



# AMRITA

## VISHWA VIDYAPEETHAM

Ettimadai, Coimbatore, Tamilnadu,



## B.Sc. NURSING CURRICULUM

From 2019

Managed by

**Mata Amritanandamayi Math**

**Amritapuri, Kollam, Kerala, S. India – 690 546.**

## OUR CHANCELLOR



**T**omorrow'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 trail on a rocky hillside. The teaching 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"**

Published by Mata Amritanandamayi Mission Trust, First Edition, Page No: 37.





## Table of Contents

Sl. No.	Contents	Page No.
1	<b>AMRITA</b> Vishwa Vidyapeetham	4
2	Philosophy of B. Sc. Nursing Programme- Indian Nursing Council	4
3	Amrita College of Nursing	4-5
4	Vision	5
5	Mission	5
6	Aim	5
7	Objectives	5
8	Admission Requirements	6
9	Course Duration	6
10	Attendance, Internal Assessment	6
11	University Examination, Evaluation and Grade	7
12	Course of Instruction	8
13	Scheme of Examination	10
14	Anatomy	13-16
15	Physiology	17-27
16	Microbiology	28-30
17	Nutrition	31-34
18	Biochemistry	35-38
19	Psychology	39-43
20	Foundations of Nursing	44-68
21	English	69-70
22	Regional Language	71
23	Introduction to Computer Application	72-73
24	Medical Surgical Nursing (Adult including Geriatrics) - I	74-92
25	Pharmacology	93-98
26	Pathology and Genetics	99-104
27	Community Health Nursing – I	105-111
28	Sociology	112-117
29	Communication and Educational Technology	118-121
30	Medical Surgical Nursing (Adult including Geriatrics) - II	122-137
31	Child Health Nursing	138-144
32	Mental Health Nursing	145-156
33	Nursing Research and Statistics	157-162
34	Maternity Nursing including Gynecological Nursing	163-177
35	Community Health Nursing - II	178-187
36	Management of Nursing Service and Education	188-196
37	A course on AMR	197 - 199
38	Integrated Clinical Experience (ICE)	200



# AMRITA

## VISHWA VIDYAPEETHAM

### **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 centre 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 partne

### **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 31<sup>st</sup> 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

### 1. FIRST YEAR B. Sc. NURSING

Sl.No.	Subject / Area	Course Code	Theory (In hrs.)	Lab (In hrs.)	Clinical (In hrs.)	Total (In hrs.)	Others (In hrs.)
	<b>PART I – BIOLOGICAL SCIENCES</b>						
1	Paper I - Anatomy	BSN101ANA	80	25	-	105	-
2	Paper II - Physiology	BSN102PHY	85	5	-	90	-
3	Paper III - Microbiology	BSN103MIC	45	15	-	60	-
4	Paper IV - Nutrition	BSN104NUB	45	15	-	60	-
5	Biochemistry		30	-	-	30	-
6	<b>PART II – Psychology</b>	BSN105PSY	60	-	-	60	-
	<b>PART III – NURSING I</b>						
7	Foundations of Nursing	BSN106FON	270	210	450	930	-
	<b>PART IV</b>						
8	Paper - I English	BSN107ENG	60	-	-	60	-
9	Regional Language (Malayalam)	BSN108RLA	30	-	-	30	-
10	<b>PART V - Introduction to Computer Application</b>	BSN109ICA	15	30	-	45	-
11	Cultural Education	BSN110CUL	-	-	-	-	30
12	Library		-	-	-	-	50
13	Co-curricular activities		-	-	-	-	50
<b>Total</b>			<b>720</b>	<b>300</b>	<b>450</b>	<b>1470</b>	<b>130</b>
<b>Total hours = 1600</b>							

### II. SECOND YEAR B. Sc. NURSING

Sl.No.	Subject / Area	Course Code	Theory (In hrs.)	Lab (In hrs.)	Clinical (In hrs.)	Total (In hrs.)	Others (In hrs.)
	<b>PART I – NURSING II</b>						
1	Paper I – Medical Surgical Nursing (Adult Including Geriatrics) - I	BSN201MSN	195	30	760	985	-
2	Paper II – Pharmacology	BSN202PHA	75	-	-	75	-
3	Paper III - Pathology and Genetics	BSN203PAG	(35+15)	10	-	60	-
4	<b>PART II – Community Health Nursing I</b>	BSN204COM	90	15	135	240	-
5	<b>PART III – Sociology</b>	BSN205SOC	60	-	-	60	-
6	<b>PART IV – Communication and Educational Technology</b>	BSN206CET	60	30	-	90	-
7	Cultural Education	BSN207CUL	-	-	-	-	30
8	Library / Co-curricular activities	-	-	-	-	-	60
<b>Total</b>			<b>530</b>	<b>85</b>	<b>895</b>	<b>1510</b>	<b>90</b>
<b>Total hours = 1600</b>							

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

Sl.No.	Subject / Area	Course Code	Theory (In hrs.)	Lab (In hrs.)	Clinical (In hrs.)	Total (In hrs.)	Others (In hrs.)
	<b>PART I – NURSING III</b>						
1	Paper I - Medical surgical Nursing (Adult including Geriatrics) - II	BSN301MSN	105	15	310	430	-
2	Paper II - Child Health Nursing	BSN302CHN	90	15	415	520	-
3	Paper III - Mental Health Nursing	BSN303MHN	90	15	365	470	-
4	<b>PART II - Paper I - Nursing Research and Statistics</b>	BSN304NRS	45	-	*90	135	-
5	Cultural Education	BSN305CUL	-	-	-	-	30
6	Library / Co-curricular activities		-	-	-	-	65
	<b>Total</b>		<b>330</b>	<b>45</b>	<b>1180</b>	<b>1555</b>	<b>95</b>
<b>Total hours = 1650</b>							

\*(Practical including project)

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

Sl.No.	Subject / Area	Course Code	Theory (In hrs.)	Lab (In hrs.)	Clinical (In hrs.)	Total (In hrs.)	Others (In hrs.)
	<b>PART I - NURSING – IV</b>						
1	Paper I – Maternity Nursing including Gynecological Nursing	BSN401OBG	90	15	600	705	-
2	Paper II – Community Health Nursing II	BSN402COM	90	15	330	435	-
3	Paper III – Management of Nursing Service and Education	BSN403MGT	90	-	120	210	-
4	A course on AMR	BSN404AMR	15			15	
5	Integrated Clinical Experience (ICE)	BSN405ICE	-	-	210 (7h x 6d x 5w)	210	-
6	Cultural Education	BSN406CUL	-	-	-	-	30
7	Library / Co-curricular activities	-	-	-	-	-	60
	<b>Total</b>		<b>285</b>	<b>30</b>	<b>1260</b>	<b>1575</b>	<b>90</b>
<b>Total hours = 1665</b>							

### Distribution of Theory, Lab and Clinical hours in the B. Sc. Nursing Programme

Year	Theory (hrs.)	Lab (hrs.)	Clinical (hrs.)
I year B. Sc. Nursing	720	300	450
II year B. Sc. Nursing	530	85	895
III year B. Sc. Nursing	330	45	1180
IV year B. Sc. Nursing	285	30	1260
<b>Total</b>	<b>1865</b>	<b>460</b>	<b>3785</b>
Percentage	30%	8%	62%

## Scheme of Examination

### I. FIRST YEAR B. Sc. NURSING

Sl.No.	Subject / Area	Course Code	Assessment			
			Hours	Internal	External	Total
	<b>PART I – BIOLOGICAL SCIENCES</b>					
1	Paper I - Anatomy	BSN101ANA	3	25	75	100
2	Paper II-Physiology	BSN102PHY	3	25	75	100
3	Paper III - Microbiology	BSN103MIC	3	25	75	100
4	Paper IV - Nutrition and Biochemistry	BSN104NUB	3	25 (15+10)	75 (50+25)	100
5	PART - II - Psychology	BSN105PSY	3	25	75	100
	<b>PART III – NURSING I</b>					
6	Foundations of Nursing	BSN106FON	3	50	100	150
7	PART IV – Paper I– English*	BSN107ENG	3	25	50	75
8	PART V - Introduction to Computer Application*	BSN109ICA	3	25	50	75
	<b>Practical &amp; Viva voce</b>					
1	PART III – Foundations of Nursing	-	-	100	100	200
	<b>Total</b>	-	-	<b>325</b>	<b>675</b>	<b>1000</b>

