>Nursing management of patients with musculoskeletal disorders and diseases</p> <p>a) Review of anatomy and physiology of musculoskeletal system</p> <p>b) Assessment</p> <ul style="list-style-type: none"> - History - Physical examination - Diagnostic tests <p>c) Infections and inflammations</p> <ul style="list-style-type: none"> - Septic arthritis - Gonococcal arthritis - Osteomyelitis - Tuberculosis of the spine and bones - Sprains - Dislocations - Fracture of spine and extremities <p>d) Degenerative conditions of joints, spine</p>	8	<ul style="list-style-type: none"> • Lecture cum discussions • Clinical teaching • Demonstration 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		e) Tumors, amputation & prosthesis f) Deformities - congenital and acquired g) Range of motion exercises h) Care of patient: - Skin and skeletal traction - Orthopedic splints i) POP application and removal j) Neurogenic bladder k) Preparation for bone surgery l) Use of orthopedic assist devices - Crutches - Canes - Walker m) Alternate therapies n) Drugs used in treatment of musculoskeletal disorders			
X	Describe the role of nurse in medical surgical emergencies Demonstrate skill in meeting medical surgical emergencies	Emergency management a) Scope and practice of emergency nursing - Principles of emergency care - Triage b) Medical surgical emergencies c) Airways obstruction - Hemorrhage - Shock, anaphylactic reaction, allergies - Trauma – intra-abdominal, crush injuries, multiple injuries fractures - Poisoning - Ingested poisoning - Inhaled poisoning - Food poisoning - Injected poisons - Stinging insects - Snake bites - Chemical burns - Environmental emergencies - Heat stroke - Frost bite - Near drowning - Hanging	5	<ul style="list-style-type: none"> • Lecture cum discussions • Demonstration • Preparing emergency trolley • Demonstration of CPR • Defibrillation • Videos and films • Simulation • Role play 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type • Return demonstration
XI	Identify the role of nurses in emergency and disasters Demonstrate beginning skill in managing the emergencies and disasters	Emergency and disaster nursing a) Natural calamities - Flood - Earthquake - Volcanic eruptions b) Man-made disaster - Explosion - War - Fire - Accidents c) Emergency preparedness d) Community resources available to meet calamities e) Nurse's role in disaster management	4	<ul style="list-style-type: none"> • Lecture cum discussions • Role play • Mock drill INC: Disaster management module • Reaching out: nursing care 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type

MEDICAL SURGICAL NURSING - PRACTICAL	
--------------------------------------	--

Placement: FIRST YEAR

Time: 800 hours (20 weeks)

Aim

Students are able to apply nursing process and provide comprehensive nursing care to the clients with various medical and surgical conditions.

Objectives

Upon completion of this course, the students shall able to

1. Comprehend the causes, signs and symptoms, treatment and prevention of various medical, surgical and gynecological conditions.
2. Apply the theoretical knowledge to appropriate clinical nursing practice.
3. Identify the problems and needs, prioritize them and provide comprehensive nursing care by applying nursing process.
4. Demonstrate skills in carrying out nursing techniques, procedures in keeping with scientific principles.
5. Demonstrate skills in respective clinical specialty.
6. Interpret and carry out the pharmacological intervention.
7. Identify the deviation from normal in the diagnostic value.
8. Plan and participate in rehabilitation of patient and family.

Area	Duration	Objectives	Skills	Assignment	Assessment Methods
General medical wards (respiratory, GI, endocrinology, hematology, neurology, renal)	3 weeks	<p>Provide nursing care to adult patients with medical disorders</p> <p>Counsel and educate patients and family</p>	<ul style="list-style-type: none"> - Assessment of patient <ul style="list-style-type: none"> • Take history • Perform general and specific physical examination • Identify alterations and deviations - Practice medical-surgical asepsis - standard safety measures. - Administer medications <ul style="list-style-type: none"> • Oral • Sub-lingual • Intra-dermal • Subcutaneous • Intramuscular • Intravenous - Intravenous therapy <ul style="list-style-type: none"> • IV canulation • Maintenance and monitoring - Oxygen therapy - mask, prongs and tent - Nebulization - Chest physiotherapy - Naso-gastric feeding - Assist in common diagnostic procedures - Perform/assist in therapeutic procedures - Transfusion of blood and its components - Throat suctioning - ET suctioning - Collect specimens for common investigations - Maintain elimination 	<ul style="list-style-type: none"> • Plan and implement care for assigned patients • Nursing care plan - 1 • Nursing case study - 1 or presentation - 1 • Drug study presentation - 1 • Maintain drug book • Maintain practical record book 	<ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with check list • Evaluation of case study presentation • Completion of practical record

Area	Duration	Objectives	Skills	Assignment	Assessment Methods
			<ul style="list-style-type: none"> • Catheterization - Educate and counsel patient & family regarding specific disease conditions 		
General surgical wards (GI and Urinary)	3 weeks	Provide pre- and post-operative nursing care to adult patients with surgical disorders Educate and counsel patients and families	<ul style="list-style-type: none"> - Practice medical-surgical asepsis - standard safety - Pre-operative preparation of patient - Post-operative care <ul style="list-style-type: none"> • Receiving • Assessment • Monitoring - Care of wounds and drainage - Suture removal - Ambulation and exercises - Naso-gastric aspiration - Care of chest drainage - Ostomy care <ul style="list-style-type: none"> • Gastrostomy • Enterostomy • Colostomy - Transfusion of blood and its components - Practice universal precautions 	<ul style="list-style-type: none"> • Plan and implement care for assigned patients • Nursing care plan - 1 • Nursing case study - 1 or presentation - 1 • Drug study presentation - 1 • Maintain drug book • Maintain practical record book 	<ul style="list-style-type: none"> • Assess performance with rating scale • Assess each skill with check list • Evaluation of case study presentation • Completion of practical record
Operation theater	3 weeks	Identify instruments used in different operations Set-up the table/ trolleys for common operative procedures Assist in the operative procedures Provide peri-operative nursing care	<ul style="list-style-type: none"> - Perform scrubbing, gowning, gloving - Identify instruments, suturing materials for common operations - Disinfection, carbolization sterilization and fumigation - Prepare the OT table depending upon the operation - Positioning and monitoring of patient - Assisting with minor and major operations - Handling specimens - Segregation and disposal of biomedical waste as per guidelines 	<ul style="list-style-type: none"> • Assist as a scrub nurse for 5 major and 5 minor cases 	<ul style="list-style-type: none"> • Assess skill with check list
ICU	1 week	Gain proficiency in ICU nursing Identify potential problem and provide care accordingly Record findings and medications accurately	<ul style="list-style-type: none"> - Connect and monitor ECG and pulse oximetry - Assist in endo-tracheal intubation - Suctioning - provide care for a patient on ventilator - Handling emergency drug trolley/crash cart. - Assisting in insertion of central line and 	<ul style="list-style-type: none"> • ET suctioning • O₂ administration 	<ul style="list-style-type: none"> • Assess skill with check list

Area	Duration	Objectives	Skills	Assignment	Assessment Methods
		Develop good IPR with patient and family	monitoring Central venous pressure		
Geriatric nursing - medical/surgical/special ward	1 week	Identify specific problems related to the elderly Assist in the activities of daily living Provide comprehensive nursing care	<ul style="list-style-type: none"> - Assessment of the geriatric - Identify the health problems among the elderly (psychological, social and spiritual needs of the elderly) and provide specific care - Health promotion of the elderly 	<ul style="list-style-type: none"> • Health teaching - 1 	<ul style="list-style-type: none"> • Assess skill with check list
Oncology unit	1 week	Provide care for patients with cancer Counsel and educate patient and families	<ul style="list-style-type: none"> - Screen for common cancers - Tumor node metastasis (TNM) classification - Assist with diagnostic procedures - Biopsies - Pap smear - Bone-marrow aspiration - Assist with therapeutic procedures - Observe various modalities of treatment <ul style="list-style-type: none"> • Chemotherapy • Radiotherapy • Pain management • Stoma care • Hormonal therapy • Immunotherapy • Gene therapy • Alternative therapy - Participate in palliative care - Counsel and teach patients families 	<ul style="list-style-type: none"> • Provide care to assigned patients • Observation report of cancer unit 	<ul style="list-style-type: none"> • Assess each Skill with check list • Assess performance with rating scale • Evaluation of care plan and observation report • Completion of activity record
Dermatology and burns	1 week	Provide care to patients with dermatology disorder and burn Counsel and educate patient and families	<ul style="list-style-type: none"> - Assessment of the burn patient <ul style="list-style-type: none"> • Percentage of burns. • Degree of burns. • Dressing - Fluid and electrolyte replacement therapy <ul style="list-style-type: none"> • Assess • Calculate • Replace • Record • Intake/output - Assessment and care of patients with dermatological disorders - Administer topical medications - Give medicated baths - Perform active and passive exercises 	<ul style="list-style-type: none"> • Provide care to assigned patients • Health talk - 1 	<ul style="list-style-type: none"> • Assess each skill with check list • Assess performance with rating scale

