B.Sc. NURSING CURRICULUM

From 2019

Managed by
Mata Amritanandamayi Math
Amritapuri, Kollam, Kerala, S. India – 690 546.
Tomorrow’s world will be shaped by today’s children. In their tender minds, it is easy to cultivate universal human values. If you walk through a field of soft, green grass a few times, you will quickly make a path; whereas it takes countless trips to forge a trial on a rocky hillside. The eaching of universal spiritual principles and human values should be a standard part of the general education, not only the responsibility of the family. This should not be delayed any further, for if there is delay, the future generations will be lost to the world.

*Sri Mata Amritanandamayi Devi, “Living in Harmony”*
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B. Sc. NURSING CURRICULUM
(Revised from 2019 Admission)

AMRITA Vishwa Vidyapeetham is a multi-campus, multi-disciplinary deemed to be university that is accredited ‘A’ by NAAC (National Assessment and Accreditation Council) and is ranked as one of the best research centres in India and abroad. Currently Amrita is spread across six campuses in three states of India – Kerala, Tamil Nadu and Karnataka. The university headquarters at Ettimadai, Coimbatore, Tamil Nadu which spreads across 900 acres of land and eight million square feet built-up space. Its 18,000 students are guided by over 1,700 faculty as experts in various disciplines. Amrita is a partner in various international bilateral governmental research programmes and initiatives. It has links with 150+ universities for research into different areas.

MISSION (AMRITA Vishwa Vidyapeetham)
To provide value-based education and mould the character of the younger generation through a system of wholesome learning, so that their earnest endeavor to achieve progress and prosperity in life is matched by an ardent desire to extend selfless service to society, one complementing the other.

PHILOSOPHY OF THE B.Sc. NURSING PROGRAMME (Indian Nursing Council)
INC believes that:
Health is a state of well-being that enables a person to lead a psychologically, socially and economically productive life. Health is a right of all the people. Individuals, families and communities have a responsibility towards maintaining their health.

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

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

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

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

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

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

AMRITA COLLEGE OF NURSING
Amrita College of Nursing, Health Sciences Campus, Kochi, a constituent unit of AMRITA Vishwa
Vidyapeetham is established in the year 2002. The College is recognized by both Indian Nursing Council (INC) and Kerala Nurses and Midwives Council (KNMC). The College is a centre for observation visit by students and faculty in and outside the state and has student exchange programme. Amrita College of Nursing believe that, “of all the health professionals who interact with patients it is the nurses who are in the most strategic position to lead, co-ordinate and bring people and services together. Thus it is the nurses who should be among the best educated.”

VISION
To be a global center of excellence in providing quality nursing education rooted in values, research and in preparing professionals to lead safe, dynamic nursing practice through clinical partnerships.

MISSION
Amrita College of Nursing is committed to:
- Provide nursing education programmes to prepare professionals capable of providing safe, comprehensive and compassionate nursing care in an ever changing health care environment.
- Prepare advanced practice nurses, educators and administrators (capacity building).
- Enhance research that improves quality of life of individuals / families and has an impact on nursing practice.
- Integrate nursing education, research and practice through clinical partnership.

AIM
The aim of the undergraduate nursing program is to prepare graduates who can provide competent, compassionate and evidence based preventive, promotive, curative and rehabilitative nursing care in varied settings, making independent decisions as and when required, considering the safety and rights of individuals/groups and personal and professional development.

OBJECTIVES
On completion of the four year B. Sc. Nursing programme the graduate will be able to:
1. Apply knowledge from biological and behavioral sciences, medicine and nursing in providing nursing care to individuals, families and communities.
2. Demonstrate awareness of life style and other factors, that affect health of individuals and groups.
3. Provide nursing care based on steps of nursing process in collaboration with the individuals and groups.
4. Demonstrate critical thinking skill in making decisions in all situations in order to provide quality care.
5. Utilize the latest trends and technology in providing health care.
6. Provide promotive, preventive and restorative health services in line with the National Health Policies and programmes.
7. Practice within the framework of code of ethics and professional conduct, and acceptable standards of practice within the legal boundaries.
8. Communicate effectively with individuals and groups, and members of the health team in order to promote effective interpersonal relationships and teamwork.
9. Demonstrate skills in teaching to individuals and groups in clinical/community health settings.
10. Participate effectively as members of the health team in health care delivery system.
11. Demonstrate leadership and managerial skills in clinical/community health settings.
12. Conduct need based research studies in various settings and utilize the research findings to improve the quality of care.
13. Demonstrate awareness, interest and contribute towards advancement of self and of the profession.
14. Demonstrate personal characteristics and attitudes (like personal integrity, responsibility, reliability and showing concern for other individuals) essential for a professional.
Title of the Course: B. Sc. Nursing

REGULATIONS RELATING TO B. Sc. NURSING PROGRAMME

Eligibility for admission
1. The candidate should have completed 17 years of age on or before 31st December of the year of admission but should not have completed the age of 25 years in the year of admission.
2. The minimum educational requirement shall be passing of:
   Higher Secondary School Certificate Examination (12 years course)
   Or
   Senior School Certificate Examination (10+2), Pre-Degree Examination (10+2)
   Or
   An equivalent with 12 years schooling from a recognized Board or University in the first attempt with an aggregate of 50% marks in Science (Physics, Chemistry and Biology) and in English.
3. Candidate shall be medically fit.

Criteria for selection of the candidates
Selection of the candidate is based on the Common Entrance Test conducted by the AMRITA Vishwa Vidyapeetham University.

Duration
Duration of the course : 4 years
Weeks available per year : 52 weeks
Vacation/holidays : 6 weeks (3 weeks vacation plus 3 weeks calendar holidays)
Examination (including preparatory) : 4 weeks
Extra curricular activities : 2 weeks
Weeks available : 40 weeks
Hours per week : 40 hours
Hours available per academic year : 1600 (40 weeks x 40 hours)

Attendance
1. A candidate must have a minimum of 80% attendance (irrespective of the kind of absence) in theory and practical separately in each subject to be eligible to appear for the University Examination. However, the students should have 100% attendance in each of the practical areas before admitting to the next year.
2. Maximum of 5% attendance may be condoned by the University for a genuine reason. This condonation privilege is only for theory and can be done only one time during the entire programme.
3. A candidate, who is absent for a period of 60 days or more continuously within a period of three months during an academic year, shall not be eligible to continue the course with the same batch of students.

Internal assessment
1. Regular periodic assessment shall be conducted throughout the course. At least two sessional examinations in theory and preferably two practical examinations should be conducted in each subject apart from the model examination. The model examination should be of the same pattern of the University Examination. Average of the three examinations and the marks obtained in assignments also shall be taken to calculate the internal assessment.
2. A candidate should secure a minimum of 35% mark in the internal assessment in each subject (separately in theory and practical) to be eligible to appear for the University examination.
3. The candidate shall submit a record of the clinical work done in that year duly attested by the Principal of College of Nursing.
4. The internal assessment marks shall be submitted to the University 10 days prior to the commencement of the University Examinations.
University Examination

1. University Examination shall be conducted twice in a year at an interval of five to six months as specified by the University.
2. A candidate who satisfies the requirement of attendance, internal assessment marks, as stipulated by the University shall be eligible to appear for the University Examination.
3. A candidate who has undergone the prescribed course of study for a period of not less than 10 months of the academic year only can appear for the examination.
4. Candidate should score a minimum of 40% marks in theory and practical separately in each subject for university examination.
5. The minimum pass for internal assessment is 35% and for the University examination is 40%. However, the student should score a total of 50% (adding the internal and external examination) to pass, in each subject (separately for theory and practical).
6. A candidate has to pass in theory and practical examination separately in each of the paper.
7. If a candidate fails in either theory or practical paper, he/she has to re-appear for both the theory and practical examination.
8. Maximum number of attempts permitted for each paper is five including the first attempt.
9. Candidates are eligible to appear for the subsequent higher examination till third year if he/she has failed in the previous examination. However, a candidate shall be eligible to write the final year examination only after the successful completion of all the subjects in the first, second and third year.
10. The candidate shall have to clear all the previous examinations before appearing in final year examination.
11. The maximum period to complete the course shall not exceed 8 (eight) years.
12. All practical examinations should be conducted in the respective clinical areas.
13. Number of candidates for practical examination should be maximum 12 to 15 per day.
14. One internal and external examiner should jointly conduct the practical examination for each student.
15. An examiner in the nursing subject should be a faculty with minimum three years of teaching experience in the College of Nursing after M. Sc. Nursing in the concerned subject. To be an examiner in Foundations of Nursing, M. Sc. Nursing faculty in any specialty with three years of teaching shall be considered.

Evaluation and grade

1. Minimum mark for pass shall be 50% in each of the theory and practical papers separately (including internal assessment) in all subjects except English. Only a minimum of 40% is required to pass in English.
2. Theory examination for English and theory and practical examinations for Introduction to Computer Application to be conducted in the college and marks will be sent to the University for inclusion in the mark sheet.
3. A candidate who passes the examination in all subjects with an aggregate of 50% marks and above and less than 65% shall be declared to have passed the examination in the Second class.
4. A candidate who passes the examination in all subjects in the first attempt obtaining 65% and more of the aggregate marks of the four year B. Sc. Nursing programme shall be declared to have passed the examination with First class.
5. A candidate who secures an aggregate of 75% or above marks is awarded Distinction. A candidate who secures not less than 75% marks in any subject will be deemed to have passed the subject with distinction in that subject provided he/she passes the whole examination in the first attempt.
6. A candidate who passes the examination in subsequent appearance shall be ranked only in Second Class.
7. Rank in the examination:- Aggregate marks of all four year regular examinations have been considered for awarding rank for the B. Sc. Nursing Examination (A consolidated mark list consisting of marks of all four year examination shall be given to all the students).
Course of Instruction

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II. SECOND YEAR B. Sc. NURSING

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Total hours = 1650

*(Practical including project)*

### IV. FOURTH YEAR B. Sc. NURSING

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Subject / Area</th>
<th>Course Code</th>
<th>Theory (In hrs.)</th>
<th>Lab (In hrs.)</th>
<th>Clinical (In hrs.)</th>
<th>Total (In hrs.)</th>
<th>Others (In hrs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PART I - NURSING – IV</strong></td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>Paper I – Maternity Nursing including Gynecological Nursing</td>
<td>BSN401OBG</td>
<td>90</td>
<td>15</td>
<td>600</td>
<td>705</td>
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<td>2</td>
<td>Paper II – Community Health Nursing II</td>
<td>BSN402COM</td>
<td>90</td>
<td>15</td>
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<td>3</td>
<td>Paper III – Management of Nursing Service and Education</td>
<td>BSN403MGT</td>
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<td>4</td>
<td>A course on AMR</td>
<td>BSN404AMR</td>
<td>15</td>
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<tr>
<td>5</td>
<td>Integrated Clinical Experience (ICE)</td>
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<td>-</td>
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<td>210 (7h x 6d x 5w)</td>
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<td>6</td>
<td>Cultural Education</td>
<td>BSN406CUL</td>
<td>-</td>
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<td>7</td>
<td>Library / Co-curricular activities</td>
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<td><strong>Total</strong></td>
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<td>285</td>
<td>30</td>
<td>1260</td>
<td>1575</td>
<td>90</td>
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</table>

Total hours = 1665
Distribution of Theory, Lab and Clinical hours in the B. Sc. Nursing Programme

<table>
<thead>
<tr>
<th>Year</th>
<th>Theory (hrs.)</th>
<th>Lab (hrs.)</th>
<th>Clinical (hrs.)</th>
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</thead>
<tbody>
<tr>
<td>I year B. Sc. Nursing</td>
<td>720</td>
<td>300</td>
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<tr>
<td>II year B. Sc. Nursing</td>
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<td>85</td>
<td>895</td>
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<tr>
<td>III year B. Sc. Nursing</td>
<td>330</td>
<td>45</td>
<td>1180</td>
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<tr>
<td>IV year B. Sc. Nursing</td>
<td>285</td>
<td>30</td>
<td>1260</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1865</strong></td>
<td><strong>460</strong></td>
<td><strong>3785</strong></td>
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<tr>
<td>Percentage</td>
<td>30%</td>
<td>8%</td>
<td>62%</td>
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Scheme of Examination

I. FIRST YEAR B. Sc. NURSING

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Subject / Area</th>
<th>Course Code</th>
<th>Assessment Hours</th>
<th>Internal Hours</th>
<th>External Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>PART I – BIOLOGICAL SCIENCES</strong></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td>Paper I - Anatomy</td>
<td>BSN101ANA</td>
<td>3</td>
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<tr>
<td>2</td>
<td>Paper II-Physiology</td>
<td>BSN102PHY</td>
<td>3</td>
<td>25</td>
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<tr>
<td>3</td>
<td>Paper III - Microbiology</td>
<td>BSN103MIC</td>
<td>3</td>
<td>25</td>
<td>75</td>
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<tr>
<td>4</td>
<td>Paper IV - Nutrition and Biochemistry</td>
<td>BSN104NUB</td>
<td>3</td>
<td>25</td>
<td>75</td>
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<tr>
<td>5</td>
<td>PART - II - Psychology</td>
<td>BSN105PSY</td>
<td>3</td>
<td>25</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td><strong>PART III – NURSING I</strong></td>
<td></td>
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<td></td>
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<tr>
<td>6</td>
<td>Foundations of Nursing</td>
<td>BSN106FON</td>
<td>3</td>
<td>50</td>
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<tr>
<td>7</td>
<td>PART IV – Paper I– English*</td>
<td>BSN107ENG</td>
<td>3</td>
<td>25</td>
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<tr>
<td>8</td>
<td>PART V - Introduction to Computer Application*</td>
<td>BSN109ICA</td>
<td>3</td>
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<td>50</td>
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</table>

**Practical & Viva voce**

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Subject / Area</th>
<th>Assessment Hours</th>
<th>Internal Hours</th>
<th>External Hours</th>
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<tbody>
<tr>
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<td>PART III – Foundations of Nursing</td>
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* College exam
### II. SECOND YEAR B. Sc. NURSING

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Subject / Area</th>
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<tbody>
<tr>
<td></td>
<td></td>
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</tr>
<tr>
<td>1</td>
<td><strong>PART I- NURSING II</strong></td>
<td>BSN201MSN</td>
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<tr>
<td>2</td>
<td><strong>Paper I - Medical Surgical Nursing</strong></td>
<td>BSN202PHA</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td><strong>Paper III – Pathology and Genetics</strong></td>
<td>BSN203PAG</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td><strong>PART II - Community Health Nursing I</strong></td>
<td>BSN204COM</td>
<td>3</td>
</tr>
<tr>
<td>5</td>
<td><strong>PART III – Sociology</strong></td>
<td>BSN205SOC</td>
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<tr>
<td>6</td>
<td><strong>PART IV – Communication and Educational Technology</strong></td>
<td>BSN206CET</td>
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<td><strong>Practical &amp; Viva voce</strong></td>
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</tr>
<tr>
<td>1</td>
<td><strong>Paper I - Medical Surgical Nursing</strong></td>
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**Total**

|       | 275 | 525 | 800 |

### III. THIRD YEAR B. Sc. NURSING

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Subject / Area</th>
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<th>Assessment</th>
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<tr>
<td></td>
<td></td>
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<td>Hours</td>
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<td>1</td>
<td><strong>PART I- NURSING – III</strong></td>
<td>BSN301MSN</td>
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<tr>
<td>2</td>
<td><strong>Paper II - Child Health Nursing</strong></td>
<td>BSN302CHN</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td><strong>Paper III - Mental Health Nursing</strong></td>
<td>BSN303MHN</td>
<td>3</td>
</tr>
<tr>
<td>4</td>
<td><strong>PART II – Nursing Research and Statistics</strong></td>
<td>BSN304NRS</td>
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<tr>
<td></td>
<td><strong>Practical &amp; Viva voce</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>PART I-NURSING – III</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td><strong>Paper I-Medical Surgical Nursing</strong></td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td><strong>Paper II - Child Health Nursing</strong></td>
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<tr>
<td>3</td>
<td><strong>Paper III - Mental Health Nursing</strong></td>
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**Total**

|       | 400 | 600 | 1000 |
## IV. FOURTH YEAR B. Sc. NURSING

<table>
<thead>
<tr>
<th>Sl.No.</th>
<th>Subject / Area</th>
<th>Course Code</th>
<th>Assessment</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Hours</td>
<td>Internal</td>
<td>External</td>
<td>Total</td>
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<tr>
<td></td>
<td><strong>PART I – NURSING IV</strong></td>
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<tr>
<td>1</td>
<td>Paper I – Maternity Nursing including Gynecological Nursing</td>
<td>BSN401OBG</td>
<td>3</td>
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<td>150</td>
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<tr>
<td>2</td>
<td>Paper II - Community Health Nursing II</td>
<td>BSN402COM</td>
<td>3</td>
<td>50</td>
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<td>3</td>
<td>Paper III – Management of Nursing Service and Education</td>
<td>BSN403MGT</td>
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### Practical & Viva voce

|        | **PART I-NURSING – IV**                            |             |            |       |       |       |
|        |                                                   |             |            |        |        |       |
| 1      | Paper I Maternity Nursing including Gynecological Nursing |         | -          | -     | 100   | 100   | 200   |
| 2      | Paper II-Community Health Nursing                  |         | -          | -     | 100   | 100   | 200   |
|        | **Total**                                          |             |            |       |       |       |
|        |                                                   |             |            | 325   | 475   | 800   |

## AGGREGATE MARKS OF B. Sc. NURSING

<table>
<thead>
<tr>
<th>Year of Study</th>
<th>Total Marks</th>
</tr>
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<tbody>
<tr>
<td>I Year</td>
<td>1000</td>
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<tr>
<td>II Year</td>
<td>800</td>
</tr>
<tr>
<td>III Year</td>
<td>1000</td>
</tr>
<tr>
<td>IV Year</td>
<td>800</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>3600</strong></td>
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</table>
# ANATOMY

**Course Code:** BSN101ANA  
**Placement:** First year B.Sc. Nursing  
**Time:** Theory – 80 hours  
Lab – 25 hours

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 6           | Describe the anatomical terms, organization of human body and structure of cell, tissues, membranes and glands. | **Introduction To Anatomical Terms, Organization Of The Human Body**  
- Human cell structure  
- Tissues: definition, types, characteristics, classification, location, functions and formation  
- Membranes and glands: classification and structure  
- Alteration in disease  
- Applications and implications in nursing | o Lecture cum discussion  
- Explain using charts, slides, skeleton and torso  
- Demonstrate cell, types of tissues, membranes and glands  
- Work Book | o Short answer  
- Objective type |
| II   | 4 6         | Describe the structure and function of bones and joints. | **The Skeletal System**  
- Bones: types, structure, axial and appendicular skeleton  
- Bone formation and growth  
- Description of bones  
- Joints: classification and structure  
- Alteration in disease  
- Applications and implications in nursing | o Lecture cum discussion  
- Explain using charts, torso, skeleton, loose bones, and joints  
- Work Book | o Short answer  
- Objective type |
| III  | 7 2         | Describe the structure and function of muscles. | **The Muscular System**  
- Types and structure of muscles  
- Muscle groups  
- Alterations in disease  
- Applications and implications in nursing | o Lecture cum discussion  
- Explain using charts, models and films  
- Demonstrate muscular movements  
- Work Book | o Short answer  
- Objective type |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV</td>
<td>8</td>
<td>Describe the structure and functions of nervous system</td>
<td><strong>The Nervous System</strong>&lt;br&gt;- Structure of neuroglia and neurons&lt;br&gt;- Somatic nervous system&lt;br&gt;- Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves&lt;br&gt;- Autonomic nervous system: sympathetic, parasympathetic structure, location&lt;br&gt;- Alterations in disease&lt;br&gt;- Applications and implications in nursing</td>
<td>o Lecture cum discussion&lt;br&gt;o Explain using charts, models, slides, specimens&lt;br&gt;o Work Book</td>
<td>o Short answer&lt;br&gt;o Objective type</td>
</tr>
<tr>
<td>V</td>
<td>9</td>
<td>Explain the structure and function of sensory organs</td>
<td><strong>The Sensory Organs</strong>&lt;br&gt;- Structure of skin, eye, ear, nose, tongue (auditory and olfactory apparatus)&lt;br&gt;- Alternations in disease&lt;br&gt;- Applications and implications in nursing</td>
<td>o Lecture cum discussion&lt;br&gt;o Explain using charts, models, slides, specimens&lt;br&gt;o Work Book</td>
<td>o Short answer&lt;br&gt;o Objective type</td>
</tr>
<tr>
<td>VI</td>
<td>11</td>
<td>Describe the structure and functions of circulatory and lymphatic system</td>
<td><strong>Circulatory and Lymphatic System</strong>&lt;br&gt;<strong>i. The Circulatory system</strong>&lt;br&gt;- Blood – microscopic structure&lt;br&gt;- Structure of heart, blood vessels&lt;br&gt;- Arterial and venous system.&lt;br&gt;- Circulation: systemic, pulmonary, coronary&lt;br&gt;<strong>ii. Lymphatic system</strong>&lt;br&gt;- Lymphatic vessels and lymph&lt;br&gt;- Lymphatic tissues - Thymus gland&lt;br&gt;- Lymph nodes - Spleen - Lymphatic nodules&lt;br&gt;- Alterations in disease&lt;br&gt;- Applications and implications in nursing</td>
<td>o Lecture cum discussion&lt;br&gt;o Explain using charts, models, slides, specimens&lt;br&gt;o Work Book</td>
<td>o Short answer&lt;br&gt;o Objective type&lt;br&gt;o Essay</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs.)</td>
<td>Learning Objective</td>
<td>Contents</td>
<td>Teaching Learning Activities</td>
<td>Assessment Methods</td>
</tr>
<tr>
<td>------</td>
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<td>--------------------</td>
<td>----------</td>
<td>-----------------------------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| VII  | 6           | 2                  | Describe the structure and functions of respiratory system | The Respiratory System  
- Structure of the organs of respiration  
- Muscles of respiration: Intercostals and diaphragm  
- Alterations in disease  
- Applications and implications in nursing | o Lecture cum discussion  
- Explain using charts, models, torso, slides, specimens  
- Work Book | o Short answer  
- Objective type  
- Essay |
| VIII | 5           | 3                  | Describe the structure and functions of digestive system | The Digestive System  
- Structure of alimentary tract and accessory organs of digestion  
- Alterations in disease  
- Applications and implications in nursing | o Lecture cum discussion  
- Explain using charts, torso, models, slides, specimens  
- Work Book | o Short answer  
- Objective type  
- Essay |
| IX   | 7           | 2                  | Describe the structure and functions of excretory system | The Excretory System (Urinary)  
- Structure of organs of urinary system: kidney, ureters, urinary bladder, urethra  
- Alterations in disease  
- Applications and implications in nursing | o Lecture cum discussion  
- Explain using charts, models, slides, specimens  
- Work Book | o Short answer  
- Objective type  
- Essay |
| X    | 9           | 2                  | Describe the structure and functions of endocrine system | The Endocrine System  
- Structure of pituitary, pancreas, thyroid, parathyroid, thymus and adrenal glands.  
- Alterations in disease  
- Applications and implications in nursing | o Lecture cum discussion  
- Explain using charts, models, torso, slides, specimens  
- Work Book | o Short answer  
- Objective type |
| XI   | 8           | 2                  | Describe the structure and functions of reproductive system | The Reproductive System Including Breast  
- Structure of female reproductive organs  
- Structure of male reproductive organs  
- Structure of breast  
- Alterations in disease  
- Applications and implications in nursing | o Lecture cum discussion  
- Explain using charts, torso models, slides, specimens  
- Work Book | o Short answer  
- Objective type |
**Recommended Books:**

**Reference Books:**
# PHYSIOLOGY

**Course Code:** BSN102PHY  
**Placement:** First year B.Sc. Nursing  
**Time:**  
- Theory – 85 hours  
- Lab - 5 hours

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 5           | 1                  | **Cell Physiology**  
  - Outline structure of cell and cell membrane  
  - Tissue formation, repair  
  - Introduction to terminology – cell, tissues, organs, organ system  
  - Membranes and glands-functions  
  - Homeostasis – definition  
  - Body fluid compartments (outline only)  
  - Basic principles of transport across cell membrane - diffusion, osmosis, facilitated diffusion, active transport  
  - Alterations in disease  
  - Applied aspects – name commonly used I/V fluids – NS, DNS, 5% dextrose  
  
**Skeletal System**  
- Bone formation and growth  
- Bones - functions and movements of bones of axial and appendicular skeleton, bone healing  
- Joints and joint movement  
- Alteration in disease  
- Applications and implication in nursing  
  | Lecture cum discussion  
  | Explain using charts, models slides, specimen and films  
  | Short answer  
  | Objective type |

| II   | 4           | Describe the bone formation and growth and movements of skeletal system  
  |               | **Skeletal System**  
  |               | - Bone formation and growth  
  |               | - Bones - functions and movements of bones of axial and appendicular skeleton, bone healing  
  |               | - Joints and joint movement  
  |               | - Alteration in disease  
  |               | - Applications and implication in nursing  
  | Lecture cum discussion  
  | Explain using charts, models and films  
  | Demonstration of joint movements  
  | Short answer  
  | Objective type |
| III | 4 | 30 mts | Describe the physiology of nerve | **Physiology of Nerve and Muscles**  
- Nerve – Structure of typical neuron and classification of nerve fibres.  
- Resting membrane potential and action potential and their ionic basis  
- Nerve conduction  
- Degeneration and regeneration  
**Muscle**  
- Types of muscles  
**Skeletal muscle**  
- Structure of sarcomere  
- Neuro muscular transmission and drugs acting on NM Junction  
- Mechanism of excitation contraction  
- Coupling and Starling’s law of skeletal muscle contractions  
**Smooth muscle**  
(few examples only)  
**Cardiac muscle**  
- Name the properties – rhythmicity, excitability, contractility, conductivity and refractory period and its significance (briefly).  
- Alterations in disease  
- Applications and implications in nursing | • Lecture cum discussion  
• Explain using charts, models slides, specimen and films  
• Demonstration of muscle movements, tone and contractions | o Short answer  
o Objective type |
| IV | 10 | 1.5 | Describe the physiology of blood | **Haematology**  
- Blood – functions, compositions, properties – specific gravity, viscosity  
- Functions of Plasma Proteins | • Lecture cum discussion  
• Explain using charts, films | o Short answer  
o Objective type |
<table>
<thead>
<tr>
<th>Demonstrate blood cell count, coagulation, grouping, Hb</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RBC</strong> - Normal count, functions, properties – PCV, ESR, osmotic fragility, erythropoiesis – stages and factors affecting fate of RBC (life span), jaundice</td>
</tr>
<tr>
<td>Haemoglobin – structure, estimation, normal value, functions</td>
</tr>
<tr>
<td>Anaemias</td>
</tr>
<tr>
<td><strong>WBC</strong> - Classification morphology, properties and functions</td>
</tr>
<tr>
<td>Differential count, variations</td>
</tr>
<tr>
<td>Total leucocyte count</td>
</tr>
<tr>
<td>Normal values and variations</td>
</tr>
<tr>
<td><strong>Immunity</strong> - definition, types</td>
</tr>
<tr>
<td>Role of B lymphocytes in immunity</td>
</tr>
<tr>
<td>Role of T lymphocytes in immunity</td>
</tr>
<tr>
<td>Immunoglobulins (Antibodies) - types</td>
</tr>
<tr>
<td>Types of immune response - antigen, cytokines</td>
</tr>
<tr>
<td><strong>Platelet</strong>- structure, normal count, functions</td>
</tr>
<tr>
<td>Hemostasis – definition, mechanisms – vasoconstriction, platelet plug formation and blood coagulation</td>
</tr>
<tr>
<td>Tests – bleeding time, clotting time and prothrombin time</td>
</tr>
<tr>
<td>Anticoagulants</td>
</tr>
<tr>
<td><strong>Blood grouping and transfusion</strong></td>
</tr>
<tr>
<td>Blood groups – physiological basis of blood grouping</td>
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<tr>
<td>Demonstration of blood cell count, coagulation, grouping, haemoglobin estimation</td>
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<tr>
<td><strong>Demonstrate spirometry</strong></td>
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<tr>
<td><strong>Cardiac Output</strong></td>
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</tbody>
</table>
| VII | 8 | Describe the physiology of excretory system | **Excretory System** | • Functions of kidneys, ureter, urinary bladder, urethra  
• Micturition reflex  
• Steps in urine formation (in detail)  
• Composition of urine  
• Applied aspects – albuminurea, glycoruria, polyuria, oliguria, anuria dialysis, diuretics.  
• fluid - electrolyte balance  
• Functions of skin  
• Regulation of body temperature.  
• Applications and implications in nursing | • Lecture cum discussion  
• Explain using charts, models, slides, specimen and films | • Short answer  
• Objective type |
| VIII | 8 | Describe the physiology of digestive system | **Gastrointestinal system** | • Physiological anatomy of digestive tract.  
• Secretion of digestive juices, saliva, gastric and intestinal juice, pancreatic secretion. | • Lecture discussion  
• Explain using charts, films | • Short answer  
• Objective type |
<table>
<thead>
<tr>
<th>IX</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe the physiology of endocrine glands</strong></td>
<td><strong>Endocrine system</strong></td>
</tr>
<tr>
<td>Demonstrate BMR</td>
<td>Name of all endocrine glands in humans and name of their secretion.</td>
</tr>
<tr>
<td></td>
<td>Definition of hormone</td>
</tr>
<tr>
<td></td>
<td>Actions of anterior and posterior pituitary hormones, thyroid hormones</td>
</tr>
<tr>
<td></td>
<td>Parathyroid hormones, adrenal hormones, endocrine pancreas, pineal body and thymus</td>
</tr>
<tr>
<td></td>
<td>Mention the conditions resulting from hypo and hyper secretion of each hormones</td>
</tr>
<tr>
<td></td>
<td>Outline of endocrine regulatory system via hypothalamo hypophyseal tract and hypothalamo hypophyseal portal system.</td>
</tr>
<tr>
<td></td>
<td><strong>Lecture discussion</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Explain using charts, films</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Demonstration of BMR</strong></td>
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<tr>
<td></td>
<td><strong>Short answer</strong></td>
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<td></td>
<td><strong>Objective type</strong></td>
</tr>
</tbody>
</table>

- Gastro intestinal hormones (Names only gastrin, secretin, IK-P2)
- Digestion and absorption of food
- Metabolism of CHO, protein and fat (brief)
- Movements of GIT
- Functions of large intestine
- Dietary fibre and its significance
- Function of liver, gall bladder and pancreas
- Applied aspects – paralytic ileus, constipation, diarrhoea.
- Applications and implications in nursing
<table>
<thead>
<tr>
<th>Section</th>
<th>Credits</th>
<th>Description</th>
<th>Male Reproductive system</th>
<th>Female Reproductive system</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>2</td>
<td>Describe the physiology of male reproductive system</td>
<td>• Introduction to terminologies in reproduction – male and female gonads, ovum, sperm, ovulation, oogenesis, spermatogenesis, fertilization and gestation and sex determination by X and Y chromosome combination</td>
<td>• Female reproductive organs</td>
<td>• Lecture discussion • Explain using charts, films, models, and specimens</td>
</tr>
<tr>
<td>XI</td>
<td>3</td>
<td>Describe the physiology of female reproductive system</td>
<td>• Reproduction of cells - DNA, mitosis, meiosis</td>
<td>• Role of hormones in breast development and function</td>
<td>• Short answer • Objective type</td>
</tr>
</tbody>
</table>
| XII | 6 | Describe the physiology of synapse, reflexes, receptors and impulse transmission to and from brain and spinal cord
| Demonstrates reflex action and stimulus | Nervous System |
| | | • Organization of central and peripheral nervous system
| | | • Spinal cord (morphology) and lumbar puncture
| | | • CSF – formation, composition, circulation and functions, diagnostic and therapeutic uses.
| | | • Structure of synapse and mechanism of synaptic transmission
| | | • Neuro transmitters – facilitatory and inhibitory neuro transmitters
| | | • Reflex – definition, components of reflex arc
| | | Monosynaptic reflex (stretch reflex)
| | | Polysynaptic reflex (withdrawal reflex)
| | | • Classification of sensory receptors (very briefly)
| | | • Sensory pathways for touch, pressure, pain, temperature
| | | • Pain – visceral, somatic and referred | Lecture discussion
| | | • Explain using charts, models, slides, specimens and films.
| | | • Demonstration of nerve stimulus, reflex action, reflexes | Short answer
| | | • Objective type |
| XIII | S | Describe the physiology of sensory organs | Special Senses | • Lecture discussion  
• Explain using charts, films, models, specimens | • Short answer  
• Objective type |
|------|---|------------------------------------------|----------------|-------------------------------------------------|

- Sensory cortex (briefly)
- Alteration in pain sensation (mention only)
- Functions of thalamus
- **Motor System**
  - Areas of motor cortex in motor function
  - Descending tracts – pyramidal tract (in detail), extrapyramidal tract (name only).
  - Upper motor neuron and lower motor neuron
  - Functions of cerebellum, basal ganglia, hypothalamus
- Muscle tone – definition, role of stretch reflex, areas of brain concerned with muscle tone, hypertonia and hypotonia
- Sleep – stages - REM, NREM and types
- EEG -waves and clinical significance
- **Autonomic nervous system**
  - Major divisions of ANS with central and peripheral components
  - Functions (brief outline only)
  - Autonomic learning and biofeedback
  - Levels and maintainance of posture
  - Alteration in disease
  - Applications and implications in nursing
### Practical Experiments

1. Introduction to use and care of microscope - 1 hour
2. Demonstrate Haemoglobin, ESR, PCV, Blood coagulation, Peripheral blood smear and blood group - 1½ hours
3. Demonstrate muscle tone, reflexes - ½ hour
4. Demonstrate BP measurement, auscultation of heart sounds and respiratory sounds - 2 hours

### Recommended Books:

### Reference Books:
**MICROBIOLOGY**

**Course Code**: BSN103MIC  
**Placement**: First year B.Sc. Nursing  
**Time**: Theory- 45 Hours  
Lab - 15 Hours

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 4           | Explain concepts and principles of microbiology and their importance in nursing | **Introduction**  
- Importance and relevance to nursing  
- Historical perspective  
- Concepts and terminologies  
- Principles of microbiology | • Lecture cum discussion | • Short answers  
• Objective type |
| II   | 5           | Describe structure, classification, morphology and growth of bacteria  
Identify microorganisms  
Identify the techniques of microscopy | **General Characteristics of Microbes**  
- Structure and classification of microbes  
- Morphological types  
- Size and form of bacteria  
- Motility  
- Colonization  
- Growth and nutrition of microbes  
- Bacterial growth curve  
  - Temperature  
  - Moisture  
  - Blood and body fluids  
- Laboratory methods for identification of microorganisms  
- Staining techniques, gram staining, acid fast staining, hanging drop preparation, Albert stain, Negative stain  
- Culture: various medias | • Lecture cum discussion  
• Demonstration | • Short answers  
• Objective type |
| III | 12 | 2 | Describe the methods of infection control | Infection control |  • Infection: sources, portals of entry and exit, transmission  
• Asepsis  
• Disinfection: types and methods  
• Sterilization: types and methods  
• Chemotherapy and antibiotics  
• Standard safety measures  
• Biomedical waste management - Role of Nurse  
• Hospital acquired infection  
• Hospital infection control programme  
• Protocols, collection of samples, preparation of report and status of rate of infection in the unit/ hospital, nurse’s accountability, continuing education etc. |  • Lecture cum discussion  
• Demonstration  
• Visit to CSSD  
• Clinical practice |  • Short answers  
• Objective type |
| --- | --- | --- | Identify the role of nurse in hospital infection control programme |  |  |  |  |
| IV | 15 | 4 | Describe the different disease producing organisms | Pathogenic Organisms  
• Micro-organisms  
• **Cocci**: gram positive and gram negative Staphylococcus, streptococcus, pneumococcus, UTI, RTI, meningitis, GIT infection  
• **Bacilli**: gram positive and gram negative, corynebacterium bacillus, clostridium, mycobacterium tuberculosis mycobacterium leprae, NTM.  
• Spirochaete  
• Mycoplasma  
• Rickettsiae  
• Chlamydiae |  • Lecture cum discussion  
• Demonstration  
• Clinical practice |  • Short answers  
• Objective type |
- Enterobacteria – Salmonella,
- Shigella, vibrio, Pseudomonas
- Nisseria, haemophilus, bordetella, brucella.