\* College exam

## II. SECOND YEAR B. Sc. NURSING

Sl.No.	Subject / Area	Course Code	Assessment			
			Hours	Internal	External	Total
	<b>PART I- NURSING II</b>					
1	Paper I - Medical Surgical Nursing (Adult including Geriatrics) - I	BSN201MSN	3	50	100	150
2	Paper II – Pharmacology	BSN202PHA	3	25	50	75
3	Paper III – Pathology and Genetics	BSN203PAG	3	25	50	75
4	<b>PART II - Community Health Nursing I</b>	BSN204COM	3	25	75	100
5	<b>PART III – Sociology</b>	BSN205SOC	3	25	75	100
6	<b>PART IV – Communication and Educational Technology</b>	BSN206CET	3	25	75	100
<b>Practical &amp; Viva voce</b>						
1	Paper I-Medical Surgical Nursing (Adult including Geriatrics) - I	-	-	100	100	200
<b>Total</b>				<b>275</b>	<b>525</b>	<b>800</b>

## III. THIRD YEAR B. Sc. NURSING

Sl.No.	Subject / Area	Course Code	Assessment			
			Hours	Internal	External	Total
	<b>PART I- NURSING – III</b>					
1	Paper I – Medical Surgical Nursing (Adult including Geriatrics) - II	BSN301MSN	3	25	75	100
2	Paper II -Child Health Nursing	BSN302CHN	3	25	75	100
3	Paper III - Mental Health Nursing	BSN303MHN	3	25	75	100
4	<b>PART II – Nursing Research and Statistics</b>	BSN304NRS	3	25	75	100
<b>Practical &amp; Viva voce</b>						
<b>PART I-NURSING – III</b>						
1	Paper I-Medical Surgical Nursing (Adult including Geriatrics) - II	-	-	100	100	200
2	Paper II - Child Health Nursing	-	-	100	100	200
3	Paper III - Mental Health Nursing			100	100	200
<b>Total</b>				<b>400</b>	<b>600</b>	<b>1000</b>

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

Sl.No.	Subject / Area	Course Code	Assessment			
			Hours	Internal	External	Total
	<b>PART I – NURSING IV</b>					
1	Paper I – Maternity Nursing including Gynecological Nursing	BSN401OBG	3	50	100	150
2	Paper II - Community Health Nursing II	BSN402COM	3	50	100	150
3	Paper III –Management of Nursing Service and Education	BSN403MGT	3	25	75	100
<b>Practical &amp; Viva voce</b>						
<b>PART I-NURSING – IV</b>						
1	Paper I Maternity Nursing including Gynecological Nursing	-	-	100	100	200
2	Paper II-Community Health Nursing	-	-	100	100	200
<b>Total</b>			-	<b>325</b>	<b>475</b>	<b>800</b>

#### AGGREGATE MARKS OF B. Sc. NURSING

Year of Study	Total Marks
I Year	1000
II Year	800
III Year	1000
IV Year	800
<b>Grand Total</b>	<b>3600</b>

# 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.

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Th.	Lb.				
I	6		Describe the anatomical terms, organization of human body and structure of cell, tissues, membranes and glands.	<b>Introduction To Anatomical Terms, Organization Of The Human Body</b> <ul style="list-style-type: none"> <li>o Human cell structure</li> <li>o Tissues: definition, types, characteristics, classification, location, functions and formation</li> <li>o Membranes and glands: classification and structure</li> <li>o Alteration in disease</li> <li>o Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture cum discussion</li> <li>o Explain using charts,</li> <li>o microscopic slides, skeleton and torso</li> <li>o Demonstrate cell, types of tissues,</li> <li>o membranes and glands</li> <li>o Work Book</li> </ul>	<ul style="list-style-type: none"> <li>o Short answer</li> <li>o Objective type</li> </ul>
II	4	6	Describe the structure and function of bones and joints.	<b>The Skeletal System</b> <ul style="list-style-type: none"> <li>o Bones- types, structure, axial and appendicular skeleton</li> <li>o Bone formation and growth</li> <li>o Description of bones</li> <li>o Joints: classification and structure</li> <li>o Alteration in disease</li> <li>o Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture cum discussion</li> <li>o Explain using charts, torso, skeleton, loose bones, and joints</li> <li>o Work Book</li> </ul>	<ul style="list-style-type: none"> <li>o Short answer</li> <li>o Objective type</li> </ul>
III	7	2	Describe the structure and function of muscles.	<b>The Muscular System</b> <ul style="list-style-type: none"> <li>o Types and structure of muscles</li> <li>o Muscle groups</li> <li>o Alterations in disease</li> <li>o Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture cum discussion</li> <li>o Explain using charts, models and films</li> <li>o Demonstrate muscular movements</li> <li>o Work Book</li> </ul>	<ul style="list-style-type: none"> <li>o Short answer</li> <li>o Objective type</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Th.	Lb.				
IV	8	2	Describe the structure and functions of nervous system	<b>The Nervous System</b> <ul style="list-style-type: none"> <li>o Structure of neuroglia and neurons</li> <li>o Somatic nervous system</li> <li>o Structure of brain, spinal cord, cranial nerves, spinal nerves, peripheral nerves</li> <li>o Autonomic nervous system: sympathetic, parasympathetic structure, location</li> <li>o Alterations in disease</li> <li>o Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture cum discussion</li> <li>o Explain using charts, models slides, specimens</li> <li>o Work Book</li> </ul>	<ul style="list-style-type: none"> <li>o Short answer</li> <li>o Objective type</li> </ul>
V	9	2	Explain the structure and function of sensory organs	<b>The Sensory Organs</b> <ul style="list-style-type: none"> <li>o Structure of skin, eye, ear, nose, tongue (auditory and olfactory apparatus)</li> <li>o Alterations in disease</li> <li>o Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture cum discussion</li> <li>o Explain using charts, models, slides, specimens</li> <li>o Work Book</li> </ul>	<ul style="list-style-type: none"> <li>o Short answer</li> <li>o Objective type</li> </ul>
VI	11	2	Describe the structure and functions of circulatory and lymphatic system	<b>Circulatory and Lymphatic System</b> <p><b>i. The Circulatory system</b></p> <ul style="list-style-type: none"> <li>o Blood – microscopic structure</li> <li>o Structure of heart, blood vessels</li> <li>o Arterial and venous system.</li> <li>o Circulation: systemic, pulmonary, coronary</li> </ul> <p><b>ii. Lymphatic system</b></p> <ul style="list-style-type: none"> <li>o Lymphatic vessels and lymph</li> <li>o Lymphatic tissues <ul style="list-style-type: none"> <li>- Thymus gland</li> <li>- Lymph nodes</li> <li>- Spleen</li> <li>- Lymphatic nodules</li> </ul> </li> <li>o Alterations in disease</li> <li>o Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture cum discussion</li> <li>o Explain using charts, models slides, specimens</li> <li>o Work Book</li> </ul>	<ul style="list-style-type: none"> <li>o Short answer</li> <li>o Objective type</li> <li>o Essay</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Th.	Lb.				
VII	6	2	Describe the structure and functions of respiratory system	<b>The Respiratory System</b> <ul style="list-style-type: none"> <li>o Structure of the organs of respiration</li> <li>o Muscles of respiration: Intercostals and diaphragm</li> <li>o Alterations in disease</li> <li>o Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture cum discussion</li> <li>o Explain using charts, models, torso, slides, specimens</li> <li>o Work Book</li> </ul>	<ul style="list-style-type: none"> <li>o Short answer</li> <li>o Objective type</li> <li>o Essay</li> </ul>
VIII	5	3	Describe the structure and functions of digestive system	<b>The Digestive System</b> <ul style="list-style-type: none"> <li>o Structure of alimentary tract and accessory organs of digestion</li> <li>o Alterations in disease</li> <li>o Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture cum discussion</li> <li>o Explain using charts, torso, models, slides, specimens</li> <li>o Work Book</li> </ul>	<ul style="list-style-type: none"> <li>o Short answer</li> <li>o Objective type</li> <li>o Essay</li> </ul>
IX	7	2	Describe the structure and functions of excretory system	<b>The Excretory System (Urinary)</b> <ul style="list-style-type: none"> <li>o Structure of organs of urinary system: kidney, ureters, urinary bladder, urethra</li> <li>o Alterations in disease</li> <li>o Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture cum discussion</li> <li>o Explain using charts, models, slides, specimens</li> <li>o Work Book</li> </ul>	<ul style="list-style-type: none"> <li>o Short answer</li> <li>o Objective type</li> <li>o Essay</li> </ul>
X	9	2	Describe the structure and functions of endocrine system	<b>The Endocrine System</b> <ul style="list-style-type: none"> <li>o Structure of pituitary, pancreas, thyroid, parathyroid, thymus and adrenal glands.</li> <li>o Alterations in disease</li> <li>o Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture cum discussion</li> <li>o Explain using charts, models, torso, slides, specimens</li> <li>o Work Book</li> </ul>	<ul style="list-style-type: none"> <li>o Short answer</li> <li>o Objective type</li> </ul>
XI	8	2	Describe the structure and functions of reproductive system	<b>The Reproductive System Including Breast</b> <ul style="list-style-type: none"> <li>o Structure of female reproductive organs</li> <li>o Structure of male reproductive organs</li> <li>o Structure of breast</li> <li>o Alterations in disease</li> <li>o Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture cum discussion</li> <li>o Explain using charts, torso, models, slides, specimens</li> <li>o Work Book</li> </ul>	<ul style="list-style-type: none"> <li>o Short answer</li> <li>o Objective type</li> </ul>