Area	Duration	Objectives	Skills	Assignment	Assessment Methods
			<ul style="list-style-type: none"> - Practice medical and surgical asepsis - Counsel and teach patients and families 		
Ophthalmology	1 week	Provide care to patients with eye disorders Counsel and educate patient and families	<ul style="list-style-type: none"> - Perform examination of eye - Assist with diagnostic procedures - Assist with therapeutic procedures - Perform/assist with irrigations - Apply eye bandage - Apply eye drops/ointments - Teach patients and families 	<ul style="list-style-type: none"> • Provide care to 2-3 assigned patients • assessment using Snellen's chart • Observation reports of OPD and eye bank • Assist in organizing eye camp 	<ul style="list-style-type: none"> • Assess each skill with check list • Assess performance with rating scale • Evaluation of observation report of OPD/eye bank
ENT	1 week	Provide care to patients with ENT disorders Counsel and educate patient and families	<ul style="list-style-type: none"> - Perform examination of ear, nose and throat - Assist with therapeutic procedures - Instillation of drops - Perform/assist with irrigations - Apply ear bandage - Perform tracheostomy care - Health education to patients and families 	<ul style="list-style-type: none"> • Provide care to assigned patients 	<ul style="list-style-type: none"> • Assess each skill with check list
Cardiology ward/ICCU/ cardiothoracic and vascular unit	2 weeks	Provide care of patients with cardiac and vascular disorders Counsel and educate patients and families	<ul style="list-style-type: none"> - Perform cardio vascular assessment - Recording ECG and identify basic changes in ECG - Monitoring of patients in on cardiac monitor - Preparing and assisting of frequently performed diagnostic and therapeutic, non-invasive and invasive procedures - Administer cardiac drugs - Advanced/basic cardiac life support (ACLS/BLS) - Monitoring and caring for patients with chest drainage - Assist in defibrillation - Monitoring of patients in ICU - Maintain flow sheet - Perform endotracheal suction - Demonstrates use of ventilators, cardiac monitors etc. - Physical examination 	<ul style="list-style-type: none"> • Plan and give care to patients • Health talk - 1 • Case presentation – 1 	<ul style="list-style-type: none"> • Assessment of performance with rating scale

Area	Duration	Objectives	Skills	Assignment	Assessment Methods
			<ul style="list-style-type: none"> - Collect specimens and interprets ABG analysis - Assist with arterial puncture - Maintain CVP line - Pulse oximetry - CPR - ALS - Defibrillators - Bag - mask ventilation. - Emergency tray/trolley - crash cart - Administration of drugs <ul style="list-style-type: none"> • Infusion pump • Epidural • Intra thecal • Intracardiac - Total parenteral therapy - Chest physiotherapy - Perform active and passive exercises 	<ul style="list-style-type: none"> • Drug presentation - 1 	<ul style="list-style-type: none"> • Evaluation of health talk, case presentation and drug presentation
Orthopedic ward	1 week	Provide nursing care to patients with musculo-skeletal disorders Counsel and educate patient and families	<ul style="list-style-type: none"> - Assessment of orthopedic patients - Assist in the application of plaster cast and removal of cast - Assist in applying skin traction, bucks' extension traction - Assist in application and removal of prosthesis - Physiotherapy - Crutch maneuvering technique - Ambulation 	<ul style="list-style-type: none"> • Plan and give care to assigned patients • Nursing care plan - 1 • Health talk - 1 	<ul style="list-style-type: none"> • Assessment of performance with rating scale • Evaluation of health talk, case presentation and drug presentation
Communicable diseases ward/ isolation ward	1 week	Provide nursing care for patients with communicable diseases	<ul style="list-style-type: none"> - Assessment of patients with communicable diseases - Use of personal protective equipment (PPE) and barrier nursing - Health teaching for prevention of infectious diseases - Counseling of HIV/AIDS patients - Counseling of family members - Nursing management of patient with COVID-19 	<ul style="list-style-type: none"> • Give care for assigned patients • Health talk - 1 • Care plan - 1 	<ul style="list-style-type: none"> • Assessment of performance with rating scale • Evaluation of health talk, case presentation and drug presentation
Emergency ward/casualty	1 week	Provide care to patients in emergency and disaster situation Counsel patient and relatives for grief and bereavement	<ul style="list-style-type: none"> - Practice 'triage' - Assist with assessment, examination, investigation and their interpretation, in emergency and disaster situations - Provide first aid 	<ul style="list-style-type: none"> • Practice 'triage'. 	<ul style="list-style-type: none"> • Assess performance with rating scale

Area	Duration	Objectives	Skills	Assignment	Assessment Methods
			<ul style="list-style-type: none"> - ACLS/BLS - Assist in legal documentations and procedures in emergency unit - Counsel patient and family's grief and bereavement - Administration of medications - Intravenous therapy - Assisting in diagnostic procedures - Assist in exchange transfusion - Care of baby in ventilator, phototherapy - Practice infection control protocols - Health education and counselling of parents - Maintenance of records and reports 		

ENGLISH

Placement: FIRST YEAR

Time: 40 hours

Course Description

This course is designed to help students develop an ability to comprehend spoken and written English, so as to communicate effectively.

General Objectives

Upon completion of this course, the students shall be able to

- 1 Read and write correct English.
- 2 Communicate effectively in English.

Total Hours: 40 hours

Unit	Learning Objective	Content	Hours	Teaching Learning Activities	Assessment Methods
I	Speak and write correct grammatical English	Grammar a) Review of basic grammar b) Building vocabulary	10	<ul style="list-style-type: none"> • Discussion, written and oral exercises 	<ul style="list-style-type: none"> • Objective type paraphrasing
II	Develop ability to read, understand and write in English	Composition a) Sentence construction and usage b) Reading comprehension c) Written composition: paragraphs and essays, precise writing, story writing and comprehension, letter writing, nurse's notes and reports, anecdotal records, diary writing	20	<ul style="list-style-type: none"> • Discussion, written and oral exercises 	<ul style="list-style-type: none"> • Dictation exercise • Objective type translation • Report evaluation • Essay type
III	Demonstrate conversation skills.	Spoken English a) Conversation - face to face and telephonic b) Oral report c) Discussion, debate d) Public speaking skills	10	<ul style="list-style-type: none"> • Discussion, written and oral exercises 	<ul style="list-style-type: none"> • Extempore • Debates • Discussion

COMPUTER EDUCATION

Placement: FIRST YEAR

Time: 60 hours

Theory: 20 hours

Lab: 20 hours

Course Description

This course is designed to help students gain a basic understanding of uses of computers and its application in nursing.

General Objectives

Upon completion of this course, the students shall able to

1. Describe the basic disk operating system.
2. Use computer for data processing.
3. Use Micro-soft office programs.
4. Use computer in patient Management System.
5. Use E-mail and internet.

Total Hours: 20 hours

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
I	Demonstrate skill in operating computers and disc operating systems	Introduction to computers and disk operating system a) Definition b) Classification c) Structure and parts of computer d) Disk operating system - DOS and WINDOWS all versions. e) Purposes/uses of computer in health care delivery system	4	<ul style="list-style-type: none"> Lecture cum discussions Practical 	<ul style="list-style-type: none"> Short answers Essay type Practical
II	Demonstrate skill in the use of MS office	MS Office a) MS Word b) MS Excel with pictorial presentation c) MS Power Point d) MS Access e) MS Publisher document	10	<ul style="list-style-type: none"> Lecture cum discussions Demonstration Practice session 	<ul style="list-style-type: none"> Short answers Objective type Practical
III	Demonstrate skill in using multimedia	Multimedia a) Types and uses b) Data base creation, retrieval and report generation c) Computer aided teaching and testing	3	<ul style="list-style-type: none"> Lecture cum discussion Demonstration 	<ul style="list-style-type: none"> Short answers Objective type Practical
IV	Demonstrate the use of internet and e-mail	Use of internet and e-mail a) Accessing the website b) Searching the internet for content c) Accessing the email and communicating with the help of it d) Use of internet communication programs - skype	3	<ul style="list-style-type: none"> Lecture cum discussion Demonstration 	<ul style="list-style-type: none"> Short answers Objective type Practical exam

CHILD HEALTH NURSING

Placement: SECOND YEAR - Part I

Time: 60 hours

Course Description

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

General Objectives

At the end of the course, the student will

1. Explain the modern concept of child care and the principles child health nursing.
2. Describe the normal growth and development of children with different ages.

3. Manage sick as well as healthy neonates and children based on the IMNCI guidelines of Government of India.
4. Identify various aspects of preventive pediatric nursing and them in providing nursing care to children in hospital and community.