**Viruses**
- Fungi: superficial, subcutaneous, opportunistics, deep mycoses
- Parasites: protozoa, helminths

**Rodents and vectors:**
- Characteristics, source, portal of entry, transmission of infection
- Lab diagnosis of infectious disease producing microorganism
- Collection, handling and transportation of various specimens

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<table>
<thead>
<tr>
<th>V</th>
<th>9</th>
<th>4</th>
<th>Explain the concept of immunity, hypersensitivity and immunization</th>
</tr>
</thead>
</table>

**Immunity**
- Structure and function of immune system
- Immunity: types, classification
- Antigen and antibody
- Antigen and antibody reaction
- Hypersensitivity-skin test
- Serological tests
- Immunoprophylaxis
- Major Histocompatibility Complex (MHC)-brief
- Vaccines and sera: types and classification, storage and handling cold chain
- Immunization of various diseases
- Immunization Schedule

<table>
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<tr>
<th></th>
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<th>Lecture cum discussion</th>
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<td>Demonstration</td>
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<td>Clinical practice</td>
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<th>Short answers</th>
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**Recommended Books:**

**Reference Books:**
**Course Code:** BSN104NUB  
**Time:** Theory - 45 Hours  
**Placement:** First year B.Sc. Nursing  
**Lab - 15 Hours**

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 5           | Describe the relationship between nutrition and health. | **Introduction**  
- Nutrition: history, concepts.  
- Role of nutrition in maintaining health.  
- Nutritional problems in India.  
- National nutritional policy.  
- Factors affecting food and nutrition: socio-economic, cultural, tradition, production, system of distribution, life style and food habits etc.  
- Role of food and its medicinal value.  
- Classification of foods.  
- Food standards.  
- Elements of nutrition: macro and micro.  
- Calorie, BMR. | - Lecture cum discussion  
- Explaining using charts  
- Panel discussion  
- PowerPoint presentations | - Short answers  
- Objective type |
| II   | 2           | Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates | **Carbohydrates**  
- Classification.  
- Caloric value.  
- Recommended daily allowances.  
- Dietary sources  
- Functions  
- Digestion, absorption and storage, metabolism.  
- Malnutrition: deficiencies and over consumption | - Lecture cum discussion  
- Explaining using charts.  
- PowerPoint presentations | - Short answers  
- Objective type |
| III | 2 | Describe the classification, functions, sources and recommended daily allowances (RDA) of fats. | **Fats**  
- Classification.  
- Caloric value.  
- Recommended daily allowances.  
- Dietary sources.  
- Functions.  
- Digestion, absorption and storage, metabolism.  
- Malnutrition: deficiencies and over consumption | **Lecture cum discussion.**  
- Explaining using charts.  
- Exercise.  
- PowerPoint presentations | **Short answers**  
- Objective type |
| IV | 2 | Describe the classification, functions, sources and recommended daily allowances (RDA) of Proteins | **Proteins**  
- Classification.  
- Caloric value.  
- Recommended daily allowances.  
- Dietary sources.  
- Functions.  
- Digestion, absorption, metabolism and storage  
- Malnutrition: deficiencies and over consumption | **Lecture cum discussion.**  
- Explaining using charts.  
- Exercise.  
- PowerPoint presentations | **Short answers**  
- Objective type |
| V | 3 | Describe the daily calorie requirement for different categories of people. | **Energy**  
- Unit of energy - Kcal.  
- Energy requirements of different categories of people.  
- Measurements of energy.  
- Body Mass Index (BMI) and basic metabolism.  
- Basal Metabolic Rate (BMR): determination and factors affecting. | **Lecture cum discussion.**  
- Explaining using charts.  
- Exercise.  
- Demonstration | **Short answers**  
- Objective type |
| VI | 5 | Describe the classification, functions, sources and recommended daily allowances (RDA) of vitamins | **Vitamins**  
- Classification.  
- Recommended daily allowances.  
- Dietary sources.  
- Functions.  
- Absorption, synthesis, metabolism, storage and excretion.  
- Deficiencies.  
- Hypervitaminosis | **Lecture cum discussion**  
- Explaining using charts.  
- PowerPoint presentations | **Short answers**  
- Objective type |
<table>
<thead>
<tr>
<th>VII</th>
<th>5</th>
<th>Describe the classification, functions, sources and recommended daily allowances (RDA) of minerals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>VIII</td>
<td>4</td>
<td>Describe the sources, functions and requirements of water and electrolytes.</td>
</tr>
<tr>
<td>IX</td>
<td>6</td>
<td>Describe the cookery rules and preservation of nutrients.</td>
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<tr>
<td></td>
<td>12</td>
<td>Prepare and serve simple beverages and different types of food.</td>
</tr>
<tr>
<td>X</td>
<td>7</td>
<td>Describe and plan balanced diet for different categories of people.</td>
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<tr>
<td></td>
<td>3</td>
<td>Balanced diet</td>
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<td></td>
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<td>Elements, food groups.</td>
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<tr>
<td></td>
<td></td>
<td>Recommended Daily Allowance (RDA).</td>
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<td>Nutritive value of foods.</td>
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<td>Lecture.</td>
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<td></td>
<td>Discussion.</td>
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<td>Exercise on balanced diet.</td>
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<tr>
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<td>Short answers.</td>
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<td>Objective type</td>
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</tbody>
</table>

- **Minerals**
  - Classification.
  - Recommended daily allowances.
  - Dietary sources.
  - Functions.
  - Absorption, synthesis, metabolism, storage and excretion.
  - Deficiencies.
  - Over consumption and toxicity.

- **Water and electrolytes**
  - Water: daily requirement, regulation of water, metabolism, distribution of body water.
  - Electrolytes: types, sources, composition of body fluids.
  - Maintenance of fluid and electrolyte balance.
  - Over hydration, dehydration and water intoxication.
  - Electrolyte imbalances.

- **Cookery rules and preservation of nutrition**
  - Principles, methods of cooking and serving.
  - Preservation of nutrients, safe food handling – toxicity, storage of food, food preservation, food additives and its principles.
  - Prevention of Food Adulteration Act (PFA), food standards.
  - Preparation of simple beverages and different types of food.

- **Lecture cum discussion**
- **Explaining using charts.**
- **PowerPoint presentations**

- **Short answers**
- **Objective type**

- **Assessment of practice sessions.**
| XI | 4 | Describe various national programmes related to nutrition. | Role of nurse in nutritional Programmes | • Lecture.  
• Discussion.  
• Explaining with slide/film shows.  
• Demonstration of assessment of nutritional status. |
| XI | 4 | Describe the role of nurse in assessment of nutritional status and nutrition education. | • Calculation of balanced diet for different categories of people.  
• Planning menu.  
• Budgeting of food.  
• Introduction to therapeutic diets: naturopathy diet.  
• National programmes related to nutrition: Vitamin A deficiency programme, National Iodine Deficiency disorders (IDD) programme, Mid-day meal programme, Integrated Child Development Scheme (ICDS).  
• National and International agencies working towards food/nutrition: NIPCCD, CARE, FAO, NIN, CFTRI (Central Food Technology and Research Institute) etc.  
• Assessment of nutritional status.  
• Nutritional education and role of nurse.  
• Short answers  
• Objective type |
**Course Code:** BSN104NUB  
**Placement:** First year B.Sc. Nursing  

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 3           | Describe the structure, composition and functions of cell. Differentiate between prokaryote and eukaryote cell | **Introduction**  
- Definition and significance in nursing  
- Review of structure, composition and functions of cell  
- Prokaryote and Eukaryote cell organization | Lecture cum discussion using charts, slides | Short answer question  
Objective type |
| II   | 3           | Describe the structure and functions of cell membrane | **Structure And Functions of Cell Membrane**  
- Fluid mosaic model  
- Tight junction, cytoskeleton  
- Transport mechanism: diffusion, osmosis, filtration, active channel sodium pump (briefly) | Lecture cum discussion | Short answer question  
Objective type |
| III  | 3           | Describe the classification and properties of enzymes and coenzymes | **Enzymes and coenzymes**  
- Classification, properties, kinetics and inhibition and control  
- Investigations and their interpretations | Lecture cum discussion  
Demonstration of laboratory tests | Short answer question  
Objective type |
| IV | 4 | Explain the metabolism of carbohydrates | **Composition And Metabolism of Carbohydrates**  
- Types, structure, composition and uses  
- Classification and functions: monosaccharides, disaccharides, polysaccharides, oligosaccharides.  
- Glycolysis – (steps only)  
- Gluconeogenesis: Cori’s cycle (steps only)  
- Tricarboxylic acid (TCA) cycle, Glycogenolysis (steps only)  
- Pentose phosphates, pathways (significance only)  
- Regulation of blood glucose level  
- Diabetes mellitus, blood glucose estimation, GTT  
- Investigations and their interpretations | • Lecture cum discussion | • Short answer question  
• Objective type |  
| V | 4 | Explain the chemistry and metabolism of lipids | **Composition and metabolism of Lipids**  
- Types, structure, composition and uses  
- Classification and properties of fatty acids  
- Importance of prostaglandins  
- Oxidation of fatty acid (steps only)  
- Synthesis of fatty acid (steps only)  
- Triglycerides  
- Cholesterol metabolism (steps only)  
- Compounds formed from cholesterol - bile acids, bile salts, vitamin D, steroid hormones  
- Lipoproteins and their functions: VLDLs - IDLs, LDLs and HDLs (briefly)  
- Transport of Lipids | • Lecture cum discussion  
• Using charts  
• Demonstration of laboratory tests | • Short answer question  
• Objective type |
<table>
<thead>
<tr>
<th>VI</th>
<th>6</th>
<th>Explain the metabolism of amino acids, proteins and immunochemistry</th>
</tr>
</thead>
</table>

**Composition And Metabolism of Amino Acids And Protein**
- Types, structure, composition and uses
- Protein synthesis
- Targeting and glycosylation
- Chromatography
- Electrophoresis
- Sequencing
- Metabolism of aminoacids and proteins (transamination reaction)
- Metabolism of nitrogen
- Fixation & assimilation
- Urea Cycle
- Heme synthesis and chlorophylls (steps only)
- Structure and classification of immunoglobulins
- Antigens-HLA typing
- Free radicals and antioxidants
- Specialised proteins: collagen, elastin, keratin, myosin, lens protein
- Mechanism of antibody production
- Electrophoretic and quantitative determination of Immunoglobulins – ELISA etc
- Investigations and their interpretations

- Lecture cum discussion using charts
- Demonstration of laboratory tests
- Short answer question
- Objective type
| VII | 4 | Explain the classification, composition, utilization of vitamins and minerals | **Vitamins and minerals**  
- Structure  
- Classification  
- Properties  
- Absorption  
- Storage and transportation  
- Normal concentration  
- Investigations and their interpretations | • Lecture cum Discussion using charts  
• Demonstration of laboratory tests | • Short answer question  
• Objective type |
|-----|---|---------------------------------------------------------------------|-------------------------------------------------|-------------------------------------------------|-------------------------------------------------|
| VIII| 3 | Explain the acid base regulation | **Acid base regulation**  
- Acid base balance-maintenance and diagnostic tests  
- pH Buffers | • Lecture cum Discussion  
• Demonstrate laboratory tests | • Short answer question  
• Objective type |

**Recommended Books:**

**Reference Books:**
# PSYCHOLOGY

**Course Code:** BSN105PSY  
**Time:** Theory- 60 Hours  
**Placement:** First year B.Sc. Nursing

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 3           | Describe the history, scope and methods of psychology | **Introduction**  
- History and origin of psychology  
- Definitions & scope of psychology  
- Branches of psychology  
- Methods of psychology  
- Relevance to nursing | • Lecture  
• Discussion | • Essay type  
• Short answers  
• Objective type |
| II   | 5           | Explain the biology of human behaviour | **Biology of Behaviour**  
- Body mind relationship, modulation process in health and illness  
- Genetics and behaviour: heredity and environment  
- Brain and behaviour: nervous system, neurons and synapse.  
- Association cortex, right and left hemisphere  
- Psychology of sensations  
- Muscular and glandular controls of behaviour  
- Nature of behaviour of an organism/ integrated responses | • Lecture  
• Discussion | • Essay type  
• Short answers  
• Objective type |
| III  | 20          | Describe various cognitive processes and their applications | **Cognitive Process**  
- Attention: Definition, meaning, types, determinants, duration & degree, alterations  
- Perception: Definition, meaning, principles, factors affecting, errors. | • Lecture  
• Discussion  
• Psychometric assessment  
• Practice sessions | • Essay type  
• Short answers  
• Objective type |
• Learning: Definition, meaning, nature, types, learner and learning, process, factors influencing, laws, transfer, study habits, factors conducive to effective learning, theories of learning:
  - Behavioural theories
  - Cognitive learning theories
  Social learning theories
• Memory: Definition, meaning, types, nature, factors influencing, development and methods of memorizing and forgetting,
  Theories of memory:
  - Theory of general memory functions
  - Information processing theory
  - Levels of processing theory
  Theories of forgetting:
  - Trace decay theory
  - Interference theory
  - Motivated forgetting
  - Theory of storage failure
  - Theory of retrieval failure
  - Theory of disuse
• Thinking: Definition, meaning, types and levels, stages of development, relationship with language and communication
• Intelligence: Definition, meaning, Intelligence Quotient, classification, uses, theories:
  - Uni factor theory
  - Two factor theory
  - Multi factor theory
  - Theory of multiple intelligence
<table>
<thead>
<tr>
<th>IV</th>
<th>8</th>
<th>Describe motivation, emotions, stress, attitudes and their influence on behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motivation and Emotional Processes</strong></td>
<td><strong>Lecture</strong></td>
<td>Essay type</td>
</tr>
<tr>
<td>• Motivation: Definition, meaning, concepts, types, motives and behaviour, theories of motivation:</td>
<td>• Discussion</td>
<td>• Short answers</td>
</tr>
<tr>
<td>- Drive theory</td>
<td>• Role plays</td>
<td>• Objective type</td>
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<tr>
<td>- Instinct theory</td>
<td>• Case discussion</td>
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<td>- Incentive theory</td>
<td>• Demonstration</td>
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<td>- Hierarchy theory</td>
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<td>- Cognitive theory</td>
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<td>Task</td>
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</table>
| VII  | 7       | Explain the concepts of personality and its influence on behaviour | **Personality**  
- Definition, topography, determinants, theories:  
  - Type and Trait theory  
  - Psychoanalytical theory  
  - Psychosocial theory  
  - Behavioural theories  
  - Humanistic theory  
- Psychometric assessments of personality  
- Characteristics of a healthy personality  
- Alterations in personality  
- Applications  
- Lecture  
- Discussion  
- Demonstration  
- Essay type  
- Short answers  
- Objective type |
| VI   | 5       | Describe the psychology of people during the life cycle | **Developmental Psychology**  
- Psychology of people at different ages from infancy to old age  
- Psychology of vulnerable individuals: challenged, women, sick, etc.  
- Psychology of groups  
- Applications  
- Lecture  
- Discussion  
- Case discussion  
- Essay type  
- Short answers  
- Objective type |
| VII  | 8       | Describe the characteristics of mentally healthy person  
Explain the ego defence mechanisms | **Mental Hygiene And Mental Health**  
- Definition and concepts of mental hygiene and mental health  
- Characteristics of mentally healthy persons  
- Warning signs of poor mental health  
- Promotive and preventive mental health strategies and services  
- Ego defense mechanisms and implications  
- Personal and social adjustments  
- Guidance and counselling  
- Role of nurse  
- Lecture  
- Discussion  
- Case discussion  
- Role play  
- Demonstration  
- Essay type  
- Short answers  
- Objective type |
Describe motivation, emotions, stress, attitudes and their influence on behaviour

Psychological Assessment and Tests
- Definition, types, development, characteristics, principles, uses, interpretations and role of nurse in psychological assessment

• Lecture
• Discussion
• Demonstration
• Practice sessions

Recommended Books:

Reference Books:
**FOUNDATIONS OF NURSING**

**Course Code:** BSN106FON  
**Placement:** First year B.Sc. Nursing  
**Time:** Theory – 270 hours  
Lab – 210 hours  
Clinical – 450 hours

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 10          | Describe the concept of health, illness and health care agencies | Health and Illness  
**Health**  
- Definition, concept  
- Concept of health illness continuum  
- Factors influencing health  
**Illness**  
- Review body defence mechanism-Immunity & immune system  
- Definition  
- Causes and risk factors for developing illness  
- Illness and illness behaviour  
- Impact of illness on patient and family  
**Health Care Services**  
- Health promotion and prevention, primary care, diagnosis, treatment, rehabilitation and continuing care  
- Health care teams  
- Types of health care agencies  
- **Hospital:** Definition, types, organization and functions  
- Health promotion and levels of disease prevention  
- Primary health care & its delivery- role of nurse | - Lecture  
- Discussion  
- Visit to health care agencies | - Essay type  
- Short answers |
Explain concepts and scope of nursing

**Nursing as a Profession**
- **Profession**
  - Definition and characteristics
- **Nursing**
  - Definition, concepts, philosophy, objectives
- **Concepts in Nursing**
  - Core-care-cure concept, patient centered approach, comprehensive nursing, holistic approach
  - Characteristics, nature and scope of nursing practice
  - Functions of a nurse
  - Qualities of a nurse
  - Categories of nursing personnel
  - Nursing as a profession
  - History of nursing in India, trends in nursing

**Values**
- Definition, types and values in professional Nursing: caring and advocacy

**Ethics:**
- Definition and ethical principles
- Code of ethics and professional conduct for nurse
- Legal aspects in nursing

Describe values, code of ethics and professional conduct for nurses in India

**Professional Nursing Concepts And Practices**
- Conceptual and theoretical models of nursing practice:
- Introduction to models: holistic, health belief, health promotion etc.
- Introduction to Theories in Nursing: Florence Nightingale, Peplau’s, Abdellah, Henderson’s, Orem’s, Neuman’s, Roger’s, Roy’s, and Maslow.
<table>
<thead>
<tr>
<th>IV</th>
<th>10</th>
<th>Communicate effectively with patient, families and team members and maintain effective human relations projecting professional image</th>
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<tbody>
<tr>
<td></td>
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<td><strong>Communication and Nurse Patient Relationship Communication:</strong></td>
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<td>• Levels, elements, types, modes, process, factors influencing communication</td>
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<td>• Methods of effective communication - attending skills</td>
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<td>• Rapport building skills</td>
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<td>• Empathy skills</td>
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<td>• Barriers to effective communication</td>
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<td><strong>Helping Relationships (NPR)</strong></td>
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<td>• Johari Window</td>
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<td>• Dimensions of helping relationships, phases of a helping relationship.</td>
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<td>• Communicating effectively with patient, families and team members and maintain effective human relations with special reference to communicating with vulnerable group (children, women, physically and mentally challenged and elderly)</td>
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<td>• Therapeutic relationships and social relationship</td>
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<td>• Professional boundary and professional boundary violation</td>
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<td><strong>Patient Teaching:</strong></td>
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<td>• Importance, purposes, process, role of nurse and integrating teaching in nursing process</td>
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<td>• Lecture</td>
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<td>• Discussion</td>
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<td>• Role play and video film on the nurses interacting with the patient</td>
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<td>• Practice session on patient teaching</td>
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<td>• Supervised clinical practice</td>
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<td>• Essay type</td>
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<td>• Short answers</td>
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<td>• Objective type</td>
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</table>

| V  | 20 | Describe purpose and process of health assessment  |
|    |    | Describe the health assessment of each body system  |
|    |    | **Health Assessment**  |
|    |    | • Purposes  |
|    |    | • Process of health assessment  |
|    |    | • Health history  |
|    |    | **Physical Examination:**  |
|    |    | ③ Methods: inspection, palpation, percussion, auscultation, olfaction  |
|    |    | ③ Preparation for examination: patient and  |
|    |    | • Lecture  |
|    |    | • Discussion  |
|    |    | • Demonstration  |
|    |    | • Practice on simulators  |
|    |    | • Supervised clinical practice  |
|    |    | • Essay type  |
|    |    | • Short answers  |
|    |    | • Objective type  |
| VI | 15 | Explain the concept, uses, format and steps of nursing process |

**The Nursing Process**

**Critical Thinking And Nursing Judgment:**
- Critical thinking, thinking and learning, competencies, attitudes for critical thinking, levels of critical thinking in nursing

**Nursing process overview**
- Definition, steps
- Application in practice
- Nursing process format
- Assessment: collection of data, types, sources, methods, formulating nursing judgment, data interpretation
- Nursing diagnosis: identification of client problems, statement, difference between medical and nursing diagnosis
- Planning: establishing priorities, establishing goals and expected outcomes, selection of interventions, protocols and standing orders
- Writing the nursing care plan
- Implementing the plan of care
- Evaluation
  1. Outcome of care
  2. Review and modify
- Documentation and reporting

<table>
<thead>
<tr>
<th></th>
<th>Lecture</th>
<th>Discussion</th>
<th>Demonstration</th>
<th>Exercise</th>
<th>Supervised clinical practice</th>
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<tr>
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<td>Essay type</td>
<td>Short answers</td>
<td>Objective type</td>
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</tbody>
</table>
| VII | 6 | Describe the purposes, types and techniques of recording and reporting | **Documentation and Reporting**  
**Documentation**  
- Purposes of recording and reporting  
- Communication within the health care team.  
**Records**  
- Purpose  
- Types of records: ward records, medical/nursing records  
- Keeping forms, computerized documentation  
- Guidelines for reporting: factual basis, accuracy, completeness, correctness  
- Organization, confidentiality  
- Methods of recording  
**Reporting**  
- Nurses report  
- Change of shift reports, transfer reports, incident reports  
- Minimizing legal liability through effective record keeping | **Lecture**  
- Discussion  
- Demonstration  
- Exercise  
- Supervised clinical practice | **Essay type**  
- Short answers  
- Objective type |
| VIII | 5 | Explain the admission and discharge procedure | **Hospital Admission And Discharge**  
**Admission to the Hospital**  
- Unit and its preparation, admission bed  
- Admission procedure  
- Special considerations  
- Medico–legal issues  
- Roles and responsibilities of the nurse  
**Discharge from the Hospital**  
- Types: planned discharge, LAMA & abscond, referrals and transfers  
- Discharge Planning  
- Discharge procedure  
- Special considerations  
- Medico–legal issues | **Lecture**  
- Discussion  
- Demonstration  
- Lab practice  
- Supervised clinical practice | **Essay type**  
- Short answers  
- Objective type  
- Assess skills with check list  
- Clinical practical examination |
<table>
<thead>
<tr>
<th>IX</th>
<th>5</th>
<th>Define rehabilitation, Explain the concepts, principles and types Discuss the role of nurse in rehabilitation</th>
</tr>
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<tbody>
<tr>
<td>X</td>
<td>10</td>
<td>Describe principles and techniques for infection control and biomedical waste management in supervised clinical settings</td>
</tr>
</tbody>
</table>

**Rehabilitation**
- Definition of rehabilitation
- Concepts of rehabilitation
- Types of rehabilitation
- Role of Nurse in rehabilitation

**Lecture**
- Discussion

**Essay type**
- Short answers
- Objective type

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**Infection Control in Clinical Settings**

**Infection Control:**
- Nature of infection
- Chain of infection
- Transmission
- Defenses against infection: natural and acquired
- Hospital acquired infection (Nosocomial infection)

**Concepts of Asepsis**
- Medical and surgical asepsis

**Isolation Precautions:**
- (Barrier nursing)
  - Hand washing: simple hand antisepsis and surgical antisepsis (scrub)
  - Isolation: source and protective
  - Personal protecting, equipment: types, uses and techniques of wearing and removing.
  - Decontamination of equipment and unit
  - Transportation of infected patients
  - Standard safety precautions (Universal precautions)
  - Transmission based precautions

**Lecture**
- Discussion
- Demonstration
- Practice session
- Supervised clinical practice

**Essay type**
- Short answers
- Objective type
- Assess Skills with check list
- Clinical practical examination
| XI | 15 | Describe the principles and techniques of monitoring and maintaining vital signs. Monitor and maintain records of vital signs |

**Vital Signs**

Guidelines For Taking Vital Signs

**Body Temperature:**
- Physiology, regulation, factors affecting temperature
- Assessment of body temperature: site, equipment and technique, special considerations
- Temperature alterations: hyperthermia, heat stroke, hypothermia
- Care of patients having alternations in temperature.
- Assessment and management of hyper and hypothermia

**Pulse:**
- Physiology and regulation, characteristics of the pulse, factors affecting
- Sites, location,

- Biomedical waste management
- Importance
- Types of hospital waste
- Hazards associated with hospital waste
- Decontamination of hospital waste
- Segregation transportation and disposal
- Hospital Infection Control Committee-Nurse's Role

- Lecture
- Discussion
- Demonstration
- Role play and video film on the nurses interacting with the patient
- Practice session
- Supervised clinical practice

- Essay type
- Short answers
- Objective type

- Assess with checklist and clinical practical examination
<table>
<thead>
<tr>
<th>XII</th>
<th>70</th>
<th>Describe the basic, physiological and psychosocial needs of patient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Meeting Needs Of Patient Basic Needs</strong>&lt;br&gt;<strong>Activities Of Daily Living</strong>&lt;br&gt;<strong>Provide Safe And Clean Environment</strong>&lt;br&gt;- Physical environment: temperature, humidity, noise, ventilation, light, odor, pests control.&lt;br&gt;- Reduction of physical hazards: fire, accidents&lt;br&gt;- Safety devices: restraints, side rails, airways, trapeze, etc.&lt;br&gt;- Role of nurse in providing safe and clean environment: patient</td>
</tr>
</tbody>
</table>
Describe the principles and techniques for meeting basic physiological needs

environment, room equipment and linen, making patient beds
- Types of beds and bed making
i. **Comfort**
- Factors influencing comfort
- Comfort devices
ii. **Hygiene**
- Factors influencing hygienic practice
- Hygienic care of the skin: bath and pressure points, feet and nail, oral cavity, hair care, eyes, ears, and nose
- Assessment, principles, types, equipment, procedure, special considerations.

**Physiological Needs**

i. **Sleep and Rest**
- Physiology of sleep
- Factors affecting sleep
- Promoting rest and sleep
- Sleep disorders

ii. **Nutrition**
- Importance
- Factors affecting nutritional needs
- Assessment of nutritional needs: variables
- Meeting nutritional needs: principles, equipment, procedure and special consideration
  ① Oral
  ② Enteral: Naso/orogastric
  ③ gastrostomy
  ④ parenteral
• Treatment related to GIT system
• Nasogastic suction.
• Gastric analysis

iii. **Urinary Elimination**
• Review of physiology of urine elimination, composition and characteristics of urine
• Factors influencing urination
• Alteration in urinary elimination
• Retention of urine incontinence assessment and management
• Types and collection of urine specimen
• Observation, urine testing
• Facilitating urine elimination, assessment, types, equipment, procedures and special considerations
  3 Providing urinal/bed pan
  3 Condom drainage
  3 Perineal care
  3 Catheterization
  3 Care of urinary drainage
  3 Bladder irrigation

iv. **Bowel Elimination**
• Review of physiology of bowel elimination
• Composition and characteristics of faeces
• Factors affecting bowel elimination
• Alteration in bowel elimination:
constipation, diarrhea, faecal impaction, nursing management.