**Recommended Books:**

1. Ashalatha PR, Deepa G. Textbook of Anatomy & Physiology for Nurses. New Delhi: JP Medical Ltd;(Latest Edition).

**Reference Books:**

1. Chaurasia BD. Human Anatomy vol. I, II, III & IV. Delhi: CBS Publishers;(Latest Edition).
2. William et. al. Gray's Anatomy. New York: Churchill Livingstone;(Latest Edition).
3. Grabowski SR, Tortora GJ. Principles of anatomy and physiology. Wiley; (Latest Edition).
4. Kimbler DC, Gray CE. Text book of Anatomy and Physiology for Nurses. London: Macmillan publishers; (Latest Edition).
5. Milliard ND, King BG, Showers MJ. Human anatomy and physiology, Philadelphia: W.B. Saunder's Company; (Latest Edition).
6. Baj Pai RN. Human Histology. New Delhi: JP Medical Ltd;(Latest Edition).

# 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.

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Th.	Lb.				
I	5	1	Describe the physiology of cell, tissues, membranes and glands	<b>Cell Physiology</b> <ul style="list-style-type: none"> <li>• Outline structure of cell and cell membrane</li> <li>• Tissue -formation,repair</li> <li>• Introduction to terminology – cell, tissues, organs, organ system</li> <li>• Membranes and glands-fuctions</li> <li>• Homeostasis – definition</li> <li>• Body fluid compartments (outline only)</li> <li>• Basic principles of transport across cell membrane- diffusion, osmosis, facilitated diffusion, active transport</li> <li>• Alterations in disease</li> <li>• Applied aspects – name commonly used I/V fluids – NS, DNS, 5% dextrose</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using charts,models slides,specimen and films</li> </ul>	<ul style="list-style-type: none"> <li>o Short answer</li> <li>o Objective type</li> </ul>
II	4		Describe the bone formation and growth and movements of skeletal system	<b>Skeletal System</b> <ul style="list-style-type: none"> <li>• Bone formation and growth</li> <li>• Bones - functions and movements of bones of axial and appendicular skeleton, bone healing</li> <li>• Joints and joint movement</li> <li>• Alteration in disease</li> <li>• Applications and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using charts,models and films</li> <li>• Demonstration of joint movements</li> </ul>	<ul style="list-style-type: none"> <li>o Short answer</li> <li>o Objective type</li> </ul>

III	4	30 mts	Describe the physiology of nerve  Describe the physiology of muscle movement and muscle tone and demonstrate the muscle contraction and tone	<p><b>Physiology of Nerve and Muscles</b></p> <ul style="list-style-type: none"> <li>• Nerve – Structure of typical neuron and classification of nerve fibres.</li> <li>• Resting membrane potential and action potential and their ionic basis</li> <li>• Nerve conduction</li> <li>• Degeneration and regeneration</li> </ul> <p><b>Muscle</b></p> <ul style="list-style-type: none"> <li>• Types of muscles</li> </ul> <p><b>Skeletal muscle</b></p> <ul style="list-style-type: none"> <li>• Structure of sarcomere</li> <li>• Neuro muscular transmission and drugs acting on NM Junction</li> <li>• Mechanism of excitation contraction</li> <li>• Coupling and Starling’s law of skeletal muscle contractions</li> </ul> <p><b>Smooth muscle</b> (few examples only)</p> <p><b>Cardiac muscle</b></p> <ul style="list-style-type: none"> <li>• Name the properties – rhythmicity, excitability, contractility, conductivity and refractory period and its significance (briefly).</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using charts, models slides, specimen and films</li> <li>• Demonstration of muscle movements, tone and contractions</li> </ul>	<ul style="list-style-type: none"> <li>o Short answer</li> <li>o Objective type</li> </ul>
IV	10	1.5	Describe the physiology of blood	<p><b>Haematology</b></p> <ul style="list-style-type: none"> <li>• Blood – functions, compositions, properties – specific gravity, viscosity</li> <li>• Functions of Plasma Proteins</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using charts, films</li> </ul>	<ul style="list-style-type: none"> <li>o Short answer</li> <li>o Objective type</li> </ul>

			<p>Demonstrate blood cell count, coagulation, grouping, Hb</p>	<ul style="list-style-type: none"> <li>• <b>RBC</b> -Normal count, functions,properties – PCV, ESR, osmotic fragility, erythropoiesis – stages and factors affecting fate of RBC (life span), jaundice</li> <li>• Haemoglobin – structure, estimation, normal value, functions</li> <li>• Anaemias</li> <li>• <b>WBC</b> -Classification morphology, properties and functions</li> <li>• Differetial count, variations</li> <li>• Total leucocyte count</li> <li>• Normal values and variations</li> <li>• <b>Immunity</b> - definition, types</li> <li>• Role of B lymphocytes in immunity</li> <li>• Role of T lymphocytes in immunity</li> <li>• Immunoglobulins (Antibodies) - types</li> <li>• Types of immune response- antigen, cytokines</li> <li>• <b>Platelet</b>- structure, normal count, functions</li> <li>• Hemostasis – definition, mechanisms – vasoconstriction, platelet plug formation and blood coagulation</li> <li>• Tests – bleeding time, clotting time and prothrombin time</li> <li>• Anticoagulants</li> <li>• <b>Blood grouping and transfusion</b></li> <li>• Blood groups – physiological basis of blood grouping</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration of blood cell count, coagulation, grouping, haemoglobin estimation</li> </ul>	
--	--	--	--	---	--	--

				<ul style="list-style-type: none"> <li>• ABO and Rh system and its significance</li> <li>• Landsteiner’s law</li> <li>• Blood transfusion – indicators, cross matching, complications</li> <li>• Rh and ABO incompatibility</li> <li>• Lymph – formation and functions.</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>		
V	12	2	Describe the physiology of heart.	<p><b>Cardio Vascular system</b></p> <ul style="list-style-type: none"> <li>• Chambers of human heart</li> <li>• Circulation of blood – greater and lesser circulation / systemic and pulmonary circulation.</li> <li>• Conducting system of human heart – organs and spread of cardiac impulse (in detail)</li> <li>• Cardiac cycle – definition, duration, name phases, Pressure - Volume changes in left ventricle only</li> <li>• JVP and its significance</li> <li>• End diastole volume and its significance</li> <li>• Heart sounds (in detail) and murmur</li> <li>• <b>ECG</b></li> <li>• Normal waves segments and intervals of ECG</li> <li>• Routine leads used in ECG</li> <li>• Uses of ECG</li> <li>• <b>Arterial Pulse</b></li> <li>• Definition - character of pulse</li> <li>• Examination of arterial pulse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using charts, films</li> <li>• Demonstration of heart conducting system</li> <li>• Measurement of pulse, BP</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

			Demonstrate BP and pulse monitoring	<ul style="list-style-type: none"> <li>• <b>Cardiac Output</b></li> <li>• Definition, normal value, regulation – stroke volume and heart rate, factors influencing Hemodynamics – turbulent and lamellar flow (mention only)</li> <li>• Arterial blood pressure-definition, systolic BP, diastolic BP, normal values, mean arterial pressure, pulse pressure.</li> <li>• Measurement of BP (mention Korotkoff's sounds and auscultation gap)</li> <li>• Determinants of BP</li> <li>• Regulation of BP (in detail)</li> <li>• Variations – hypertension and hypotension</li> <li>• Coronary circulation – functions and four special features.</li> <li>• Cerebral circulation (very briefly)</li> <li>• Circulatory shock – definition, types, signs, symptoms and management.</li> <li>• Alterations in disease</li> <li>• Applications and implications in nursing</li> </ul>		
VI	8		Describe the physiology and mechanisms of respiration  Demonstrate spirometry	<p><b>Respiratory System</b></p> <ul style="list-style-type: none"> <li>• Define – respiration</li> <li>• General organization of respiratory system- conducting zone and gas exchange zones</li> <li>• Pleural layers</li> <li>• Functions of Respiratory organs Pleural fluid and Pleural effusion.</li> <li>• Physiology of respiration. mechanism of ventilation (outline only)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, films</li> <li>• Demonstration of spirometry</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