Total Hours: 60 hours

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
I	Understand the concept of the child health care, trends and emerging challenges for pediatric nurses Describe the role of pediatric nurses in clinics, hospitals and community	Introduction a) Modern concept in child health care b) Trends in pediatric nursing c) Role of pediatric nurses in child care d) Emerging challenges, nursing process related to pediatric nursing e) Concept of preventive pediatric f) Vital statistics related to pediatrics as per the NRHS and Government of India	5	<ul style="list-style-type: none"> Lecture cum discussions Project on collection of vital statistics related to child health Essential new born care module 	<ul style="list-style-type: none"> Short answers Objective type Essay type
II	Describe the normal growth and development of children	a) Growth and development Definition, principles, factors affecting growth and development, techniques of assessment, plotting of growth chart b) Infant Growth and development, health promotion, breast feeding & weaning, immunization, infant and young child feeding c) Toddler Growth and development, nutrition counselling, toilet training, safety, prevention of accidents, play d) Pre-schoolers Growth and development, daycare centers, role of parents in sex education e) School age Growth and development, rest, sleep, physical exercises and activity, dental health, sex education f) Adolescent - Growth and development, adaptation to puberty, menstrual hygiene, nutritional guidance, sex education - Role of parents in health promotion of adolescents - Control of iron deficiency anemia (WIFS guidelines)	10	<ul style="list-style-type: none"> Lecture cum discussions Role play Videos Plotting of growth chart 	<ul style="list-style-type: none"> Short answers Objective type Essay type
III	Describe the role of nurse in caring for a sick child Develop skill in carrying out nursing intervention while	The sick child a) Child's reaction to hospital b) Effect of hospitalization on the family of the child c) Role of nurse in helping child and family in coping, with stress of hospitalization and illness	8	<ul style="list-style-type: none"> Lecture cum discussions Demonstration Simulation Role play 	<ul style="list-style-type: none"> Short answers Objective type Essay type Return demonstration

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
	caring for pediatric age group	Pediatric procedures a) Preparation of child for diagnostic tests, collection of specimens b) Calculation and administration of oral and parenteral medication c) Procedures related to feeding - Katori & Spoon - Ryle's tube and gastrostomy d) Procedures relating to elimination - Enema - Colostomy irrigation e) Administration and analysis of oxygen concentration, steam inhalation, nebulization f) Other procedures - Pediatric resuscitation - Surgical dressing			
IV	Describe the management of behavioral disorders and common health problems of children Demonstrate skills in the prevention and implementation of medical and nursing management of behavioral disorders & common health problems	Disorders and health problems of a child a) Infancy - Failure to thrive - Diarrhea and vomiting b) Childhood - Communicable diseases - Tonsillitis - Otitis media - Child abuse - Breath holding spasms - Enuresis, nail biting, thumb sucking, somnambulism - Protein energy malnutrition - Helminthic infections - Bites and stings - Pica - Tics c) Adolescent - Precocious puberty - Gynecomastia - Accident, sport injuries - Obesity and anorexia nervosa - Juvenile delinquency	6	<ul style="list-style-type: none"> • Lecture cum discussions • Seminars 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type
V	Demonstrate skills in providing comprehensive nursing care to the children having congenital defects/malformation	Child with congenital disorders Etiology, signs and symptoms, diagnosis, complications and medical, surgical and nursing management of children with: - Malformations of CNS, cranial deformities, spina bifida, hydrocephalus, cerebral palsy, meningocele - Skeletal defects, cleft lip and cleft palate gastrointestinal tract defects, fistula, anorectal malformations, hernia - Congenital hypertrophied pyloric stenosis	10	<ul style="list-style-type: none"> • Lecture cum discussions • Presentation of picture of congenital anomalies • Supervised clinical practices 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> - Defects of genitourinary tract – hypospadias, epispadias, exstrophy of bladder, phimosis and paraphimosis, cryptorchidism, polycystic kidney - Sexual abnormalities, ambiguous genitalia - Defects of cardio vascular system, cyanotic and acyanotic - TOF (tetralogy of fallouts), TGV (transposition of great vessels), TAPVC, ASD, VSD, coarctation of aorta, PDA - Orthopedic abnormalities - congenital talipes equinovarus, congenital dislocation of hips - Chromosomal abnormalities - Down's syndrome, Turner's syndrome 			
VI	Demonstrate skills in providing comprehensive nursing care to children with various disorders and diseases	<p>Children with various disorders and diseases Etiology, signs and symptoms, complications, prevention, medical, surgical and nursing management of:</p> <p>a) Renal system</p> <ul style="list-style-type: none"> - Nephrotic syndrome - Acute glomerulonephritis - ARF and CRF <p>b) Respiratory system</p> <ul style="list-style-type: none"> - URI and LRI - Asthma, pneumonia <p>c) GI System</p> <ul style="list-style-type: none"> - Intestinal obstruction (mechanical) - Hirschsprung's disease - Malabsorption syndrome - Inflammatory conditions - appendicitis, Meckel's diverticulum, ulcerative colitis - Worm infestation <p>d) CVS system</p> <ul style="list-style-type: none"> - Rheumatic fever - CCF - Infective endocarditis <p>e) Hematological system</p> <ul style="list-style-type: none"> - Anemia - Leukemia - Thalassemia - Hemophilia - Sickle cell anemia - Thrombocytopenic purpura <p>f) Neurological system</p> <ul style="list-style-type: none"> - Meningitis - Encephalitis - Convulsive disorders - Craniocerebral trauma <p>g) Endocrine</p> <ul style="list-style-type: none"> - Pituitary disorders - Hypo and hyperthyroidism 	15	<ul style="list-style-type: none"> • Lecture cum discussions • Presentation • Clinical teaching • Simulation • Videos • Visit to blind, deaf and dumb school & rehabilitation centre 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> - Juvenile diabetes - Adrenal disorders <p>h) CVS system</p> <ul style="list-style-type: none"> - Rheumatic fever - CCF - Infective endocarditis <p>i) Hematological system</p> <ul style="list-style-type: none"> - Anemia - Leukemia - Thalassemia - Hemophilia - Sickle cell anemia - Thrombocytopenic purpura <p>j) Neurological system</p> <ul style="list-style-type: none"> - Meningitis - Encephalitis - Convulsive disorders - Craniocerebral trauma <p>k) Endocrine</p> <ul style="list-style-type: none"> - Pituitary disorders - Hypo and hyperthyroidism - Juvenile diabetes - Adrenal disorders <p>l) Developmental problem</p> <ul style="list-style-type: none"> - Handicapped children - Mental retardation - Dyslexia - Hearing and vision impairment <p>m) Others:</p> <ul style="list-style-type: none"> - Fluid and electrolyte imbalance - Burns <p>n) Problems with locomotion:</p> <ul style="list-style-type: none"> - Poliomyelitis - Osteomyelitis - Kyphosis, lordosis, scoliosis - Fractures <p>o) Pre and post operative care of children undergoing surgery</p>			
VII	<p>Describe the various child welfare services provided by Governmental and non-Governmental agencies</p> <p>Explain the ethical and legal implication in pediatric nursing</p>	<p>Child welfare services</p> <p>a) Child welfare services and agencies:</p> <ul style="list-style-type: none"> - ICDS - Mid-day meal program - Balwadi, Anganwadi - Day care centers, NPSP <p>b) Law pertaining to pediatrics:</p> <ul style="list-style-type: none"> - National Child Labour Policy - Child Act - Juvenile Justice Act - Internationally accepted rights of the child - Rehabilitation of delinquent and destitute children - Adoption laws and services - Adolescent health programs - menstrual hygiene, WIFS program, adolescent safety program 	6	<ul style="list-style-type: none"> • Lecture cum discussions • Visit to Anganwadi schools, remand homes and adoption centers 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type

CHILD HEALTH NURSING - PRACTICAL

Placement: SECOND YEAR

Time: 160 hours (4 weeks)

Internship: 96 hours (2 weeks)

Areas	Duration	Objectives	Skill	*Assignments	Assessment Methods
Paediatric medicine ward	3 weeks	<ul style="list-style-type: none"> Perform physical assessment Assist in diagnostic procedure and provide pre- and post-care related to diagnostic procedure Administer the drugs Provide health education Perform basic resuscitation 	<ul style="list-style-type: none"> Taking pediatric history Perform physical examination and assessment of children Administration of oral, IM and IV medicine/ fluid Calculation of fluid requirements Prepare different strengths of IV fluids Apply restraints Administer O₂ inhalation by different methods Feed children by katori (bowl) and spoon, palladai etc. Collect specimens for common investigations Assist with common diagnostic procedure Teach mothers/parents on balance diet for child of different age group Oral rehydration therapy Feeding and weaning Play therapy Check vital signs Give enema Insert suppositories 	<ul style="list-style-type: none"> Give care to assigned paediatric patients nursing care plan - 1 Case study or presentation - 1 Health talk - 1 	<ul style="list-style-type: none"> Assess performance with rating scale Assess each skill with check list Evaluation of nursing care plan, case study, health talk, case presentation Completion of activity record
Paediatric surgery ward	2 weeks	<ul style="list-style-type: none"> Recognize different pediatric surgical condition Provide pre- and post-operative care to children with common paediatric surgical conditions/ malformation Counsel and educate parents 	<ul style="list-style-type: none"> Do bowel wash Care for ostomies: <ul style="list-style-type: none"> Colostomy irrigation Ureterostomy Gastrostomy Enterostomy Urinary catheterization and drainage Feeding <ul style="list-style-type: none"> Nasogastric Gastrostomy Jejunostomy Care of surgical wound dressing Suture removal 	<ul style="list-style-type: none"> Give care to three assigned paediatric surgical patients Nursing care plan - 1 Case study or presentation - 1 	<ul style="list-style-type: none"> Assess performance with rating scale Assess each skill with check list Evaluation of nursing care plan, Case study, Case presentation Completion of activity record
Paediatric OPD/ Immunization room/well baby clinic/ adolescent clinic	1 week	<ul style="list-style-type: none"> Perform assessment of children, health development and anthropometric Perform immunization Give health education/nutritional education 	<ul style="list-style-type: none"> Assessment of children Health assessment Developmental assessment Anthropometric assessment Immunization Health/nutritional education 	<ul style="list-style-type: none"> Health assessment of the child Health talk - 1 IMNCI Module 	<ul style="list-style-type: none"> Assess performance with rating scale Completion of activity record Assessment of the health talk

MENTAL HEALTH NURSING

Placement: SECOND YEAR - Part I

Time: 40 hours

Course Description

This course is designed to help students develop the concept of mental health and mental illness, its causes, symptoms, prevention, treatment modalities and nursing management of mentally ill for individual, family and community.