- Types and collection of specimen of faeces, observation
- Facilitating bowel elimination
- Assessment
- Equipment, procedures and special considerations
  ③ Passing of flatus tube
  ③ Enemas
  ③ Suppository
  ③ Sitz bath
  ③ Bowel wash

v. Mobility and Immobility

- Principles of body mechanics
- Maintenance of normal body alignment and mobility
- Factors affecting body alignment and mobility
- Hazards associated with immobility
- Alteration in body alignment and mobility
- Nursing interventions for impaired body alignment and mobility assessment, types, devices used, methods and special consideration, rehabilitation aspects
  ③ Range of motion exercises
  ③ Maintaining body alignment:
    ③ Positions
    ③ Moving
    ③ Lifting
vi. Oxygenation
- Review of cardiovascular and respiratory physiology
- Factors affecting oxygenation
- Alterations in oxygenation
- Nursing interventions in oxygenation: assessment, types, equipment used, procedure and special consideration.

iii. Maintenance of patent airway
iv. Oxygen administration
v. Chest physiotherapy and postural drainage
vi. Care of chest drainage
vii. Pulse oximetry
CPR Basic life support

vii. Fluid, Electrolyte, and Acid Base Balances
- Review of physiological regulation of fluid electrolyte and acid base balances
• Assessment, types, equipment, procedure and special considerations
  ③ Measuring fluid intake and output.
  ③ Factors affecting fluid electrolytes & acid base balance
  ③ Restriction of fluids
  ③ Correcting fluid electrolyte imbalance, replacement of fluids: oral and parenteral, venipuncture
• Regulating IV flow rates, changing IV solutions and tubing, changing IV dressing

viii. Blood Transfusion
• Indications
• Blood grouping and cross matching
• Principles and techniques
• Complications
• Nurses’ responsibilities

ix. Psychosocial Needs
• Concepts of cultural diversity, stress and adaptation, self-concept, sexuality, spiritual health, coping with loss, death and grieving
• Assessment of psychosocial needs
• Nursing intervention for psychosocial needs
  ③ Assist with coping and adaptation
  ③ Creating therapeutic environment

x. Recreational and Diversional Therapies
<table>
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<tr>
<th>XIII</th>
<th>5</th>
<th>Explain the principles, classifications and therapeutic uses of heat and cold</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Therapeutic Uses Of Heat And Cold</strong></td>
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<tr>
<td></td>
<td></td>
<td>• General principles, classification</td>
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<td>• Hot application: effect on the body</td>
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<td>• Classification: hot water bag, infrared therapy, fomentation, Sitz bath, hypo and hyperthermic measures.</td>
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<td>• Cold application: cold compress, ice cap, tepid sponge</td>
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<td>• Nurses’ responsibility in heat and cold applications.</td>
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<td><strong>Lecture</strong></td>
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<td><strong>Discussion</strong></td>
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<td><strong>Demonstration</strong></td>
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<td><strong>Practice session</strong></td>
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<td><strong>Supervised clinical practice</strong></td>
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<td><strong>Short answers</strong></td>
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<td><strong>Objective type</strong></td>
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<td><strong>Assess with check list and clinical practical examination</strong></td>
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<td>XIV</td>
<td>40</td>
<td>Explain the principles, routes, effects of administration of medications</td>
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<td><strong>Administration of Medications</strong></td>
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<td>i. <strong>General Principles/considerations</strong></td>
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<td>• Purposes of medication</td>
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<td>• Principles:ten(10) rights,special considerations, prescriptions, safety in administering medications and medication errors</td>
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<td>• Drug forms</td>
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<td>• Routes of administration storage and maintenance of drugs and nurses responsibility</td>
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<td></td>
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<td>• Broad classification of drugs</td>
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<td>• Therapeutic effect, side effects, toxic effects, idiosyncratic reactions, allergic reactions, drug tolerance, drug interactions.</td>
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<td>• Factors Influencing drug actions</td>
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<td>• Systems of drug measurement: metric system, apothecary system, household measurements</td>
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<td><strong>Demonstration</strong></td>
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<td><strong>Practice session</strong></td>
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<td><strong>Supervised clinical practice</strong></td>
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<td><strong>Objective type</strong></td>
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<td><strong>Assess with check list and clinical practical examination</strong></td>
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<td>Calculate conversions of drugs and dosages within and between system of measurements</td>
<td>o Converting measurements units: conversion within one system, conversion between systems, dosage calculation, o Terminologies and abbreviations used in prescriptions of medications</td>
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<tr>
<td>Administer drugs by the following routes: oral, intradermal, subcutaneous, intramuscular, intra venous topical, inhalation</td>
<td>ii. Oral Drugs Administration o Oral, sublingual and buccal: equipment, procedure iii. Parenteral o General principles: decontamination and disposal of syringes and needles o Types of parenteral therapies o Types of syringes, needles, cannula, and infusion sets o Protection from needle stick injuries: giving medications with a safety syringe. o Routes of parenteral therapies ① Intradermal: purpose, site, equipment, procedure, special considerations ② Subcutaneous: purpose, site, equipment, procedure, special considerations ③ Intramuscular: purpose site, equipment, procedure, special considerations ④ Intravenous: purpose, site equipment procedure, special considerations. ⑤ Advanced techniques: epidural, intrathecal, intraosseous, intra peritoneal, intraplural, intra arterial.</td>
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</table>
| XV | 5 | Describe the types and care of machinery, equipment and linen | **Machinery, Equipment And Linen**  
Types: disposable and reusable: linen, rubber goods, glassware, metal, plastic, furniture, machinery.  
o Introduction: Indent, maintenance, inventory. | • Lecture  
• Discussion | • Essay type  
• Short answers  
• Objective type |
<table>
<thead>
<tr>
<th>Page</th>
<th>Description</th>
<th>Meeting needs of Perioperative Patients</th>
<th>Meeting Special Needs Of The Patient</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| XVI  | Describe the pre and postoperative care of patients.                       | - Definition and concept of perioperative nursing.  
  - Preoperative phase: preparation of patient for surgery.  
  - Intraoperative: operation theatre setup and environment, role of nurse  
  - Postoperative phase: recovery unit, postoperative unit, postoperative care  
  - Care of the wound: wound healing, types, equipment, procedure and special considerations: dressings,  
  - Suture care: care of drainage. | - Lecture  
  - Discussion  
  - Demonstration  
  - Practice session  
  - Supervised clinical practice | - Essay type  
  - Short answers  
  - Objective type |
| XVII | Explain the process of wound healing Explain the principles and techniques of wound care.  
  Perform care of wounds. | - Lecture  
  - Discussion  
  - Supervised clinical practice | | - Essay type  
  - Short answers  
  - Objective type |

**Meeting Special Needs Of The Patient**

**Care of Patients Having Alterations in:**

- **Sensorium** (unconsciousness): assessment, management.
- **Functioning of sensory organs** (visual & hearing impairment): assessment of self-care ability, communication methods and special considerations.
- **Mobility** (physically challenged, cast): assessment of self-care ability, communication methods and special considerations.
- **Mental state** (mentally challenged): assessment of self-care ability; communication methods and special considerations.
<table>
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<tr>
<th>XVIII</th>
<th>5</th>
<th>Explain the care of terminally ill patient</th>
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<tr>
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<td><strong>Care of Terminally Ill Patient</strong></td>
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<tr>
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<td>o Concepts of loss, grieving process</td>
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<td>o Signs of clinical death</td>
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<td></td>
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<td>o Care of dying patient: special consideration</td>
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<td>o Advance directives: euthanasia, will, dying declaration, organ donation etc.</td>
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<td>o Medico-legal issues</td>
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<td>o Care of dead body</td>
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<td>o Equipment, procedure and care of unit</td>
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<td>o Autopsy</td>
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<td>o Embalming</td>
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<td><em>Lecture</em></td>
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<td><em>Discussion</em></td>
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<td><em>Demonstration</em></td>
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<td><em>Case discussion</em></td>
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<td><em>Role play</em></td>
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<td><em>Practice session</em></td>
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<td><em>Supervised clinical practice</em></td>
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<td><em>Essay type</em></td>
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<td><em>Short answers</em></td>
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<td></td>
<td><em>Objective type</em></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>XIX</th>
<th>17</th>
<th>Explain the principles of first aid. Demonstrate application of bandages</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>First Aid Nursing</strong></td>
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<tr>
<td></td>
<td></td>
<td>o Definition, preparation of equipment, qualities of a first aider, application of bandages and slings.</td>
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<td>o Shifting of patients with spine dislocation, padding and splinting fractured limbs.</td>
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<td>o First aid measures and antidotes in poisoning</td>
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<td>o Immediate care of patients with snakebite, rabid dog bite, burns, scalds, frost bite, sunstroke, first aid and nursing management in simple emergencies, first aid management of drowning, electric shock</td>
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<td>o Common accidents, preventive measures emergency care of: poisoning, foreign body in the eye, ear, nose &amp; throat</td>
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<td></td>
<td>o Cardiopulmonary resuscitation (CPR)-</td>
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<td><em>Lecture</em></td>
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<td><em>Discussion</em></td>
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<td><em>Demonstration</em></td>
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<td></td>
<td><em>Short answers</em></td>
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<td><em>Objective type</em></td>
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<td></td>
<td></td>
<td><em>Multiple choice</em></td>
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</tbody>
</table>
**Recommended Books:**

**Reference Books:**
2. Ellis JR, Nowlis EA, Bentz PM. Modules for basic nursing skills. vol. I & II. Philadelphia: Lippincott; (latest edition)
8. Yallaswamy AA. First aid and emergency nursing(latest edition)
**Course Description:** This course is designed to help the students to develop an understanding of the philosophy, objectives, theories and process of nursing in various clinical settings. It is aimed at helping the students to acquire knowledge, understanding and skills in techniques of nursing and practice them in clinical settings.

<table>
<thead>
<tr>
<th>Time (Hours)</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| 450 (Minimum practice time in clinical area) | Perform admission and discharge procedure | Hospital Admission And Discharge  
- Admission  
- Prepare unit for new patient  
- Prepare admission bed  
- Perform admission procedure  
①New patient  
②Transfer in  
- Prepare patient records  
**Discharge/Transfer Out**  
- Give discharge counselling  
- Perform discharge procedure (Planned discharge, LAMA and abscond, referrals and transfers)  
- Prepare records of discharge/transfer  
- Dismantle, and disinfect unit and equipment after discharge/transfer  
**Perform Assessment**  
- History taking, nursing diagnosis, problem list, prioritization, goals & expected outcomes, selection of interventions  
- Write nursing care plan  
- Gives care as per the plan | o Practice in unit/hospital | Evaluate with checklist  
- Assessment of clinical performance with rating scale  
- Completion of practical record |
<table>
<thead>
<tr>
<th>Time (Hours)</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| 450 (Minimum practice time in clinical area) | Communicate effectively with patients, families and team members  
  o Prepare and present patient reports  
  o Monitor vital signs | **Communication**  
  o Use verbal and non-verbal communication techniques  
  o Prepare a plan for patient teaching session  
  o Write patient report  
  o Change of shift reports, transfer reports, incident reports etc.  
  o Present patient report  
 **Vital Signs**  
  o Measure, record and interpret alteration in body temperature, pulse, respiration and blood pressure  
 **Health Assessment**  
  o Health history taking  
  o Perform assessment  
  ① General  
  ② Body systems  
  o Use various methods of physical examination  
  ③ Inspection  
  ④ Palpation  
  ⑤ Percussion  
  ⑥ Auscultation  
  ⑦ Olfaction  
  o Identification of systems wise deviations  
 **Prepare Patient’s Unit**  
  o Prepare beds: open, closed, occupied, operation, amputation, cardiac, fracture, burn, divided & Fowler's bed  
  o Pain assessment and provision for comfort  
 **Use comfort devices hygienic care:**  
  o Oral hygiene  
  o Baths and care of pressure points  
  o Hair wash, pediculosis treatment | Role plays in simulated situations on communication techniques- I  
  o Health talk - I  
  o Write nurses’ notes and present the patient report of 2-3 assigned patient  
  o Lab practice  
  o Measure vital signs of assigned patient | o Assessment of actual care given with rating scale.  
  o Assess role plays with the check list on communication techniques  
  o Assess health talk with the checklist  
  o Assessment of communication techniques by rating scale  
  o Assessment of each skill with check list | o Practical in lab/hospital  
  o Assessment of each skill with check list  
  o Completion of activity record
<table>
<thead>
<tr>
<th>Time (Hours)</th>
<th>Objectives</th>
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<th>Assignments</th>
<th>Assessment Methods</th>
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<tr>
<td></td>
<td></td>
<td>Feeding</td>
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<td></td>
<td>o Oral, enteral</td>
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<td></td>
<td>o Naso/orogastric gastrostomy and parenteral feeding</td>
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<td></td>
<td></td>
<td>o Naso-gastric insertion, suction, and irrigation</td>
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<td>Assisting Patient In Urinary Elimination</td>
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<td></td>
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<td>o Provide urinal/bed pan</td>
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<td></td>
<td></td>
<td>o Condom drainage</td>
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<td></td>
<td></td>
<td>o Perineal care</td>
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<td></td>
<td>o Catheterization</td>
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<td>o Care of urinary drainage</td>
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<td></td>
<td>o Bladder irrigation</td>
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<td>Assisting Bowel Elimination</td>
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<td></td>
<td></td>
<td>o Insertion of flatus tube</td>
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<td>o Enemas</td>
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<td>o Insertion of suppository</td>
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<td>o Bowel wash</td>
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<td>Body Alignment And Mobility</td>
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<td></td>
<td></td>
<td>o Range of motion exercises</td>
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<td>o Positioning: recumbent, lateral (rt/lt) Fowler’s, Sim’s, Lithotomy, Prone, Trendelenburg position</td>
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<td>o Assist patient in moving, lifting, transferring walking</td>
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<td>o Restraints</td>
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<td>Oxygen Administration</td>
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<td>Simulated exercise on CPR manikin</td>
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<td>o Suctioning: oropharyngeal, nasopharyngeal</td>
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<td>o CPR-basic life support</td>
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<td>o Intravenous therapy</td>
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<td></td>
<td>o Collect/assist for collection of specimens for investigations urine, sputum, faeces vomitus, blood and other body fluids</td>
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<tr>
<td>Time (Hours)</td>
<td>Objectives</td>
<td>Skills</td>
<td>Assignments</td>
<td>Assessment Methods</td>
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<td></td>
<td>Perform lab tests.</td>
<td>Perform lab tests.</td>
<td>Observation study-2</td>
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<tr>
<td></td>
<td>①Urine: sugar, albumin acetone</td>
<td>①Urine: sugar, albumin acetone</td>
<td>Visits CSSD, write observation report</td>
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<tr>
<td></td>
<td>o Hot and cold applications: local and general Sitz bath</td>
<td>o Hot and cold applications: local and general Sitz bath</td>
<td>Clinical posting in infection control department and write report</td>
<td></td>
</tr>
<tr>
<td></td>
<td>o Communicating and assisting with self-care of visually &amp; hearing impaired patients</td>
<td>o Communicating and assisting with self-care of visually &amp; hearing impaired patients</td>
<td>o Practice in lab/ward</td>
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<tr>
<td></td>
<td>o Caring of patient with alteration in sensorium</td>
<td>o Caring of patient with alteration in sensorium</td>
<td>o Practice in lab/ward</td>
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<td></td>
<td><strong>Infection Control</strong></td>
<td><strong>Infection Control</strong></td>
<td>o Practice in lab/ward</td>
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<td></td>
<td>o Perform following procedures:</td>
<td>o Perform following procedures:</td>
<td>o Practice in lab/ward</td>
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<td></td>
<td>③ Hand washing techniques: (simple, hand antisepsis and surgical antisepsis (scrub)</td>
<td>③ Hand washing techniques: (simple, hand antisepsis and surgical antisepsis (scrub)</td>
<td>o Practice in lab/ward</td>
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<td>③ Prepare isolation unit in lab/ward</td>
<td>③ Prepare isolation unit in lab/ward</td>
<td>o Practice in lab/ward</td>
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<td></td>
<td>③ Practice technique of wearing and removing personal protective equipment (PPE)</td>
<td>③ Practice technique of wearing and removing personal protective equipment (PPE)</td>
<td>o Practice in lab/ward</td>
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<td>④ Practice Standard safety precautions (universal precautions)</td>
<td>④ Practice Standard safety precautions (universal precautions)</td>
<td>o Practice in lab/ward</td>
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<td><strong>Decontamination of equipment and unit:</strong></td>
<td><strong>Decontamination of equipment and unit:</strong></td>
<td>o Practice in lab/ward</td>
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<tr>
<td></td>
<td>① Surgical asepsis:sterilization</td>
<td>① Surgical asepsis:sterilization</td>
<td>o Practice in lab/ward</td>
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<tr>
<td></td>
<td>③ Handling sterilized equipment</td>
<td>③ Handling sterilized equipment</td>
<td>o Practice in lab/ward</td>
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<td></td>
<td>⑤ Calculate strengths of lotions</td>
<td>⑤ Calculate strengths of lotions</td>
<td>o Practice in lab/ward</td>
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<td></td>
<td>Perform infection control procedures</td>
<td>Perform infection control procedures</td>
<td>o Practice in lab/ward</td>
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<tr>
<td></td>
<td>Administer drugs safely</td>
<td>Administer drugs safely</td>
<td>o Practice in lab/ward</td>
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<tr>
<td>Time (Hours)</td>
<td>Objectives</td>
<td>Skills</td>
<td>Assignments</td>
<td>Assessment Methods</td>
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<td></td>
<td>Provide care to dying and dead body</td>
<td>③Prepare lotions ③Care of articles <strong>Administration of medications</strong> o Administer medications in different forms and routes ③Oral, sublingual and buccal ③Parenteral: intradermal subcutaneous, intramuscular etc. o Assist with intravenous medications o Drug measurements and dose calculations o Preparation of lotions and solutions o Administers topical applications o Insertion of drug into body cavity: suppository and medicated packing o Instillation of medicine and spray into ear, eye, nose and throat o Irrigation: eye, ear, bladder, vagina and rectum o Inhalations: dry and moist <strong>Care of dying patient</strong> o Caring and packing of dead body o Counselling and supporting grieving relatives o Terminal care of the unit</td>
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</tbody>
</table>
Clinical Assignments
1. Nursing assessment – 3
2. Nursing Care plan – 2
3. Nursing Care Plan Presentation – 1
4. Daily Diary -
5. Drug File
6. Procedure book
7. Practical Record

Evaluation
1. Theory: Three sessional examinations $50 \times 3 = 150$
   Average in 50
2. Clinical
   - Ongoing assessment 50
   - Clinical assignment 25
   - Internal Practical 25

   Total 100

Reference Books:
3) Fundamentals of nursing – a procedure manual TNAI- Published by TNAI; 2005.
### Course Code: BSN107ENG

**Placement:** First year B.Sc. Nursing

**Time:** 60 Hours

#### Course Description:

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 10          | Speak and write grammatically correct English | • Review of grammar.  
• Remedial study of grammar.  
• Building vocabulary.  
• Phonetics.  
• Public speaking | • Demonstrate use of dictionary  
• Class room conversation  
• Exercise on use of grammar  
• Practice in public speaking | • Objective type  
• Fill in the blanks  
• Para phrasing |
| II   | 30          | Develop ability to read, understand and express meaning fully, the prescribed text | • Read and comprehend prescribed course books | Exercise on:  
• Reading  
• Summarizing  
• Comprehension | • Short answers  
• Essay type |
| III  | 10          | Develop writing skills | • Various forms of composition  
• Letter writing  
• Note taking  
• Précis writing  
• Anecdotal records  
• Diary writing  
• Reports on health problems etc.  
• Resume / CV | Exercise on writing  
• Letter writing  
• Nurses’ note  
• Précis  
• Diary  
• Anecdote  
• Health problems  
• Story writing  
• Resume / CV  
• Essay writing  
• Discussion on written reports / documents. | • Assessment of the skills based on the check list |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| IV   | 6           | Develop skill in spoken English | **Spoken English**  
- Oral report  
- Discussion  
- Debate  
- Telephonic conversation  

**Exercise on:**  
- Debating  
- Participating in seminar, panel, symposium  
- Telephonic conversation  

**Assessment of the skills based on the check list** |
| V    | 4           | Develop skill in listening comprehension | **Listening Comprehension**  
- Media, audio, video, speeches, etc.  

**Exercise on:**  
- Listening to audio, video, tapes and identify the key points  

**Assessment of the skills based on the check list** |

**References**
# REGIONAL LANGUAGE (MALAYALAM)

**Course Code:** BSN108RLA  
**Time:** 30 Hours  
**Placement:** First year B. Sc. Nursing

**Course Description:** The course is designed to enable students to enhance ability to read, write and speak Malayalam required for effective communication in their professional work. Students will practice their skills in verbal and written Malayalam during clinical and classroom experiences.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Hours</th>
<th>Theory</th>
<th>Activity</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
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<td>10</td>
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<td>• Quiz</td>
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<td>നാലുകൈകാലി, പാലങ്കാലി (Correction of syllables)</td>
<td>• Topic presentation</td>
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<td>പ്രക്രിയാദ്ധിശാസ്ത്രം തിരിച്ചടക്ക് (Correction of sentence)</td>
<td>• Group discussion</td>
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<td>വിവാദികളെ. Communication</td>
<td>• Debate</td>
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<td>പ്രഖ്യാപനം എഴുത്ത് (Essay writing)</td>
<td>• Poetry writing</td>
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<td>ലെറ്റർ ലോട്ട് (Letter writing)</td>
<td>• Essay writing</td>
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<td>• Speech</td>
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<td>• Comprehension</td>
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<td>• Translation</td>
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<td>• Newspaper reading</td>
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<td>• Poem reading</td>
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<td>• Vocabulary building</td>
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</tbody>
</table>
## INTRODUCTION TO COMPUTER APPLICATION

**Course Code:** BSN109ICA

**Placement:** First year B.Sc. Nursing

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Method</th>
</tr>
</thead>
</table>
| I    | 3           | Identify & define various concepts used in computer. Identify application of computer in nursing | Introduction  
- Concepts of computers  
- Hardware and software  
- Trends and technology  
- Application of computers in nursing | Lecture cum discussion  
- Explain using charts  
- Panel discussion | Short answer questions  
- Objective type |
| II   | 6 20        | Describe and use the Disk Operating System (DOS) Demonstrate skill in the use of MS Office | Introduction to Disk Operating System  
- DOS  
- Windows (all version)  
- MS Word  
- MS Excel with pictorial presentation  
- MS - Access  
- MS - PowerPoint | Lecture  
- Discussion  
- Demonstration  
- Practice session | Short answers  
- Objective type  
- Practical exam |
| III  | 3           | Demonstrate skill in using multimedia Identify features of computer aided teaching and testing | Multimedia : types & uses  
- Computer aided teaching & testing | Lecture  
- Discussion  
- Demonstration | Short answers  
- Objective type  
- Practical exam and viva voice |
| IV   | 1 3         | Demonstrate use of internet and e-mail | Use of Internet and e-mail | Lecture  
- Discussion  
- Demonstration | Short answers  
- Objective type  
- Practical exam and viva voice |
| V    | 2 2         | Describe and use the statistical packages | Statistical packages: types and their features | Lecture  
- Discussion  
- Demonstration  
- Practice Session | Short answers  
- Objective type  
- Practical exam and viva voice |
Describe the use of Hospital Management System

- Hospital management system: types and uses
- Electronic patient records
- Lecture
- Discussion
- Demonstration
- Short answers
- Objective type
- Practical exam and viva voice

Recommended Books:

Reference Books:
## MEDICAL SURGICAL NURSING (ADULT INCLUDING GERIATRICS) – I

**Course Code:** BSN201MSN

**Placement:** Second year B.Sc. Nursing

**Time:**
- Theory: 195 hours
- Lab: 30 hours
- Clinical: 760 hours

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>13</td>
<td></td>
<td><strong>Introduction</strong></td>
<td>Lecture</td>
<td>Short answers</td>
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<tr>
<td></td>
<td>2</td>
<td>• Appreciate the trends in medical and surgical nursing</td>
<td>• Introduction to medical surgical nursing; evolution and trends of medical and surgical nursing</td>
<td>Discussion</td>
<td>Objective type</td>
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<tr>
<td></td>
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<td>• Describe the role of a nurse in caring for adult patient in hospital and community</td>
<td>• Review of concepts of health and illness diseases – concepts, causations, classification</td>
<td>Demonstration</td>
<td>Assessment of skills with check list</td>
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<td>• Describe the concepts of medical surgical asepsis</td>
<td>• International Classification Diseases (ICD – 10 or later version), acute, chronic &amp; terminal illness, stages of illness</td>
<td>Practice session</td>
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<td>• Review of concepts of comprehensive nursing care in medical surgical conditions based on nursing process</td>
<td>Supervised clinical practice</td>
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<td></td>
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<td></td>
<td>• Role of nurse, patient and family in care of adult patient</td>
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<td></td>
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<td></td>
<td>• Role and responsibilities of a nurse in medical surgical settings</td>
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<td></td>
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<td></td>
<td>□ Outpatient department</td>
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<td>□ Inpatient unit</td>
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<td>□ Intensive care unit</td>
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<td>□ Home and community settings</td>
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<td>• Introduction to medical surgical asepsis</td>
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<td></td>
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<td></td>
<td>□ Inflammation and infection</td>
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<td>□ Immunity</td>
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<td>□ Wound healing</td>
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<td>• Care of surgical patient</td>
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<td>□ Pre-operative</td>
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<td>□ Intra operative</td>
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<td></td>
<td>□ Post operative</td>
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</tbody>
</table>
| II | 15 | • Describe the common signs, symptoms problems and their specific nursing interventions. | Common Signs and Symptoms and Management  
• Fluid and electrolyte imbalance  
• Vomiting  
• Dyspnea and cough, respiratory obstruction  
• Fever  
• Shock  
• Unconsciousness, syncope  
• Pain  
• Incontinence  
• Edema  
• Age related problems - geriatric | • Lecture  
• Discussion  
• Seminar  
• Case discussion | • Short answers  
• Objective type |
| --- | --- | --- | --- | --- | --- |
| III | 18 | 2 | • Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of respiratory systems | Nursing Management of Patients (Adults including Elderly) with Respiratory Problems  
• Review of anatomy and physiology of respiratory system  
• Nursing assessment: history and physical assessment  
• Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics and nursing management of adults including elderly with  
  □ Upper respiratory tract infections  
  □ Bronchitis  
  □ Asthma  
  □ Emphysema  
  □ Empyema  
  □ Atelectasis  
  □ Chronic obstructive pulmonary disease (COPD)  
  □ Bronchiectasis  
  □ Pneumonia  
  □ Pulmonary tuberculosis  
  □ Lung abscess  
  □ Pleural effusion  
  □ Cysts and tumors | • Lecture  
• Discussion  
• Explain using charts, graphs Models, films, slides  
• Demonstration  
• Practice session  
• Case discussion/ seminar  
• Health education Supervised clinical practice  
• Drug book/ presentation | • Essay type  
• Short answers  
• Objective type  
• Assessment of skills with checklist  
• Assessment and management of patients with problem |
<table>
<thead>
<tr>
<th>IV</th>
<th>22</th>
<th>3</th>
<th>• Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients (adult including elderly) with disorders of digestive systems</th>
</tr>
</thead>
</table>
| | | | **Nursing Management of Patients (Adult including Elderly) with Disorders of Digestive System**
| | | | • Review of anatomy and physiology of digestive system
| | | | • Nursing assessment: history and physical assessment
| | | | • Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical management of disorders of:
| | | | □ Oral cavity: lips, gums, tongue, salivary glands and teeth.
| | | | □ Oesophagus: inflammation stricture, obstruction, bleeding and tumors
| | | | □ Stomach and duodenum: hiatus hernia, gastritis, peptic and duodenal ulcer, bleeding, tumors, pyloric stenosis
| | | | □ Small intestinal disorders: inflammation and infection, enteritis, malabsorption, obstruction, tumor and perforation
| | | | □ Large intestinal disorders: colitis, inflammation and infection, obstruction and tumor and lump |
| | | | • Lecture
| | | | • Discussion
| | | | • Explain using charts, graphs
| | | | • Models, films, slides
| | | | • Demonstration
| | | | • Practice session
| | | | • Case discussion/seminar
| | | | • Health education
| | | | • Supervised clinical practice
| | | | • Drug book/presentation
| | | | • Essay type
| | | | • Short answers
| | | | • Objective type
| | | | • Assessment of skills with check list
| | | | • Assessment and management of patients with problem
| V | 25 | 5 | • Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients with blood and cardiovascular problems  
• Describe the vascular conditions and its nursing management |
| --- | --- | --- | --- |
| | | | **Nursing Management of Patient (Adults including Elderly) with Blood And Cardio Vascular Problems**  
• Review of anatomy and physiology of blood and cardiovascular system  
• Nursing assessment: history and physical assessment  
• Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of **Vascular system:**  
• Hypertension  
• Hypotension  
• Artherosclerosis  
• Raynaud’s disease  
• Aneurysm and peripheral vascular disorders |
| | | | o Lecture  
o Discussion  
o Explain using charts, graphs  
o Models, films, slides  
o Demonstration  
o Practice session  
o Case discussion/ seminar  
| | | | o Health education  
| | | | o Supervised clinical practice  
| | | | o Drug book/presentation  
| | | | o Visit to blood bank  
| | | | o Participation in blood donation camps  
| | | | o Counselling  
| | | | o Essay type  
| | | | o Short answers  
| | | | o Objective type  
| | | | o Assessment of skills with check list  
| | | | o Assessment and management of patients with problem  

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**B.Sc Nursing Curriculum**
<table>
<thead>
<tr>
<th>Heart</th>
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<tbody>
<tr>
<td>□ Coronary artery disease</td>
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<td>□ Ischemic heart disease</td>
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<tr>
<td>□ Coronary atherosclerosis</td>
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<tr>
<td>□ Angina pectoris</td>
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<tr>
<td>□ Myocardial infarction</td>
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<tr>
<td>□ Valvular disorders of the heart</td>
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<tr>
<td>□ Congenital and acquired</td>
</tr>
<tr>
<td>□ Rheumatic heart diseases</td>
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<tr>
<td>□ Endocarditis, pericarditis, myocarditis</td>
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<tr>
<td>□ Cardio myopathies</td>
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<tr>
<td>□ Cardiac dysrhythmias, heart block</td>
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<tr>
<td>□ Congestive cardiac failure</td>
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<tr>
<td>□ Cor-pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade</td>
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<tr>
<td>□ Cardiac emergencies and arrest</td>
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<tr>
<td>□ Cardio pulmonary cerebral resuscitation (CPCR)</td>
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<tr>
<td>□ Blood</td>
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<tr>
<td>□ Anaemias</td>
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<tr>
<td>□ Polycythemia</td>
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<tr>
<td>□ Bleeding disorders, clotting factor defects and platelet defects</td>
</tr>
<tr>
<td>□ Thalassemia</td>
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<tr>
<td>□ Leukaemias</td>
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<tr>
<td>□ Leukopenias and agranulocytosis</td>
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<tr>
<td>□ Lymphomas</td>
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<tr>
<td>□ Myelomas</td>
</tr>
<tr>
<td>□ Special therapies</td>
</tr>
<tr>
<td>□ Blood transfusion, safety checks, procedure and requirements, management of adverse transfusion reaction, records for blood transfusion</td>
</tr>
<tr>
<td>□ Management and counselling of blood donors, phlebotomy procedure and post donation management. Blood bank functioning</td>
</tr>
</tbody>
</table>
and hospital transfusion committee. Bio-safety and waste management in relation to blood transfusion
- Role of nurse in organ donation, retrieval and banking
- Alternative therapies nursing procedures
- Drugs used in treatment of blood and cardiovascular disorders
- Recent trends in diagnosis and management