				<ul style="list-style-type: none"> <li>• Pulmonary pressure changes, volume changes</li> <li>• Spirometry (in brief)</li> <li>• Surfactant (Formation and functions)</li> <li>• Factors preventing collapse of lungs</li> <li>• Gas exchange in tissues and lungs</li> <li>• Transport of O<sub>2</sub> and CO<sub>2</sub></li> <li>• Regulation of respiration - neural and chemical</li> <li>• O<sub>2</sub> therapy</li> <li>• Artificial respiration - Indication and name of methods</li> <li>• Hypoxia, cyanosis, dyspnoea</li> <li>• Applications and implications in nursing</li> </ul>		
VII	8		Describe the physiology of excretory system	<p><b>Excretory System</b></p> <ul style="list-style-type: none"> <li>• Functions of kidneys, ureter, urinary bladder, urethra</li> <li>• Micturition reflex</li> <li>• Steps in urine formation (in detail)</li> <li>• Composition of urine</li> <li>• Applied aspects – albuminuria, glycosuria, polyuria, oliguria, anuria dialysis, diuretics.</li> <li>• fluid - electrolyte balance.</li> <li>• Functions of skin</li> <li>• Regulation of body temperature.</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using charts, models, slides, specimen and films</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
VIII	8		Describe the physiology of digestive system	<p><b>Gastrointestinal system</b></p> <ul style="list-style-type: none"> <li>• Physiological anatomy of digestive tract.</li> <li>• Secretion of digestive juices, saliva, gastric and intestinal juice, pancreatic secretion.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, films</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

			<ul style="list-style-type: none"> <li>• Gastro intestinal hormones (Names only gastrin, secretin, IK-P2)</li> <li>• Digestion and absorption of food</li> <li>• Metabolism of CHO, protein and fat (brief)</li> <li>• Movements of GIT</li> <li>• Functions of large intestine</li> <li>• Dietary fibre and its significance</li> <li>• Function of liver, gall bladder and pancreas</li> <li>• Applied aspects – paralytic ileus, constipation, diarrhoea.</li> <li>• Applications and implications in nursing</li> </ul>		
IX	10	Describe the physiology of endocrine glands  Demonstrate BMR	<p><b>Endocrine system</b></p> <ul style="list-style-type: none"> <li>• Name of all endocrine glands in humans and name of their secretion.</li> <li>• Definition of hormone</li> <li>• Actions of anterior and posterior pituitary hormones, thyroid hormones</li> <li>• Parathyroid hormones, adrenal hormones, endocrine pancreas, pineal body and thymus</li> <li>• Mention the conditions resulting from hypo and hyper secretion of each hormones</li> <li>• Outline of endocrine regulatory system via hypothalamo hypophyseal tract and hypothalamo hypophyseal portal system.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, films</li> </ul> <p>Demonstration of BMR</p>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

X	2		Describe the physiology of male reproductive system	<p><b>Male Reproductive system</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Reproduction of cells - DNA, mitosis, meiosis</li> <li>• Functions of testis</li> <li>• Functions of testosterone</li> <li>• Spermatogenesis and factors influencing spermatogenesis</li> <li>• Applications and implications in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, films, models and specimens</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>
XI	3		Describe the physiology of female reproductive system	<p><b>Female Reproductive system</b></p> <ul style="list-style-type: none"> <li>• Female reproductive organs</li> <li>• Role of hormones in breast development and function</li> <li>• Functions of ovary - actions of estrogen and progesterone</li> <li>• Oogenesis</li> <li>• Menstrual cycle – ovarian, uterine, cervical and vaginal changes</li> <li>• Ovulation – tests and significance</li> <li>• Hormonal regulation of menstrual cycle</li> <li>• Menarche, menopause</li> <li>• Pregnancy – fertilization, implantation, corpus luteum of pregnancy</li> <li>• Functions of placenta</li> <li>• Immunological tests for pregnancy</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, films, models, specimens</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

				<ul style="list-style-type: none"> <li>• Lactation-role of estrogen and progesterone in priming of breast for lactation, neuroendocrine reflex</li> <li>• Lactation amenorrhoea (mention only)</li> <li>• Physiological principles underlying contraception</li> <li>• In vitro fertilization (very briefly)</li> <li>• Introduction to embryology</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing</li> </ul>		
XII	6	<p>Describe the physiology of synapse, reflexes, receptors and impulse transmission to and from brain and spinal cord</p> <p>Demonstrate reflex action and stimulus</p>	<p><b>Nervous System</b></p> <ul style="list-style-type: none"> <li>• Organization of central and peripheral nervous system</li> <li>• Spinal cord (morphology) and lumbar puncture</li> <li>• CSF – formation, composition, circulation and functions, diagnostic and therapeutic uses.</li> <li>• Structure of synapse and mechanism of synaptic transmission</li> <li>• Neuro transmitters – facilitatory and inhibitory neuro transmitters</li> <li>• Reflex – definition, components of reflex arc</li> <li>• Monosynaptic reflex (stretch reflex)</li> <li>• Polysynaptic reflex (withdrawal reflex)</li> <li>• Classification of sensory receptors (very briefly)</li> <li>• Sensory pathways for touch, pressure, pain, temperature</li> <li>• Pain – visceral, somatic and referred</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, models, slides specimens and films.</li> <li>• Demonstration of nerve stimulus, reflex action, reflexes</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>	

				<ul style="list-style-type: none"> <li>• Sensory cortex (briefly)</li> <li>• Alteration in pain sensation (mention only)</li> <li>• Functions of thalamus</li> <li>• <b>Motor System</b></li> <li>• Areas of motor cortex in motor function</li> <li>• Descending tracts – pyramidal tract (in detail), Extrapyramidal tract (name only).</li> <li>• Upper motor neuron and lower motor neuron</li> <li>• Functions of cerebellum, basal ganglia, hypothalamus</li> <li>• Muscle tone – definition, role of stretch reflex, areas of brain concerned with muscle tone, hypertonia and hypotonia</li> <li>• Sleep – stages - REM, NREM and types</li> <li>• EEG -waves and clinical significance</li> <li>• <b>Autonomic nervous system</b></li> <li>• Major divisions of ANS with central and peripheral components</li> <li>• Functions (brief outline only)</li> <li>• Autonomic learning and biofeedback</li> <li>• Levels and maintainance of posture</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing</li> </ul>		
XIII	5		Describe the physiology of sensory organs	<b>Special Senses</b> <ul style="list-style-type: none"> <li>• <b>Eyes</b></li> <li>• Physiological anatomy</li> <li>• Visual receptors – difference in functions of rods and cones, visual pathway</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using charts, films, models, specimens</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> </ul>

				<ul style="list-style-type: none"> <li>• Refractive errors</li> <li>• Presbyopia, cataract – (mention only)</li> <li>• Briefly on Visual acuity and colour vision - tests to assess</li> </ul> <p><b>Ear</b></p> <ul style="list-style-type: none"> <li>• Functional anatomy</li> <li>• Functions of middle ear</li> <li>• Organ of corti - location and functions</li> <li>• Tests of hearing</li> <li>• Taste and smell - Locations of receptors and pathway</li> <li>• Alteration in disease</li> <li>• Applications and implications in nursing</li> </ul>		
--	--	--	--	--	--	--

**Practicals:**

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:**

1. N Geetha. Text Book of Medical Physiology. Hyderabad: Paras Medical Publishers; Latest edition.

**Reference Books:**

1. Chaudhari SK. Concise medical Physiology. Calcutta: New Central Book Agency ; Latest edition.
2. Chatterjee CC. Human physiology .Vol. I & II. Calcutta : Medical Allied agencies; Latest edition
3. Hall JE. Guyton . Hall text book of medical physiology. Philadelphia: W.B. Saunders; Latest edition.

# MICROBIOLOGY

**Course Code:** BSN103MIC

**Time:** Theory- 45 Hours

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

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.