General Objectives

Upon completion of this course, the students shall able to:

1. Describe the concept of mental health and mental illness and the emerging trends in psychiatric nursing.
2. Explain the causes and factors of mental illness, its prevention and control.
3. Identify the symptoms and dynamic of abnormal human behavior in comparison with normal human behavior.
4. Demonstration a desirable attitude and skills in rendering comprehensive nursing care to the mentally ill.

Total Hours: 40 hours

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
I	Describe the concept of mental health and mental illness in relation to providing comprehensive care to the patients	Introduction a) Concept of mental health and mental illness b) Misconceptions related to mental illness c) Principles of mental health nursing d) Definition of terms used in psychiatry e) Review of defense mechanisms f) Mental health team	2	<ul style="list-style-type: none"> Lecture cum discussions Structured discussion Group interaction 	<ul style="list-style-type: none"> Short answers Objective type
II	Narrate the historical development of psychiatry and psychiatric nursing	History of psychiatry a) History of psychiatric nursing - India and at international level b) Trends in psychiatric nursing c) National mental health program	2	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers Objective type
III	Describe mental health assessment	Mental health assessment a) Psychiatry history taking b) Mental status examination c) Interview technique	3	<ul style="list-style-type: none"> Lecture cum discussions Demonstration 	<ul style="list-style-type: none"> Short answers Objective type Return demonstration
IV	Describe therapeutic relationship Demonstrate skills in process recording	Therapeutic nurse-patient relationship a) Therapeutic nurse patient relationship: Definition, components and phases, Importance b) Communication skills Definition elements, types, factors influencing communication, barriers (therapeutic impasse)	3	<ul style="list-style-type: none"> Lecture cum discussions Role play Videos Demonstration of process recording 	<ul style="list-style-type: none"> Short answers Return demonstration
V	List various mental disorders and describe their mental and psychiatric and nursing management	Mental disorders and nursing interventions a) Psycho-pathophysiology of human behavior b) Etiological theories (genetics, biochemical, psychological etc.) c) Classification of mental disorders. d) Disorders of thought, motor activity, perception, mood,	14	<ul style="list-style-type: none"> Lecture cum discussions Case study Case presentation Process recording Videos Role plays Field visits - De-addiction centers, alcohol 	<ul style="list-style-type: none"> Short answers Essay types Case study Case presentation

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		<p>speech, memory, concentration, judgment</p> <p>e) Prevalence, etiology, signs and symptoms, prognosis, medical and nursing management</p> <p>f) Personality and types of personality related to psychiatric disorder</p> <p>g) Organic mental disorders: delirium, dementia</p> <p>h) Psychotic disorders:</p> <ul style="list-style-type: none"> - Schizophrenic disorders - Mood (affective) disorders: mania depression, bipolar affective disorders (BPAD) <p>i) Neurotic disorders: phobia, anxiety disorders, obsessive compulsive disorders, depressive neurosis, conversion disorders, dissociative reaction, psychosomatic disorders, post-traumatic stress disorder</p> <p>j) Substance use and de-addiction: alcohol, tobacco and other psychoactive substance</p> <p>k) Child and adolescent psychiatric disorder:</p> <ul style="list-style-type: none"> - Sleep disorder - Eating disorders - Sexual disorders <p>l) Nursing management: nursing process and process recording in caring for patients with various psychiatric disorders</p>		<p>anonyms group, adolescent clinics, child guidance centers etc.</p>	
VI	Describe the bio-psychosocial therapies and explain the role of the nurse	<p>Bio-psychosocial therapies</p> <p>a) Psychopharmacology - definition, classification of drugs antipsychotic, antidepressant, antimanic, anti-anxiety agents, anti Parkinsons</p> <p>b) Psychosocial therapies - individual therapies, group therapy, behavior therapy, occupational therapy, family therapy, milieu therapy</p> <p>c) Role of nurse in these therapies</p> <p>d) Somatic therapy - electro convulsive therapy, insulin therapy</p> <p>e) Role of nurse in these therapies</p>	7	<ul style="list-style-type: none"> • Lecture cum discussions • Seminar • Videos • Demonstration • Field visits - rehabilitation centre, day care centres • CBT module • Role plays 	<ul style="list-style-type: none"> • Short answers • Essay types • Return demonstration • Quiz • Drug study
VII	Describe the concept of preventive community mental health services Enumerate the nurse's role in	<p>Community mental health</p> <p>a) Concept, importance, scope</p> <p>b) Attitudes, stigma and discrimination related to the mentally ill</p> <p>c) Prevention of mental illness (preventive psychiatry) during</p>	3	<ul style="list-style-type: none"> • Lecture cum discussion • Role play • Videos 	<ul style="list-style-type: none"> • Short answers • Essay type • Assignment

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
	National mental health program	childhood, adolescent, adult hood and old age d) Community mental health services e) Role of nurse in national mental health program and psychiatric care in community			
VIII	Explain different psychiatric emergencies and their management Demonstrate skills in crisis intervention	Psychiatric emergencies and crisis intervention a) Types of psychiatric emergencies: over active, under active patient, violent behaviour b) Suicide, adverse drug reactions, withdrawal symptoms, acute psychosis etc. c) Crisis and its intervention: AIDS, adolescent crisis	3	<ul style="list-style-type: none"> Lecture cum discussion Videos Role plays Demonstration 	<ul style="list-style-type: none"> Short answers Objective type Essay type
IX	Describe the legal aspects to be kept in mind in the care of mentally ill patients	Forensic psychiatry/legal aspects a) India Lunatic Act 1912 b) Narcotic Drugs and Psychotropic Act 1965, 1985 c) Mental Health Act 1987, 2014 d) Admission and discharge procedures e) Standards of psychiatric nursing practice f) Rights of mentally ill patients g) Legal responsibilities in the care of mentally ill patients	3	<ul style="list-style-type: none"> Lecture cum discussions Demonstration 	<ul style="list-style-type: none"> Short answers Essay type Objective type Quiz

MENTAL HEALTH NURSING - PRACTICAL

Placement: SECOND YEAR

Time: 160 hours (4 weeks)
Internship: 96 hours (2 weeks)

Areas	Duration	Objectives	Skill	Assignments	Assessment Methods
Psychiatric OPD	2 weeks	<ul style="list-style-type: none"> Assess patients with mental health problems Observe and assist in therapies Counsel and educate patients, and families 	<ul style="list-style-type: none"> History taking Perform mental status examination Assist in psychometric assessment Observe and assist in therapies Teach patients and family members 	<ul style="list-style-type: none"> History taking - 1 Mental status examination - 2 Observation report of OPD - 1 	<ul style="list-style-type: none"> Assess performance with rating scale Assess each skill with check list Assessment of observation report Completion of activity record
Child guidance clinic	1 week	<ul style="list-style-type: none"> Assessment of children with various mental health problems Counsel and provide health education for children, families and significant others 	<ul style="list-style-type: none"> History taking Perform mental status examination Observe and assist in therapies Health education of family members and significant others 	<ul style="list-style-type: none"> Observation report of child guidance clinic 	<ul style="list-style-type: none"> Assess performance with rating scale Assess each skill with check list Assessment of observation report

Areas	Duration	Objectives	Skill	Assignments	Assessment Methods
			- Counsel family members and significant others		
Inpatient ward	3 weeks	<ul style="list-style-type: none"> Assess patients with mental health problems Provide nursing care for patients with various mental health problems 	<ul style="list-style-type: none"> History taking Perform mental status examination Observe and assist in therapies Provide nursing care to the mentally ill patient Provide health education to family members and significant others 	<ul style="list-style-type: none"> Assess and give nursing care to 2-3 patients with various mental disorders History taking - 1 Mental status examination - 2 Case study - 1 Care plan - 1 Case presentation - 1 Process recording - 2 Maintain drug book 	<ul style="list-style-type: none"> Assess performance with rating scale Assess each skill with check list Assessment of the case study, case presentation, process recording and care plan

MIDWIFERY AND GYNECOLOGICAL NURSING

Placement: SECOND YEAR - Part I

Time: 100 hours

Midwifery: 80 hours

Gynecological Nursing: 20 hours

MIDWIFERY

Course Description

This course is designed to help students to upgrade knowledge and skills to meet the needs of women during pregnancy, labour and puerperium and care for the newborn.

General Objectives

Upon completion of this course, the students shall able to:

1. Describe the health needs of women in pregnancy, labour and puerperium.
2. Identify deviation(s) from normal pregnancy, labour and puerperium and take appropriate action.
3. Demonstrate skills in providing antepartum, intrapartum and postpartum care to the mother as well as care to the new born as per the SBA guidelines of Government of India.
4. Identify different gynecological disorders and diseases and gain skills in providing nursing care to women suffering from them.
5. List different gynecological problems and demonstrate skills in providing nursing care to women suffering from these disorders and diseases.