<table>
<thead>
<tr>
<th>VI</th>
<th>7</th>
<th>3</th>
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</table>
| • Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients (adults including elderly) with disorders of genitor-urinary system. | **Nursing Management of Patient (Adults including Elderly) with Genito-Urinary Problems**
- Review of anatomy and physiology of genitourinary system
- Nursing assessment: history and physical assessment
- Etiology, pathophysiology clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of:
  - Nephritis
  - Nephrotic syndrome
  - Nephrosis
  - Renal calculus
  - Tumors
  - Acute renal failure
  - Chronic renal failure
  - End stage renal disease
  - Dialysis, renal transplant
  - Congenital disorders, urinary infections
  - Benign prostate hypertrophy
  - Disorders of ureter, urinary bladder and urethra inflammation, infection, stricture, | o Lecture
- Discussion
- Explain using charts, graphs
- Models, films, slides
- Demonstration
- Practice session
- Case discussion/ seminar
- Health education
- Supervised clinical practice
- Drug book/presentation | o Essay type
- Short answers
- Objective type
- Assessment of skills with check list
- Assessment and management of patients with problem |
<table>
<thead>
<tr>
<th>VII</th>
<th>18</th>
<th>2</th>
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<tbody>
<tr>
<td></td>
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<td>• Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and nursing management of patients (adults including elderly) with disorders of male and female reproductive system</td>
</tr>
</tbody>
</table>

**Nursing Management of Disorders of Male and Female (Adults including Elderly) Reproductive System**

**Male Reproductive system:**
- Review of anatomy and physiology of male reproductive system
- Nursing assessment: history and physical assessment
- Etiology, pathophysiology clinical manifestation diagnosis, treatment modalities and medical surgical, dietetics & nursing management of disorders of male reproductive system such as:
  - Congenital malformations: cryptorchidism, hypospadias, epispadias.
  - Infections
  - Testes and adjacent structures
  - Penis
  - Prostate: inflammation, infection, hypertrophy tumor
  - Sexual dysfunction
  - Infertility
  - Contraception
  - Breast: gynecomastia, tumor
  - Climacteric changes
- Special therapies,

**Female Reproductive system:**
- Review of anatomy and physiology of female reproductive system
- Nursing assessment: history and physical assessment
- Etiology, pathophysiology clinical manifestation diagnosis, treatment modalities and medical surgical, dietetics & nursing management of disorders of female reproductive system such as:
  - Congenital malformations: hypospadias, epispadias.
  - Infections
  - Vagina and adjacent structures
  - External genitalia
  - Pelvis
- Special therapies,

**Ongoing Education and Assessment:**
- Lecture
- Discussion
- Explain using charts, graphs
- Models, films, slides
- Demonstration
- Practice session
- Case discussion/seminar
- Health education
- Supervised clinical practice
- Disaster management drills
- Drug book/presentation

**Essay type:**
- Short answers
- Objective type
- Assessment of skills list
- Assessment and management of patients with problems
Alternative therapies
- Nursing procedures
- Drugs used in treatment of disorders of male reproductive system
- Recent trends in diagnosis and management

**Female Reproductive System:**
- Review of anatomy and physiology of the female reproductive system
- Nursing assessment history and physical assessment
- Breast self examination
  - Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of disorders of female reproductive system
  - Menstrual disorders, dysmenorrhea, amenorrhea, premenstrual syndrome
  - Pelvic inflammatory disease
  - Ovarian and fallopian tube disorders, infections, cysts, Tumors
  - Uterine and cervical disorders:
    - Endometriosis, polyps, fibroids, cervical and uterine tumors
  - Vaginal disorders, infection, discharge, fistulas
  - Vulvar disorders:
    - Infections, cyst, tumors
- Diseases of breast, deformities, infection, cysts and tumors
  - Special therapies
  - Nursing procedures
  - Drug used in treatment
| Page | VIII | 8 | 2 | Description of gynecological disorders  
|------|------|---|---|• Recent trends in diagnosis and management  
|     | Nursing Management of Patient (Adults including Elderly) with Disorders of Endocrine System  
|     | • Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients (adults including elderly) with disorders of endocrine system  
|     |   |   |   | Review of anatomy and physiology of endocrine system  
|     |   |   |   | Nursing assessment: history and physical assessment  
|     |   |   |   | Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of:  
|     |   |   |   | Disorders of thyroid and parathyroid  
|     |   |   |   | Diabetes mellitus  
|     |   |   |   | Diabetes insipidus  
|     |   |   |   | Adrenal tumor  
|     |   |   |   | Pituitary disorders  
|     |   |   |   | Special therapies, alternative therapies  
|     |   |   |   | Nursing procedures  
|     |   |   |   | Drugs used in treatment of disorders of endocrine system  
|     |   |   |   | • Recent trends in diagnosis and management  
|     | o Lecture  
|     | o Discussion  
|     | o Explain using charts, graphs  
|     | o Models, films, slides  
|     | o Demonstration  
|     | o Practice session  
|     | o Case discussion/seminar  
|     | o Health education  
|     | o Supervised clinical practice  
|     | o Drug book/presentation  
|     | Visit to old age home  
|     | o Essay type  
|     | o Short answers  
|     | o Objective type  
|     | o Assessment of skills with check list  
|     | o Assessment and management of patients with problem  
| IX  | 9 | 1 | • Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients (adults including elderly) with disorders of skin  
|     | Nursing Management of Patient (Adult including Elderly) with Disorders of Integumentary System  
|     | • Review of anatomy and physiology of skin and its appendages  
|     | Nursing assessment: history and physical assessment  
|     | Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of  
|     | o Lecture  
|     | o Discussion  
|     | o Explain using charts, graphs  
|     | o Models, films, slides  
|     | o Demonstration  
|     | o Practice session  
|     | o Case discussion/seminar  
|     | o Health education  
|     | o Essay type  
|     | o Short answers  
|     | o Objective type  

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B.Sc Nursing Curriculum
|   |   |   |   | disorders of skin and its appendages.  
  □ Lesions and abrasions  
  □ Infection and infestations, dermatitis  
  □ Dermatoses, infectious and non infectious  
  “inflammatory dermatoses”  
  □ Acne vulgaris  
  □ Allergies and eczema  
  □ Psoriasis  
  □ Malignant melanoma  
  □ Alopecia  
  o Special therapies, alternative therapies  
  o Nursing procedures  
  o Drugs used in treatment of disorders of integumentary system  
  ▪ Recent trends in diagnosis and management  
  |   |   |   | Nursing Management of Patient (Adult including Elderly) with Musculoskeletal Problems  
  o Review of anatomy and physiology of musculoskeletal system  
  o Nursing assessment: history and physical assessment  
  o Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of:  
  □ Disorders of:  
  □ Muscles, ligaments and joints: inflammation, infection, trauma  
  □ Bones inflammation, infection, dislocation, fracture, tumor and trauma  
  |   | Lecture  
  o Discussion  
  o Explain using charts, graphs  
  o Models, films, slides  
  o Practice session  
  o Case discussion/ seminar  
  o Health education  
  |   | Essay type  
  o Short answers  
  o Objective type  
  o Assessment of skills with check list  
  o Assessment and management of patients with problem  |
- Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients (adults including elderly) with disorders of immunological system

**Nursing management of patient (adult including elderly) with immunological problems**
- Review of immune system
- Nursing assessment: history and physical assessment etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics & nursing management of:
  - Immunodeficiency Disorder
  - Primary immuno deficiency
  - Phagocytic dysfunction
  - B-cell and T-cell deficiencies
  - Secondary immuno

- Osteomalacia and osteoporosis
- Arthritis
- Gout
- Congenital deformities
- Spinal column: defects and deformities, tumor, prolapsed inter vertebral disc, pott’s spine
- Paget’s disease
- Amputation
- Prostheses and Orthoses
- Transplant & replacement surgeries
- Rehabilitation
- Special therapies, alternative therapies
- Nursing procedures
- Drugs used in treatment of disorders of musculoskeletal system
- Recent trends in diagnosis and management

- Demonstration of practice session
- Case discussion/ seminar
- Health education
- Supervised clinical practice
- Drug book/presentation
- Orientation visit to hospital control system
- Essay type
- Short answers
- Objective type
- Assessment of skills with check list
- Assessment and management of patients with problem
<table>
<thead>
<tr>
<th>XII</th>
<th>18</th>
<th>2</th>
<th>• Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients (adults including elderly) with communicable disease</th>
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<tbody>
<tr>
<td></td>
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<td></td>
<td><strong>Nursing Management of Patient (Adult including Elderly) with Communicable Diseases</strong></td>
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<tr>
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<td>o Overview of infectious disease, the infectious process</td>
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<td>o Nursing assessment: history and physical assessment</td>
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<td>o Epidemiology, infectious process, clinical manifestations, diagnosis, treatment,</td>
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<td>o Case discussion/ seminar Health education</td>
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<td>o Assessment and management of patients with problem</td>
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<td>Year</td>
<td>Course</td>
<td>Credits</td>
<td>Core Courses</td>
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<tr>
<td>1</td>
<td>NUR 101</td>
<td>3</td>
<td>&lt;br&gt;• Introduction to Nursing&lt;br&gt;• Physiology&lt;br&gt;• Anatomy</td>
</tr>
<tr>
<td>2</td>
<td>NUR 201</td>
<td>3</td>
<td>&lt;br&gt;• Pathophysiology&lt;br&gt;• Pharmacology&lt;br&gt;• Community Health Nursing</td>
</tr>
<tr>
<td>3</td>
<td>NUR 301</td>
<td>3</td>
<td>&lt;br&gt;• Advanced Pathophysiology&lt;br&gt;• Advanced Pharmacology&lt;br&gt;• Advanced Community Health Nursing</td>
</tr>
</tbody>
</table>

### Program Outcomes
- Critical thinking and problem-solving skills in nursing practice.
- Effective communication skills with patients, families, and other healthcare professionals.
- Ability to perform physical assessments and obtain vital signs.
- Knowledge of pharmacology and drug administration.
- Understanding of the legal and ethical issues in nursing practice.
- Ability to demonstrate leadership and management skills in a healthcare setting.
- Ability to work collaboratively in a team environment.

### Course Description

**NUR 101: Introduction to Nursing**
- Introduction to the profession of nursing.
- Basic principles of nursing care.
- Communication skills.

**NUR 201: Pathophysiology**
- Study of normal and abnormal physiological processes.
- Pathological conditions and their effects on the body.

**NUR 301: Advanced Pathophysiology**
- Advanced study of physiological processes and pathological conditions.
- Integration of physiological and pathological knowledge in clinical decision-making.

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### Additional Information

- The curriculum includes opportunities for clinical practice and community-based service learning.
- Students are encouraged to participate in research projects and present findings at local and national conferences.
- The program offers electives in various specialties to allow students to tailor their education to their career goals.

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### Course Requirements

- Graduation requirements include a minimum of 120 credits.
- Students must achieve a minimum grade of C in all core courses.
- Elective courses require approval from the program director.

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### Program Goals

- Prepare students to become registered nurses capable of providing quality care in diverse settings.
- Foster the development of critical thinking and problem-solving skills.
- Promote ethical and legal practice in nursing.
- Encourage life-long learning and professional development.

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### Program Outcomes

- Students will demonstrate knowledge of nursing theories and concepts.
- Students will demonstrate the ability to apply evidence-based practice in nursing care.
- Students will demonstrate effective communication skills with patients, families, and other healthcare professionals.
- Students will demonstrate critical thinking and problem-solving skills in nursing practice.
- Students will demonstrate leadership and management skills in a healthcare setting.
- Students will demonstrate the ability to work collaboratively in a team environment.

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### Program Evaluation

- Student performance is evaluated through a combination of assignments, projects, and exams.
- Students are required to maintain a professional portfolio throughout their program.
- Regular feedback is provided to students on their progress and areas for improvement.

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### Program Staff

- The program is staffed by experienced clinicians and educators.
- Faculty members are involved in clinical practice and research, ensuring that the curriculum is current and relevant.

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### Program Resources

- Access to state-of-the-art simulation laboratories and clinical facilities.
- Opportunities for international and interprofessional experiences.
- Access to a variety of scholarly resources, including journals, books, and electronic databases.

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### Conclusion

The program is designed to prepare students for successful careers in nursing, with a strong emphasis on providing quality care to patients and promoting optimal health outcomes.
<table>
<thead>
<tr>
<th>instruments and equipments used for common surgical procedures</th>
<th>Duties and responsibilities of nurse in O.T.</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Principles of health and operating room attire</td>
<td>□ Instruments</td>
</tr>
<tr>
<td>□ Sutures and suture materials</td>
<td>□ Equipment</td>
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<tr>
<td>□ Equipment</td>
<td>□ O.T. tables and sets for common surgical procedures</td>
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<tr>
<td>□ O.T. tables and sets for common surgical procedures</td>
<td>□ Positions and draping for common surgical procedures</td>
</tr>
<tr>
<td>□ Monitoring the patient during surgical procedures</td>
<td>□ Scrubbing procedures</td>
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<tr>
<td>□ Standard safely measures</td>
<td>□ Gowning and gloving</td>
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<tr>
<td>□ Infection control, fumigation, disinfection and sterilization</td>
<td>□ Prevention of accidents and hazards in O.T.</td>
</tr>
<tr>
<td>□ Biomedical waste management</td>
<td>□ Anesthesia</td>
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<tr>
<td>□ Prevention of accidents and hazards in O.T.</td>
<td>□ Types</td>
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<tr>
<td>□ Maintenance of therapeutic environment in O.T.</td>
<td>□ Methods of administration</td>
</tr>
<tr>
<td>□ Standard safely measures</td>
<td>□ Effects and stages</td>
</tr>
<tr>
<td>□ Infection control, fumigation, disinfection and sterilization</td>
<td>□ Equipment</td>
</tr>
<tr>
<td>□ Biomedical waste management</td>
<td>□ Drugs</td>
</tr>
<tr>
<td>□ Prevention of accidents and hazards in O.T.</td>
<td>□ Pre anesthetic check up</td>
</tr>
<tr>
<td>□ Monitoring the patient during surgical procedures</td>
<td>□ Pre medication, management of patients before, during and after anesthesia</td>
</tr>
<tr>
<td>□ Standard safely measures</td>
<td>□ complications of anesthesia</td>
</tr>
<tr>
<td>□ Infection control, fumigation, disinfection and sterilization</td>
<td>□ Cardio Pulmonary Cerebral Resuscitation (CPCR)</td>
</tr>
<tr>
<td>□ Biomedical waste management</td>
<td>□ Pain management techniques</td>
</tr>
<tr>
<td>□ Prevention of accidents and hazards in O.T.</td>
<td>□ Legal aspects</td>
</tr>
</tbody>
</table>

- **Case discussion/ seminar**
Recommended Books:


Reference Books:


**MEDICAL SURGICAL NURSING (ADULT INCLUDING GERIATRICS) – I (Practical)**

**Course Code:** BSN201MSN  
**Placement:** Second year B.Sc. Nursing  
**Time:** 760 hours

<table>
<thead>
<tr>
<th>Areas (sing)</th>
<th>Duration (in weeks)</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| General medical ward (respiratory, GI, endocrine, renal hematology) | 6 | o Provide nursing care to adult patients with medical disorders  
o Counsel and educate patients and families | Assessment of the Patient  
- Taking history  
- Perform general and specific physical examination  
- Identify alterations and deviations  
- Practice medical surgical asepsis: standard safety measures  
- Administer medications  
- Oral, IV, IM subcutaneous  
- IV therapy  
- IV canulation  
- Maintenance and monitoring  
- Oxygen therapy by different methods  
- Nebulization  
- Chest physiotherapy  
- Nasogastric feeding  
- Assist in common diagnostic procedures  
- Perform/assist in therapeutic procedures  
- Blood and component therapy  
- Throat suctioning  
- Collect specimens for common investigations  
- Maintain elimination  
- Catheterization  
- Bowel wash  
- Enema  
- Urinary drainage  
- Maintain intake, output and body fluid balance | o Plan and give care to 3 - 4 assigned patients  
o Nursing care plan - 2  
o Nursing case study/ presentation - 1  
o Drug presentation - 1  
o Maintain drug book  
o Maintain practical record book | o Assess performance with rating scale  
o Assess each skill with checklist  
o Evaluation of case study/ presentation  
o Completion of practical record |
| General surgical ward (GI, urinary CVTS) | 6 | o Provide pre and post operative nursing care to adult patients with surgical disorders  
  o Counsel and educate patients and families | **Assessment of the Patient**  
  o Practice medical surgical asepsis: standard safety measures  
  o Preoperative preparation of patients  
  o Post operative care: receiving patient, assessment, monitoring, care  
  o Care of wounds and drainage  
  o Suture removal  
  o Ambulation and exercise  
  o Nasogastric aspiration  
  o Care of chest drainage  
  o Ostomy care  
  □ Gastrostomy  
  □ Colostomy  
  □ Enterostomy  
  o Blood and component therapy  
  o Practice universal precautions | o Plan and give care to 3 - 4 assigned patients  
  o Nursing care plan - 2  
  o Nursing case study/presentation - 1  
  o Maintain drug book | o Assess performance with rating scale  
  o Assess each skill with checklist  
  o Evaluation of case study/presentation  
  o Completion of practical record |
|---|---|---|---|---|---|---|
| Cardiology ward | 2 | o Provide nursing care to patients with cardiac disorders  
  o Counsel and educate patients and families | **Assessment of the Patient**  
  o Physical examination of the CVS  
  o Recording and interpreting ECG  
  o Monitoring of patients  
  o Preparation and assisting in noninvasive and invasive diagnostic procedures  
  o Administer cardiac drugs | o Plan and give care to 3 - 4 assigned patients  
  o Nursing care plan - 1  
  o Nursing case study/presentation/health talk -1  
  o Maintain drug book | o Assess performance with rating scale  
  o Assess each skill with checklist  
  o Evaluation of case study/presentation  
  o Completion of practical record |
<table>
<thead>
<tr>
<th>Skill Area</th>
<th>Task</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Skin &amp; communicable diseases ward</strong></td>
<td>1</td>
<td><strong>Assessment of the Patient With Skin Disorders</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Identify skin problems</td>
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<td></td>
<td></td>
<td>- Provide nursing care to patients with skin disorders &amp; communicable diseases</td>
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<tr>
<td></td>
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<td>- Plan and give care to 2 - 3 assigned patients</td>
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<td></td>
<td></td>
<td>- Health talk/ counseling HIV positive patients and families – 1</td>
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<tr>
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<td></td>
<td>- Maintain drug book</td>
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<td></td>
<td>- Assess performance with rating scale</td>
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<tr>
<td></td>
<td></td>
<td>- Evaluation of case study/presentation/health talk</td>
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<tr>
<td></td>
<td></td>
<td>- Completion of activity record</td>
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<tr>
<td><strong>Orthopedic ward</strong></td>
<td>2</td>
<td><strong>Assessment of Orthopedic Patients</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Provide nursing care to patients with musculo skeletal disorders</td>
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<tr>
<td></td>
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<td>- Plan and give care to 3 - 4 assigned patients</td>
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<tr>
<td></td>
<td></td>
<td>- Nursing care plan - 1</td>
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<tr>
<td></td>
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<td>- Nursing case study/presentation/health talk -1</td>
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<td>- Maintain drug book</td>
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<td>- Completion of activity record</td>
</tr>
</tbody>
</table>

- **Cardio Pulmonary Cerebral Resuscitation (CPCR)**
- **Teach patients and families**
- **Practice medical and surgical asepsis: standards safety measures**
- **Use of personal protective equipment (PPE)**
- **Give medicated baths**
- **Counseling HIV positive patients**
- **Teach prevention of infectious diseases**
- **Assist in diagnostic and therapeutic procedures**
- **Administer topical medication**
- **Practice medical surgical asepsis: standard safety measures**
- **Plan and give care to 2 - 3 assigned patients**
- **Health talk/counseling HIV positive patients and families – 1**
- **Maintain drug book**
- **B.Sc Nursing Curriculum**
| Operation theatre | 6 | o Identify instruments used in common operations  
| o Participate in infection control practice in the operation theatre  
| o Set up the table/ trolleys for common operative procedures  
| o Assist in giving anesthesia  
| o Assist in the operative procedures  
| o Provide perioperative nursing care | o Scrubbing, gowning, gloving, identify instruments, suturing materials for common operations  
| o Disinfection, carbolization, fumigation  
| o Preparation of instruments sets for common operations  
| o Sterilization of sharps and other instruments  
| o Prepare the OT table depending upon the operation  
| o Positioning and monitoring of patients  
| o Endotracheal intubation  
| o Assisting in minor and major operations  
| o Handling specimens  
| o Disposal of waste as per the guidelines | o Assist as a circulatory nurse in:  
| □ Major cases – 10  
| □ Minor cases - 5  
| o Assist as a scrub nurse in: Major cases -10  
| □ Minor cases - 5  
| o Maintain drug book | o Assess performance with rating scale  
| o Completion of activity record |
## PHARMACOLOGY

**Course Code:** BSN202PHA  
**Placement:** Second year B.Sc. Nursing  
**Total:** 75 hours

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 7          | Describe the pharmacodynamics, pharmacokinetics and the principles of administration of drugs. | **Introduction to Pharmacology**  
- Definitions  
- Sources  
- Terminology used  
- Types: classification  
- Pharmacokinetics: absorption, distribution, metabolism, interaction, excretion  
- Pharmacodynamics: actions, therapeutic managements, adverse effects, toxicity of drugs, drug dependence, drug interaction  
- Therapeutic drug monitoring, therapeutic window, therapeutic index, drug development and the essential drug concept  
- Review: routes and principles of administration of drugs  
- Indian pharmacopoeia: legal issues  
- Rational use of drugs  
- Principles of therapeutics | o Lecture  
- o Discussion  
- o Drug study/presentation | o Short answers  
- o Objective type |
| II   | 9          | Explain chemotherapy of specific infections and infestations and nurses’ responsibilities | **Chemotherapy**  
- Pharmacology of commonly used:  
  Ø Penicillin  
  Ø Cephalosporins  
  Ø Aminoglycosides  
  Ø Macrolide and broad spectrum antibiotics  
  Ø Sulfonamides and Cotrimoxazole | o Lecture  
- o Discussion  
- o Drug study/presentation | o Short answers  
- o Objective type |
<table>
<thead>
<tr>
<th>III</th>
<th>3</th>
<th>Describe antiseptics, disinfectants, insecticides and nurses’ responsibilities</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Pharmacology of Commonly Used Antiseptics, Disinfectants and Insecticides</strong></td>
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<tr>
<td></td>
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<td>o Antiseptics</td>
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<td>o Disinfectants</td>
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<td>o Insecticides</td>
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<td>o Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</td>
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<td>o Lecture</td>
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<td>o Discussion</td>
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<td>o Drug study/presentation</td>
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<td>o Short answers</td>
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<td>o Objective type</td>
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<thead>
<tr>
<th>IV</th>
<th>6</th>
<th>Describe drugs acting on gastrointestinal system and nurses’ responsibilities</th>
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<tr>
<td></td>
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<td><strong>Drugs Acting on G.I System</strong></td>
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<tr>
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<td>o Pharmacology of commonly used:</td>
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<tr>
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<td></td>
<td>o Antiemetics</td>
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<td>o Emetics</td>
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<td>o Purgatives</td>
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<td>o Drugs used for peptic ulcer</td>
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<td>o Cholinergics</td>
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<td>o Anticholinergics</td>
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<td>o Fluid and electrolyte therapy</td>
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<td>o Antidiarrhoeals</td>
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<td>o Histamines</td>
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<td>o Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity</td>
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<td>o Lecture</td>
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<td>o Short answers</td>
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<td>Page</td>
<td>Topic</td>
<td>Details</td>
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</tbody>
</table>
| VII  | Describe drugs used on respiratory system and nurses’ responsibilities | **Drugs Used on Respiratory System**  
- Pharmacology of commonly used:  
  - Antiasthmatics  
  - Mucolytics  
  - Decongestants  
  - Expectorants  
  - Antitussives  
  - Bronchodilators  
  - Bronchoconstrictors  
  - Antihistamines  
- Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse. |  
- Lecture  
- Discussion  
- Drug study/presentation  
- Short answers  
- Objective type |
| VI   | Describe drugs used on urinary system and nurses’ responsibilities | **Drugs used on Urinary System**  
- Pharmacology of commonly used:  
  - Diuretics and antidiuretics  
  - Urinary antiseptics  
  - Cholinergics and anticholinergics  
  - Acidifiers and alkalinizers  
- Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse. |  
- Lecture  
- Discussion  
- Drug study/presentation  
- Short answers  
- Objective type |
| VII  | Describe drugs used in de addiction, emergency, deficiency of vitamins & minerals, poisoning, immunization and immunosuppression and nurses’ responsibilities | **Miscellaneous**  
- Drugs used in deaddiction  
- Drugs used in CPR and emergency  
- Vitamins and minerals  
- Immunosuppressants  
- Immunostimulants, vaccines and sera  
- Organo phosphorous poisoning  
- Heavy metal intoxication (chelating agents)  
- Antidotes  
- Antivenom |  
- Lecture  
- Discussion  
- Drug study/presentation  
- Short answers  
- Objective type |
| VIII | 4 | Describe drugs used on skin and mucous membrane and nurses’ responsibilities | **Drugs used on skin and mucous membranes**<br> o Topical applications for<br> Ø Skin : Ectoparasitides<br> Ø Eye<br> Ø Ear<br> Ø Nose<br> Ø Buccal cavity<br> o Antipruritics<br> o Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse | o Lecture<br> o Discussion<br> o Drug study/presentation | o Short answers<br> o Objective type |
| IX | 9 | Describe drugs used on nervous systems and nurses’ responsibilities | **Drugs acting on nervous system**<br> • Basic & applied pharmacology of commonly used:<br> o Analgesics and anaeasthetics<br> ü Analgesics:<br> - Non –steroidal anti inflammatory (NSAID) drugs<br> ü Antipyretics<br> ü Hypnotics and sedatives:<br> - opioids<br> - non-opioids<br> - tranquilizers<br> - general and local anesthetics<br> ü Gases: oxygen, nitrous oxide, carbon-dioxide<br> ü Cholinergics and anti-cholinergics:<br> - Muscle relaxants<br> - Major tranquilizers<br> - Anti-psychotics<br> - Anti-depressants<br> - Anticonvulsants<br> - Adrenergics<br> - Noradrenergics<br> - Mood stabilizers<br> - Acetyl choline<br> - Stimulants<br> o Composition, action, dosage, route, indications, contraindications, | o Lecture<br> o Discussion<br> o Drug study/presentation | o Short answers<br> o Objective type |
| X | 8 | Describe drugs used on cardiovascular system and nurses’ responsibilities | **Cardiovascular drugs**  
Ø Hematinics  
Cardiotonics  
Ø Anti anginals  
Ø Anti-hypertensives and Vasodilators  
Ø Central Sympatholytics  
Ø Anti-arrythmics  
Ø Plasma expanders  
Ø Coagulants and anticoagulants  
Ø Antiplatelets and thrombolytics  
Ø Hypolipidemics  
o Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse | o Lecture  
o Discussion  
o Drug study/presentation | o Short answers  
o Objective type |
| XI | 7 | Describe drugs used for hormonal disorders and supplementation, contraception and medical termination of pregnancy, nurses’ responsibilities | **Drugs Used For Hormonal Disorders and Supplementation, Contraception and Medical Termination of Pregnancy**  
Ø Insulins and oral hypoglycemics  
Ø Thyroid supplements and suppressants Ø Steroids and anabolics Ø Uterine stimulants and relaxants  
Ø Oral contraceptives  
Ø Other estrogen-progestrone preparations  
Ø Corticotrophine and gonadotropines  
Ø Adrenaline  
Ø Prostaglandins  
Ø Calcitonins and parathyroid hormone  
Ø Calcium salts  
Ø Calcium regulators | o Lecture  
o Discussion  
o Drug study/presentation | o Short answers  
o Objective type |
| XII | 5 | Demonstrate awareness of the common drugs used in alternative system of medicine | Introduction to drugs used in alternative systems of medicine | o Lecture  
o Discussion  
o Observational visits  
o Short answers  
o Objective type |
<table>
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<tbody>
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<td></td>
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<td></td>
<td>o Ayurveda, Homeopathy, Unani and Siddha</td>
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</tr>
</tbody>
</table>

**Recommended Books:**


**Reference Books:**


# PATHOLOGY & GENETICS

**Course Code:** BSN203PAG  
**Placement:** Second year B.Sc. Nursing

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 6           | Define the common terms used in pathology. Appreciate the deviations from normal to abnormal structure and functions of the body system | **Introduction**  
- Importance of study of pathology  
- Definition of terms  
- Methods and techniques  
- Cellular and tissue changes  
- Infiltration and regeneration  
- Inflammation and infections  
- Wound healing  
- Vascular changes  
- Cellular growth, neoplasm  
- Normal and cancer cells  
- Benign and malignant growths  
- In situ carcinoma  
- Disturbances of fluid and electrolyte balance |  
- Lecture  
- Discussion  
- Explain using charts |  
- Short answers  
- Objective type |
| II   | 15 4       | Explain pathological changes in disease conditions of various systems | **Special Pathology**  
- Pathologic changes in disease conditions of various system  
- Respiratory tract  
- Tuberculosis, bronchitis, pleural effusion and pneumonia  
- Lung abscess, emphysema, bronchiectasis, bronchial asthma, chronic obstructive pulmonary disease and tumors  
- Cardio vascular system  
- Pericardial effusion  
- Rheumatic heart disease  
- Infective endocarditis |  
- Lecture  
- Discussion  
- Explain using charts, slides, specimen, X-rays and scans  
- Visit to pathology lab, endoscopy unit and OT |  
- Short answers  
- Objective type |
atherosclerosis
Ø Ischemia, infarction and aneurysm
Ø Chronic heart disease
○ Gastro intestinal tract
Ø Peptic ulcer, typhoid
Ø Carcinoma of GI tract: buccal, esophageal, gastric and intestinal
○ Liver, gallbladder and pancreas
Ø Hepatitis, chronic liver abscess, cirrhosis
Ø Tumors of liver, gall bladder, pancreas
Ø Cholecystitis
○ Kidneys & urinary tract
Ø Glomerulonephritis, Pyelonephritis
Ø Calculi, renal failure, renal carcinoma & cystitis
○ Male Genital System:
Ø Cryptorchidism, testicular atrophy
Ø Prostatic hyperplasia, carcinoma penis & prostate
○ Female Genital System:
Ø Fibroids
Ø Carcinoma cervix and endometrium
Ø Vesicular mole, choriocarcinoma
Ø Ectopic gestation
Ø Ovarian cyst & tumors
○ Cancer Breast
○ Central Nervous System:
Ø Hydrocephalus, meningitis, encephalitis
Ø Vascular disorders: thrombosis, embolism
Ø Stroke, paraplegia, quadriplegia
Ø Tumors, Meningiomas-Gliomas
○ Metastatic tumors
○ Skeletal system
Ø Bone healing, osteoporosis, osteomyelitis
○ Arthritis & tumors
| III | 6 | 3 | Describe various laboratory tests in assessment and monitoring of disease conditions | **Clinical Pathology**  
- Review of various blood and bone marrow tests in assessment and monitoring of disease conditions:  
  - Hemoglobin  
  - RBC, white cell & platelet counts  
  - Bleeding time, clotting time and prothrombin time  
  - Blood grouping and cross matching  
  - Blood chemistry  
  - Blood culture  
  - Serological and immunological tests  
  - Other blood tests  
  - Examination of bone marrow  
- Methods of collection of blood specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values, significance of the test. | **Lecture**  
- Discussion  
- Explain using charts | o Short answers  
- Objective type |
| IV | 5 | 2 | Describe the laboratory tests for examination of body cavity fluids, transudates and exudates | **Examination of Body Cavity Fluids, Transudates and Exudates**  
- The laboratory tests used in CSF analysis  
- Examination of other body cavity fluids, transudates and exudates: sputum, wound discharge  
- Analysis of gastric and duodenal contents  
- Analysis of semen: sperm count, mobility, morphology and their importance in infertility  
- Methods of collection of CSF and other cavity fluids for various clinical pathology, biochemistry, microbiology tests, inference and normal values, significance of the test. | **Lecture**  
- Discussion  
- Demonstration | o Short answers  
- Objective type |
| V | 3 | 1 | Describe the laboratory tests for examination of urine and faeces | **Urine and Faeces**<br>o Urine<br>Ø Physical characteristics<br>Ø Analysis<br>Ø Culture and sensitivity.<br>o Faeces<br>Ø Characteristics<br>Ø Stool examination: occult blood ova, parasites, cyst, reducing substance etc.<br>o Methods of collection for various tests, inference and normal values, significance of the test. | o Lecture<br>o Discussion<br>o Explain using charts | o Short answers<br>o Objective type |