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Th.	Lb.				
I	4		Explain concepts and principles of microbiology and their importance in nursing	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Importance and relevance to nursing</li> <li>• Historical perspective</li> <li>• Concepts and terminologies</li> <li>• Principles of microbiology</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
II	5	5	Describe structure, classification, morphology and growth of bacteria  Identify micro organisms  Identify the techniques of microscopy	<b>General Characteristics of Microbes</b> <ul style="list-style-type: none"> <li>• Structure and classification of microbes</li> <li>• Morphological types</li> <li>• Size and form of bacteria</li> <li>• Motility</li> <li>• Colonization</li> <li>• Growth and nutrition of microbes</li> <li>• Bacterial growth curve               <ul style="list-style-type: none"> <li>- Temperature</li> <li>- Moisture</li> <li>- Blood and body fluids</li> </ul> </li> <li>• Laboratory methods for identification of micro organisms</li> <li>• Staining techniques, gram staining, acid fast staining, hanging drop preparation, Albert stain, Negative stain</li> <li>• Culture: various medias</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

III	12	2	Describe the methods of infection control  Identify the role of nurse in hospital infection control programme	<b>Infection control</b> <ul style="list-style-type: none"> <li>• Infection: sources, portals of entry and exit, transmission</li> <li>• Asepsis</li> <li>• Disinfection: types and methods</li> <li>• Sterilization: types and methods</li> <li>• Chemotherapy and antibiotics</li> <li>• Standard safety measures</li> <li>• Biomedical waste management- Role of Nurse</li> <li>• Hospital acquired infection</li> <li>• Hospital infection control programme</li> <li>• Protocols, collection of samples, preparation of report and status of rate of infection in the unit/ hospital, nurse's accountability, continuing education etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Visit to CSSD</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
IV	15	4	Describe the different disease producing organisms	<ul style="list-style-type: none"> <li>• <b>Pathogenic Organisms</b></li> <li>• Micro-organisms</li> <li>• <b>Cocci:</b> gram positive and gram negative Staphylococcus, streptococcus, pneumococcus, UTI, RTI, meningitis, GIT infection</li> <li>• <b>Bacilli:</b> gram positive and gram negative, corynebacterium bacillus, clostridium, mycobacterium tuberculosis mycobacterium leprae, NTM.</li> <li>• Spirochaete</li> <li>• Mycoplasma</li> <li>• Rickettsiae</li> <li>• Chlamydiae</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

				<ul style="list-style-type: none"> <li>• Enterobacteria – Salmonella,</li> <li>• Shigella, vibrio, Pseudomonas</li> <li>• Nisseria, haemophilus, bordetella, brucella.</li> <li>• <b>Viruses</b></li> <li>• <b>Fungi:</b> superficial, subcutaneous, opportunistics, deep mycoses</li> <li>• <b>Parasites:</b> protozoa , helminths</li> <li>• <b>Rodents and vectors:</b></li> <li>• Characteristics, source, portal of entry, transmission of infection</li> <li>• Lab diagnosis of infectious disease producing microorganism</li> <li>• Collection, handling and transportation of various specimens</li> </ul>		
V	9	4	Explain the concept of immunity, hyper sensitivity and immunization	<b>Immunity</b> <ul style="list-style-type: none"> <li>• Structure and function of immune system</li> <li>• Immunity: types, classification</li> <li>• Antigen and antibody</li> <li>• Antigen and antibody reaction</li> <li>• Hypersensitivity- skin test</li> <li>• Serological tests</li> <li>• Immunoprophylaxis</li> <li>• Major Histocompatibility Complex(MHC)-brief</li> <li>• Vaccines and sera: types and classification, storage and handling cold chain</li> <li>• Immunization of various diseases</li> <li>• Immunization Schedule</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

#### Recommended Books:

1. Ananthnarayan R, Panicker CKJ. Textbook of Microbiology for Nurses. Hyderabad: Orient Longman Pvt. Ltd; (Latest Edition).

#### Reference Books:

1. Ananthnarayan R, Textbook of microbiology. Delhi: Orient Longman Pvt. Ltd; (Latest Edition).
2. Collee JG, Mackie TJ, McCartney. Practical medical microbiology. NewYork: Churchill Livingstone;(Latest Edition).
3. Shanson DC. Microbiology in clinical practice. London: Kindle Publishers;(Latest Edition).

# NUTRITION

**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.

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Th.	Lb.				
I	5		Describe the relationship between nutrition and health.	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Nutrition: history, concepts.</li> <li>• Role of nutrition in maintaining health.</li> <li>• Nutritional problems in India.</li> <li>• National nutritional policy.</li> <li>• Factors affecting food and nutrition: socio-economic, cultural, tradition, production, system of distribution, life style and food habits etc.</li> <li>• Role of food and its medicinal value.</li> <li>• Classification of foods.</li> <li>• Food standards.</li> <li>• Elements of nutrition: macro and micro.</li> <li>• Calorie, BMR.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explaining using charts</li> <li>• Panel discussion</li> <li>• PowerPoint presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
II	2		Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrates	<b>Carbohydrates</b> <ul style="list-style-type: none"> <li>• Classification.</li> <li>• Caloric value.</li> <li>• Recommended daily allowances.</li> <li>• Dietary sources</li> <li>• Functions</li> <li>• Digestion, absorption and storage, metabolism.</li> <li>• Malnutrition: deficiencies and over consumption</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explaining using charts.</li> <li>• PowerPoint presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

III	2		Describe the classification, functions, sources and recommended daily allowances (RDA) of fats.	<b>Fats</b> <ul style="list-style-type: none"> <li>• Classification.</li> <li>• Caloric value.</li> <li>• Recommended daily allowances.</li> <li>• Dietary sources.</li> <li>• Functions.</li> <li>• Digestion, absorption and storage, metabolism.</li> <li>• Malnutrition: deficiencies and over consumption</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion.</li> <li>• Explaining using charts.</li> <li>• Exercise.</li> <li>• PowerPoint presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
IV	2		Describe the classification, functions, sources and recommended daily allowances (RDA) of Proteins	<b>Proteins</b> <ul style="list-style-type: none"> <li>• Classification.</li> <li>• Caloric value.</li> <li>• Recommended daily allowances.</li> <li>• Dietary sources.</li> <li>• Functions.</li> <li>• Digestion, absorption, metabolism and storage</li> <li>• Malnutrition: deficiencies and over consumption</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion.</li> <li>• Explaining using charts.</li> <li>• Exercise.</li> <li>• PowerPoint presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
V	3		Describe the daily calorie requirement for different categories of people.	<b>Energy</b> <ul style="list-style-type: none"> <li>• Unit of energy - Kcal.</li> <li>• Energy requirements of different categories of people.</li> <li>• Measurements of energy.</li> <li>• Body Mass Index (BMI) and basic metabolism.</li> <li>• Basal Metabolic Rate (BMR): determination and factors affecting.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion.</li> <li>• Explaining using charts.</li> <li>• Exercise.</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
VI	5		Describe the classification, functions, sources and recommended daily allowances (RDA) of vitamins	<b>Vitamins</b> <ul style="list-style-type: none"> <li>• Classification.</li> <li>• Recommended daily allowances.</li> <li>• Dietary sources.</li> <li>• Functions.</li> <li>• Absorption, synthesis, metabolism, storage and excretion.</li> <li>• Deficiencies.</li> <li>• Hypervitaminosis</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explaining using charts.</li> <li>• PowerPoint presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

VII	5		Describe the classification, functions, sources and recommended daily allowances (RDA) of minerals.	<b>Minerals</b> <ul style="list-style-type: none"> <li>• Classification.</li> <li>• Recommended daily allowances.</li> <li>• Dietary sources.</li> <li>• Functions.</li> <li>• Absorption, synthesis, metabolism, storage and excretion.</li> <li>• Deficiencies.</li> <li>• Over consumption and toxicity.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explaining using charts.</li> <li>• PowerPoint presentations</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
VIII	4		Describe the sources, functions and requirements of water and electrolytes.	<b>Water and electrolytes</b> <ul style="list-style-type: none"> <li>• Water: daily requirement, regulation of water. metabolism, distribution of body water.</li> <li>• Electrolytes: types, sources, composition of body fluids.</li> <li>• Maintenance of fluid and electrolyte balance.</li> <li>• Over hydration, dehydration and water intoxication.</li> <li>• Electrolyte imbalances.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion.</li> <li>• Explaining using charts.</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
IX	6	12	Describe the cookery rules and preservation of nutrients.  Prepare and serve simple beverages and different types of food.	<b>Cookery rules and preservation of nutrition</b> <ul style="list-style-type: none"> <li>• Principles, methods of cooking and serving.</li> <li>• Preservation of nutrients, safe food handling – toxicity, storage of food, food preservation, food additives and its principles.</li> <li>• Prevention of Food Adulteration Act (PFA), food standards.</li> <li>• Preparation of simple beverages and different types of food</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture.</li> <li>• Discussion.</li> <li>• Demonstration.</li> <li>• Practice session.</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of practice sessions.</li> </ul>
X	7	3	Describe and plan balanced diet for different categories of people.	<b>Balanced diet</b> <ul style="list-style-type: none"> <li>• Elements, food groups.</li> <li>• Recommended Daily Allowance (RDA).</li> <li>• Nutritive value of foods.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture.</li> <li>• Discussion.</li> <li>• Explaining using charts.</li> <li>• Exercise on balanced diet</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers.</li> <li>• Objective type</li> </ul>