Total Hours: 80 hours

Unit	Learning Objectives	Contents	Hours	Teaching Learning Activities	Assessment Methods
I	Describe the scope and trends in midwifery	Introduction <ol style="list-style-type: none"> a) Definition of midwifery and obstetrical nursing b) Scope of midwifery c) Basic competencies of a midwife d) History of midwifery e) Trends of maternity services in India - MCH - new initiative and program f) Vital statistics related to maternal health in India 	4	<ul style="list-style-type: none"> Lecture cum discussions Videos 	<ul style="list-style-type: none"> Short answers Objective type Essay type
II	Describe the anatomy and physiology of female reproductive system	Reproductive system <ol style="list-style-type: none"> a) Structure and function of female reproductive system b) Female pelvis - structure, types and diameters 	2	<ul style="list-style-type: none"> Lecture cum discussions Demonstrations Charts Specimen 	<ul style="list-style-type: none"> Short answers Objective type Essay type Viva

Unit	Learning Objectives	Contents	Hours	Teaching Learning Activities	Assessment Methods
				<ul style="list-style-type: none"> Models and objects 	
III	Describe the stages of embryological and fetal development	Embryology and fetal development <ol style="list-style-type: none"> Oogenesis, spermatogenesis, fertilization and implantation Embryology and fetal development Placenta and membranes: <ul style="list-style-type: none"> Structure Functions Abnormalities Liquor amniotic fluid Umbilical cord Fetal skull <ul style="list-style-type: none"> Structure Diameters Fontanelles and sutures Fetal circulation 	5	<ul style="list-style-type: none"> Lecture cum discussions Charts Models and objects Specimens 	<ul style="list-style-type: none"> Short answers Objective type Essay type Oral presentation
IV	Describe the physiological changes in pregnancy and the management of normal pregnancy Demonstrate skill in caring for pregnant women	Normal pregnancy and its management <ol style="list-style-type: none"> Pre-conception care Genetic counseling Physiological changes in pregnancy Diagnosis of pregnancy <ul style="list-style-type: none"> History Signs and symptoms Antenatal care <ul style="list-style-type: none"> History taking Calculation of expected date of delivery Examination and investigations Health education and counselling Drugs and immunizations Minor disorders and their management 	8	<ul style="list-style-type: none"> Lecture cum discussions Demonstration Clinical teaching Simulation charts and videos SBA module of Government of India, handbook for staff nurses (Government of India) 	<ul style="list-style-type: none"> Short answers Objective type Essay type Assessment of skill using check list
V	Describe the various stages of labour and the role of the midwife in caring for a woman in labour Demonstrate skill in conducting the normal delivery	Normal labour and its management <ol style="list-style-type: none"> Definition and stages Causes and signs of onset of labour True and false labour First stage of labour <ul style="list-style-type: none"> Physiology Monitoring using partograph and its interpretation Care of mother: physical and psychological Pain management Setting up of the labour room including newborn corner Second stage <ul style="list-style-type: none"> Physiology and mechanism Monitoring Conduction of normal delivery Episiotomy 	10	<ul style="list-style-type: none"> Lecture cum discussions Demonstrations Case studies Simulation Videos Exercises SBA module of Government of India, handbook for staff nurses (Government of India) Safe delivery app module 	<ul style="list-style-type: none"> Short answers Objective type Essay type Assessment of skill using check list

Unit	Learning Objectives	Contents	Hours	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> - Essential newborn care f) Third stage <ul style="list-style-type: none"> - Physiology and signs - Active management of third stage - Examination of the placenta - Episiotomy suturing g) Fourth stage: <ul style="list-style-type: none"> - Physiology - Care of the mother and baby - Postpartum family planning 			
VI	<p>Describe the management of normal newborn</p> <p>Development of skill in caring for the normal newborn</p>	Management of newborn <ul style="list-style-type: none"> a) Assessment b) Physiological adaptation c) Apgar scoring d) Examination for defects e) Breast feeding- BFHI f) Care of newborn - skin, eyes, buttocks, etc. g) Bonding and rooming in h) Minor disorders of new born <ul style="list-style-type: none"> - Birth marks, rashes, skin - Infections, sore buttocks - Infection of eyes 	5	<ul style="list-style-type: none"> • Lecture cum discussions • Demonstrations, • Clinical teaching • Chart • Videos • SBA module, ENBC, NSSK module, PPIUCD module and handbook for staff nurses of Government of India 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type • Assessment of skill using check list
VII	Describe normal puerperium and the role of midwife in the caring for woman in puerperium	Management of normal puerperium <ul style="list-style-type: none"> a) Definition and objectives of care b) Physiological changes c) Postnatal counseling d) Lactation and feeding e) Care during puerperium - breast and perineal care, postnatal exercise, postnatal examination, follow up, family welfare f) Minor ailments and management g) Family planning 	8	<ul style="list-style-type: none"> • Lecture cum discussions • Demonstration • Simulation • Role play • SBA module, PPIUCD module, handbook for staff nurses of Government of India 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type • Assessment of skill using check list
VIII	<p>Describe the complications of pregnancy</p> <p>Demonstrate skills in providing care for women with complicated pregnancy</p>	Management of complications during pregnancy <ul style="list-style-type: none"> a) Bleeding in pregnancy <ul style="list-style-type: none"> - Early and late - Ectopic pregnancy - Abortion - Antepartum hemorrhage - Vesicular mole b) Hyperemesis gravidarum c) Gestational diabetes mellitus d) Pregnancy induced hypertension <ul style="list-style-type: none"> - Pre-eclampsia - Eclampsia e) Hydramnios - poly and oligo f) Pelvic inflammatory diseases g) Intra uterine growth retardation h) Post maturity i) Intra uterine death 	10	<ul style="list-style-type: none"> • Lecture cum discussions • Case presentation • Clinical teaching • Videos • Simulation • Case studies and exercises • SBA module 	<ul style="list-style-type: none"> • Short answers • Essay type • Objective type • Assessment of skill using check list

Unit	Learning Objectives	Contents	Hours	Teaching Learning Activities	Assessment Methods
		High risk pregnancy - Monitoring - NST, USG - Anemia - Jaundice - Viral - Urinary tract infections - Heart diseases - Diabetes - AIDS and STD's - Osteomalacia - Teenage pregnancy - Elderly Primigravida - Multipara - Multiple pregnancy - Corona positive			
IX	Describe the management high risk labour Demonstrate skills in early detection and prompt management of high risk labour	Management of high risk labour a) Malposition, malpresentations b) Contracted pelvis c) Abnormal uterine actions d) Cervical dystocia e) Premature rupture of membranes, precipitate and prolonged labour, induction of labour obstructed labour f) Obstetrics Emergencies-Cord prolapse, cord presentation, amniotic fluid embolism, obstetric shock rupture of uterus, shoulder dystocia, vasa previa, g) Complications of third stage - Postpartum hemorrhage - Atonic uterus - Injuries to the birth canal - Retained placenta and membranes - Inversion of uterus - Corona positive mother in labour	8	<ul style="list-style-type: none"> Lecture cum discussions Demonstration Bed-side clinic Videos and charts Clinical teaching IMPAC module of WHO MCPC module of Government of India 	<ul style="list-style-type: none"> Short answers Objective type Essay type Assessment of skill using check list
X	Describe the puerperal complications Demonstrate skill in the management of complications of puerperium	Management of complications of puerperium a) Puerperal pyrexia b) Puerperal sepsis c) Thrombophlebitis and embolism d) Breast engorgement, mastitis, breast abscess e) Puerperal psychosis	2	<ul style="list-style-type: none"> Lecturer cum discussion Demonstration Clinical teaching MCPC module of Government of India 	<ul style="list-style-type: none"> Short answers Objective type Essay type
XI	Describe the management of high risk and sick newborn Demonstrate skills in caring for high risk and sick newborns	High risk and sick newborn a) Assessment b) Nursing care c) Management of newborn with: - Hyperbilirubinaemia - Neonatal hypoglycemia - Hypothermia - Neonatal Convulsions - Rh incompatibility - Small for dates - Low birth weight - Preterm	6	<ul style="list-style-type: none"> Lecturer cum discussion Demonstration Clinical teaching IMNCI module SBA module NSSK module 	<ul style="list-style-type: none"> Short answers Objective type Essay type Assessment of skill using check list

Unit	Learning Objectives	Contents	Hours	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> - Asphyxia, RDS - Sepsis - Birth injuries: cephalohematoma caput succedaneum facial and Erb's palsy, torticollis, hemorrhage - Congenital anomalies <p>d) Newborn of HIV positive mother, diabetic mother</p> <p>e) Levels of care in NICU</p> <p>f) New born of Corona positive mother</p>			
XII	Describe the obstetric operations and midwife role in assisting with each one	Obstetric operations <p>a) Definition, indication and care of women undergoing</p> <ul style="list-style-type: none"> - Induction of labour - Manual removal of placenta - Version - Forceps delivery - Vacuum extraction - Caesarean Section - Sterilization - Destructive surgeries - Amnio infusion - Manual vacuum aspiration, dilatation and evacuation, dilatation and curettage <p>b) Post abortion care</p>	6	<ul style="list-style-type: none"> • Lecture cum discussions • Clinical teaching • Videos • Post abortion care module of Government of India 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type • Assessment of skill using check list
XIII	Describe the midwife's role in the administration of drugs for women during pregnancy, labour and post-partum period	Drugs used in obstetrics <p>a) Indication, dose, action, contraindication, side effects and responsibilities in the administration of:</p> <ul style="list-style-type: none"> - Oxytocin - Uterotonics - Tocolytics - Antihypertensives - Anticonvulsants - Anesthesia and analgesia <p>b) Drugs used for newborn</p> <p>c) Teratogens - effects of drugs on mother and baby</p>	4	<ul style="list-style-type: none"> • Lecture cum discussion • Drug presentation 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type
XIV	Describe the ethical and legal issues related to midwifery	Ethical and legal aspects related to midwifery <p>a) Ethics, values, moral reasoning and ethical decision making</p> <p>b) Problems in medication failure in monitoring during antenatal, intra-natal and postnatal period</p> <p>c) Maternal and newborn death</p> <p>d) Mother and child tracking system</p> <p>e) Recent Ethical Issues</p> <ul style="list-style-type: none"> - Conceptus issues related to IVF, cloning, surrogate mother - Abortion, fetal tissue for research - Resuscitation continuation - Number of procedures as child 	2	<ul style="list-style-type: none"> • Lecture cum discussions • Presentation 	<ul style="list-style-type: none"> • Short answers • Objective type