**Recommended Books:**


**Reference Books:**

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 3           | Explain nature, principles and perspectives of heredity | **Introduction:**  
  - Practical application of genetics in nursing  
  - Impact of genetic condition on families  
  - Review of cellular division: mitosis and meiosis  
  - Characteristics and structure of genes  
  - Chromosomes: sex determination  
  - Chromosomal aberrations  
  - Patterns of inheritance  
  - Mendelian theory of inheritance  
  - Multiple alleles and blood groups  
  - Sex linked inheritance  
  - Mechanisms of inheritance  
  - Errors of transmission (Mutation) |  
  - Lecture  
  - Discussion  
  - Explain using charts, slides |  
  - Short answers  
  - Objective type |
| II   | 3           | Explain maternal, prenatal and genetic influences on development of defects and diseases | **Maternal, Prenatal and Genetic Influences on Development of Defects and Diseases**  
  - Conditions affecting the mother: genetic and infections  
  - Consanguinity atopy  
  - Prenatal nutrition and food allergies  
  - Maternal age  
  - Maternal drug therapy  
  - Prenatal testing and diagnosis |  
  - Lecture  
  - Discussion  
  - Explain using charts, slides |  
  - Short answers  
  - Objective type |
| III | 2 | Explain the screening methods for genetic defects and diseases in neonates and children | **Genetic Testing In The Neonates And Children**
- Screening for Ø
- Congenital anomalies Ø
- Developmental delay Ø
- Dysmorphism | o Lecture
o Discussion
o Explain using charts, slides | o Short answers
o Objective type |
| IV | 2 | Identify genetic disorders in adolescents and adults | **Genetic Conditions of Adolescents and Adults**
- Cancer genetics: familial cancer
- Inborn errors of metabolism
- Blood groups alleles and hematological disorder
- Genetic hemochromatosis
- Huntington’s disease
- Mental illness | o Lecture
o Discussion
o Explain using charts, slides | o Short answers
o Objective type |
| V | 5 | Describe the role of nurse in genetics services and counselling | **Services related to genetics**
- Genetic testing
- Human genome project
- Gene therapy
- The eugenics movement
- Genetic counselling
- Legal and ethical issues
- Role of a nurse | o Lecture
o Discussion | o Short answers
o Objective type |

**Recommended Books:**

1. Gangane SD. Human genetics. India: Reed Elsevier India Pvt. Ltd.

**Reference Books:**


**COMMUNITY HEALTH NURSING I**

**Course Code:** BSN204COM  
**Placement:** Second year B.Sc. Nursing  
**Course Description:** This course is designed for students to appreciate the principles of promotion and maintenance of health

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
|      | Th. | Lab. | Describe concept and dimensions of health | **Introduction**  
- Community health nursing  
- Definition, concept and dimensions of health  
- Promotion of health  
- Maintenance of health  
- Difference between Hospital nursing and Community health nursing | o Lecture  
o Discussion | o Short answers |
| I    | 4   |      | Describes determinants of health | **Determinants of health**  
- Eugenics  
- Environment:  
  Ø Physical: air, air pollution and its impact on health, light, ventilation, water, housing, sanitation, disposal of waste, disposal of dead bodies, forestation, noise, climate, climate change and its impact on health, heat wave and its impact on health, communication: infrastructure facilities and linkages  
  Ø Acts regulating the environment: national pollution control board  
- Bacterial and viral: agents, host, carriers and immunity  
- Arthropods and rodents  
- Food hygiene: production, preservation, purchase, preparation, consumption, sanitation of eating places and | o Lecture  
o Discussion  
- Demonstration  
- Explain using charts, graphs, models, films, slides  
- Visits to water supply, sewage disposal, milk plants, slaughter houses etc. | o Essay type,  
- Short answers  
- Objective type |
<p>| II   | 15  | 5    |                                        |                         |                    |</p>
<table>
<thead>
<tr>
<th>III</th>
<th>10</th>
<th><strong>Describe concept, scope, uses, methods and approaches of epidemiology</strong></th>
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<tr>
<td></td>
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<td><strong>Epidemiology</strong></td>
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<td>o Definition, concept, aims, scope, uses and terminology used in epidemiology</td>
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<td>o Dynamics of disease transmission: epidemiological triad</td>
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<td>o Concept of disease and disease causation</td>
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<td>o Morbidity and mortality measurements</td>
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<td>o Levels of prevention</td>
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<td>o Protective immunization, cold chain system</td>
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<td>o Methods of epidemiology</td>
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<td>o Lecture</td>
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<td>o Explain using charts, graphs, models, films, slides</td>
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<td>o Essay type</td>
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<td></td>
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<td>o Short answers</td>
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</tbody>
</table>
| IV | 25 | Describe epidemiology and nursing management of common communicable diseases | **Epidemiology and nursing management of common communicable diseases**  
- Respiratory infections  
- Small pox  
- Chicken pox  
- Measles  
- Influenza  
- Rubella  
- ARI's and pneumonia  
- Mumps  
- Diphtheria  
- Whooping cough  
- Meningococcal meningitis  
- Tuberculosis  
- SARS  
- Intestinal infections  
- Poliomyelitis  
- Viral hepatitis  
- Cholera  
- Diarrhoeal diseases  
- Typhoid fever  
- Food poisoning  
- Amoebiasis  
- Hook worm infestation  
- Ascariasis  
- Dracunculiasis  
- Arthropod infections  
- Dengue  
- Malaria  
- Filariasis  
- Zoonoses  
- Viral  
- Rabies  
- Yellow fever  
- Japanese encephalitis  
- Kyasnu forest disease  
- Bacterial  
- Brucellosis  
- Plague  
- Human salmonellosis  
- Anthrax  
- Leptospirosis  
- Rickettsial diseases  
- Rickettsial zoonoses  
- Scrub typhus  | o Lecture cum discussion  
- Explain using charts, graphs, models, films, slides  
- Seminar  
- Supervised field practice- health centers, clinics and homes  
- Group projects/ health education  | o Essay type  
- Short answers  
- Objective type |
<table>
<thead>
<tr>
<th>Section</th>
<th>Marks</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>V</td>
<td>10</td>
<td>Describe epidemiology and nursing management of common non-communicable diseases</td>
<td><strong>Epidemiology and Nursing Management of Common Non-Communicable Diseases</strong>&lt;br&gt;○ Malnutrition: undernutrition, over nutrition, nutritional deficiencies&lt;br&gt;○ Anemia&lt;br&gt;○ Hypertension&lt;br&gt;○ Stroke&lt;br&gt;○ Rheumatic heart diseases&lt;br&gt;○ Coronary heart disease&lt;br&gt;○ Cancer&lt;br&gt;○ Diabetes mellitus&lt;br&gt;○ Blindness&lt;br&gt;○ Accidents&lt;br&gt;○ Mental illness&lt;br&gt;○ Obesity&lt;br&gt;○ Iodine deficiency&lt;br&gt;○ Fluorosis&lt;br&gt;○ Epilepsy&lt;br&gt;○ Lecture cum discussion&lt;br&gt;○ Explain using charts, graphs, models, films, slides&lt;br&gt;○ Seminar&lt;br&gt;○ Supervised field practice- health centers, clinics and homes&lt;br&gt;○ Group projects/health education&lt;br&gt;○ Essay type&lt;br&gt;○ Short answers&lt;br&gt;○ Objective type</td>
</tr>
<tr>
<td>VI</td>
<td>6</td>
<td>Describe the concept and scope of demography</td>
<td><strong>Demography</strong>&lt;br&gt;○ Definition, concept and scope&lt;br&gt;○ Methods of collection, analysis and interpretation of demographic data.&lt;br&gt;○ Demographic rates and ratios.&lt;br&gt;○ Lecture discussion&lt;br&gt;○ Community identification survey&lt;br&gt;○ Essay type&lt;br&gt;○ Short answers&lt;br&gt;○ Objective type&lt;br&gt;○ Assessment of survey report</td>
</tr>
<tr>
<td>VII</td>
<td>10</td>
<td>Identify the impact of population explosion in India</td>
<td><strong>Population and its Control</strong>&lt;br&gt;○ Population explosion and its impact on social, economic development of individual, society and community&lt;br&gt;○ Lecture&lt;br&gt;○ Discussion&lt;br&gt;○ Population survey&lt;br&gt;○ Counseling&lt;br&gt;○ Demonstration&lt;br&gt;○ Essay type&lt;br&gt;○ Short answers&lt;br&gt;○ Objective type</td>
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<td>Eighth Semester</td>
<td>Ninth Semester</td>
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</table>
| **Describes methods of population control** | **Primary Health Care.**
- Definition, and characteristics
- Elements
- Principles Health For All
- Millennium Development Goals
- Sustainable development Goals
Functions of
- Sub Centre
- Primary Health Centre
- Community Health Centre
Home visit: concept, Principles, process, and techniques.
Bag technique. |
| **Practice session**
- Supervised field practice |
| **Essay type**
- Short answers
- Objective type |
| **Describe the concepts of renewable and non-renewable energy sources, use of alternate energy sources.** | **Environmental studies.**
- Renewable and non-renewable energy sources
- Use of alternative energy sources
- Role of an individual in conservation of natural resources.
- Equitable use of resources for sustainable lifestyles
- Issues involved in environmental legislation |
| **Lecture cum discussion** (External faculty) | **Essay type**
- Short answers
- Objective type |
Recommended Books

Reference Books
## COMMUNITY HEALTH NURSING I – PRACTICAL

**Course Code:** BSN204COM  
**Placement:** Second year B.Sc. Nursing  
**Time:** Practical – 135 hours

<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| Community health nursing           | 2 wks urban and 2 wks rural| Build and maintain rapport  
Identify demographic characteristics, health determinants and community health resources  
Diagnose health needs of individual and families  
Provide primary care in health centre, Counsel and educate individual, family and community | o Use techniques of interpersonal relationship  
o Identification of health determinants of community  
o History taking  
o Physical examination  
o Collect specimens: sputum, malaria smear  
o Perform simple lab tests at centre: blood for hemoglobin and sugar, urine for albumin and sugar  
o Administer vaccines and medications to adults  
o Counsel and teach individual, family and community  
Ø Nutrition  
Ø Hygiene  
Ø Self health monitoring  
Ø Seeking health services  
Ø Healthy life styles  
Ø Family welfare methods  
Ø Health promotion | o To work with 2 assigned families each in urban and rural  
o Family study-1  
o Observation report of community-1  
o Health talk-2 (1 in urban and 1 in rural) | o Assess clinical performance with rating scale  
o Assess each skill with checklist  
o Evaluation of family study, observation report and health talk  
o Completion of activity record |
**SOCIOLOGY**

**Course Code:** BSN205SOC  
**Placement:** Second year B.Sc. Nursing  
**Theory:** 60 hours

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 2           | State the importance of sociology in nursing | **Introduction**  
  - Definition, origin of sociology  
  - Nature and scope of the discipline  
  - Primary concepts - society, community, institution  
  - Importance and application of sociology in nursing | o Lecture  
 o Discussion | o Short answers  
 o Objective type |
| II   | 3           | Describe the interrelationship of individual in society and Community | **Individual & Society**  
  - Society - definition, characteristics and types  
  - community – types, characteristics, elements  
  - Nature of society  
  - Difference between society and community  
  - Individualization | o Lecture  
 o Discussion | o Essay type  
 o Short answers |
| III  | 4           | Describe the influence of culture on health and disease | **Culture and Socialization**  
  Culture:  
  - Nature of culture:  
    - Definition, characteristics, classification and functions  
    - Evolution of culture: invention, diffusion, transmission  
  - Unity and diversity in culture  
  - Cultural lag  
  - Acculturation  
  - Enculturation and transculturation  
  - Cultural factors in health and disease  
  Socialization:  
  - Meaning, process, stages & agencies of socialization | o Lecture  
 o Discussion | o Essay type  
 o Short answers |
| IV | 7 | Identify various social groups and their interactions | Social Groups and Processes
Social Groups
- Meaning, characteristics and classification
- Primary and secondary groups, characteristics and importance in society
- In-groups and out-groups
- Ethnocentrism
- Unorganized groups: characteristics and types crowd, mob, public, audience
- Voluntary and involuntary groups
- Horizontal and vertical groups
- Formal and informal groups
- Permanent special groups: band, tribe, clan / sib, horde, state
- Reference group
Social process
- Meaning, characteristics and importance in society
- Conjunctive process / associative process: co-operation, accommodation, assimilation
- Disjunctive process / dis-sociative process: competition, conflict, isolation | Lecture
Discussion | Essay type
Short answers |

| V | 4 | Explain the growth of population in India and its impact on health | Population
- Demography and its characteristics, demographic cycle
- Society and population
- Population distribution in India: demographic characteristics
- Malthusian theory of populations
- Population explosion in India and its impact on health status | Lecture
Discussion
Community identification | Essay type
Short answers
Assessment of report on community identification |
| VI   | 6   | Describe the institutions of family and marriage in India | **Family and Marriage**  
- **Social institutions**: Characteristics and functions  
- **Family**: Definitions, functions, types (nuclear, joint, blended and extended patriarchal, matriarchal, patrilineal, matrilineal, patrilocal, matrilocal, neolocal, fibocentric family), characteristics, merits and demerits, present trends, family problem, welfare services  
- **Marriage**:  
  - Characteristics, functions  
  - Types: monogamy, polygamy group marriage, exogamy & endogamy, living together  
  - Marital problems: dowry, divorce  
  - Changes and legislation on family and marriages in India, marriage act, role of family and marriage on health and health practices | **Lecture**  
**Discussion**  
**Family case study** | **Essay type**  
**Short answers**  
**Assessment of family case study** |
| VII  | 6   | Describe the class and caste system and their influence on health and health practices | **Social Stratification**  
- Meaning & characteristics  
- Features and functions  
- Types of social stratification  
  - Slavery  
  - Estate  
  - Gender  
  - Caste: meaning, origin and features  
- The Indian caste system: origin & features | **Lecture**  
**Discussion**  
**Community survey** | **Essay type**  
**Short answers**  
**Assessment of report on community survey** |
<table>
<thead>
<tr>
<th>VIII</th>
<th>6</th>
<th>Describe the types of communities in India, their practices and the impact on health</th>
<th>Types of Communities In India (Tribal, Rural, Urban and Regional)</th>
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</thead>
<tbody>
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<td></td>
<td></td>
<td>• Tribal: Meaning and characteristics</td>
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<td>• Rural community:</td>
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<td>- Features of village community and characteristics of Indian villages,</td>
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<td>panchayat system, social dynamics</td>
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<td>- Community development project and planning</td>
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<td>- Changes in Indian rural life</td>
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<td>- Availability of health facilities in rural and its impact on health and health practices</td>
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<td>• Urban community:</td>
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<td>- Features, urbanization-growth of cities, urban slums, major urban problems</td>
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<td>and its impact on health and health practices.</td>
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<td>• Regions: problems and impact on health</td>
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<td>IX</td>
<td>4</td>
<td>Explain the process of social change</td>
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<td>Social change</td>
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<td>• Definition, characteristics</td>
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<td>• Nature and process of social change</td>
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<td>• Factors influencing social change: cultural change, geographic, demographic,</td>
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<td>socio-cultural, techno-</td>
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<td>Lecture</td>
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<td>Community survey</td>
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<td>Visits to rural and urban community</td>
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<td>Short answers</td>
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<td>Assessment of report on community survey</td>
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</tbody>
</table>
X 4 Describe the social system and interrelationship of social organizations

Social organization and social system

Social organization:
- Elements, characteristics, types (formal, informal)
- Democratic and authoritarian modes of participation
- Voluntary associations

Social system:
- Definition
- Types of social system
- Role and status as structural elements of social system
- Political, legal, economic, religious and educational systems
- Interrelationship of institutions

- Lecture
- Discussion

- Essay type
- Short answers
- Assessment of visit reports

XI 3 Explain the nature and process of social control

Social Control
- Nature and process of social control
- Meaning, definition, characteristics
- Means of social control: Formal and informal
- Industrial and technological systems, norms and values: folkways, mores, customs, traditions, public opinion, and fashion, laws, education
- Agencies of social control: family, neighbourhood, religion, peer group, school, state, press and media

- Lecture
- Discussion

- Essay type
- Short answers
<table>
<thead>
<tr>
<th>XII</th>
<th>11</th>
<th>Describe the role of the nurse in dealing with social problems in India</th>
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<tbody>
<tr>
<td></td>
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<td><strong>Social Problems</strong></td>
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<tr>
<td></td>
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<td>• Social disorganisation, personal disorganisation and social problems: meaning</td>
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<td>• Major problems: poverty, unemployment, illiteracy, housing, Juvenile delinquency, prostitution, food supplies, crime, substance abuse</td>
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<td>• Vulnerable groups: elderly, handicapped, minority groups</td>
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<td>• Problems of children: child labour, child abuse, delinquency and crime, substance abuse, HIV/AIDS</td>
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<td>• Rights of women &amp; children</td>
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<td>• Social Welfare Programmes in India</td>
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<td>• Role of nurse in overcoming social and health problems</td>
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<td><strong>LECTURE</strong></td>
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<td>• Discussion</td>
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<td>• Institutional visits</td>
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<td><strong>ESSAY TYPE</strong></td>
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<td>• Short answers</td>
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<td>• Assessment of visit reports</td>
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</tbody>
</table>

**Recommended Books:**


**Reference Books:**

**COMMUNICATION & EDUCATIONAL TECHNOLOGY**

**Course Code:** BSN206CET  
**Time:** 90 Hours  
**Placement:** Second year B.Sc. Nursing  
**Theory:** 60 Hours  
**Practical:** 30 Hours

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 5           | Describe the communication process  
Identify techniques of effective communication | Review of Communication Process  
- Process  
- Elements and channel facilitators  
- Barriers and methods of overcoming  
- Techniques | o Lecture  
- Discussion  
- Role plays  
- Exercises with audio/video tapes | o Respond to critical incidents  
- Short answers  
- Objective type |
| II   | 5           | Establish effective inter personal relations with patients, families and co-workers | Interpersonal Relations  
- Purpose and types  
- Phases  
- Barriers and methods of overcoming  
- Johari Window | o Lecture  
- Discussion  
- Role plays  
- Exercises with audio/video tapes  
- Process recording | o Short answers  
- Objective type |
| III  | 5           | Develop effective human relations in context of nursing | Human Relations  
- Understanding self  
- Social behavior, motivation, social attitudes  
- Individual and groups  
- Groups and individual  
- Human relations in context of nursing  
- Group dynamics  
- Team work | o Lecture  
- Discussion  
- Sociometry  
- Group games  
- Psychometric exercises followed by discussion | o Short answer  
- Objective type  
- Respond to test based on critical incidents |
| IV   | 10          | Develop basic skill of counseling and guidance | Guidance and Counseling  
- Definition  
- Purpose, scope and need  
- Basic principles  
- Organization of counseling services  
- Types of counseling approaches  
- Role and preparation of counsellor  
- Issues for counseling in nursing students and practitioners | o Lecture  
- Discussion  
- Role play on counseling in different situations followed by discussion | o Short answer  
- Objective type  
- Assess performance in role play situations |
<table>
<thead>
<tr>
<th>V</th>
<th>5</th>
<th>3</th>
<th>Describe the philosophy and principles of education</th>
<th><strong>Principles of Education and Teaching Learning Process</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Explain the teaching learning process</td>
<td>o Education: meaning, philosophy, aims, functions and principles</td>
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<td>o Nature and characteristics of learning</td>
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<td>o Theories of learning</td>
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<td>o Principles and maxims of teaching</td>
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<td>o Formulating objectives: general and specific</td>
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<td>o Blooms taxonomy</td>
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<td>o Course planning, Unit planning</td>
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<td>o Classroom management</td>
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<td></td>
<td>o Current trends in nursing education in India</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VI</th>
<th>10</th>
<th>10</th>
<th>Demonstrate teaching skill using various teaching methods in clinical, classroom &amp; community settings</th>
<th><strong>Methods of Teaching</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td>o Lecture, demonstration, group discussion, seminar, symposium, panel discussion, role play, project, field trip, workshop, exhibition, programmed instruction, computer assisted learning, micro teaching, problem based learning, self instructional module, simulation etc.</td>
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<td>o Assignment, questioning</td>
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<td></td>
<td>o Clinical teaching methods: case methods, nursing round and reports, beside clinic, conference (individual and group) process recording</td>
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<td></td>
<td>o Emerging trends in teaching methodology</td>
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</tbody>
</table>

**B.Sc Nursing Curriculum**
| VII | 10 | 8 | Prepare and use different types of educational media effectively | **Educational Media** | o Lecture  
o Discussion  
o Demonstration  
o Prepare different teaching aids: projected & non projected  
o Short answer  
o Objective type  
o Assess the teaching aids prepared |
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<tbody>
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<td></td>
<td></td>
<td><strong>Educational Media</strong></td>
<td><strong>Assessment</strong></td>
</tr>
</tbody>
</table>
| VIII | 5  | 7 | Prepare different types of questions for assessment of knowledge, skills and attitudes | o Purpose and types of A.V. aids, principles, sources etc.  
o Dales cone of experience  
o Graphics aids: chart, graph, poster, flash cards, flannel graph, cartoon etc.  
o Display boards  
o Three dimensional aid: objects, specimens, models, puppets etc.  
o Printed aids: pamphlets and leaflets  
o Projected aids: slides, overhead projector, films, TV, VCR/VCD, camera, microscope, LCD  
o Audio aids: tape recorder public address system  
o Computer | o Lecture  
o Discussion  
o Exercise on writing different types of assessment tools  
o Short answer  
o Objective type  
o Assess the strategies used in practice teaching sessions and exercise sessions |
| IX  | 5  |   | Teach individuals, groups & communities about health | **Information, Education and Communication For Health (IEC)** | o Lecture  
o Discussion  
o Plan and conduct health education  
o Short answers  
o Objective type |
with their active participation

health education
- Planning for health education
- Health education with individuals, groups and communities
- Communicating health messages
- Methods and media for communicating health messages
- Using mass media

sessions for individuals, group and communities

o Assess the planning and conduct the educational session

METHODS OF EVALUATION

1. Sessional Exams - 15%
2. Model Exam - 20%
3. Evaluation of teaching sessions (5) - 40%
4. Evaluation of assignments - 25%

Recommended Books:

2. Pramilaa R. Nursing communication and educational technology. New Delhi: Jaypee brothers medical publishers.

Reference Books:

**Course Code:** BSN301MSN  
**Time:** Theory – 105 hours  
Lab- 15 hours  
Practical – 310 hours

**Placement:** Third year B.Sc. Nursing

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Content</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Th</td>
<td>Lab</td>
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</tbody>
</table>
| 1    | 12          | 3                  | Describe the etiology, pathophysiology, clinical manifestation, diagnostic measures and management of patients with disorders of ear, nose and throat | Nursing Management of Patient (Adult Including Elderly) with Disorders of Ear, Nose And Throat  
- Review of anatomy and physiology of the ear nose and throat  
- Nursing assessment: history and physical assessment  
- Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of ear nose and throat disorders.  
  - External ear: deformities otalgia, foreign bodies and tumors.  
  - Middle ear: impacted wax, tympanic membrane perforation, otitis media otosclerosis, mastoiditis, tumors.  
  - Inner ear: meniere’s disease, labyrinthitis, ototoxicity, tumors.  
  - Upper airway infections: common cold, sinusitis, rhinitis, pharyngitis, tonsillitis and adenoiditis, peritonsilar abscess, laryngitis  
  - Upper respiratory airway: epistaxis  
  - Nasal obstruction, laryngeal obstruction, cancer of the larynx | o Lecture  
- Discussion  
- Explain using charts, graphs  
- Models, films, slides  
- Demonstration  
- Practice session  
- Case discussion/ seminar  
- Health education  
- Supervised clinical practice  
- Drug book/presentation | o Essay type  
- Short answers  
- Objective type  
- Assessment of skills with check list  
- Assessment and management of patients with problem |
| II | 12 | 3 | Description of disorder/patient with diagnosis, treatment modalities and medical & surgical nursing management of eye disorders:
- Refractive errors
- Eyelids: infection, tumors and deformities |

| | | | Nursing Management of Patient (Adult Including Elderly) with Disorders of Eye
- Review of anatomy and physiology of the eye.
- Nursing assessment: history and physical assessment
- Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of eye disorders: |

| | | | Lecture
- Discussion
- Explain using charts, graphs
- Models, films, slides
- Demonstration
- Practice session
- Case discussion/seminar
- Health education
- Supervised clinical practice
- Drug book/presentation |

| | | | Essay type
- Short answers
- Objective type
- Assessment of skills with check list
- Assessment and management of patients with problem |
<table>
<thead>
<tr>
<th>III</th>
<th>16</th>
<th>1</th>
<th>Description of the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients with neurological disorders</th>
</tr>
</thead>
</table>
|     |    |    | **Nursing Management of Patient (Adult Including Elderly) with Neurological Disorders**  
Review of anatomy and physiology of the neurological system  
- Nursing assessment: history and physical and neurological assessment and Glasgow coma scale  
- Etiology, pathophysiology, clinical manifestations, diagnosis, treatment |
|     |    |    | - Lecture  
- Discussion  
- Explain using charts, graphs  
- Models, films slides  
- Demonstration  
- Practice session  
- Case discussion/ seminar  
- Health education  
- Supervised clinical practice  
- Drug book/ |
|     |    |    | - Essay type  
- Short answers  
- Objective type  
- Assessment of skills with check list  
- Assessment and management of patients with problem |
<table>
<thead>
<tr>
<th>Modalities and medical and surgical nursing management of neurological disorders:</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Congenital Malformations</td>
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<tr>
<td>□ Spinal injuries</td>
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<tr>
<td>□ Paraplegia</td>
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<tr>
<td>□ Hemiplegia</td>
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<tr>
<td>□ Quadriplegia</td>
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<tr>
<td>□ Spinal cord compression: herniation of intervertebral disc</td>
</tr>
<tr>
<td>□ Tumors of the brain and spinal cord</td>
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<tr>
<td>□ Intra cranial and cerebral aneurysms</td>
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<tr>
<td>□ Infections:</td>
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<tr>
<td>□ Meningitis</td>
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<tr>
<td>□ Encephalitis</td>
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<tr>
<td>□ Brain abscess</td>
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<tr>
<td>□ Neurocysticercosis</td>
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<tr>
<td>□ Movement disorders</td>
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<td>□ Chorea</td>
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<tr>
<td>□ Seizures</td>
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<tr>
<td>□ Epilepsies</td>
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<tr>
<td>□ Cerebro Vascular Accidents (CVA)</td>
</tr>
<tr>
<td>□ Cranial, spinal neuropathies</td>
</tr>
<tr>
<td>□ Bell’s palsy</td>
</tr>
<tr>
<td>□ Trigeminal neuralgia</td>
</tr>
<tr>
<td>□ Peripheral Neuropathies:</td>
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<tr>
<td>□ Guillain Barr’e syndrome</td>
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<tr>
<td>□ Myasthenia gravis</td>
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<tr>
<td>□ Multiple sclerosis</td>
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<tr>
<td>□ Degenerative diseases</td>
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<tr>
<td>□ Delirium</td>
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<tr>
<td>□ Dementia</td>
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<tr>
<td>□ Alzheimer’s disease</td>
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<tr>
<td>□ Parkinson’s disease</td>
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<tr>
<td>□ Management of unconscious patients and patients with stroke</td>
</tr>
<tr>
<td>□ Role of the nurse in communicating with patient having neurological deficit</td>
</tr>
<tr>
<td>□ Rehabilitation of patients with neurological deficit</td>
</tr>
</tbody>
</table>

- Visit to rehabilitation
| IV  | 9   | 1   | o Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients with burns, reconstructive and cosmetic surgery | Nursing Management of Patients (Adult Including Elderly) with Burns, Reconstructive and Cosmetic Surgery  
Review of anatomy and physiology of the skin and connective tissues and various deformities  
Nursing assessment: history and physical assessment and assessment of burns and fluid and electrolyte loss  
Etiology, classification pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of burns and re-constructive and cosmetic surgery  
Types of reconstructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purpose  
Role of nurse  
Legal aspects  
Rehabilitation  
Special therapies  
Psycho social aspects  
Nursing procedures  
Drugs used in treatment of burns reconstructive and cosmetic surgery  
Recent trends in diagnosis and management | o Lecture  
o Discussion  
o Explain using charts, graphs  
Models, films,slides  
Demonstration  
Practice session  
Case discussion/ seminar  
Health education  
Supervised clinical practice  
Drug book/presentation | o Essay type  
Short answers  
Objective type  
Assessment of skills with check list  
Assessment and management of patients with problem |
<table>
<thead>
<tr>
<th>V</th>
<th>9</th>
<th>1</th>
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<tbody>
<tr>
<td>o Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients with oncological conditions.</td>
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</tbody>
</table>

**Nursing Management of Patients (Adult Including Elderly) with Oncological Conditions**
- Structure and characteristics of normal & cancer cells
- Cancer incidence and trends
- Nursing assessment: history and physical assessment
- Prevention, screening, early detection, warning
- 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, larynx, lung, stomach and colon, liver, leukemias and lymphomas, breast, cervix, ovary, uterus, sarcoma, brain, renal, bladder, prostate etc.
- Oncological emergencies
- Modalities of treatment
  - Immunotherapy
  - Chemotherapy
  - Radiotherapy
  - Surgical interventions
  - Stem cell and bone marrow transplants
  - Gene therapy
  - Other forms of treatment
- Psychosocial aspects of cancer
- Rehabilitation
- Palliative care: symptom and pain management, nutritional support
- Home care
- Hospice care
- Stomal therapy

| o Lecture |
| o Discussion |
| o Explain using charts, graphs |
| o Models, films, slides |
| o Demonstration |
| o Practice session |
| o Case discussion/ seminar |
| o Health education |
| o Supervised clinical practice |
| Drug book/presentation |

| o Essay type |
| o Short answers |
| o Objective type |
| o Assessment of skills with check list |
| o Assessment and management of patients with problem |

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**B.Sc Nursing Curriculum**
| VI | 14 | 1 | o Describe organization of emergency and disaster care services  
  o Describe the role of nurse in disaster management  
  o Describe the role of nurse in management of common emergencies | **Nursing Management of Patient In Emergency & Disaster Situations**  
**Disaster nursing** Concepts and principles of disaster nursing  
- Causes and types of disaster: natural and manmade  
  - Earthquakes, floods, epidemics, cyclones  
  - Fire, explosion, accidents  
- Violence, terrorism, biochemical, war  
- Policies related to emergency/disaster management: international, national, state, institutional  
- Disaster preparedness  
- Team, guidelines, protocols, equipment, resources  
- Coordination and involvement of community, various Govt. departments, non-Govt. organizations and international agencies  
- Role of nurse: working  
- Legal aspects of disaster nursing  
- Impact on health and after effects: Post Traumatic Stress Disorder  
- Rehabilitation: physical, psychosocial, financial, relocation  
**Emergency nursing**  
- Concept, priorities, principles and scope of emergency nursing  
- Organization of | o Lecture  
- Discussion  
- Explain using charts, graphs, models, films, slides  
- Demonstration  
- Practice session  
- Case discussion/ seminar  
- Health education  
- Supervised clinical practice  
- Disaster management drills  
- Drug book/presentation | o Essay type  
- Short answers  
- Objective type  
- Assessment of skills with check list  
- Assessment and management of patients with problem situations |
emergency services, physical setup, staffing, equipment and supplies, protocols, concepts of triage and role of triage nurse
- Coordination and involvement of different departments and facilities
- Nursing assessment: history and physical assessment
- Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of patient with medical and surgical emergency
- Principles of emergency management
- Common emergencies:
  - Respiratory emergencies
  - Cardiac emergencies
  - Shock and haemorrhage
  - Pain
  - Poly-trauma, road accidents, crush injuries, wound
  - Bites
  - Poisoning, food, gas, drugs & chemical poisoning
  - Seizures
  - Thermal emergencies, heat stroke and cold injuries
  - Pediatric emergencies
  - Psychiatric emergencies
  - Obstetrical emergencies
  - Violence, abuse, sexual assault
  - Cardio Pulmonary cerebral Resuscitation
  - Crisis Intervention
  - Role of the nurse: communication and interpersonal relations
  - Medico-legal aspect
### Nursing Care of the Elderly