				<ul style="list-style-type: none"> <li>• Calculation of balanced diet for different categories of people.</li> <li>• Planning menu.</li> <li>• Budgeting of food.</li> <li>• Introduction to therapeutic diets: naturopathy diet.</li> </ul>		
XI	4		<p>Describe various national programmes related to nutrition.</p> <p>Describe the role of nurse in assessment of nutritional status and nutrition education</p>	<p><b>Role of nurse in nutritional Programmes</b></p> <ul style="list-style-type: none"> <li>• National programmes related to nutrition: Vitamin A deficiency programme, National Iodine Deficiency disorders (IDD) programme, Mid-day meal programme, Integrated Child Development Scheme (ICDS).</li> <li>• National and International agencies working towards food/nutrition: NIPCCD, CARE, FAO, NIN, CFTRI (Central Food Technology and Research Institute) etc.</li> <li>• Assessment of nutritional status.</li> <li>• Nutritional education and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture.</li> <li>• Discussion.</li> <li>• Explaining with slide/film shows.</li> <li>• Demonstration of assessment of nutritional status.</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

#### Recommended Books:

1. Swaminathan MS. Handbook of food and nutrition. Bangalore: Bangalore Printing and Publishing Company Limited. (Latest Edition).
2. Darshan S. Nutrition and dietetics. Jalandhar City: PV books. (Latest Edition).
3. Srilakshmi B. Dietetics. New Delhi: New Age International. (Latest Edition).

#### Reference Books:

1. Beegum RM. A textbook of foods, nutrition and dietetics revised and enlarged. New Delhi: Sterling Publishers Private Ltd. (Latest Edition).
2. Whitney EN, Rolfer SR. Understanding nutrition. USA: Wadsworth/Thomason Learning. (Latest Edition).
3. Darshan S. Elements of nutrition. Jalandhar City: PV Books. (Latest Edition).
4. Srilakshmi B. Food science. New Delhi: New age International. (Latest Edition).
5. Brown JE. Nutrition now. USA: West/Wadsworth. (Latest Edition).

# BIOCHEMISTRY

**Course Code:** BSN104NUB

**Time:** Theory- 30 Hours

**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.

Unit	Time (Hrs.)	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
I	3	Describe the structure, composition and functions of cell.  Differentiate between prokaryote and eukaryote cell	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Definition and significance in nursing</li> <li>• Review of structure, composition and functions of cell</li> <li>• Prokaryote and Eukaryote cell organization</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer question</li> <li>• Objective type</li> </ul>
II	3	Describe the structure and functions of cell membrane	<b>Structure And Functions of Cell Membrane</b> <ul style="list-style-type: none"> <li>• Fluid mosaic model tight junction, cytoskeleton</li> <li>• Transport mechanism: diffusion, osmosis, filtration, active channel sodium pump (briefly)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer question</li> <li>• Objective type</li> </ul>
III	3	Describe the classification and properties of enzymes and coenzymes	<b>Enzymes and coenzymes</b> <ul style="list-style-type: none"> <li>• Classification, properties, kinetics and inhibition and control</li> <li>• Investigations and their interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer question</li> <li>• Objective type</li> </ul>

IV	4	Explain the metabolism of carbohydrates	<p><b>Composition And Metabolism of Carbohydrates</b></p> <ul style="list-style-type: none"> <li>• Types, structure, composition and uses</li> <li>• Classification and functions: monosaccharides, disaccharides, polysaccharides, oligosaccharides.</li> <li>• Glycolysis – (steps only)</li> <li>• Gluconeogenesis: Cori's cycle (steps only)</li> <li>• Tricarboxylic acid (TCA) cycle, Glycogenolysis (steps only)</li> <li>• Pentose phosphates, pathways (significance only)</li> <li>• Regulation of blood glucose level</li> <li>• Diabetes mellitus, blood glucose estimation, GTT</li> <li>• Investigations and their interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration of blood glucose monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer question</li> <li>• Objective type</li> </ul>
V	4	Explain the chemistry and metabolism of lipids	<p><b>Composition and metabolism of Lipids</b></p> <ul style="list-style-type: none"> <li>• Types, structure, composition and uses</li> <li>• Classification and properties of fatty acids</li> <li>• Importance of prostaglandins</li> <li>• Oxidation of fatty acid (steps only)</li> <li>• Synthesis of fatty acid (steps only)</li> <li>• Triglycerides</li> <li>• Cholesterol metabolism (steps only)</li> <li>• Compounds formed from cholesterol - bile acids, bile salts, vitamin D, steroid hormones</li> <li>• Lipoproteins and their functions: VLDLs - IDLs, LDLs and HDLs (briefly)</li> <li>• Transport of Lipids</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Using charts</li> <li>• Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer question</li> <li>• Objective type</li> </ul>

			<ul style="list-style-type: none"> <li>• Formation and utilisation of ketone bodies</li> <li>• Ketoacidosis in Diabetes and Starvation</li> <li>• Atherosclerosis</li> <li>• Investigations and their interpretations</li> </ul>		
VI	6	Explain the metabolism of amino acids, proteins and immunochemistry	<p><b>Composition And Metabolism of Amino Acids And Protein</b></p> <ul style="list-style-type: none"> <li>• Types, structure, composition and uses</li> <li>• Protein synthesis</li> <li>• Targeting and glycosylation</li> <li>• Chromatography</li> <li>• Electrophoresis</li> <li>• Sequencing</li> <li>• Metabolism of aminoacids and proteins (transamination reaction)</li> <li>• Metabolism of nitrogen</li> <li>• Fixation &amp; assimilation</li> <li>• Urea Cycle</li> <li>• Heme synthesis and chlorophylls (steps only)</li> <li>• Structure and classification of immunoglobulins</li> <li>• Antigens-HLA typing</li> <li>• Free radicals and antioxidants</li> <li>• Specialised proteins: collagen, elastin, keratin, myosin, lens protein</li> <li>• Mechanism of antibody production</li> <li>• Electrophoretic and quantitative determination of Immunoglobulins – ELISA etc</li> <li>• Investigations and their interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion using charts</li> <li>• Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer question</li> <li>• Objective type</li> </ul>

VII	4	Explain the classification, composition, utilization of vitamins and minerals	<b>Vitamins and minerals</b> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Classification</li> <li>• Properties</li> <li>• Absorption</li> <li>• Storage and transportation</li> <li>• Normal concentration</li> <li>• Investigations and their interpretations</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion using charts</li> <li>• Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer question</li> <li>• Objective type</li> </ul>
VIII	3	Explain the acid base regulation	<b>Acid base regulation</b> <ul style="list-style-type: none"> <li>• Acid base balance-maintenance and diagnostic tests</li> <li>• p<sup>H</sup> Buffers</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum Discussion</li> <li>• Demonstrate laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer question</li> <li>• Objective type</li> </ul>

#### Recommended Books:

1. Vasudevan DM. Concise Textbook of Biochemistry for paramedical students. New Delhi: JP Medical Ltd; (Latest Edition).

#### Reference Books:

1. Shanmugham A. Fundamentals of Biochemistry for medical students. Chennai: Karthik Offset Press;(Latest Edition).
2. Lal H. Biochemistry for B.Sc. Nursing students. New Delhi: CBS Publishers & Distributors Pvt. Ltd; (Latest Edition).
3. Madala B, Raju SM. Biochemistry for nurses. New Delhi: JP Medical Ltd; (Latest Edition).
4. Murray, Kincaid R, Harper, Antony H. Harper's Biochemistry. USA: Prentice Hall International; (Latest Edition).