GYNECOLOGICAL NURSING

Total Hours: 20 hours

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
I	Define the terms used in gynecology Demonstrate the skills of gynecology history taking, conducting examination & investigation	Introduction a) Definition of terms b) History c) Examination d) Investigation	2	<ul style="list-style-type: none"> Lecture cum discussions Demonstration Videos 	<ul style="list-style-type: none"> Short answers Objective type Essay type Return demonstration
II	Describe the physiology, psychology and pathology of puberty	Puberty a) Definition b) Development of sex organs in females and sexuality c) Review of menstrual cycle d) Premenstrual syndrome e) Disorders of menstruation, dysmenorrhoea, cryptomenorrhoea, dysfunctional uterine bleeding	3	<ul style="list-style-type: none"> Lecture cum discussion Clinical teaching Videos Charts 	<ul style="list-style-type: none"> Short answers Objective type Essay type
III	Describe the management of couples with fertility related problems	Fertility and infertility a) Definition b) Causes - both in male and female c) Investigation d) Management e) Artificial reproductive techniques	2	<ul style="list-style-type: none"> Lecture cum discussions Clinical teaching Videos Role play 	<ul style="list-style-type: none"> Short answers Objective type Essay type
IV	Demonstrate skills in the management of clients with various pelvic infections	Pelvic infections a) Vulva - vulvitis, bartholinitis b) Vagina - vaginitis, trichomonas vaginitis, moniliasis c) Metritis, salpingitis, oophoritis d) Cervical erosions e) Pelvic abscess f) Chronic infection g) Pelvic inflammatory disease h) Pelvic tuberculosis i) Sexually transmitted diseases - Syphilis - Gonorrhea - Warts - HIV j) Syndromic case management	4	<ul style="list-style-type: none"> Lecture cum discussions Clinical teaching Videos Prevention of STI module of NACO 	<ul style="list-style-type: none"> Short answers Objective type Essay type
V	Describe the care of women with gynaecological disorders	Gynaecological disorders a) Retroversion, retro flexion b) Fistulas c) Uterine displacement and prolapse (procidentia) d) Uterine malformations e) Cysts and fibroids f) Uterine polyps g) Tumors of the reproductive tract - benign and malignant h) Palliative care and rehabilitation	5	<ul style="list-style-type: none"> Lecture cum discussion Case presentation Demonstration 	<ul style="list-style-type: none"> Short answers Objective type Essay type
VI	Describe the care of the woman with breast disorders	Breast disorders a) Review mastitis, breast engorgement, breast abscess	2	<ul style="list-style-type: none"> Lecture cum discussion Clinical teaching, 	<ul style="list-style-type: none"> Short answers Objective type Essay type

Unit	Learning Objectives	Content	Hours	Teaching Learning Activities	Assessment Methods
		b) Tumors of the breast benign and malignant		<ul style="list-style-type: none"> Videos Role play 	
VII	Describe the care of the women with menopause	Menopause a) Definition and physiological changes b) Signs and symptoms c) Health education and counselling d) Hormone replacement therapy e) Surgical menopause	2	<ul style="list-style-type: none"> Lecture cum discussions Case histories 	<ul style="list-style-type: none"> Short answers Objective type Essay type

MIDWIFERY AND GYNECOLOGICAL NURSING - PRACTICAL

Placement: SECOND YEAR

Total: 464 hours (11 weeks)

Part I: 320 hours (8 weeks)

Internship Part II: 144 hours (3 weeks)

Area	Duration	Objectives	Skills	Assignment	Assessment Methods
Antenatal clinic/ward	1 week	<ul style="list-style-type: none"> Assessment of pregnant women Counselling of Antenatal mothers 	<ul style="list-style-type: none"> Diagnose pregnancy using pregnancy detection kit (pregnancy card) Antenatal history taking Physical examination Antenatal examination - abdomen and breast Recording weight and BP Hemoglobin estimation Urine testing for sugar and albumin Immunization Assessment of risk status Antenatal counselling Maintenance of antenatal records SBA module 	<ul style="list-style-type: none"> Conduct antenatal examinations - 20 Health talk - 1 Case study - 1 	<ul style="list-style-type: none"> Verification of the findings of antenatal examinations Assessment of skills using check list
Labour room	3 weeks	<ul style="list-style-type: none"> Assess the woman in labour Carry out pervaginal (PV) examinations Monitor women in labour Conduct normal deliveries Perform episiotomy and suture it Resuscitate newborns 	<ul style="list-style-type: none"> Assessment of woman in labour Vaginal examinations (PV) and their interpretation Monitoring women in labour using the partograph Caring for women in labour Setting up of the labour unit including the newborn corner Conduct normal delivery including active management of third stage of labour (AMTSL) Provide essential newborn care Immediate newborn assessment Resuscitation of the newborn. Assessment of risk status of the newborn Episiotomy and suturing 	<ul style="list-style-type: none"> Observing normal child birth - 5 Assisting in conduction of normal child birth - 5 Perform pervaginal examinations - 5 Conduct normal deliveries - 10 Perform and suture episiotomies - 3 Resuscitate newborns - 5 Witnessing abnormal deliveries - 5 	<ul style="list-style-type: none"> Assessment of clinical performance with rating scale Assessment of each skill with check list Practical examination

Area	Duration	Objectives	Skills	Assignment	Assessment Methods
			<ul style="list-style-type: none"> - Administration of uterotonic drugs - oxytocin, misoprostol - Administration of magnesium sulphate - Maintenance of labour and birth records - SBA module 	<ul style="list-style-type: none"> • Case book • Recording • Assessment of labour using partograph - 10 	
Operation theatre	1 week	<ul style="list-style-type: none"> • Prepare and assist with caesarean section, MTP, tubectomy and other surgical procedures 	<ul style="list-style-type: none"> - Preparation for caesarean section and other surgical procedures - Assist in caesarean section - Prepare and assist in MTP procedures - Prepare and assist for tubectomy 	<ul style="list-style-type: none"> • Assist with caesarean section - 2 • Case book • Recording 	<ul style="list-style-type: none"> • Assessment of skill with check list
Postnatal ward	2 weeks	<ul style="list-style-type: none"> • Provide nursing care to postnatal mother and the baby • Counsel and teach mother and family for parenthood 	<ul style="list-style-type: none"> - Examination and assessment of mother and the baby - Identification of deviations - Care of postnatal mothers and baby - Perineal care - Breast care - Lactation management - Breast feeding - Kangaroo mother care (KMC) - Immunization - Teaching postnatal mother on mother craft, post-natal care, exercise, immunization 	<ul style="list-style-type: none"> • Provide postnatal assessment and care to mothers and babies - 20 • Health talks - 1 • Case study - 1 • Case presentation - 1 	<ul style="list-style-type: none"> • Assessment of clinical performance with rating scale • Assessment of each skill with check list • Practical examination
NICU	2 weeks	<ul style="list-style-type: none"> • Provide nursing care to newborns at risk 	<ul style="list-style-type: none"> - Newborn assessment - Admission of neonates - Feeding of high-risk newborn:- katori spoon, paladai, tube feeding, total parenteral nutrition - Thermal management of newborns - kangaroo mother care, care of baby in radiant warmer and incubator. - Monitoring and care of neonates - Administration of medications - Intravenous therapy - Assisting in diagnostic procedures - Assist in exchange transfusion - Care of baby in ventilator, phototherapy, - Practice infection control protocols - Health education and counselling of parents - Maintenance of records and reports 	<ul style="list-style-type: none"> • Case study - 1 • NSSK Module 	<ul style="list-style-type: none"> • Assessment of clinical performance with rating scale • Assessment of each skill with check list • Practical examination

Area	Duration	Objectives	Skills	Assignment	Assessment Methods
Family welfare clinic	1 week	<ul style="list-style-type: none"> • Counsel for and provide family welfare services 	<ul style="list-style-type: none"> - Family planning counselling techniques - Insertion of IUCD - Teaching by demonstration on the use of different family planning methods - Arrange for and assist with family planning operations - Maintenance of records and reports 	<ul style="list-style-type: none"> • IUCD insertion - 3 • Family planning counselling - 2 	<ul style="list-style-type: none"> • Assessment of clinical performance with rating scale • Assessment of each skill with check list • Practical examination
Gynaecology ward	1 week	<ul style="list-style-type: none"> • Provide care for patients with gynecological disorders • Counsel and educate patient and families 	<ul style="list-style-type: none"> - Assist with gynecological examination. - Assist and perform diagnostic and therapeutic procedures. - Teach women on breast self-examination (BSE) - Health education on perineal hygiene and prevention of sexually transmitted infections - Pre and post operative care of women undergoing gynecological surgeries - Menopause counseling 	<ul style="list-style-type: none"> • Provide care to assigned patients • Nursing care plan - 1 • Menopause counselling - 1 	<ul style="list-style-type: none"> • Assess each skill with check list • Assess performance with rating scale • Evaluation of care plan

COMMUNITY HEALTH NURSING II

Placement: SECOND YEAR - Part I

Time: 40 hours

Course Description

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

General Objectives

Upon completion of this course, the students shall be able to

1. Describe the health system and health care services in India.
2. Identify major health problems, national health programs and specialized community health services.
3. Explain the concept of health team and describe the nurses' role at various levels of health care setting.
4. Demonstrate skills in rendering effective nursing care to the individual, family and groups in all community health settings. This course is designed to help students gain an understanding of the concept of community health in order to introduce them to the wider horizons of rendering nursing services in a community set-up, both in urban and rural areas.