- Explain the concept and problems of aging
- Describe nursing care of the elderly

#### Nursing Care of the Elderly

- Nursing assessment: history and physical assessment
- Ageing
- Demography: myths and realities
- Concepts and theories of ageing
- Cognitive aspects of ageing
- Normal biological ageing
- Age related body systems changes
- Psychosocial aspects of ageing
- Medications and elderly
- Environment aspects of ageing
- Stress & coping in older adults
- Common health problems & nursing management:
  - Cardiovascular, respiratory, musculoskeletal
  - Endocrine, genitorurinary, gastrointestinal
  - Neurological, skin and other sensory organs
- Health promotion strategies in ageing
- Malignancies in elderly
- Surgery in elderly
- Psychosocial and sexual abuse of elderly
- Role of a nurse for care of elderly: ambulation, nutritional, communicational, psychosocial and spiritual
- Role of nurse for caregivers of elderly
- Role of family and formal and non-formal caregivers
- Use of aids and prosthesis

#### Learning Outcomes

- Lecture
- Discussion
- Explain using charts, graphs, models, films, slides
- Demonstration
- Practice session
- Case discussion/seminar
- Health education
- Supervised clinical practice
- Disaster management drills
- Drug book/presentation

#### Assessment and Management

- Essay type
- Short answers
- Objective type
- Assessment of skills with check list
- Assessment and management of patients with problem
<table>
<thead>
<tr>
<th>VIII</th>
<th>10</th>
<th>5</th>
<th>Describe organization of critical care units</th>
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<tbody>
<tr>
<td></td>
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<td><strong>Nursing Management of Patient (Adult Including Elderly) in Critical Care Units</strong></td>
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<td></td>
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<td>- Nursing assessment: history and physical assessment</td>
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<td></td>
<td>- Classification</td>
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<td></td>
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<td>- Principles of critical care nursing</td>
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<td>- Organization, physical setup, policies, staffing norms</td>
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<td>- Protocols, equipment and supplies</td>
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<td>- Special equipment, ventilators, cardiac monitors, defibrillators</td>
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<td>- Resuscitation equipment</td>
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<td>- Infection control protocols</td>
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<td>- Nursing management of critically ill patient</td>
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<td>- Monitoring of critically ill patient</td>
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<td>- CPR - Advance Cardiac Life Support</td>
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<td>- Treatments and procedures</td>
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<td>- Transitional care</td>
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<td>- Ethical and legal aspects</td>
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<td>- Communication with patient and family</td>
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<td>- Intensive care records</td>
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<td></td>
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<td>- Crisis intervention</td>
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<td>- Death and dying: coping with</td>
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<td></td>
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<td>- Drugs used in critical care</td>
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</tbody>
</table>

- Lecture
- Discussion
- Explain using charts, graphs
- Models, films, slides
- Demonstration
- Practice session
- Case discussion/seminar
- Health education
- Supervised clinical practice
- Drug book/presentation
- Essay type
- Short answers
- Objective type
- Assessment of skills with check list
- Assessment and management of patients with problem
| IX | 8 | Describe the etiology, pathophysiology, clinical manifestations, assessment, diagnostic measures and nursing management of patients with occupational and industrial health disorder | **Nursing Management of Patients (Adults Including Elderly) with Occupational and Industrial Disorders**
- Nursing assessment: history and physical assessment
- Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of
- Occupational and industrial health disorders
- Role of nurse
- Special therapies, alternative therapies
- Nursing procedures
- Drugs used in treatment of occupational and industrial disorder | Lecture
- Discussion
- Explain using charts, graphs
- Models, films, slides
- Practice session
- Case discussion/seminar
- Health education | Essay type
- Short answers
- Objective type |

**Recommended Books:**


**Reference Books:**


7. Veenema GT. Disaster nursing and emergency preparedness for chemical, biological, radiological, terrorism and other hazards. New York: Springer publishers; (Latest Edition)

# MEDICAL SURGICAL NURSING - II PRACTICAL  
(ADULT INCLUDING GERIATRIC)

**Course Code:** BSN301MSN  
**Place of Study:** Third year B.Sc. Nursing  
*Time: 310 hours*

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

<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration (Weeks)</th>
<th>Objectives Posting</th>
<th>Skills to be Developed</th>
<th>Assignments</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| ENT         | 1                | o Provide care to patients with ENT disorders  
 o Council and educate patient and families | o Perform examination of ear, nose and throat  
 o Assist with diagnostic procedures  
 o Instillation of drops  
 o Perform/assist with irrigations  
 o Apply ear bandage  
 o Assist with therapeutic procedures  
 o Perform tracheotomy care  
 o Teach patients and families | o Provide care to assigned patients  
 o Nursing care plan-1  
 o Observation reports of OPD  
 o Maintain drug book | o Assess each skill with check list  
 o Assess performance with rating scale  
 o Evaluation of observation report of OPD  
 o Completion of activity record |
| Ophthalmology | 1               | o Provide care to patients with eye disorders  
 o Council and educate patient and families | o Perform examination of eye  
 o Assist with diagnostic procedures  
 o Assist with therapeutic Procedures  
 o Apply eye bandage  
 o Instillation of drops/ointments  
 o Perform/assist with irrigations  
 o Assist with foreign body removal  
 o Teach patients and families | o Provide care to assigned patients  
 o Nursing care plan - 1  
 o Observation reports of OPD & eye bank  
 o Maintains drug book | o Assess each skill with check list  
 o Assess performance with rating scale  
 o Evaluation of observation report of OPD & eye bank  
 o Completion of activity record |
| Neurology   | 1                | o Provide care to patients with neurological disorders  
 o Teach patients and families | o Perform neurological examination  
 o Use Glasgow coma scale  
 o Assist with diagnostic procedures  
 o Assist with therapeutic procedures  
 o Teach patients and families | o Provide care to assigned patients with neurological disorders  
 o Case study/ case presentation-1 | o Assess each skill with check list  
 o Assess performance with rating scale  
 o Evaluation of case study |
<table>
<thead>
<tr>
<th>Burns unit &amp; plastic and reconstructive surgery unit</th>
<th>1</th>
<th>o Provide care to patients with burns</th>
<th>o Provide care to assigned patients</th>
<th>o Assess each skill with check list</th>
</tr>
</thead>
<tbody>
<tr>
<td>o Council and educate patient and families</td>
<td></td>
<td>o Provide care to assigned patients</td>
<td>o Assess performance with rating scale</td>
<td>o Evaluation of case study and health teaching</td>
</tr>
<tr>
<td>o Council and educate patient and families</td>
<td></td>
<td>o Maintain drug book</td>
<td>o Completion of activity record</td>
<td>o Completion of activity record</td>
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<tr>
<td>o Participate in rehabilitation programme</td>
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<td>o Health teaching</td>
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<tr>
<td>o Maintain drug book</td>
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<td>o Completion of activity record</td>
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<tr>
<td>o Screen for common cancers: TNM classification</td>
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<td>o Provide care to assigned patients</td>
<td>o Assess each skill with check list</td>
<td>o Evaluation of case study and health teaching</td>
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<tr>
<td>o Assist with diagnostic procedures</td>
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<td>o Assess performance with rating scale</td>
<td>o Completion of activity record</td>
<td>o Completion of activity record</td>
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<td>o Biopsies</td>
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<td>o Rajasthan</td>
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<td>o Pap smear</td>
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<td>o Rajasthan</td>
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<td>o Bone marrow aspiration</td>
<td></td>
<td>o Rajasthan</td>
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<td>o Breast examination</td>
<td></td>
<td>o Rajasthan</td>
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<td>o Assist with therapeutic procedures</td>
<td></td>
<td>o Rajasthan</td>
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<tr>
<td>o Participates in various modalities of treatment</td>
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<td>o Rajasthan</td>
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<tr>
<td>o Chemo/therapy</td>
<td></td>
<td>o Rajasthan</td>
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<tr>
<td>o Radiotherapy</td>
<td></td>
<td>o Rajasthan</td>
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<td>o Pain management</td>
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<td>o Stomal therapy</td>
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<td>o Hormonal therapy</td>
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<td>o Immunotherapy</td>
<td></td>
<td>o Rajasthan</td>
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<td>o Gene therapy</td>
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<td>o Rajasthan</td>
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<td>o Alternative therapy</td>
<td></td>
<td>o Rajasthan</td>
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<tr>
<td>o Participate in palliative care</td>
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<td>o Rajasthan</td>
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<tr>
<td>o Provide care to patients with burns</td>
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<tr>
<td>o Council and educate patient and families</td>
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<tr>
<td>o Provide care to assigned patients</td>
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<tr>
<td>o Maintain drug book</td>
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<td>o Rajasthan</td>
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<tr>
<td>o Health teaching</td>
<td></td>
<td>o Rajasthan</td>
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<tr>
<td>o Completion of activity record</td>
<td></td>
<td>o Rajasthan</td>
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<tr>
<td>o Provide care to assigned patients</td>
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<tr>
<td>o Maintain drug book</td>
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<tr>
<td>o Health teaching</td>
<td></td>
<td>o Rajasthan</td>
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</tbody>
</table>
| Critical care unit | 2 | o Provide care to critically ill patients  
| Council and educate patient and families | o Monitoring of patients in ICU  
| o Maintain flow sheet  
| o Care of patient on ventilators  
| o Perform endotracheal suction  
| o Demonstrate use of ventilators, cardiac monitors etc  
| o Collect specimens and interprets ABG analysis  
| o Assist with arterial puncture  
| o Maintain CVP line  
| o Pulse oximetry  
| o CPR - ACLS  
| o Defibrillators  
| o Pacemakers  
| o Bag mask ventilation  
| o Emergency tray/trolley: crash cart  
| o Administration of drugs  
| □ Infusion pump  
| □ Epidural  
| □ Intrathecal  
| □ Intracardiac  
| o Total parenteral therapy  
| o Chest physiotherapy  
| o Perform active and passive exercises  
| o Counsel the patient and family in dealing with grieving and bereavement | o Provide care to assigned patients  
| o Nursing care plans  
| o Observation report on critical care unit  
| o Drug books | o Assess each skill with check list  
| o Assess performance with rating scale  
| o Evaluation of case study and health teaching  
| o Completion of activity record |
| Casualty / emergency | 1 | o Provide care to patients in emergency and disaster situation | o Practice triage  
| o Assist with assessment, examination, investigations and their interpretations in emergency and disaster situations | o Observation report of emergency unit | o Assess performance with rating scale  
| o Evaluation of observation report |
| o Council and educate patient and families for grief and bereavement | o Assist in documentations  
o Assist in legal procedures in emergency unit  
o Participate in managing crowd  
o Counsel patient and families in grief and bereavement | o Completion of activity record |
# CHILD HEALTH NURSING

**Course Code:** BSN302CHN  
**Placement:** Third year B.Sc. Nursing

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objectives</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 10          | • Explain the modern concept of child care & principles of child health nursing  
• List major causes of death during infancy, early & late childhood  
• Describe the major functions and role of the paediatric nurse in caring for a hospitalized child | **Introduction Modern Concepts of Child Care**  
 o History of child health Nursing  
 o Principles of child health nursing  
 o Internationally accepted rights of the child  
 o Changing trends in hospital care, preventive, promotive and curative aspects of child health  
 o Child morbidity and mortality rates  
 o Differences between an adult and child  
 o Impact of hospitalization on the child family  
 o Grief and bereavement  
 o The role of child health nurse in caring for a hospitalized child  
 o Principles of pre and post operative care of infants and children  
 o Child health nursing procedures | o Lecture  
 o Discussion  
 o Demonstration of common paediatric procedures | o Short answers  
 o Objective type  
 o Assessment of skills with check list |
| II   | 5           | • Describe national policy and Child Welfare programmes.  
• Recognise Universal Immunization programme.  
• Identify measures to prevent common childhood | **Preventive Pediatrics**  
 o National policies and legislations in relation to child health and welfare  
 o National programs related to child health and welfare  
 o Universal immunization programme, cold chain, under five clinic, well | o Lecture  
 o Discussion  
 o Immunization clinic  
 o Field visit to Anganwadi, child guidance clinic | o Assessment of reports |
<table>
<thead>
<tr>
<th>III</th>
<th>10</th>
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<tbody>
<tr>
<td>- Appreciate the preventive measures and strategies for children</td>
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<tr>
<td>- Describe the normal growth &amp; development of children at different ages</td>
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<tr>
<td>- Identify the needs of children at different ages &amp; provide parental guidance</td>
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<tr>
<td>- Identify the nutritional needs of children at different ages and ways of meeting the needs.</td>
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<tr>
<td>- Appreciate the role of play for normal &amp; sick children</td>
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<tr>
<td>The Healthy Child</td>
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<tr>
<td>- Principles of growth and development</td>
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<tr>
<td>- Factors affecting growth &amp; development</td>
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<tr>
<td>- Growth and development from birth to adolescence</td>
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<tr>
<td>- The needs of normal children through the stages of developmental and parental guidance</td>
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<tr>
<td>- Nutritional needs of children &amp; infants: breast feeding, exclusive breast feeding supplementary/artificial feeding and weaning.</td>
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<tr>
<td>- Baby friendly hospital concept</td>
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<tr>
<td>- Accidents: causes and prevention</td>
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<tr>
<td>- Value of play and selection of play material</td>
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<tr>
<td>- Lecture</td>
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<td></td>
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<tr>
<td>- Discussion</td>
<td></td>
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<tr>
<td>- Developmental study of infant and children</td>
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<tr>
<td>- Observation study of normal and sick child</td>
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<tr>
<td>- Film show on breast feeding</td>
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<tr>
<td>- Clinical practice/field</td>
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<tr>
<td>- Short answers</td>
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<tr>
<td>- Objective type</td>
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<tr>
<td>- Assessment of developmental study reports</td>
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<th>IV</th>
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<tr>
<td>- Provide care to normal &amp; high risk neonates</td>
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<tr>
<td>- Perform neonatal resuscitation</td>
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<tr>
<td>- Recognize and manage common neonatal problems</td>
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<tr>
<td>Nursing Care of Neonate</td>
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<tr>
<td>- Nursing care of a normal newborn/essential newborn care</td>
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<tr>
<td>- Neonatal resuscitation</td>
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<td>- Nursing management of a low birth weight baby</td>
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<td>- Kangaroo mother care</td>
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<tr>
<td>- Nursing management of common neonatal disorders</td>
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<tr>
<td>- Organization of neonatal unit</td>
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<tr>
<td>- Identification &amp; nursing management of common congenital malformations</td>
<td></td>
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<tr>
<td>- Lecture</td>
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<tr>
<td>- Discussion</td>
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<tr>
<td>- Workshop on neonatal resuscitation</td>
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<tr>
<td>- Demonstration</td>
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<tr>
<td>- Practice session</td>
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<td>- Clinical practice</td>
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<td>- Short answers</td>
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<tr>
<td>- Assessment of skills with check list</td>
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<tr>
<th>V</th>
<th>45</th>
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<tbody>
<tr>
<td>- Provide nursing care in common childhood diseases</td>
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<tr>
<td>Nursing Management in Common Childhood Diseases</td>
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<tr>
<td>- Nutritional deficiency disorders</td>
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<td>- Lecture</td>
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<td>- Discussion</td>
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<td>- Short answers</td>
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<tr>
<td>- Objective type</td>
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</table>
- Identify measures to prevent common childhood diseases including immunization

<table>
<thead>
<tr>
<th>PEM, Vitamin &amp; Mineral Deficiencies</th>
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</thead>
<tbody>
<tr>
<td><strong>Respiratory disorders and infections</strong></td>
</tr>
<tr>
<td>Croup, Bronchelitis, Bronchitis, Pneumonia, Tuberculosis, Epiglotitis, Bronchial Asthma, Emphysema, Empyema</td>
</tr>
<tr>
<td><strong>Gastrointestinal infections, infestations and Congenital disorders</strong></td>
</tr>
<tr>
<td><em>Medical</em>: Gastroenteritis, Malabsorbtion syndrome, Hepatitis, Indian Childhood cirrhosis</td>
</tr>
<tr>
<td><em>Surgical</em>: Cleft lip &amp; Palate, Tracheoesophageal fistula, Pyloric stenosis, Intestinal Obstruction, Diaphragmatic Hernia, Intussusception, Hirschsprung’s Disease, Meckel’s diverticulum, ARM, Abdominal wall defects, Omphalocele, Hernia</td>
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<tr>
<td><strong>Cardio vascular problems</strong>: Congenital defects and Rheumatic fever, Rheumatic heart disease, Kawasaki Disease</td>
</tr>
<tr>
<td><strong>Genito-urinary disorders</strong>: Acute Glomerulo Nephritis, Nephrotic syndrome, Wilm’s tumor, infection and Congenital disorders. Acute renal failure</td>
</tr>
<tr>
<td><strong>Neurological infections and disorders</strong>: Convulsions, Epilepsy, Meningitis, Encephalitis, Hydrocephalus, Spina- bifida, Cerebral Palsy</td>
</tr>
<tr>
<td><strong>Hematological disorders</strong>: Anemias, Thalassemia, ITP, Leukemia, Hemophilia, Lymphoma</td>
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<tr>
<td><strong>Endocrine disorders</strong>: Juvenile diabetes melli-</td>
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</table>
tus, Congenital Hypothyroidism

- **Orthopedic disorders:**
  - Club feet, Hip dislocation and Fracture

- **Disorders of skin**
  - Scabies, Vitiligo, Pyoderma, Psoriasis, Dermatitis, Acne vulgaris.

- **Eye Disorders**
  - Hypertelorism, Hypotelorism, Exophthalmos, Retinopathy of prematurity, Conjunctivitis, Squint, Ptosis

- **Ear Disorders**
  - Otitis media, Tonsillitis, Laryngitis, Hearing loss.

- **Common communicable diseases in children, their identification, nursing management in hospital and home and prevention.**
  - Diptheria, Pertusis, Tetanus, Tuberculosis, Polio, Measles, Mumps, Dengue, Hepatitis, Chickenpox, Rubella, Typhoid, Malaria, Chickengunea

- **Child health emergencies:**
  - Poisoning, Foreign bodies, Hemorrhage, Shock, Burns, Drowning & Snake bite

- Nursing care of infant and children with HIV/AIDS

- Lifestyle diseases among children
  - Obesity, Childhood-hypertension

<table>
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<tr>
<th>VI</th>
<th>5</th>
<th>• Provide nursing care in common genetic disorders in children</th>
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</table>

**Genetic Disorders**

- **Common chromosomal disorders**
  - Down’s Syndrome, Turner’s Syndrome, Kleinfelter’s Syndrome, Apert syndrome, Edwards Syndrome, Crouzon Syn-

- **Lecture**
- **Discussion**
- **Clinical practice**
- **Short answers**
- **Objective type**
| VII | S | • Manage the child with behavioural & social problems  
• Identify the social & welfare services for challenged children | Management of Behavioural & Social Problems In Children  
○ Management of common behavioural disorders  
○ Management of common psychiatric problems  
○ Management of challenged children: mentally, physically and socially challenged  
○ Welfare services for challenged children in India  
○ Child guidance clinic | ○ Lecture  
○ Discussion  
○ Field visits to child guidance clinics, school for mentally, physically and socially challenged | ○ Short answers  
○ Objective type  
○ Assessment of field reports |

**Recommended Books**


**Reference Books**

### Areas

<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration (Weeks)</th>
<th>Objectives Posting</th>
<th>Skills to be Developed</th>
<th>Assignments</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| Paediatric medicine ward  | 3                | Provide nursing care to children with various medical disorders                     | o Taking paediatric history  
  o Physical examination and assessment of children  
  o Administer oral, I/M & IV medicine/fluids  
  o Calculation of fluid requirements  
  o Prepare different strengths of I.V. fluids  
  o Apply restraints  
  o Administer O2 inhalation by different methods  
  o Give baby bath  
  o Feed children by Katori spoon, etc  
  o Collect specimens for common investigations  
  o Assist with common diagnostic procedures  
  o Teach mothers/parents about  
  □ Malnutrition  
  □ Oral rehydration therapy  
  □ Feeding & weaning  
  □ Immunization schedule  
  □ Play therapy  
  □ Specific disease conditions | o Give care to three assigned paediatric patients  
  o Nursing care plan – 1  
  o Case study/presentation – 1  
  o Health talk – 1  
  o Growth & Development assessment | o Assess clinical performance with rating scale.  
  o Assessment of skills with check list OSCE/OSPE  
  o Evaluation of case study presentation and health education session  
  o Completion of activity record |
| Paediatric surgery ward    | 3                | Recognize different pediatric surgical conditions/ malformations                    | o Calculate, prepare and administer I/V fluids  
  o Do bowel wash  
  o Care for ostomies:  
  □ Colostomy irrigation  
  □ Ureterostomy | o Give care to three assigned paediatric patients  
  o Nursing care plan – 1 | o Assess clinical performance with rating scale. |
- Health assessment  
- Developmental assessment  
- Anthropometric assessment  
- Immunization  
- Health/nutritional education | o Developmen-tal study - 1 | o Assess clinical performance with rating scale  
- Completion of activity record |
| Paediatric medicine, surgery & neonatal ICU’s | 1 each/ 4 weeks | o Care of a baby in incubator/warmer  
- Care of a child on ventilator  
- Endotracheal suction  
- Chest physiotherapy  
- Administer fluids with infusion pump  
- Total parenteral nutrition  
- Phototherapy  
- Monitoring of babies  
- Cardio pulmonary resuscitation | o Neonatal care plan – 1  
- Observation report | o Assess clinical performance with rating scale  
- Evaluation of observation report |
**MENTAL HEALTH NURSING**

**Course Code**: BSN303MHN  
**Time**:  
- Theory - 90 hours  
- Lab - 15 hours  
- Clinical - 365 hours  
**Placement**: Third year B.Sc. Nursing

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

<table>
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<tr>
<th>Unit</th>
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<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td>I</td>
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</table>
|      |             | • Describe the historic development & current trends in mental health nursing | **Introduction**  
• Perspective of mental health and mental health nursing: evolution of mental health services, treatments and nursing practices.  
• Prevalence and incidence of mental health problems and disorders.  
• Mental health team  
• Nature and scope of mental health nursing  
• Role and functions of mental health nurse in various settings and factors affecting the level of nursing practice  
• Concepts of normal and abnormal behaviour | • Lecture  
• Discussion | • Short answer  
• Objective type  
• Quiz |
|      |             | • Describe the concept of normal & abnormal behaviour |          |                             |                    |
| II   | 6           | • Define the various terms used in mental health nursing  
• Explain the classification of mental disorders | **Principles and Concepts of Mental Health Nursing**  
• Definition: Mental Health Nursing and terminology used  
• Classification of mental disorders: ICD & DSM  
• Review of personality development, defense mechanisms  
• Maladaptive behaviour of individuals and groups: stress, crisis and disaster | • Lecture  
• Discussion  
• Role play | • Essay  
• Short answers  
• Objective type  
• Quiz |
|      | 2           | Lab:  
• Symptomatology in Psychiatry |          |                             |                    |

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B. Sc. Nursing Curriculum
<table>
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<tr>
<td></td>
<td>Theory</td>
<td>Lab</td>
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</table>
| III  | 5       | 4   | - Explain psycho dynamics of maladaptive behaviour  
- Discuss the etiological factors, psycho pathology of mental disorders  
- Explain the principles and standards of mental health nursing  
- Describe the conceptual models of mental health nursing | - Etiology: bio-psycho-social factors  
- Psychopathology of mental disorders: review of structure and functions of brain, limbic system and abnormal neurotransmission  
- Principles of mental health nursing  
- Standards of mental health nursing practice  
- Conceptual models and the role of nurse:  
  o Existential Model  
  o Psycho-analytical Model  
  o Behavioural Model  
  o Psycho-social Model  
  o Interpersonal Model | - Lecture  
- Discussion  
- Demonstration  
- Practice session  
- Clinical practice Lab:  
  - Mental status examination  
  - Mini mental status examination  
  - Neurological examination review | - Short answers  
- Objective type  
- Assessment of skills with check list |
<table>
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</table>
| IV   | 5           | 2                  | • Identify therapeutic communication techniques  
- Describe therapeutic relationship  
- Describe therapeutic impasses and the interventions | Therapeutic Communication and Nurse - Patient Relationship  
- Therapeutic communication: types, techniques, characteristics  
- Types of relationship  
- Ethics and responsibilities  
- Elements of nurse patient contract  
- Review of technique of IPR- Johari Window  
- Goals, phases, tasks, therapeutic techniques  
- Therapeutic impasses and the interventions  
  - Resistance  
  - Transference  
  - Counter Transference  
  - Boundary Violation | Lecture  
- Discussion  
- Demonstration  
- Role play | Essay  
- Short answers  
- Objective type |
| V    | 12          | 4                  | • Explain treatment modalities and therapies used in mental disorders and role of the nurse | Treatment Modalities and Therapies Used in Mental Disorders  
- Psycho pharmacology  
  - Antipsychotics  
  - Mood stabilizers  
  - Antidepressants  
  - Anxiolytics  
  - Ant-abuse drugs  
  - Other drugs  
- Psychotherapy: individual, psycho-analytical, cognitive and supportive  
- Behaviour Therapy  
- Psycho-social therapies: Therapeutic community, Milieu, Family, Group, Occupational, Recreational, Play, Psycho- drama, Music, Dance and Light therapy.  
- Relaxation therapies: Yoga, Meditation, Biofeedback, Mental Imagery, Mindfulness, Progressive muscle relaxation and Deep breathing exercise.  
- Physical therapies: Electroconvulsive therapy, Invasive and Non-invasive | Lecture  
- Discussion  
- Demonstration  
- Group Work  
- Practice session  
- Clinical practice | Essay  
- Short answers  
- Objective type |
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<tr>
<td></td>
<td>Theory</td>
<td>Lab</td>
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<td>Neuromodulation Therapies. • Alternative systems of medicine: Ayurveda, Homeopathy, Siddha, Unani, Naturopathy. • Geriatric considerations • Role of nurse in psychopharmacology and other therapies</td>
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<tr>
<td>VI</td>
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<td></td>
<td>• Describe the etiology, psychopathology clinical manifestations, diagnostic criteria and management of patients with schizophrenia, and other delusional disorders</td>
<td>Nursing Management of Patients with Schizophrenia, and Other Delusional Disorders • Classification: ICD • Etiology, psychopathology, types, clinical manifestations, diagnosis • Nursing assessment: history, physical and mental assessment • Treatment modalities and nursing management of patients with schizophrenia and other delusional disorders • Geriatric considerations • Follow up and home care and rehabilitation</td>
<td>• Lecture • Discussion • Case discussion • Case presentation • Clinical practice</td>
</tr>
<tr>
<td>VII</td>
<td>5</td>
<td></td>
<td>• Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with mood disorders</td>
<td>Nursing Management of Patients with Mood Disorders • Classification: ICD • Mood disorders: bipolar affective disorder, mania, depression, dysthymia, etc • Etiology, psychopathology, clinical manifestations, diagnosis • Nursing assessment: history, physical and mental assessment • Treatment modalities and nursing management of patients with mood disorders • Geriatric considerations • Follow up and home care and rehabilitation</td>
<td>• Lecture • Discussion • Case discussion • Case presentation • Clinical practice</td>
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| VIII | 8           | • Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatoform disorders | **Nursing Management of Patients with Neurotic, Stress Related and Somatoform Disorders**  
- Classification: ICD  
- Phobias, Other Anxiety Disorders, Obsessive Compulsive Disorder, Adjustment Disorder, Post Traumatic Stress Disorder, Dissociation (Conversion) Disorder, Somatization Disorder, Hypochondriasis  
- Etiology, psychopathology, clinical manifestations, diagnosis  
- Nursing assessment: history, physical and mental assessment  
- Behavioural techniques used in the treatment of neurotic disorders  
- Treatment modalities and nursing management of patients with neurotic, stress related and somatoform disorders  
- Geriatric considerations  
- Follow up and home care and rehabilitation | • Lecture  
• Discussion  
• Case discussion  
• Case presentation  
• Clinical practice | • Essay  
• Short answers  
• Objective type  
• Assessment of patients management problems |
| IX   | 4           | • Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with substance use disorders | **Nursing Management of Patients with Substance Use Disorders**  
- Classification: ICD  
- Commonly used psychoactive substances: classification, forms, routes, action and various states of use: Harmful use, Dependence, Intoxication and Withdrawal  
- Behavioural Addictions: Gambling, Internet Gaming, Internet Addiction, Compulsive Shopping, Food Addiction  
**Lab:** Relapse Prevention Strategies for patients with substance use disorders | • Lecture  
• Discussion  
• Case discussion  
• Case presentation  
• Clinical practice | • Essay  
• Short answers  
• Objective type  
• Assessment of patients management problems |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td></td>
<td>Theory</td>
<td>Lab</td>
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<tr>
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<td></td>
<td></td>
<td>Etiology of dependence, diagnosis of dependence</td>
<td>Lecture</td>
<td>Essay</td>
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<td></td>
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<td></td>
<td>Nursing assessment: history, physical, and mental assessment and drug assay</td>
<td>Discussion</td>
<td>Short answers</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Treatment (detoxification, anti-abuse and narcotic antagonist therapy and harm reduction) and nursing management of patients with substance use disorders</td>
<td>Case presentation</td>
<td>Objective type</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Geriatric considerations</td>
<td>Clinical practice</td>
<td>Assessment of patients management problems</td>
</tr>
<tr>
<td>X</td>
<td>6</td>
<td></td>
<td>Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with personality, sexual, eating and sleep disorders</td>
<td>Nursing Management of Patients with Personality, Sexual, Eating and Sleep Disorders</td>
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<td>Classification: ICD</td>
<td>• Lecture</td>
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<td></td>
<td>Etiology, psychopathology, clinical manifestations, diagnosis</td>
<td>• Discussion</td>
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<td>Nursing assessment: history, physical and mental assessment</td>
<td>• Case discussion</td>
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<td></td>
<td>Treatment modalities and nursing management of patients with personality, sexual, eating and sleep disorders</td>
<td>• Case presentation</td>
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<td></td>
<td>Geriatric considerations</td>
<td>• Clinical practice</td>
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<td></td>
<td></td>
<td></td>
<td>Follow up and home care and rehabilitation</td>
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<tr>
<td>XI</td>
<td>8</td>
<td></td>
<td>Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent</td>
<td>Nursing Management of Childhood and Adolescent Disorders Including Mental Deficiency</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Classification: ICD</td>
<td>• Lecture</td>
<td>Essay</td>
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<td></td>
<td>Mental retardation</td>
<td>• Discussion</td>
<td>Short answers</td>
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<td></td>
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<td></td>
<td>Developmental disorders: Specific developmental disorders of speech, language and scholastic skills, Pervasive developmental disorder</td>
<td>• Case presentation</td>
<td>Objective type</td>
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<td></td>
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<td></td>
<td></td>
<td>• Case discussion</td>
<td>Assessment of patients management problems</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Clinical practice</td>
<td></td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hrs.)</td>
<td>Learning Objective</td>
<td>Contents</td>
<td>Teaching Learning Activities</td>
<td>Assessment Methods</td>
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</tbody>
</table>
|      | Theory | Lab | disorders including mental deficiency | • Behavioural and emotional disorders: Hyperkinetic disorder (ADHD), Conduct Disorder, Separation anxiety, Childhood phobias, Sibling rivalry, Elective mutism, Tic disorder, Pica, Enuresis and Encopresis  
• Etiology, psycho-pathology, clinical manifestations, diagnosis  
• Nursing assessment: history, physical and mental assessment and IQ assessment  
• Behavioural techniques used in the treatment for mentally challenged children  
• Treatment modalities and nursing management of childhood disorders including mental deficiency  
• Parental counselling and education  
• Mental health promotion with children and adolescents  
• Follow up, home care and rehabilitation | • Lecture  
• Discussion  
• Case discussion  
• Case presentation  
• Clinical practice | • Essay  
• Short answers  
• Objective type  
• Assessment of patients management problems |