# 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.

Unit	Time (Hrs.)	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
I	3	Describe the history, scope and methods of psychology	<b>Introduction</b> <ul style="list-style-type: none"> <li>History and origin of psychology</li> <li>Definitions &amp; scope of psychology</li> <li>Branches of psychology</li> <li>Methods of psychology</li> <li>Relevance to nursing</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
II	5	Explain the biology of human behaviour	<b>Biology of Behaviour</b> <ul style="list-style-type: none"> <li>Body mind relationship, modulation process in health and illness</li> <li>Genetics and behaviour: heredity and environment</li> <li>Brain and behaviour: nervous system, neurons and synapse.</li> <li>Association cortex, right and left hemisphere</li> <li>Psychology of sensations</li> <li>Muscular and glandular controls of behaviour</li> <li>Nature of behaviour of an organism/ integrated responses</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>
III	20	Describe various cognitive processes and their applications	<b>Cognitive Process</b> <ul style="list-style-type: none"> <li>Attention: Definition, meaning, types, determinants, duration &amp; degree, alterations</li> <li>Perception: Definition, meaning, principles, factors affecting, errors.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Psychometric assessment</li> <li>Practice sessions</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>

			<ul style="list-style-type: none"> <li>• Learning: Definition, meaning, nature, types, learner and learning, process, factors influencing, laws, transfer, study habits, factors conducive to effective learning, theories of learning: <ul style="list-style-type: none"> <li>- Behavioural theories</li> <li>- Cognitive learning theories</li> </ul> Social learning theories </li> <li>• Memory: Definition, meaning, types, nature, factors influencing, development and methods of memorizing and forgetting, Theories of memory: <ul style="list-style-type: none"> <li>- Theory of general memory functions</li> <li>- Information processing theory</li> <li>- Levels of processing theory</li> </ul> Theories of forgetting: <ul style="list-style-type: none"> <li>- Trace decay theory</li> <li>- Interference theory</li> <li>- Motivated forgetting</li> <li>- Theory of storage failure</li> <li>- Theory of retrieval failure</li> <li>- Theory of disuse</li> </ul> </li> <li>• Thinking: Definition, meaning, types and levels, stages of development, relationship with language and communication</li> <li>• Intelligence: Definition, meaning, Intelligence Quotient, classification, uses, theories: <ul style="list-style-type: none"> <li>- Uni factor theory</li> <li>- Two factor theory</li> <li>- Multi factor theory</li> <li>- Theory of multiple intelligence</li> </ul> </li> </ul>		
--	--	--	---	--	--

			<ul style="list-style-type: none"> <li>- Triarchic theory</li> <li>• Aptitude: Definition, meaning, concept, types, individual differences and variability</li> <li>• Psychometric assessment of cognitive processes</li> <li>• Alterations in cognitive processes</li> <li>• Applications</li> </ul>		
IV	8	Describe motivation, emotions, stress, attitudes and their influence on behaviour	<p><b>Motivation and Emotional Processes</b></p> <ul style="list-style-type: none"> <li>• Motivation: Definition, meaning, concepts, types, motives and behaviour, theories of motivation: <ul style="list-style-type: none"> <li>- Drive theory</li> <li>- Instinct theory</li> <li>- Incentive theory</li> <li>- Hierarchy theory</li> <li>- Cognitive theory</li> </ul> </li> <li>• Conflicts and frustration, Conflict resolution</li> <li>• Emotions &amp; stress <ul style="list-style-type: none"> <li>Emotions: Definition, meaning, components, changes in emotions, emotional adjustments, emotions in health and illness, alterations in emotions, theories of emotions: <ul style="list-style-type: none"> <li>- James Lang theory</li> <li>- Cannon Bard theory</li> <li>- Schacher Singer theory</li> <li>- Lazarus theory</li> </ul> </li> <li>Stress: Definition, meaning, stressors, cycle, effect, adaptation coping and management techniques</li> </ul> </li> <li>• Attitude: Definition, meaning, nature, development, factors affecting</li> <li>• Behaviour and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role plays</li> <li>• Case discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

			<ul style="list-style-type: none"> <li>• Attitudinal change</li> <li>• Psychometric assessments of emotions and attitudes</li> <li>• Applications</li> </ul>		
V	7	Explain the concepts of personality and its influence on behaviour	<b>Personality</b> <ul style="list-style-type: none"> <li>• Definition, topography, determinants, theories: <ul style="list-style-type: none"> <li>- Type and Trait theory</li> <li>- Psychoanalytical theory</li> <li>- Psychosocial theory</li> <li>- Behavioural theories</li> <li>- Humanistic theory</li> </ul> </li> <li>• Psychometric assessments of personality</li> <li>• Characteristics of a healthy personality</li> <li>• Alterations in personality</li> <li>• Applications</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
VI	5	Describe the psychology of people during the life cycle	<b>Developmental Psychology</b> <ul style="list-style-type: none"> <li>• Psychology of people at different ages from infancy to old age</li> <li>• Psychology of vulnerable individuals: challenged, women, sick, etc.</li> <li>• Psychology of groups</li> <li>• Applications</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
VII	8	Describe the characteristics of mentally healthy person Explain the ego defence mechanisms	<b>Mental Hygiene And Mental Health</b> <ul style="list-style-type: none"> <li>• Definition and concepts of mental hygiene and mental health</li> <li>• Characteristics of mentally healthy persons</li> <li>• Warning signs of poor mental health</li> <li>• Promotive and preventive mental health strategies and services</li> <li>• Ego defense mechanisms and implications</li> <li>• Personal and social adjustments</li> <li>• Guidance and counselling</li> <li>• Role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case discussion</li> <li>• Role play</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

VIII	4	Describe motivation, emotions, stress, attitudes and their influence on behaviour	<b>Psychological Assessment and Tests</b> <ul style="list-style-type: none"> <li>• Definition, types, development, characteristics, principles, uses, interpretations and role of nurse in psychological assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of practice</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
------	---	---	--	---	---

#### Recommended Books:

1. Balachandran M. Psychology for nursing students. Maanas Publishers: Thiruvananthapuram. Latest Edition.
2. Anthikad J. Psychology for Graduate Nurses. Jaypee Brothers Medical Publishers: New Delhi. Latest Edition.
3. Viswambaran R. Text book of psychology for health professionals. Latest Edition.
4. Bhatia, Craig. Elements of Psychology and Mental Hygiene for Nurses in India. Universities Press. Latest Edition.
5. Sreevani R. Psychology for Nurses. Jaypee Brothers Medical Publishers: New Delhi. Latest Edition.

#### Reference Books:

1. Charles G. Morris. Psychology: An Introduction. Prentice Hall: New Hercy. Latest Edition.
2. Baron RA. Psychology. Prentice Hall of India. New Delhi. Latest Edition.
3. Kutty AB. Psychology for B.Sc. Nursing. PHI Learning: Delhi. Latest Edition.
4. Amanpreet KJ. A Textbook of Psychology. Pee Vee Books. Latest Edition.
5. Mangal SK. Psychology for Nurses. Jaypee Brothers Medical Publishers: New Delhi. Latest Edition.

# 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.

Unit	Time (Hrs.)	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
I	10	Describe the concept of health, illness and health care agencies	<p><b>Health and Illness</b></p> <p><b>Health</b></p> <ul style="list-style-type: none"> <li>• Definition, concept</li> <li>• Concept of health illness continuum</li> <li>• Factors influencing health</li> </ul> <p><b>Illness</b></p> <ul style="list-style-type: none"> <li>• Review body defence mechanism-Immunity &amp; immune system</li> <li>• Definition</li> <li>• Causes and risk factors for developing illness</li> <li>• Illness and illness behaviour</li> <li>• Impact of illness on patient and family</li> </ul> <p><b>Health Care Services</b></p> <ul style="list-style-type: none"> <li>• Health promotion and prevention, primary care, diagnosis, treatment, rehabilitation and continuing care</li> <li>• Health care teams</li> <li>• Types of health care agencies</li> <li>• <b>Hospital:</b> Definition, types, organization and functions</li> <li>• Health promotion and levels of disease prevention</li> <li>• Primary health care &amp; its delivery- role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Visit to health care agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

II	12	<p>Explain concepts and scope of nursing</p> <p>Describe values, code of ethics and professional conduct for nurses in India</p>	<p><b>Nursing as a Profession</b></p> <p><b>Profession</b></p> <ul style="list-style-type: none"> <li>• Definition and characteristics</li> </ul> <p><b>Nursing</b></p> <ul style="list-style-type: none"> <li>• Definition, concepts, philosophy, objectives</li> </ul> <p><b>Concepts in Nursing</b></p> <ul style="list-style-type: none"> <li>• Core-care-cure concept, patient centered approach, comprehensive nursing, holistic approach</li> <li>• Characteristics, nature and scope of nursing practice</li> <li>• Functions of a nurse</li> <li>• Qualities of a nurse</li> <li>• Categories of nursing personnel</li> <li>• Nursing as a profession</li> <li>• History of nursing in India, trends in nursing</li> </ul> <p><b>Values</b></p> <ul style="list-style-type: none"> <li>• Definition, types and values in professional Nursing: caring and advocacy</li> </ul> <p><b>Ethics:</b></p> <ul style="list-style-type: none"> <li>• Definition and ethical principles</li> <li>• Code of ethics and professional conduct for nurse</li> <li>• Legal aspects in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Care discussion</li> <li>• Role plays</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
III	5	<p>Explain concepts, models and theories. Introduce theories in Nursing</p>	<p><b>Professional Nursing Concepts And Practices</b></p> <ul style="list-style-type: none"> <li>• Conceptual and theoretical models of nursing practice:</li> <li>• Introduction to models: holistic, health belief, health promotion etc.</li> <li>• Introduction to Theories in Nursing: Florence Nightingale, Peplau's, Abdellah, Henderson's, Orem's, Neuman's, Roger's, Roy's, and Maslow.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