Total Hours: 40 hours

Unit	Learning objective	Contents	Hours	Teaching Learning Activities	Assessment Methods
I	Explain the health system in India	Health system in India/health care delivery system Organization and administration of health system in India at a) Central level - Union Ministry - Directorate General of Health Services - Central Council of Health b) State level - State Health Administration	4	<ul style="list-style-type: none"> • Lecture cum discussions • Organizational chart of various levels • Visit to Municipality Office, Panchayat office, 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type

Unit	Learning objective	Contents	Hours	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> - State Ministry of Health - State Health Directorate c) District level <ul style="list-style-type: none"> - Sub Divisions - Tehsils/Talukas - Villages - Municipalities and Corporation - Panchayats 		Health block office, CHC	
II	Describe the health care services in India and discuss the role of the nurse in these services	Health care delivery system <ol style="list-style-type: none"> Health care concept and trends Health care services <ul style="list-style-type: none"> - Public sector - Rural - Urban - Private sector - Public Private Partnership (PPP) - Other agencies Indigenous systems of medicine Ayurveda, Yoga, Unani, Siddha and Homeopathy (AYUSH) Voluntary health services National health programs Nurse role in health care services 	3	<ul style="list-style-type: none"> • Lecture cum discussions • Visit to different health care agencies 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type
III	Describe health planning in India	Health planning in India <ol style="list-style-type: none"> National health planning Five year plans Health committees and reports National health policy 1983/2002 and 2017 	2	<ul style="list-style-type: none"> • Lecture cum discussions and reports 	<ul style="list-style-type: none"> • Short answers • Essay type
IV	Describe the different specialized community health services and the nurse's role in these services	Specialized community health services/ National health program and nurse's role <ol style="list-style-type: none"> RCH (reproductive health and child care) National Health Mission (rural/urban) Janani Sishu Suraksha Karyakram (JSSK) Emergency ambulance services Government health insurance schemes School health services Occupational health nursing (including health care providers) Geriatric nursing Care of differently abled - physical and mental Rehabilitation nursing 	8	<ul style="list-style-type: none"> • Lecture cum discussions • Visit to different agencies of specialized services, factory, Old Age home • Disaster management module • Homes for the differently abled 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type
V	Describe the major health problems in India	Review of national health problems Health problems in India <ol style="list-style-type: none"> Communicable diseases Non communicable diseases Nutritional problems Environmental sanitation Population 	2	<ul style="list-style-type: none"> • Lecture cum discussions • Quiz 	<ul style="list-style-type: none"> • Short answers • Objective type
VI	Describe the national health and family welfare	National health program <ul style="list-style-type: none"> - National ARI program - Revised national tuberculosis control program (RNTCP) - National anti-malaria program 	9	<ul style="list-style-type: none"> • Lecture cum discussions • Government of India program flyers 	<ul style="list-style-type: none"> • Short answers • Objective type

Unit	Learning objective	Contents	Hours	Teaching Learning Activities	Assessment Methods
	programs in India and the role of the nurse	<ul style="list-style-type: none"> - National filarial control program - National guinea worm eradication program - National leprosy eradication program - National AIDS control program - STD control program - National program for control of blindness - Iodine deficiency control program - Expanded program of immunization - National family welfare program - National water supply and sanitation program - Minimum needs program - National diabetes control program - Polio eradication: pulse polio program, NPSP - National cancer control program - Yaws eradication program - National nutritional anemia prophylaxis program - 20 point program - ICDS program - Mid-day meal program - National mental health program - Adolescent health program - Recent Health Program - Ayushman Bharat - Pradhan Mantri Swasthya Suraksha Yojana (PMSSY) - Laqshya program (Labour room quality improvement initiative) - National Health mission (NRHM, NUHM) - National Program of health care for the elderly (NPHCE) - National Digital Health Mission (NDHM) - Integrated Disease surveillance program (IDSP) - National Viral Hepatitis Surveillance program - Rastriya Bal Swasthya Karyakram (RBSK) - Rastriya Kishore Swasthya Karyakram (RKSK) - Role of nurse in the national health program 			
VII	Explain the meaning of demography and describe the national family welfare programs	Demography and family welfare a) Demography <ul style="list-style-type: none"> - Concept - Trends in the world and in India - Concept of fertility and infertility - Small family norm b) Family Welfare <ul style="list-style-type: none"> - Concept, importance, aims and objectives - Family planning methods - Recent Contraceptive - Family planning counseling - National Population Policy 	6	<ul style="list-style-type: none"> • Lecture cum discussions • Show and explain family planning devices • Role play • Demonstration 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type

Unit	Learning objective	Contents	Hours	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> - National Family Welfare Policy - National Family Welfare Program - Role of a nurse in the family planning program 			
VIII	Describe the concept and functions of health team and the role of nursing personnel at various levels.	Health Team a) Concept <ul style="list-style-type: none"> - Composition - Functions b) Role of nursing personnel at various levels <ul style="list-style-type: none"> - District Public Health Nursing Officer - Block Health Nurse - Public Health Nurse - Lady Health Visitor/Health Supervisor - Health worker female/ANM 	2	<ul style="list-style-type: none"> • Lecture cum discussions • Interaction with health team members: Job description as per the Indian Public Health Standards (IPHS) 	<ul style="list-style-type: none"> • Short answers • Objective type • Essay type
IX	Explain the concept and uses of health information system	Health Information System a) Concepts, components, uses, sources b) Vital Statistics: <ul style="list-style-type: none"> - Important rates and indicators c) Vital health records and their uses. d) Basic statistical methods e) Descriptive statistics	2	<ul style="list-style-type: none"> • Lecturer cum discussion • Exercises 	<ul style="list-style-type: none"> • Short answers • Objective type • Exercises
X	Describe the national and international health agencies	Health Agencies a) International <ul style="list-style-type: none"> - WHO - UNFPA - UNDP - World Bank - FAO - UNICEF - DANIDA - European Commission (EU) - Red Cross - USAID - UNESCO - ILO - CARE b) National: <ul style="list-style-type: none"> - Indian Red Cross - Indian Council for Child Welfare - Family Planning Association of India - Other NGOs 	2	<ul style="list-style-type: none"> • Lecture cum discussion • Seminar 	<ul style="list-style-type: none"> • Short answers • Objective type

COMMUNITY HEALTH NURSING II - PRACTICAL

Placement: SECOND YEAR

Time: 160 hours (4 weeks)

Area	Duration	Objectives	Skills	Assignments	Assessment Methods
Community Health Nursing II	4 weeks	<ul style="list-style-type: none"> • Organize and conduct clinics <ul style="list-style-type: none"> - Antenatal - Postnatal - Family welfare. - Under five • Diagnose health needs and provide domiciliary 	<ul style="list-style-type: none"> - Assisting in set-up and conduct of the clinics - Providing domiciliary care to the antenatal and postnatal cases using bag and/or 	<ul style="list-style-type: none"> • Health talk - 2 • Family Health • Nursing care plan - 2 • Group project - 1 • Daily dairy -1 	<ul style="list-style-type: none"> • Internal examination (1st and 2nd term) • Pre Council examination • Assessment of performance

NURSING EDUCATION, INTRODUCTION TO RESEARCH, PROFESSIONAL TRENDS & ADJUSTMENT & NURSING ADMINISTRATION & WARD MANAGEMENT					
		care for antenatal and postnatal mothers. • Assess health needs of family; plan and carry out treatment for minor ailments; identify need for referral and refer • Plan, conduct and follow up health education • Assist in conducting camps and participate • Maintain records and reports in PHC • Assist in family welfare services and conduct need based health education • Participate in school health program • Counsel and educate eligible couple, family and community	domiciliary obstetric kit - Performing nursing care at home - Preparing and conducting health teachings on Reproductive and Child Health (RCH) care issues - Assisting in organizing camps - Maintaining records and reports at primary health centre - Assisting in activities of family welfare - Participating in school health services	• Report on school health program • Report on ANC clinic, under-five clinic • Family welfare clinic	with rating scale • Evaluation of assignments • Field visit reports • Daily diary

Placement: Internship (Second Year)

Time: 144 hours

Area	Duration	Objectives	Skills	Assignments	Assessment Methods
Urban/Rural	3 weeks	Provide comprehensive care to individual family and community	Comprehensive nursing care to the individual family and community	• Integrated practice and group project • Health talk - 2 • Nursing care plan - 2	• Assessment of clinical performance with rating scale • Evaluation of group project

Placement: Internship (Second Year - Part II)

Time: 100 hours

Nursing Education: 20 hours

Introduction to Research: 30 hours

Professional Trends and Adjustment: 20 hours

Nursing Administration and Ward Management: 30 hours + 96 hours Practical

NURSING EDUCATION

Course Description

This course is designed to introduce the students to the concept of teaching as an integral part of nursing practice.