**Nursing Management of Patients with Organic Brain Disorders**  
• Classification: ICD  
• Dementia, Delirium, Organic amnestic syndrome  
• Etiology, psycho-pathology, clinical features, diagnosis and differential diagnosis (Parkinson’s and Alzheimer’s)  
• Nursing assessment: history, physical, mental and neurological assessment
<table>
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<tr>
<th>Unit</th>
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<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td></td>
<td>Theory</td>
<td>Lab</td>
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</tbody>
</table>
| Unit | 6 1   |     | • Identify psychiatric emergencies and carry out crisis interventions | Psychiatric Emergencies and Crisis Interventions | Lecture  
Discussion  
Demonstration  
Practice session  
Clinical practice |
| XIII | 6 | 1 | • Treatment modalities and nursing management of patients with organic brain disorders  
• Geriatric considerations  
• Follow up and home care and rehabilitation | Lab:  
• Application of Crisis intervention techniques  
  o Suicide  
  o Aggression  
  o Sexual Abuse | Short answers  
Objective type |
|      | 5 |     | • Explain legal aspects applied in mental health settings and role of the nurse | Legal Issues in Mental Health Nursing | Lecture  
Discussion  
Case discussion | Short answers  
Objective type |
<p>| XIV  |     |     |                         |                         |                   |</p>
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| XV   | 5           | - Describe the national mental health act  
- Other laws related to psychiatry  
- Admission and discharge procedures  
- Role and responsibilities of nurse  
- Describes community mental health services and role of the nurse | Community Mental Health Nursing  
- Development of community mental health services:  
- National mental health Programme  
- National mental health policy visa vis National health policy  
- Institutionalization versus De-institutionalization  
- Model of preventive psychiatry: levels of prevention  
- Mental health services available at primary, secondary, tertiary levels including rehabilitation: day care centres, half way homes, quarter way homes, night hospitals, foster care services, relapse prevention and role of nurse  
- Mental health agencies: government and voluntary, national and international  
- Mental health nursing issues for special populations: Children, Adolescence, Women, Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS, etc  
- Psycho-social rehabilitation | - Lecture  
- Discussion  
- Clinical/field practice  
- Field visits to mental health service agencies | - Short answers  
- Objective type  
- Assessment of the field visit reports |
Recommended Books

Reference Books:
6. Mental Health Act 2017- Draft
7. The Rights of Persons with Disabilities Act 2016- Draft
8. National Mental Health Program for India- Draft
# MENTAL HEALTH NURSING PRACTICAL

**Course Code**: BSN303MHN  
**Placement**: Third year B. Sc Nursing  
**Time**: Practical - 365 hours

<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration (In week)</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychiatric OPD</td>
<td>1</td>
<td>• Assess patients with mental health problems</td>
<td>• History taking</td>
<td>• History taking and mental status examination-2</td>
<td>• Assess performance with rating scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Observe and assist in therapies</td>
<td>• Perform mental status examination (MSE)</td>
<td>• Health education-1</td>
<td>• Assess each skill with checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Counsel and educate patients and families</td>
<td>• Assist in psychometric assessment</td>
<td>• Observation report of OPD</td>
<td>• Evaluation of health education</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teach patient and family members</td>
<td>• Perform neurological examination</td>
<td></td>
<td>• Assessment of observation report</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Observe and assist in therapies</td>
<td></td>
<td>• Completion of activity record</td>
</tr>
<tr>
<td>Child guidance clinic</td>
<td>1</td>
<td>• Assessment of children with various mental health problems</td>
<td>• History taking</td>
<td>Case work -1</td>
<td>• Assess performance with rating scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Counsel and educate children, families and significant others</td>
<td>• Assist in psychometric assessment</td>
<td>Observation report of different therapies -1</td>
<td>• Assess each skill with checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Teach family and significant others</td>
<td>• Observe and assist in various therapies</td>
<td></td>
<td>• Evaluation of the observation report</td>
</tr>
<tr>
<td>Inpatient ward</td>
<td>6</td>
<td>• Assess patients with mental health problems</td>
<td>• History taking</td>
<td>Give care to 2-3 patients with various mental disorders</td>
<td>• Assess performance with rating scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Provide nursing care for patients with various mental health problems</td>
<td>• Perform mental status examination (MSE)</td>
<td>• Case study -1</td>
<td>• Assess each skill with checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assist in various therapies</td>
<td>• Perform Neurological examination</td>
<td>• Care plan -2</td>
<td>• Evaluation of the case study, care plan, clinical presentation, process recording</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Assist in psychometric assessment</td>
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<td></td>
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<td>• Record therapeutic communication</td>
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<td>Areas</td>
<td>Duration (In week)</td>
<td>Objectives</td>
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<tr>
<td>Community psychiatry</td>
<td>1</td>
<td>• Counsel and educate patients, families and significant others</td>
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<tr>
<td></td>
<td></td>
<td>• Administer Psychotropic medications and observe for side effects</td>
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<td></td>
<td></td>
<td>• Assist in Electro Convulsive Therapy (ECT)</td>
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<td></td>
<td></td>
<td>• Provide and participate in various therapies for patients: Group,</td>
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<td></td>
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<td>Occupation, Recreation, Relaxation and Physical Exercise</td>
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<td>• Prepare patients for Activities of Daily Living (ADL)</td>
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<td></td>
<td></td>
<td>• Conduct admission and discharge counselling</td>
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<td></td>
<td></td>
<td>• Counsel and teach patients and families</td>
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<thead>
<tr>
<th>Areas</th>
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<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>Community psychiatry</td>
<td>1</td>
<td>• Identify patients with various mental disorders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Motivate patients for early treatment and follow up</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Assist in follow up clinic</td>
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<tr>
<td></td>
<td></td>
<td>• Counsel and educate patient, family and community</td>
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<td></td>
<td></td>
<td>• Conduct case work</td>
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<tr>
<td></td>
<td></td>
<td>• Identify individuals with mental health problems</td>
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<tr>
<td></td>
<td></td>
<td>• Assist in mental health camps and clinics</td>
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<tr>
<td></td>
<td></td>
<td>• Counsel and teach family members, patients and community</td>
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<td></td>
<td></td>
<td>• Guided observation in selected areas: Special school, De-addiction and</td>
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<td></td>
<td></td>
<td>rehabilitation centre, Rehabilitation centre for chronic mentally ill,</td>
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<td></td>
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<td>Dementia care centre</td>
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<tr>
<td></td>
<td></td>
<td>• Conduct case work</td>
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<tr>
<td></td>
<td></td>
<td>• Identify individuals with mental health problems</td>
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<td></td>
<td></td>
<td>• Assist in mental health camps and clinics</td>
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<td>Dementia care centre</td>
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<tr>
<th>Areas</th>
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<th>Objectives</th>
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</thead>
<tbody>
<tr>
<td>Community psychiatry</td>
<td>1</td>
<td>• Case work-1</td>
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<tr>
<td></td>
<td></td>
<td>• Observation report on field visit</td>
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<thead>
<tr>
<th>Areas</th>
<th>Duration (In week)</th>
<th>Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community psychiatry</td>
<td>1</td>
<td>• Assess performance with rating scale</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Evaluation of case work and observation report</td>
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<td></td>
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<td>• Completion of activity record</td>
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</tbody>
</table>
Course Description: The course is designed to enable students to develop an understanding of basic concepts of research, research process and statistics. It is further, structured to conduct/participate in need based research studies in various settings and utilize the research findings to provide quality nursing care. The hours for practical will be utilized for conducting individual/group research project.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hours)</th>
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<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 4            | • Describe the concept of research, terms, need and areas of research in nursing.  
  • Explain the steps of research process.  
  • Discuss the ethical considerations while conducting research | Research and Research Process  
  • Introduction and need for nursing research.  
  • Definition of research and nursing research.  
  • Scope, importance in nursing.  
  • Research terminologies.  
  • Historical development of nursing research in India.  
  • Steps of scientific method.  
  • Characteristics of good research.  
  • Steps of research process: overview.  
  • Ethical considerations. | • Lecture  
  • Discussion.  
  • Narrate the steps of research process followed from examples of published studies.  
  • PowerPoint presentations | • Short answers  
  • Objective types  
  • Quiz |
| II   | 3            | • Identify the research area  
  • State the research problems, objectives and hypotheses | Research Problem / Question  
  • Source of research problem  
  • Identification of problem area  
  • Problem statement  
  • Criteria of a good research problem  
  • Writing objectives  
  • Hypothesis | • Lecture  
  • Discussion.  
  • Exercise on writing statement of problem, objectives and hypotheses.  
  • PowerPoint presentations | • Short answers  
  • Objective types  
  • Quiz |
| III  | 3            | • Review related literature | Review of Literature  
  • Location  
  • Sources  
  • On line search: CINHAL, COCHRANE  
  • Purposes  
  • Steps  
  • Method of review | • Lecture  
  • Discussion.  
  • Exercise on reviewing one research report/article for a selected research problem.  
  • Prepare annotated bibliography. | • Short answers  
  • Objective types |
<table>
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<tr>
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</tr>
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<tbody>
<tr>
<td>IV</td>
<td>4</td>
<td>• Describe the research approaches and designs.</td>
<td><strong>Research Approaches and Designs</strong>&lt;br&gt;• Quantitative: experimental, non-experimental and quasi-experimental designs&lt;br&gt;• Qualitative: ethnography, phenomenology, grounded theory, historical</td>
<td>• Lecture&lt;br&gt;• Discussion&lt;br&gt;• Explain types of research&lt;br&gt;• PowerPoint presentations</td>
<td>• Short answers&lt;br&gt;• Objective types&lt;br&gt;• Quiz</td>
</tr>
<tr>
<td>V</td>
<td>8</td>
<td>• Explain sampling process.&lt;br&gt;• Describe methods of data collection.</td>
<td><strong>Sampling and Data Collection</strong>&lt;br&gt;• Definition: population, sample, sampling, element, sampling criteria.&lt;br&gt;• Eligibility criteria.&lt;br&gt;• Factors influencing sampling process.&lt;br&gt;• Types of sampling technique.&lt;br&gt;• Data: why, what, when, from whom and where to collect.&lt;br&gt;• Data collection methods and instruments.&lt;br&gt;• Methods of data collection: questioning, interviewing, observation, record analysis and measurement&lt;br&gt;• Types of instruments&lt;br&gt;• Validity and reliability of the instruments&lt;br&gt;• Pilot study&lt;br&gt;• Data collection procedure</td>
<td>• Lecture&lt;br&gt;• Discussion&lt;br&gt;• Reading assignments on examples of data collection tools&lt;br&gt;• Preparation of sample data collection tool&lt;br&gt;• Conduct group research project&lt;br&gt;• PowerPoint presentations</td>
<td>• Short answers&lt;br&gt;• Objective types</td>
</tr>
<tr>
<td>VI</td>
<td>4</td>
<td>• Analyze, interpret and summarize the research data</td>
<td><strong>Analysis of Data</strong>&lt;br&gt;• Compilation, tabulation, classification, summarization, presentation, interpretation of data&lt;br&gt;• Discussion</td>
<td>• Lecture&lt;br&gt;• Discussion&lt;br&gt;• Preparation of sample tables</td>
<td>• Short answers&lt;br&gt;• Objective types</td>
</tr>
<tr>
<td>VII</td>
<td>15</td>
<td>• Explain the use of statistics, scales of measurement</td>
<td><strong>Introduction to Statistics</strong>&lt;br&gt;• Definition, functions and limitations of statistics.&lt;br&gt;• Terminologies: raw data, the array, class interval,</td>
<td>• Lecture&lt;br&gt;• Discussion&lt;br&gt;• Practice on graphical presentations</td>
<td>• Short answers&lt;br&gt;• Objective types</td>
</tr>
<tr>
<td>Unit</td>
<td>Time (Hours)</td>
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<td>Teaching Learning Activities</td>
<td>Assessment Methods</td>
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</table>
| VIII | 4            | and graphical presentation of data | class limits, and class marks.  
• Scales of measurement  
• Frequency distribution, diagrammatic and graphical presentation of data.  
• Histogram, frequency polygons, curves, one dimensional and two dimensional diagrams, normal probability curve.  
• Measures of central tendency and dispersion: arithmetic mean, median and mode; quartiles, deciles and percentiles.  
• The range, the mean deviation and average deviation, the variance, the standard deviation, the co- efficient of variation, co- efficient of correlation  
• Introduction to ‘t’ test and Chi-square.  
• Using computer for data analysis using statistical package. | Practice on computation of measures of central tendency, variability and correlation | • Short answers  
• Objective types |
METHODS OF EVALUATION | WEIGHTAGE (%)  
--- | ---  
Written examination | 50  
Written assignments: individual and group |  
- Review of literature | 15  
- Annotated bibliography |  
- Preparation of sample data collection tool |  
Critiquing a research report | 5  
Conducting research project | 10  
Evaluation of the research report (Project) | 20

**Recommended Books:**

**Reference books:**
# NURSING RESEARCH AND STATISTICS - PRACTICAL

**Course Code:** BSN304NRS  
**Placement:** Third year B. Sc Nursing  
**Allotted Hours:** Practical - 90 hours

**Aim:** This course is aimed at familiarizing the students with the methodology of conducting a research thereby able to conduct a research independently.

<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration in Weeks</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Research and Statistics</td>
<td>3 weeks (90 hours)</td>
<td>• Formulate a problem statement</td>
<td>• Identification of problem areas.</td>
<td>• Classroom presentation and discussion</td>
<td>• Evaluating classroom presentation.</td>
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<td>• Formulating research problem, objectives and hypotheses</td>
<td>• Preparation of research proposal for the selected project</td>
<td>• Evaluating the written proposal, presentation and approval.</td>
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<td>• Identification of variables.</td>
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<td>• Review literature</td>
<td>• Written assignment</td>
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<td>• Review literature on a given topic and/selected project.</td>
<td>• Preparation of annotated bibliography.</td>
<td>• Evaluation of the written review and annotated bibliography.</td>
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<td>• Critique literature review of a selected study.</td>
<td>• Classroom presentation and discussion</td>
<td>• Evaluation of the classroom presentation.</td>
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<td>• Identify the study designs.</td>
<td>• Analyse various published studies and discuss the research designs used.</td>
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<td>• Identification of research designs.</td>
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<td>• Develop sample data collection tools</td>
<td>• Preparation of sample data collection tools and classroom discussion.</td>
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<td>• Preparation of various data collection tools</td>
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<td>• Evaluation of the data collection tools.</td>
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<td>• Conduct research project using the steps of research process.</td>
<td>• Assess the reliability and validity of the tool using statistical methods.</td>
<td>• Assess the reliability and validity score and steps of pilot study.</td>
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<td>• Preparation of data collection tool for the selected project.</td>
<td>• Conduct pilot study.</td>
<td>• Evaluation of the tool.</td>
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<td>• Analyse various published studies and discuss the research designs used.</td>
<td>• Preparation of sample data collection tools and classroom discussion.</td>
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<tr>
<td>Areas</td>
<td>Duration in Weeks</td>
<td>Objectives</td>
<td>Skills</td>
<td>Assignments</td>
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|                       |                   |                                                                            | • Collect data using the tools developed for the selected project.  
• Prepare master data sheet.                                                                                                                   | • Analyse data using statistical packages  
• Preparation of data for analysis.  
• Using statistical packages.  
• Interpretation of the results.                                                                                           | • Evaluate the analysed data and interpretation                                                                                                                                                                  |
|                       |                   |                                                                            |                                                                                                                                                                                                         | • Communicate the research findings  
• Preparation of manuscript for publication.                                                                                                                     | • Evaluate the various steps in research projects  
• Evaluate the research report.                                                                                                                                  |                                                                                                                                                                                                              |
|                       |                   |                                                                            |                                                                                                                                                                                                         | • Critique a given study/project report  
• Critiquing various aspects of a research project                                                                                                                 | • Evaluate the classroom presentation.                                                                                                                                  |                                                                                                                                                                                                              |
|                       |                   |                                                                            |                                                                                                                                                                                                         | • Presentation of the critiqued report                                                                                                                          |                                                                                                                                                                                                              |
MATERNITY NURSING INCLUDING GYNECOLOGICAL NURSING

Course Code: BSN401OBG
Placement: Fourth Year B. Sc. Nursing

Time: Theory - 90 Hours
Lab - 15 Hours
Practical - 600 Hours

Course Description: This course is designed for students to appreciate the concepts and principles of Obstetrical and Gynecological Nursing. It helps them to acquire knowledge and develop beginning skills in rendering nursing care to normal and high-risk mothers during antenatal, natal, postnatal periods and women with gynecological problems in the hospital and community settings. It also helps to develop skill in managing normal and high-risk neonates and participate in family welfare programmes.

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<tr>
<th>Unit</th>
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<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
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</thead>
<tbody>
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<td>I</td>
<td>3</td>
<td>• Recognize the trends and issues in Midwifery and Obstetrical Nursing</td>
<td>Introduction of Midwifery and Obstetrical Nursing  • Introduction to the concepts of midwifery and obstetrical nursing  • Historical perspectives and current trends  • Legal &amp; ethical aspects  • Role of nurse in maternity care  • Pre-conception care and preparing for parenthood  • National policy and legislation in relation to maternal health and welfare  • Maternal morbidity, mortality and fertility rates  • Perinatal morality and morbidity rates</td>
<td>• Lecture  • Discussion  • Explain using slides, charts and graphs</td>
<td>• Short answers  • Objective type</td>
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<tr>
<td>II</td>
<td>4</td>
<td>2</td>
<td>Review of Anatomy And Physiology of Female Reproductive System And Fetal Development  • Female pelvis: general description of the bones, joints, ligaments, planes of the pelvis, diameters of the true pelvis, important landmarks, variations in pelvic shape  • Female organs of reproduction: external genitalia, internal genital organs and their anatomical relations, musculature: blood supply, nerves, lymphatic, pelvic cellular tissue, pelvic peritoneum</td>
<td>• Lecture  • Discussion  • Review with charts and graphs  • Demonstrate with models</td>
<td>• Short answers  • Objective type</td>
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| III  | 8 | 2 | Describe the diagnosis and management of women during antenatal period | • Pelvic floor  
• Physiology of menstrual cycle  
• Human sexuality  
• Foetal development  
• Conception  
• Review of fertilization, implantation, development of the embryo and placenta at term: functions, abnormalities, fetal sac, amniotic fluid, umbilical cord  
• Foetal circulation  
• Foetal skull: bones, sutures and measurements  
• Review of Genetics | Assessment And Management of Pregnancy (Antenatal)  
  o Normal pregnancy  
  o Physiological changes during pregnancy:  
    • Reproductive system  
    • Cardiovascular system  
    • Respiratory system  
    • Gastrointestinal system  
    • Metabolic changes  
    • Skeletal changes  
    • Skin changes  
    • Endocrine system  
    • Psychological changes  
  o Discomforts of pregnancy  
  o Diagnosis of pregnancy:  
    • Signs and symptoms  
    • Differential diagnosis  
    • Confirmatory tests  
  o Antenatal care:  
    • Objectives of antenatal care  
    • Assessment: history and physical examination, obstetrical examination, signs of previous childbirth  
    • Relationship of fetus to uterus and pelvis: lie, attitude, presentation, position | • Lecture cum discussion  
• Demonstration  
• Case discussion  
• Health talk  
• Practice session  
• Counseling session  
• Supervised clinical practice | • Short answers  
• Objective type  
• Assessment of skills with checklist  
• Assessment of patient management |
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<td>IV</td>
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<td>• Describe the physiology and stages of labour</td>
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<td><strong>Assessment and Management of Intrapartum Period</strong></td>
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<td>o Physiology and mechanism of labour</td>
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<td>o Management of labour: First stage</td>
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<td>• Signs and symptoms of onset of labour, normal and abnormal</td>
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<td>• Duration</td>
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<td>• Preparation for labour: woman, labour room</td>
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<td>• Assessment and observation of women in labour, partogram, maternal and foetal monitoring</td>
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<td>• Active management of labour</td>
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<td>• Induction of labour</td>
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<td>• Pain relief and comfort during labour and birth</td>
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| V    | 4       | 2   | • Describe the management of women during intranatal period | - Management of labour: Second stage  
- Signs and symptoms: normal abnormal  
- Duration  
- Conduction of delivery: principles and techniques  
- Episiotomy  
- Receiving the newborn: neonatal resuscitation, immediate assessment and care of the newborn, screening for congenital anomalies: identification, bonding, initiate feeding, transportation of neonate  
- Management of labour: Third stage  
- Signs and symptoms: normal and abnormal  
- Duration  
- Methods of placental expulsion  
- Management: principles and techniques  
- Examination of placenta  
- Examination of perineum  
- Management of labour: Fourth stage  
- Maintaining records and reports  
- Organization and management of labour room | - Lecture cum discussion  
- Demonstration  
- Case discussion  
- Health talk  
- Practice session  
- Counseling session  
- Supervised clinical practice | - Short answers  
- Objective type  
- Assessment of skills with checklist  
- Assessment of patient management |

**Assessment and Management of Women During Postnatal Period**  
- Normal puerperium, physiology and duration  
- Postnatal assessment and management  
- Promoting physical and emotional well being  
- Lactation management  
- Management of minor ailments  
- Postnatal exercises

- Lecture cum discussion  
- Demonstration  
- Case discussion  
- Health talk  
- Practice session  
- Supervised clinical practice

- Short answers  
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</table>
| VI   | 4        | 2 | • Describe assessment and management of normal neonate | • Family dynamics after childbirth  
• Family welfare services; methods, counseling  
• Follow up  
• Maintaining records and reports | • Lecture cum discussion  
• Demonstration  
• Practice session  
• Supervised clinical practice | • Short answers  
• Objective type  
• Assessment of skills with checklist  
• Assessment of patient management |
| VII  | 10       |   | • Identification and management of women with high risk pregnancy | • High risk approach  
• Levels of care: Primary secondary and tertiary levels  
• Disorders in pregnancy  
• Hyperemesis gravidarum  
• Bleeding in early pregnancy, abortion, ectopic pregnancy, vesicular mole  
• Antepartum hemorrhage: placenta praevia, abruptio placenta  
• Uterine abnormality and displacement  
• Disease complicating pregnancy  
• Medical and surgical conditions: pregnancy induced hypertension and diabetes, toxemia of pregnancy.  
• Infection: reproductive tract infection, | • Lecture cum discussion  
• Explain using charts  
• Microscopic slides, skeleton & torso  
• Demonstrate cells, types of tissues,  
• Membranes and glands | • Short answers  
• Objective type  
• Essay Type  
• Assessment of skills with checklist  
• Assessment of patient management |
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<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
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</table>
| VIII | 10 4        | Describe management of abnormal labour and Obstetrical emergencies | Abnormal Labour: Assessment and Management
- Disorders in labour
  - Cephalo pelvic disproportion and contracted pelvis
  - Malpositions and malpresentations
  - Premature labour, PROM, post maturity, IUD
  - Disorders of uterine action: precipitate labour, prolonged labour
  - Complications of third stage: PPH, retained placenta, placenta accreta, inversion of uterus
  - Injuries to birth canal
- Obstetrical emergencies and their management
  - Cord presentation, prolapse, Vasa praevia
  - Amniotic fluid embolism
  - Rupture of uterus
  - Shoulder dystocia
  - Shock in Obstetrics | Lecture cum discussion
  - Demonstration
  - Case discussion
  - Practice session
  - Supervised clinical practice | Short answers
  - Objective type
  - Essay Type
  - Assessment of skills with checklist
  - Assessment of patient management |
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| IX   | 4           | Describe the management of postnatal complications | Obstetrical procedures and operations  
- Forceps, Vacuum, Version  
- Manual removal of placenta  
- Caesarean section  
- Destructive operations  
Nursing management of women undergoing Obstetrical procedures and operations | Lecture cum discussion  
Demonstration  
Case discussion  
Practice session  
Supervised clinical practice | Short answers  
Objective type  
Assessment of skills with checklist  
Assessment of patient management |
| X    | 8           | Identify high risk neonates and their nursing management | Abnormalities During Postnatal Period  
Assessment and management of women with postnatal complications  
- Puerperal infections, breast engorgement and infection, UTI, thromboembolic disorders, postpartum hemorrhage, eclampsia, sub involution  
- Difficulties of lactation  
- Suppression of lactation  
Psychologic complications of puerperium and its management  
- Post partum blues  
- Postpartum depression  
- Postpartum Psychosis | Lecture cum discussion  
Demonstration  
Case discussion  
Practice session  
Counseling session  
Supervised clinical practice | Short answers  
Objective type  
Assessment of skills with checklist  
Assessment of patient management |
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<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
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</table>
|      | Theory | Lab |                      | o Monitoring of risk neonates  
|      |        |         | o Feeding of high risk neonates  
|      |        |         | o Organization and management of neonatal intensive care units  
|      |        |         | o Infection control in neonatal intensive care units  
|      |        |         | o Maintenance of records and reports | • Lecture cum discussion  
| XI   | 4      |        | • Describe the indication, dosage, side effects and nursing responsibilities in the administration of drugs used for mothers | • Drug book  
|      |        |         | Pharmacotherapeutics In Obstetrics  
|      |        |         | o Indications, dosage, action, contraindications and side effects of drugs  
|      |        |         | o Effects of drugs on pregnancy, labour and puerperium  
|      |        |         | o Nursing responsibility in the administration of drugs in obstetrics  
|      |        |         | • Oxytocins  
|      |        |         | • Antihypertensives  
|      |        |         | • Diuretics  
|      |        |         | • Tocolytic agents  
|      |        |         | • Anticonvulsants  
|      |        |         | o Analgesics and anesthetic in obstetrics  
|      |        |         | o Effects of maternal medication on fetus and neonates | • Short answers  
|      |        |         | Family Welfare Programme  
|      |        |         | o Population trends and problems in India  
|      |        |         | o Concepts, aims, importance and history of family welfare programme  
|      |        |         | o National population: dynamics, policy and education  
|      |        |         | o National family welfare programme: RCH, ICDS, MCH, safe motherhood, NRHM  
|      |        |         | o Organization and administration: at national, state, | • Objective type  
| XII  | 10     |        | • Appreciate the importance of family welfare programme | • Assessment of skills with checklist  
|      |        |         | • Lecture cum discussion  
|      |        |         | • Demonstration  
|      |        |         | • Case discussion  
|      |        |         | • Health talk  
|      |        |         | • Practice session  
|      |        |         | • Counseling session  
|      |        |         | • Supervised clinical practice  
|      |        |         | • Field visits | • Assessment of patient management  
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**• Describe the methods of contraception and role of nurse in family welfare programme**

- district, block and village levels
- Contraception: type, methods, risk and effectiveness
  - Spacing methods
  - Barrier methods, intra uterine devices, hormonal, post conceptional methods, etc
  - Terminal methods
  - Sterilization
  - Emergency contraception
- Counseling for family welfare
- Latest research in contraception
- Maintenance of vital statistics
- Role of national, international and voluntary organizations
- Role of nurse in family welfare programme
- Training/supervision of collaboration with other functionaries in community like ANMs, LHV, Anganwadi workers, TBAs (Traditional birth attendant– Dai)

**Review of**

- History and physical assessment
- Breast self examination,
- Diagnostic measures and it’s implications
- Menstrual disorders
- Pelvic Inflammatory Diseases,
- Uterine and cervical disorders, Endometriosis, Polyps, uterine and cervical tumors, fibroids

- Revision test
- Discussions

- Short answers
- Objective type
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<td>Theory</td>
<td>Lab</td>
<td>Introduction to Gynecological Nursing</td>
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<tr>
<td>XIV</td>
<td>2</td>
<td></td>
<td>• Explain the concepts and principles of Gynecological Nursing</td>
<td>• Revision test, • Discussions</td>
<td>• Short answers • Objective type</td>
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<tr>
<td>XV</td>
<td>3</td>
<td></td>
<td>Nursing Management of Patients With Disorders of Female Reproductive System</td>
<td>• Lecture cum discussion • Demonstration • Case discussion • Health talk • Practice session • Counseling session • Supervised clinical practice • Field visits</td>
<td>• Short answers • Objective type • Essay Type • Assessment of skills with checklist • Assessment of patient management</td>
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<tr>
<td>XVI</td>
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<td>Mechanical disturbances and Injuries of female genital tract</td>
<td>• Lecture cum discussion • Case discussion • Health talk • Counseling session • Supervised clinical practice</td>
<td>• Short answers • Objective type • Essay Type • Assessment of skills with checklist • Assessment of patient management</td>
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<tr>
<td>XVII</td>
<td>2</td>
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<td>• Describe Infertility, causes and it’s management</td>
<td>Infertility  o Infertility  • Definition  • Causes of Infertility  • Management of Infertility  • Recent advancement in the management of Infertility  • Role of nurse in management of Infertility</td>
<td>Lecture cum discussion  • Explain using charts  • Counseling session</td>
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<tr>
<td>XVIII</td>
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<td>• Describe Menopause and it’s management</td>
<td>Menopause  o Menopause  • Physiological, Psychological and social aspects  • Hormone Replacement Therapy (HRT)  • Role of Nurse</td>
<td>Lecture cum discussion  • Explain using charts  • Counseling session</td>
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# Maternity Nursing including Gynecological Nursing - Practical

**Course Code:** BSN401OBG  
**Time:** Practical - 600 hours  
**Placement:** Fourth Year B. Sc Nursing

**Course Description:** Aim of the clinical experience is to enable the students to acquire knowledge regarding changes taking place during pregnancy, develop skill in assessing, planning, implementing and evaluating comprehensive care given to the mother and child during antenatal, intranatal and postnatal periods with positive attitude.