General Objectives

Upon completion of this course, the students shall able to:

1. Explain the concept of teaching.
2. Describe techniques used for teaching.

Total Hours: 20 hours

Unit	Learning Objectives	Contents	Hours	Teaching Learning Activities	Method of Assessment
I	Describe the concept of education	Introduction a) Education: meaning, aims, scope and purposes	2	• Lecture cum discussions	• Short answers • Objective type

Unit	Learning Objectives	Contents	Hours	Teaching Learning Activities	Method of Assessment
II	Explain the process of teaching and learning	Teaching learning process a) Basic principles b) Characteristics of teaching and learning c) Teaching responsibility of a nurse d) Preparation of teaching plan	4	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers Objective type Evaluation of teaching plan
III	Narrate the methods of teaching Describe the clinical teaching methods	Methods of teaching a) Methods of teaching b) Clinical teaching methods c) Case method d) Bed side clinic e) Nursing rounds f) Nursing conference (individual and group) g) Process recording	14	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers Objective type Evaluation of planned as well as incidental health teaching

INTRODUCTION TO RESEARCH

Course Description

This course is designed to develop fundamental abilities and attitude in the students towards scientific methods of investigation and utilization of research finding so as to improve practice of nursing.

General Objectives

Upon completion of this course, the students shall able to:

1. Describe the use of research in the practice of nursing.
2. Describe the scientific methods of investigation used in nursing.
3. Participate in research activities in the health care settings.

Total Hours: 30 hours

Unit	Learning Objectives	Contents	Hours	Teaching Learning Activities	Assessment Methods
I	Discuss the importance of research in Nursing	Introduction a) Definition b) Terminology related to research c) Need and importance of nursing research d) Characteristics of good research	3	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers Objective type
II	Describe the research process	Research process a) Purposes and objectives b) Steps in research process	3	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers Essay type
III	Describe the various research approaches	Research approaches and designs a) Types b) Methods c) Advantages and disadvantages	5	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers Essay type
IV	Describe the various data collection methods	Data collection process a) Meaning b) Methods and instruments of data collection	5	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers Essay type
V	List the steps involved in data analysis	Analysis of data a) Compilation b) Tabulation c) Classification d) Summarization e) Presentation and interpretation of data using descriptive statistic	6	<ul style="list-style-type: none"> Lecture cum discussions Reading the research articles 	<ul style="list-style-type: none"> Short answers Essay type

Unit	Learning Objectives	Contents	Hours	Teaching Learning Activities	Assessment Methods
VI	Describe the importance of statistics in research	Introduction to statistics a) Definition b) Use of statistics c) Scales of measurement d) Frequency distribution e) Mean, median, mode and standard deviation	6	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers Essay type
VII	Describe the utilization of research in nursing practice	Utilization of research in nursing practice Evidence based practice	2	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers Essay type

PROFESSIONAL TRENDS AND ADJUSTMENT

Course Description

This course is designed to help students develop an understanding of the career opportunities available for professional development.

General Objectives

Upon completion of this course, the students shall able to:

1. Describe nursing as a profession.
2. Identify various professional responsibilities of a nurse.
3. Describe various professional organizations related to nursing.
4. Identify the need for in-service and continuing education in nursing.
5. Demonstration skills in application of knowledge of professional etiquettes in the practice of nursing in any health care setting.

Total Hours: 20 hours

S.No.	Learning Objectives	Contents	Hours	Teaching Learning Activities	Assessment Methods
I	Describe nursing as a profession	Nursing as a profession a) Definition of profession b) Criteria of a profession and nursing profession c) Evolution of Nursing Profession in India d) Educational preparation of a professional nurse e) Qualities/Characteristics and role of a professional nurse	2	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers Objective type Essay type
II	Explain various aspects of Professional ethics	Professional ethics a) Meaning and relationship of professional ethics and etiquettes b) Code of ethics for nurse by ICN c) Standards for nursing practice (INC) d) Etiquettes for employment: locating posting, applying and accepting a position, resignation from a position.	4	<ul style="list-style-type: none"> Lecture cum discussions Assignment: Application for job acceptance and job resignation 	<ul style="list-style-type: none"> Short answers Essay type
III	Discuss the importance of continuing education in personal and professional development	Personal and professional development a) Continuing education - Meaning and importance - Scope - Identifying opportunities b) Career in Nursing	8	<ul style="list-style-type: none"> Lecture cum discussions Draw a career ladder in nursing in reference to international influence and financial aid 	<ul style="list-style-type: none"> Short answers Essay type

S.No.	Learning Objectives	Contents	Hours	Teaching Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> - Opportunities available in Nursing in Hospital, Community teaching and other related special organization. c) In-service education <ul style="list-style-type: none"> - Definition - Value - Need participation in committee procedures d) Nursing in the future			
IV	Discuss the significance of legislation in Nursing	Legislation in nursing <ul style="list-style-type: none"> a) Purpose and importance of laws in Nursing b) Legal Terms c) Common legal hazards in Nursing d) Laws and regulations related to health care providers in India at different levels e) Service and institutional rules f) Regulation of nursing education g) Registration and reciprocities 	3	<ul style="list-style-type: none"> • Lecture cum discussions 	<ul style="list-style-type: none"> • Assignment
V	List the various organizations related to health and nursing profession and briefly describe their function	Profession and related organizations <ul style="list-style-type: none"> a) Regulatory bodies: Indian Nursing Council, State Nursing Council b) Professional organizations: <ul style="list-style-type: none"> - Trained Nurses Association of India - Students Nurses Association - Nurses League of the Christian Medical Association of India - International Council of Nurses (ICN) - International Confederation of Midwives etc. c) Related organization and their contribution to nursing: World Health Organization, Red cross and St. John's Ambulance, Colombo plan, UNICEF, World Bank etc. 	3	<ul style="list-style-type: none"> • Lecture cum discussions • Observational visits to SNRC and Local TNAI office 	<ul style="list-style-type: none"> • Report of visit to the Council • Short answers • Essay type

NURSING ADMINISTRATION AND WARD MANAGEMENT

Course Description

This course is designed to help the student to understand the basic principles of administration and its application to the management of ward and health care unit.

General Objectives

Upon completion of this course, the students shall able to:

1. Describe the meaning and principles of administration.
2. Apply the principles of administration in practice of nursing.
3. Plan the nursing service in the ward and community health settings.
4. Describe the importance of good administration in the day to day nursing service in varied health care setting.

Total Hours: 30 hours
Practical: 96 hours (2 weeks)

Unit	Learning Objectives	Contents	Hours	Teaching Learning Activities	Assessment Methods
I	Describe the meaning, philosophy and principles of administration	Introduction a) Administration and management - Meaning - Philosophy - Elements and principles - Significance	3	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers Objective type Essay type
II	Describe the management process	Management process a) Planning - Importance - Purpose - Types of planning b) Organization - Principles of organization - Organization chart of hospital/ward/PHC/Sub center c) Staffing - Scheduling - Recruitment, selection, deployment, retaining, promotion, superannuation - Personnel management - Job description - Job specification - Staff development and staff welfare d) Directing e) Co-ordination and control - Quality management f) Budgeting g) Policies of hospital and various department of the hospital	13	<ul style="list-style-type: none"> Lecture cum discussions Companion of organization charts 	<ul style="list-style-type: none"> Short answers Essay type Objective type Written test Evaluation of the organization chart prepared by students
IV	Explain the administration of different health care units	Administration of hospital/department/unit/ward a) Health centre/unit physical layout b) Safety measures for prevention of accidents and infections c) Legal responsibilities of a nurse d) Leadership styles e) Problem solving: process and approach, steps and methods of dealing with complaints of patients and other health team members f) Records and reports: meaning, types, importance	7	<ul style="list-style-type: none"> Lecture cum discussions Role play Group work on physical layout Reading notes 	<ul style="list-style-type: none"> Short answers Objective type Essay type
V	Discuss the importance of maintaining supplies and equipment for effective administration	Management of equipment supplies a) Maintenance of supplies and equipment (preventive maintenance) b) Handing over and taking over of inventory c) Indent and ordering of supplies and equipment d) Problem solving: process and approach, steps and methods of	4	<ul style="list-style-type: none"> Lecture cum discussions Role play Group project on problem solving 	<ul style="list-style-type: none"> Short answers Objective type Essay type Evaluation of the report on Group project

Unit	Learning Objectives	Contents	Hours	Teaching Learning Activities	Assessment Methods
		dealing with supplies and equipment			
VI	Discuss the cost and financing of health services in India	Cost and financing of health care a) Cost of health care b) Health financing c) National health plans (annual and five year plans) and outlays, role of state and central government in allocation of funds d) Health insurance - types, issues etc.	3	<ul style="list-style-type: none"> Lecture cum discussions 	<ul style="list-style-type: none"> Short answers Test

Dr. T. Dileep Kumar
President, INC