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<tr>
<th>Areas</th>
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<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment Methods</th>
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</table>
| Antenatal ward/ clinic/ OPD | 4                 | • Perform assessment of pregnant women. Provide comprehensive care to pregnant women. Counsel mother and family regarding parenthood Perform high risk screening | • Antenatal examination  
• Antenatal history taking  
• Physical examination  
• Haemoglobin & urine testing for sugar and albumin  
• Immunization of antenatal mothers  
• Assessment of risk status of antenatal mothers through risk assessment  
• Teaching antenatal mothers regarding self and newborn care  
• Maintenance of antenatal records | • Antenatal assessment -30  
• Health education  
• High risk assessment  
• Prenatal counseling  
• Antenatal diet plan  
• Case book recordings  
• Care study -1  
• Clinical presentation -1  
• Drug file  
• Care plan (normal -1) | • Verification of findings of antenatal examinations  
• Assessment of clinical performance with rating scale  
• Completion of case book |
| Labour room/ OT         | 4                 | • Perform assessment of women in labour  
Provide care to women in labour  
Conduct normal deliveries | • Assessment of woman in labour  
• Monitoring, caring and preparation of woman in labour  
• Conduct normal delivery  
• Newborn assessment and immediate care  
• Resuscitation of newborns  
• Assessment of risk status of newborn  
• Perform episiotomy and suturing  
• Maintenance of labour and birth records  
• Arrange for and assist with caesarean section and care for woman & baby during caesarean  
• Arrange for and assist with MTP and other surgical procedures | • Intranatal assessment and care – 20  
• Conduct normal deliveries – 20  
• Pervaginal examination – 5  
• Perform and suture episiotomy – 5  
• Resuscitate newborn – 5  
• Assist with caesarean sections – 5  
• Witness/assist abnormal deliveries – 5  
• Placental examination  
• Health education | • Assessment of clinical performance with rating scale  
• Assessment of skill with checklist  
• Completion of case book |
<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration (In week)</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| Postnatal ward      | 3                  | • Perform assessment of post natal mother and baby. Provide comprehensive care to post natal mother and baby | • Examination of a postnatal mother and baby  
• Care of postnatal mother and baby  
• Perineal care  
• Assisting with breast feeding and lactation management  
• Teaching postnatal mother:  
  - Mother craft  
  - Post natal care  
  - Exercise  
  - Immunization | • Postnatal assessment and care – 20  
• Newborn assessment and care -20  
• Case presentation -1  
• Case study -1  
• Health education -1  
• Case book recordings  
• Postnatal diet plan  
• Drug file  
• Care plan (normal -1) | • Assessment of clinical performance with rating scale  
• Assessment of skill with checklist  
• Completion of case book  
• Evaluation of case study and presentation and health education  
• Assessment of clinical performance with rating scale  
• Assessment of skill with checklist  
• Evaluation of assignments |
| New born nursery    | 1                  | • Provide nursing care to newborn at risk                                    | • Feeding at risk neonates  
• Katori spoon, palada, tube feeding and total parenteral nutrition  
• Thermal management of neonates: Kangaroo mother care, care of baby in incubator  
• Perform admission of neonates to NICU  
• Monitoring and care of high risk neonates  
• Assisting with exchange transfusion  
• Care of baby on ventilator | • Assessment of risk new-born -2  
• Clinical discussion – 1  
• Care study – 1  
• Drug file  
• Preparation of physical lay out of a NICU  
• Care plan-1) | • Assessment of skill with checklist |
<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration (In week)</th>
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<th>Skills</th>
<th>Assignments</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Family welfare clinic</td>
<td>1</td>
<td>Counsel mother and family regarding family welfare services</td>
<td>Insertion of IUCD</td>
<td>IUCD insertion -5</td>
<td>Field visit to a major family welfare center</td>
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<td></td>
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<td></td>
<td>Counselling the family about family planning methods</td>
<td></td>
<td>Arrange for and assist with family planning operations</td>
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<td>Arrange for and assist with family planning operations</td>
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<td>Maintenance of family planning records and reports</td>
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<td>Maintenance of family planning records and reports</td>
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<tr>
<td>Gyne- cology ward</td>
<td>2</td>
<td>Provide care to client with Gynecologic disorders</td>
<td>Perform gynecologic assessment</td>
<td>Gynecologic assessment and care</td>
<td>Assessment of clinical performance with rating scale</td>
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<td></td>
<td></td>
<td></td>
<td>Provide care to clients with Gynecological conditions</td>
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<td>Assessment of skill with checklist</td>
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**Recommended Books:**


**Reference Textbooks:**


## COMMUNITY HEALTH NURSING II

**Course Code:** BSN402COM

**Time:**
- Theory - 90 hours
- Lab - 15 hours
- Clinical - 330 hours

**Placement:** Fourth year B.Sc. Nursing

**Course Description:** This course is designed for students to practice community health nursing for the individual, family and groups at both urban and rural settings by using concept and principles of health and community health nursing.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 4           | • Define concepts, scope, principles and historical development of community health and community health nursing | **Introduction**  
  - Definition, concept, scope, and principles of community health and community health nursing  
  - Historical development of  
    - Community health  
    - Community health nursing  
    - Pre-independence  
    - Post-independence | • Lecture  
  - Discussion | • Essay type  
  - Short answers |
| II   | 13          | • Describe health plans, policies, various health committees and health problems in India | **Health Planning and Policies and Problems**  
  - National health planning in India: Five year plans, NITI Aayog  
  - Various committees and commission on health and family welfare  
    - Central council for health and family welfare (CCH & FW)  
    - National health policies 1983 onwards  
    - National population policy  
  - Health problems in India  
  - Concept of public health administration | • Lecture  
  - Discussion  
  - Panel discussion | • Essay type  
  - Short answers |
| III  | 15          | • Describe the system of delivery of community health services in rural and urban areas | **Delivery of Community Health Services**  
  - Planning, budgeting and material management of PHC’s, SC’s and CHC’s  
  - Rural: organization, staffing and functions of rural health services provided by government at: | • Lecture  
  - Discussion  
  - Panel discussion | • Essay type  
  - Short answers |
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<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
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<td>Theory</td>
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| • List the functions of various levels and their staffing pattern | o Village  
 o Sub center  
 o Primary health center  
 o Community health center/sub divisional  
 o Hospitals  
 o District  
 o State  
 o Centre | o Lecture  
 o Discussion  
 o Visits to various health delivery systems  
 o Supervised field practice  
 o Panel discussion | • Essay type  
 • Short answers |
| • Urban: organization, staffing and functions of urban health services provided by government at:  
 o Slums  
 o Dispensaries  
 o Maternal and child health centers  
 o Special clinics  
 o Hospitals  
 o Corporation/municipality/board | | |
| • Components of health services  
 o Environmental sanitation  
 o Health education  
 o Vital statistics  
 o MCH: antenatal, natal, post natal, MTP act, female feticide act, child adoption act  
 o Family welfare  
 o National health programmes  
 o School health services  
 o Occupational health  
 o Defense services  
 o Institutional services | | |
| • Systems of medicine and health care  
 o Allopathy  
 o Indian system of medicine and homeopathy  
 o Alternative health care systems like yoga, meditation, social and spiritual healing etc | | |
| • Referral system  
 • Public health legislation | | |
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<th>Unit</th>
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<th>Assessment Methods</th>
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</table>
| IV   | 20          | • Describe community health nursing approaches and concepts | **Community Health Nursing Approaches, Concepts and Roles and Responsibilities of Nursing Personnel**  
- Approaches  
  o Nursing theories and nursing process  
  o Epidemiological approach  
  o Problem solving approach  
  o Evidence based approach  
  o Empowering people to care for themselves  
  o Community identification- purpose, Methods  
- Concepts of primary health care (review)  
  o Equitable distribution  
  o Community participation  
  o Focus on prevention  
  o Use of appropriate technology  
  o Multi-sectoral approach  
- Roles and responsibility of community health nursing personnel in:  
  o Family health services  
  o Information Education and Communication (IEC)  
  o Management Information System (MIS)  
  o Maintenance of records and reports  
  o Training and supervision of various categories of health workers  
  o National health programmes  
  o Environmental sanitation  
  o Maternal and child health  
  o Family welfare  
  o Treatment of minor ailments  
  o School health services | • Lecture  
• Discussion  
• Panel discussion | • Essay type  
• Short answers |
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<td>V</td>
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<td>- Describe and appreciate the activities of community health nurse in assisting individuals and groups to promote and maintain their health</td>
<td><strong>Assisting Individuals and Groups to Promote and Maintain their Health</strong></td>
<td><strong>Essay type</strong></td>
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<td><strong>A. Assessment of Self and Family</strong></td>
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<td>o Monitoring growth and development</td>
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<td>o Mile stones</td>
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<td>o Weight measurement</td>
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<td>o Social development</td>
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<td>o Temperature and blood pressure monitoring</td>
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<td>o Menstrual cycle</td>
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<td>o Breast self examination and testicles</td>
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<td>o Warning signs of various diseases</td>
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<td>o Tests: urine for sugar and albumin, blood sugar.</td>
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<td>- Lecture</td>
<td><strong>Essay type</strong></td>
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<td>- Discussion</td>
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<td>- Demonstration</td>
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<td>- Practice session</td>
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<td>- Supervised field practice</td>
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<td>- Participation in camps</td>
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<td>- Group project</td>
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<td>Unit</td>
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</tbody>
</table>
|      | Theory | Lab | B. Seek Health Services for | o Routine health check up  
o Immunization  
o Counselling  
o Diagnosis  
o Treatment  
o Follow up |                      |
|      |         |     | C. Maintenance of Health Records for Self and Family |                      |                      |
|      |         |     | D. Continue Medical Care and Follow up in Community for Various Diseases and Disabilities |                      |                      |
|      |         |     | E. Carryout Therapeutic Procedures as Prescribed / Required For Self and Family |                      |                      |
|      |         |     | F. Waste Management | o Collection and disposal of waste at home and community |                      |
|      |         |     | G. Sensitize and Handle Social Issues Affecting Health and Development for Self and Family |                      |                      |
|      |         |     | H. Utilize Community Resources for Health and Family | o Trauma services  
o Old age homes  
o Orphanage  
o Homes for physically and mentally challenged individuals  
o Homes for destitute |                      |
<table>
<thead>
<tr>
<th>Unit</th>
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<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| VI   | 20          | • Describe national family welfare programmes and Role of Nurse  
          • Describe various health schemes in India and Role of Nurse | **National Health and Family Welfare Programmes and Role of a Nurse**  
         • National ARI Control Programme  
         • Revised National Tuberculosis Programme  
         • National Anti Malaria Programme  
         • National Filaria Control Programme  
         • National Guinea Worm Eradication Programme  
         • National Leprosy Eradication Programme  
         • National AIDS Control Programme  
         • STD Control Programme  
         • National Programme For Control of Blindness  
         • Iodine Deficiency Disorder Control Programme  
         • Expanded programme on immunization  
         • National family welfare programme: RCH programme, historical development, organization, administration, research, constraints  
         • National water supply and sanitation programme  
         • Minimum needs programme  
         • National diabetics control programme  
         • Polio eradication: pulse polio programme  
         • National cancer control programme  
         • Yaws eradication programme  
         • National nutritional anemia prophylaxis programme  
         • Twenty point programme  
         • ICDS Programme | • Lecture  
          • Discussion  
          • Participation in national health programmes  
          • Field visits | • Essay type  
                       • Short answers |
<table>
<thead>
<tr>
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<th>Contents</th>
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</tr>
</thead>
</table>
|      |             |                    | • Mid-day meal programme  
• Applied nutrition programme  
• National mental health programme  
• Any other National health programmes  
• Health schemes  
  o ESI  
  o CGHS  
• Health insurance  
• Any other schemes |                              |                                 |
| VII  | 5           | Explain the role and functions of various National and International Health Agencies | **Health Agencies**  
• National: Indian Red Cross Society, Indian Council for Child Welfare, Family Planning Association of India, Tuberculosis Association of India, Hind Kush Nivaran Sangh, Central Social Welfare Board, All India Women’s Conference, Blind’s Association of India | • Lecture  
• Discussion | • Essay type  
• Short answers |
| VIII | 5           | Describe the concepts of biodiversity  
Discuss social issues and environment | **Environmental Studies**  
• Biodiversity global, national and local level  
• Hot spots of biodiversity  
• India as a mega-diversity nation  
• From unsustainable to sustainable development  
• Urban problems related to energy | Lecture cum discussion (External faculty) | • Essay type  
• Short answers  
• Objective type |
Recommended Books

Reference Books:
## COMMUNITY HEALTH NURSING II - PRACTICAL

**Course Code:** BSN402COM  
**Placement:** Fourth Year B. Sc Nursing  
**Time:** Clinical - 330 hours

<table>
<thead>
<tr>
<th>Areas</th>
<th>Duration (In week)</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| Community Health Nursing     | • 1 week for urban and 4 weeks for rural | • Identify community profile  
• Identify prevalent communicable and non-communicable diseases  
• Diagnose health needs of individual, family and community  
• Plan, provide and evaluate care  
• Participate in School Health Programme  
• Participate in National Health Programmes  
• Organize groups for self help and involve clients in their own health activities  
• Provide family welfare services  
• Counsel and educate individual, family and community | • Community Health Survey  
• Community Diagnosis  
• Family Care: Home adaptation of common procedures  
• Home visit: Bag technique  
• Organize and conduct clinics, antenatal, postnatal, well baby clinic, camp etc  
• Screen, manage and referrals for:  
  o High risk mothers and neonates  
  o Accidents and emergencies  
  o Illnesses: physical and mental disabilities  
• Conduct delivery at center / home;  
• Episiotomy and Suturing  
• Resuscitate new born  
• School Health Programme  
• Screen, manage and refer children  
• Collaborate with health and allied agencies  
• Train and supervise health workers  
• Provide family welfare services: insertion if IUD  
• Counsel and teach individual, family and community about: HIV, TB, diabetes, hypertension, mental health, adolescents, elderly health, physically and mentally challenged individuals etc | • Community survey report – 1  
• Family care study – 1  
• Project – 1  
• Health talk – 1  
• Case book recording  
• Observation visit to sub centre, agency for preventing communicable disease, Social welfare agency, DPHN / DNO office and an Occupational Health Centre | • Assess clinical performance with rating scale.  
• Evaluation of community survey report, family care study, project and health talk.  
• Completion of activity record  
• Completion of case book recording. |
<table>
<thead>
<tr>
<th>Areas</th>
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<th>Skills</th>
<th>Assignments</th>
<th>Assessment Methods</th>
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</thead>
</table>
| Urban | 4 weeks           | • Provide comprehensive care to individual, family and community | • Collect and calculate vital health statistics  
• Document and maintain:  
  o Individual, family and administrative records  
  o Write reports: center, disease, national health programme/projects | • Asses clinical performance with rating scale  
• Evaluation of project | |

* During the rural posting students should stay in health centers under the supervision of teachers
## MANAGEMENT OF NURSING SERVICE & EDUCATION

**Course Code**: BSN403MGT  
**Placement**: Fourth year B.Sc. Nursing  
**Time**: Theory - 90 hours  
**Clinical** - 120 hours

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

<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
| I    | 5           | • Explain the principles and functions of Management | Introduction to Management in Nursing  
  - Definition, concepts and theories  
  - Functions of management  
  - Principles of management  
  - Role of nurse as a manager | • Lecture  
  • Discussion  
  • Explain using organization chart | • Short answers |
| II   | 9           | • Describe the elements and process of management | Management Process  
  - Planning: mission, philosophy, objectives, Operational plan.  
  - Organization: definition, Principles, Organizational Structure, Organizational Chart.  
  - Staffing: philosophy, staffing study, norms, activities, patient classification systems, scheduling  
  - Human resource management: recruiting, selecting, deployment, retaining, promoting, superannuation etc  
  - Budgeting: concept, principles, types, cost benefit analysis, audit  
  - Material management equipment and supplies, procurement, inventory control auditing and Maintenance.  
  - Directing process(leading)  
  - Controlling: Quality management  
  - Program evaluation  
  - Review technique (PERT), bench marking, activity plan (Gantt Chart) | • Lecture cum discussion  
  • Simulated Exercises  
  • Case Studies | • Short answers  
  • Essay Type |
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>III</td>
<td>12</td>
<td>10</td>
<td>• Describe the management of nursing services in the hospital and community</td>
<td>• Lecture</td>
<td>• Essay type</td>
</tr>
<tr>
<td></td>
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<td>Management of Nursing Services in The Hospital and Community</td>
<td>• Discussion</td>
<td>• Short answers</td>
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<tr>
<td></td>
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<td>• Philosophy and Objectives of Nursing Service.</td>
<td>• Demonstration</td>
<td>• Assessment of problem solving exercises</td>
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<td></td>
<td>• Organization of the hospital nursing service department</td>
<td>• Simulated exercises</td>
<td>• Assessment of the assignments</td>
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<tr>
<td></td>
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<td></td>
<td>• Manpower Planning</td>
<td>• Case studies</td>
<td>• Performance evaluation by ward sister with rating scale</td>
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<td>• Planning:</td>
<td>• Supervised practice in ward, writing indents, preparing duty roaster, ward supervision</td>
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<td>o Hospital and patient care units including ward management</td>
<td>• Assignment on duties and responsibilities of ward sister</td>
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<td>o Emergency and disaster management</td>
<td>• Writing report</td>
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<td>• Human resource management:</td>
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<td>o Recruiting, selecting, deployment, retaining, promoting, superannuation etc.</td>
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<td>o Categories of nursing personnel in the hospital including job description, job specification and job analysis of all levels.</td>
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<td>o Categories of nursing personnel in the community including job description, job specification and job analysis of all levels.</td>
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<td>o Patient/population Classification systems.</td>
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<td>o Patients/population assignment and nursing care responsibilities</td>
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<td>o Staff development and welfare</td>
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<td>o Time management</td>
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<td>• Budgeting: proposal, projecting requirements for staff, equipment and supplies for</td>
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<td>Theory</td>
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<td>IV</td>
<td>8</td>
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</table>

- Describe the concepts, theories and techniques of organizational behaviour and human relations

**Organizational Behaviour and Human Relations**
- Concepts and theories of organizational behaviours
- Review of Channels of communication
- Leadership styles
- Review of motivation: concepts and theories
- Group dynamics
- Techniques of:
  - Communication
  - Interpersonal relationships
  - Human relations
  - Employee Morale

- Lecture discussion
- Role plays
- Group games
- Self assessment
- Case discussion
- Practice Session

- Essay type
- Short answers
- Assessment of problem solving
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
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<tbody>
<tr>
<td></td>
<td>Theory</td>
<td>Lab</td>
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</tbody>
</table>
| V    | 6   | 5  | • Participate in planning and organizing in-service education program | • Public relations in context of nursing  
• Relations with professional associations and employee unions and collective bargaining | • Lecture  
• Discussion  
• Plan & conduct an in-service education session for nursing personnel | • Short Answer  
• Objective type  
• Assessment, planning & conduct of the educational session |
| VI   | 18  |     | • Describe management of nursing educational institutions | • In Service Education  
• Nature & scope of in-service education program  
• Organization of in-service Education  
• Principles of adult learning  
• Planning for in-service education program, techniques, methods & evaluation of staff education program  
• Preparation of report | • Lecture  
• Discussion  
• Role plays  
• Counselling session  
• Group exercises | • Essay type  
• Short answers |
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
</table>
|      | Theory      | Lab                | o Co-curricular and professional activities  
|      |             |                    | o Guidance and counselling  
|      |             |                    | o Discipline  
|      |             |                    | • Management of faculty and staff  
|      |             |                    | o Recruitment  
|      |             |                    | o Selection  
|      |             |                    | o Job description  
|      |             |                    | o Placement  
|      |             |                    | o Performance Appraisal  
|      |             |                    | o Development and welfare  
|      |             |                    | • Curriculum  
|      |             |                    | o Definition  
|      |             |                    | o Principles  
|      |             |                    | o Steps  
|      |             |                    | o Planning  
|      |             |                    | o Implementation  
|      |             |                    | o Evaluation  
|      |             |                    | o Master rotation  
|      |             |                    | o Clinical rotation  
|      |             |                    | • Administration of Finance  
|      |             |                    | o Planning and preparation of budget proposal.  
|      |             |                    | o Utilization of budget for procurement of equipment and supplies.  
|      |             |                    | - audio visual equipment  
|      |             |                    | - laboratory equipment  
|      |             |                    | - books / journals  
|      |             |                    | • Salary of employee  
|      |             |                    | • Student stipend  
|      |             |                    | • Institutional record and Reports  
|      |             |                    | • Administrative records and reports  
|      |             |                    | • Faculty, staff and students records and reports  
<p>|      |             |                    | • Trends and Issues in nursing education sector |</p>
<table>
<thead>
<tr>
<th>Unit</th>
<th>Time (Hrs.)</th>
<th>Learning Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>VII</td>
<td>12</td>
<td>• Describe the ethical and legal responsibilities of a professional nurse</td>
<td>Nursing as a Profession&lt;br&gt;• Nursing as a profession&lt;br&gt;  o Philosophy: nursing practice&lt;br&gt;  o Aims and objectives&lt;br&gt;  o Characteristics of a professional nurse&lt;br&gt;  o Regulatory bodies: INC, SNC acts; constitution, functions&lt;br&gt;  o Current trends and issues in nursing&lt;br&gt;  • Professional ethics (Review)&lt;br&gt;  o Code of ethics: INC, ICN&lt;br&gt;  o Code of professional conduct; INC, ICN&lt;br&gt;  • Practice standards for nursing; INC&lt;br&gt;  • Consumer Protection Act&lt;br&gt;  • Legal aspects in nursing(Review)&lt;br&gt;  o Legal terms related to practice, registration and licensing&lt;br&gt;  o Laws related to nursing practice: breach and penalties&lt;br&gt;  o Malpractice and negligence</td>
<td>• Lecture&lt;br&gt;  • Discussion&lt;br&gt;  • Case discussion&lt;br&gt;  • Panel discussion&lt;br&gt;  • Role plays&lt;br&gt;  • Critical incidents&lt;br&gt;  • Visit to INC/SNRCs</td>
<td>• Short answer&lt;br&gt;  • Assessment of critical incidents</td>
</tr>
<tr>
<td>VIII</td>
<td>5</td>
<td>• Explain various opportunities for professional advancement</td>
<td>Professional Advancement:&lt;br&gt;  • Continuing education&lt;br&gt;  • Career opportunities&lt;br&gt;  • Membership with professional organizations: national and international&lt;br&gt;  • Participation in research activities&lt;br&gt;  • Publications: journals,</td>
<td>• Lecture&lt;br&gt;  • Discussion&lt;br&gt;  • Review/presentation of published articles&lt;br&gt;  • Group work on maintenance of bulletin board</td>
<td>• Short Answers</td>
</tr>
</tbody>
</table>
**Recommended Books (Latest Edition)**


**Reference books:**

2. Clement I. Management of Nursing Services and Education. Elsevier Health Sciences.
**AIM:** The aim of the practical experience is to develop managerial skills needed for the management of nursing educational institutions and nursing service in the hospital.

<table>
<thead>
<tr>
<th>Duration (Hours)</th>
<th>Objectives</th>
<th>Skills</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>120</td>
<td><strong>The student will able to:</strong></td>
<td><strong>1. Conceptual skill</strong></td>
<td><strong>I. PREPARATION OF ORGANIZATION CHART OF :</strong></td>
</tr>
<tr>
<td></td>
<td>• Prepare organizational chart of an Organization</td>
<td>• Preparation of organizational chart</td>
<td>1. Government Medical College Hospital.</td>
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<tr>
<td></td>
<td>• Outline the duties and responsibilities of various categories of nursing</td>
<td>• Preparation of job description.</td>
<td>2. Private School of Nursing.</td>
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<td></td>
<td>personnel</td>
<td>• Preparation of work plan.</td>
<td>3. Private College of Nursing.</td>
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<td></td>
<td>• Develop skill in management of ward and special units like CSSD, dietary</td>
<td>• Plan of assignments for a staff and students.</td>
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<td></td>
<td>department, house keeping department, intensive care unit.</td>
<td>• Preparation of proforma for evaluation of staff.</td>
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<td>• Apply the knowledge of staffing and scheduling in preparing duty roster</td>
<td>• Report of duties and responsibilities of night supervisor.</td>
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<td>for nursing personnel.</td>
<td>2. <strong>Communication skills</strong></td>
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<td></td>
<td>• Develop leadership skills.</td>
<td>• Oral reports.</td>
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<td></td>
<td>• Develop skill in oral and written communication.</td>
<td>• Preparation of night report.</td>
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<td></td>
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<td>• Preparation of day report.</td>
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<td></td>
<td>• Maintenance of records.</td>
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<td><strong>3. Conceptual and technical skills</strong></td>
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<td></td>
<td></td>
<td>• Preparation of duty roster.</td>
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<td>• Indenting and inventory control.</td>
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<td>• Management of special units like CSSD, dietary department, housekeeping and intensive care unit.</td>
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<td><strong>4. Supervisory and teaching skills</strong></td>
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<td>3. <strong>Conduct</strong></td>
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<td></td>
<td></td>
<td>1. Supervision of staff.</td>
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<td>2. Supervision of students.</td>
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<td>3. Nursing rounds.</td>
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<td>4. Bedside clinics.</td>
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<td>5. Demonstration</td>
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<td><strong>II. PREPARATION OF :</strong></td>
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<td>1. Duty roster of staff nurses.</td>
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<td>2. Proforma for evaluation of staff</td>
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<td></td>
<td></td>
<td>a) Rating scale</td>
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<td></td>
<td></td>
<td>b) Check list</td>
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<td>3. Work plan.</td>
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<td>4. Job description of</td>
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<td></td>
<td></td>
<td>a) Nursing superintendent</td>
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<td></td>
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<td>b) Head nurse</td>
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<td></td>
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<td>c) Staff nurse</td>
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<td></td>
<td></td>
<td>d) Nursing assistant</td>
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<td></td>
<td></td>
<td>e) Various categories of teaching faculty</td>
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<td></td>
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<td>5. Oral reports</td>
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<td>6. Day reports</td>
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<td></td>
<td>7. Night reports</td>
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<tr>
<td>Duration (Hours)</td>
<td>Objectives</td>
<td>Skills</td>
<td>Assignments</td>
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<td></td>
<td>• Supervision of staff and students</td>
<td>• Conduction of nursing rounds, bedside clinics, demonstration</td>
<td>IV. ROLE OF STUDENT ADMINISTRATORIN</td>
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<td></td>
<td>• Night supervision</td>
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<td>1. Indenting supplies &amp; materials</td>
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<td>2. Inventory checking</td>
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<td>3. Maintenance of records of / ward</td>
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<td>V. PREPARATION OF BUDGET ESTIMATE FOR THE UNIT/ A SPECIFIC AREA</td>
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ANTIMICROBIAL RESISTANCE

Course Code: BSN404AMR
Placement: Fourth year B.Sc. Nursing
Time: Theory - 15 hours

BACKGROUND
Antimicrobial Resistance (AMR) represents a major health and socioeconomic threat, with the potential for devastating consequences to the health of millions of people globally. The appropriate use of antimicrobial medicines for preventive and curative measures is vital to ensure continued success with common and complex medical interventions, and to slow or reverse the progress of resistance. Drug resistance makes infections more difficult and expensive to treat and reduces the likelihood of treatment success. Conserving antimicrobial effectiveness should be part of an integrated approach to health care.

The misuse and overuse of antimicrobials in human medicine and food production have contributed to the increase in the prevalence of AMR. A major reason given by health workers and students for the misuse of antimicrobials is the lack of understanding and adequate expertise to address AMR. A key approach to ensure the appropriate use of antimicrobials is to ensure that health workers acquire the competencies required to prevent and combat AMR through their education and training as stated by WHO Global Action Plan on AMR. The misuse of antibiotics during COVID-19 pandemic may accelerate AMR.

The community of nurses has a strong potential to leverage the global efforts against AMR as nurses account for the largest segment of the health care workforce who are at the centre of patient care, linking with multidisciplinary health team. Although many of the topics under AMR exist in the current curriculum of nursing, it is found to be scattered under various subjects and years of study.

Hence to strengthen education and training of nurses on AMR, a standardization of educational resources reflecting evidence and best practices based on the strategic and timely WHO competency framework for education on AMR (2018) is required.

AIM
On completion of the course, the students demonstrate awareness on effective antimicrobial therapy, antimicrobial resistance and antimicrobial stewardship so that nursing care is provided in varying settings to minimize AMR, thus improving patient outcomes, patient safety and reducing healthcare costs.

OBJECTIVES
On completion of the course, the students

1. explain basic knowledge on effective antimicrobial therapy and AMR.
2. describe the role of bedside nursing in preventing / reducing AMR.
3. describe the guidelines in the management of hospital acquired infections.
4. illustrate Infection Prevention and Control (IPC) practices in the therapeutic management of infectious diseases.
5. Describe principles and processes of surveillance of AMR.
6. Explain the role of nurses in antimicrobial stewardship.
7. communicate effectively with individuals and groups, and members of the health team regarding AMR.
8. demonstrate skills in teaching individuals and groups in varying health settings regarding effective antimicrobial therapy.
<table>
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<tr>
<th>Unit</th>
<th>Hours</th>
<th>Objective</th>
<th>Contents</th>
<th>Teaching Learning Activities</th>
</tr>
</thead>
</table>
| I    | 2     | • Explain basic knowledge on effective antimicrobial therapy and Antimicrobial Resistance (AMR). | Basics of antimicrobial therapy and AMR  
• The Golden Rules of Antimicrobial therapy (MINDME).  
• Toxicity of antimicrobials – Antimicrobial resistance mechanism – Dissemination of AMR in the environment –  
• Global and national burden of AMR – its causes and consequences. | • Lecture  
• Discussion  
• Assignments  
  ➢ Perform medication reconciliation and record.  
  ➢ List antimicrobial resistant infections (eg., MRSA) |
| II   | 4     | Describe the role of bedside nursing in preventing / reducing AMR. | AMR – Prevention / reduction  
• Review – principles of hygiene, sanitation,  
• Basic infection control guidelines and practices in wards, ICUs and OTs, biomedical waste management, needle stick injuries, standard precautions and vaccines for healthcare workers – actions at personal or patient level.  
• Review – Collection of quality specimens especially culture for diagnostics. | • Discussions  
• Assignments  
  ➢ IPC guidelines in wards / ICUs / OTs (small group discussion).  
  ➢ Common errors in specimen collection especially culture (small group discussion). |
| III  | 2     | Describe the guidelines in the management of hospital acquired infections. | Hospital acquired infections  
• Hospital acquired infections – guidelines in the management of HAI like VAP, Catheter and line associated infections and infection outbreak management. | • Lecture cum discussion  
• Case scenarios |
| IV   | 1     | Illustrate Infection Prevention and Control (IPC) practices in the therapeutic management of infectious diseases. | IPC in infectious diseases  
• Review – Immunization schedule.  
• Isolation practices and medication management in infectious diseases. | • Lecture cum discussion |
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>V</td>
<td>1</td>
<td>Describe the principles and processes of surveillance of AMR.</td>
<td><strong>Surveillance in AMR</strong>&lt;br&gt;• Surveillance of AMR – Different surveillance methods - GLASS, GARP, software for surveillance – WHO NET.</td>
<td>• Lecture cum discussion</td>
</tr>
<tr>
<td>VI</td>
<td>5</td>
<td>• Explain the role of nurses in antimicrobial stewardship.&lt;br&gt;• communicate effectively with individuals and groups, and members of the health team regarding AMR.&lt;br&gt;• Demonstrate skills in teaching individuals and groups in varying health settings regarding effective antimicrobial therapy</td>
<td><strong>Antimicrobial stewardship</strong>&lt;br&gt;• Definition – Goals of antimicrobial stewardship – Different models.&lt;br&gt;• Aspects of management – treatment specificity – need of prompt and timely initiation and administration of antimicrobials – Concept of “hang-time”.&lt;br&gt;• Risks of prolonged duration of antimicrobial treatment – Identification of cases for early switching from intravenous to oral therapy&lt;br&gt;• Timing of administration and duration of antimicrobials for surgical prophylaxis –&lt;br&gt;• Patient counselling techniques to prevent unnecessary use of antimicrobials.&lt;br&gt;• Strategies to combat AMR - global, national and community action plans.</td>
<td>• Lecture cum discussion&lt;br&gt;Assignments&lt;br&gt;- List five antibiotics and the risks of prolonged administration.&lt;br&gt;- Name three antimicrobials administered for surgical prophylaxis with its adverse effects in the absence of treatment specificity.&lt;br&gt;- Discharge teaching.</td>
</tr>
</tbody>
</table>

**EVALUATION**

Written examination - 2 (Objective type and short answers)<br>Assignments – written and discussions

**References:**

2. Ananthanarayan R. Ananthanarayan and Paniker’s textbook of microbiology. Orient Blackswan; Prithvi books; 11th edn 2020
INTEGRATED CLINICAL EXPERIENCE

Course Code : BSN405ICE  
Placement : Fourth year B.Sc. Nursing

Time : Clinical - 210 hours  
(7 hrs X 6 days X 5wks)

COURSE DESCRIPTION

Integrated Clinical Experience (ICE) is designed to enable the students to get acquainted with the protocols and policies in patient care, professional communication and to prevent / minimize reality shock. Educational clinical placements using the preceptor model may be beneficial in the role transition of a student to a professional nurse. This one-to-one role-modeling experience can increase student learning, efficiency and self-confidence. The preceptor’s knowledge and experience provide the main asset to student learning.

OBJECTIVES

1. Integrate academic knowledge and skills with practical experience.
2. Develop professional behaviors like communication skills with patients, relatives and healthcare team
3. Enhance the clinical skills and self-esteem of the students
4. Recognize the roles, responsibilities and commitment required for a professional nurse

EVALUATION

Pre and post assessment of clinical skills and self esteem of the students through a questionnaire.