IV	10	<p>Communicate effectively with patient, families and team members and maintain effective human relations projecting professional image</p> <p>Appreciate the importance of patient teaching in nursing</p>	<p><b>Communication and Nurse Patient Relationship Communication:</b></p> <ul style="list-style-type: none"> <li>• Levels, elements, types, modes, process, factors influencing communication</li> <li>• Methods of effective communication - attending skills</li> <li>• Rapport building skills</li> <li>• Empathy skills</li> <li>• Barriers to effective communication</li> </ul> <p><b>Helping Relationships (NPR)</b></p> <ul style="list-style-type: none"> <li>• Johari Window</li> <li>• Dimensions of helping relationships, phases of a helping relationship.</li> <li>• 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)</li> <li>• Therapeutic relationships and social relationship</li> <li>• Professional boundary and professional boundary violation</li> </ul> <p><b>Patient Teaching:</b></p> <ul style="list-style-type: none"> <li>• Importance, purposes, process, role of nurse and integrating teaching in nursing process</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Role play and video film on the nurses interacting with the patient</li> <li>• Practice session on patient teaching</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
V	20	<p>Describe purpose and process of health assessment</p> <p>Describe the health assessment of each body system</p>	<p><b>Health Assessment</b></p> <ul style="list-style-type: none"> <li>• Purposes</li> <li>• Process of health assessment</li> <li>• Health history</li> </ul> <p><b>Physical Examination:</b></p> <ul style="list-style-type: none"> <li>③ Methods: inspection, palpation, percussion, auscultation, olfaction</li> <li>③ Preparation for examination: patient and</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice on simulators</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

			unit, general assessment, assessment of each body system, recording of health assessment		
VI	15	Explain the concept, uses, format and steps of nursing process	<p><b>The Nursing Process Critical Thinking And Nursing Judgment:</b></p> <ul style="list-style-type: none"> <li>• Critical thinking, thinking and learning, competencies, attitudes for critical thinking, levels of critical thinking in nursing</li> </ul> <p><b>Nursing process overview</b></p> <ul style="list-style-type: none"> <li>• Definition, steps</li> <li>• Application in practice</li> <li>• Nursing process format</li> <li>• Assessment: collection of data, types, sources, methods, formulating nursing judgment, data interpretation</li> <li>• Nursing diagnosis: identification of client problems, statement, difference between medical and nursing diagnosis</li> <li>• Planning: establishing priorities, establishing goals and expected outcomes, selection of interventions, protocols and standing orders</li> <li>• Writing the nursing care plan</li> <li>• Implementing the plan of care</li> <li>• Evaluation <ul style="list-style-type: none"> <li>③ Outcome of care</li> <li>③ Review and modify</li> </ul> </li> <li>• Documentation and reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Exercise</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

VII	6	Describe the purposes, types and techniques of recording and reporting	<p><b>Documentation and Reporting</b></p> <p><b>Documentation</b></p> <ul style="list-style-type: none"> <li>• Purposes of recording and reporting</li> <li>• Communication within the health care team.</li> </ul> <p><b>Records</b></p> <ul style="list-style-type: none"> <li>• Purpose</li> <li>• Types of records: ward records, medical/ nursing records</li> <li>• Keeping forms, computerized documentation</li> <li>• Guidelines for reporting: factual basis, accuracy, completeness, correctness</li> <li>• Organization, confidentiality</li> <li>• Methods of recording</li> </ul> <p><b>Reporting -</b></p> <ul style="list-style-type: none"> <li>• Nurses report</li> <li>• Change of shift reports, transfer reports, incident reports</li> <li>• Minimizing legal liability through effective record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Exercise</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
VIII	5	<p>Explain the admission and discharge procedure</p> <p>Performs admission and discharge procedure</p>	<p><b>Hospital Admission And Discharge</b></p> <p><b>Admission to the Hospital</b></p> <ul style="list-style-type: none"> <li>• Unit and its preparation, admission bed</li> <li>• Admission procedure</li> <li>• Special considerations</li> <li>• Medico–legal issues</li> <li>• Roles and responsibilities of the nurse</li> </ul> <p><b>Discharge from the Hospital</b></p> <ul style="list-style-type: none"> <li>• Types: planned discharge, LAMA &amp; abscond, referrals and transfers</li> <li>• Discharge Planning</li> <li>• Discharge procedure</li> <li>• Special considerations</li> <li>• Medico–legal issues</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Lab practice</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assess skills with check list</li> <li>• Clinical practical examination</li> </ul>

			<ul style="list-style-type: none"> <li>• Roles and responsibilities of the nurse</li> <li>• Care of the unit after discharge</li> </ul>		
IX	5	<p>Define rehabilitation, Explain the concepts, principles and types</p> <p>Discuss the role of nurse in rehabilitation</p>	<p><b>Rehabilitation</b></p> <ul style="list-style-type: none"> <li>• Definition of rehabilitation</li> <li>• Concepts of rehabilitation</li> <li>• Types of rehabilitation</li> <li>• Role of Nurse in rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
X	10	<p>Describe principles and techniques for infection control and biomedical waste management in supervised clinical settings</p>	<p><b>Infection Control in Clinical Settings</b></p> <p><b>Infection Control:</b></p> <ul style="list-style-type: none"> <li>• Nature of infection</li> <li>• Chain of infection</li> <li>• Transmission</li> <li>• Defenses against infection: natural and acquired</li> <li>• Hospital acquired infection (Nosocomial infection)</li> </ul> <p><b>Concepts of Asepsis</b></p> <ul style="list-style-type: none"> <li>o Medical and surgical asepsis</li> </ul> <p><b>Isolation Precautions- (Barrier nursing)</b></p> <ul style="list-style-type: none"> <li>• Hand washing: simple hand antisepsis and surgical antisepsis (scrub)</li> <li>• Isolation: source and protective</li> <li>• Personal protecting, equipment: types, uses and techniques of wearing and removing.</li> <li>• Decontamination of equipment and unit</li> <li>• Transportation of infected patients</li> <li>• Standard safety precautions (Universal precautions)</li> <li>• Transmission based precautions</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assess Skills with check list</li> <li>• Clinical practical examination</li> </ul>

			<ul style="list-style-type: none"> <li>• Biomedical waste management</li> <li>• Importance</li> <li>• Types of hospital waste</li> <li>• Hazards associated with hospital waste</li> <li>• Decontamination of hospital waste</li> <li>• Segregation transportation and disposal</li> <li>• Hospital Infection Control Committee- Nurse's Role</li> </ul>		
XI	15	<p>Describe the principles and techniques of monitoring and maintaining vital signs.</p> <p>Monitor and maintain records of vital signs</p>	<p><b>Vital Signs</b> Guidelines For Taking Vital Signs</p> <p><b>Body Temperature:</b></p> <ul style="list-style-type: none"> <li>• Physiology, regulation, factors affecting temperature</li> <li>• Assessment of body temperature: site, equipment and technique, special considerations</li> <li>• Temperature alterations: hyperthermia, heat stroke, hypothermia</li> <li>• Care of patients having alternations in temperature.</li> <li>• Assessment and management of hyper and hypothermia</li> </ul> <p><b>Pulse:</b></p> <ul style="list-style-type: none"> <li>• Physiology and regulation, characteristics of the pulse, factors affecting</li> <li>• Sites, location,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play and video film on the nurses interacting with the patient</li> <li>• Practice session</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul> <ul style="list-style-type: none"> <li>• Assess with checklist and clinical practical examination</li> </ul>

			<p>equipment, technique, special considerations, alterations in pulse.</p> <p><b>Respiration:</b></p> <ul style="list-style-type: none"> <li>• Physiology and regulation, mechanics of breathing, characteristics, factors affecting respiration, assessment of respirations, technique, special considerations.</li> <li>• Alterations in respiration: (distress): types, assessment, and management.</li> </ul> <p><b>Blood Pressure</b></p> <ul style="list-style-type: none"> <li>• Physiology and regulation, characteristics of blood pressure</li> <li>• Review factors effecting blood pressure</li> <li>• Assessment of blood pressure: sites, equipment and technique, special considerations.</li> <li>• Alterations in blood pressure.</li> <li>• Recording of vital signs.</li> </ul>		
XII	70	Describe the basic, physiological and psychosocial needs of patient	<p><b>Meeting Needs Of Patient Basic Needs (Activities Of Daily Living) Provide Safe And Clean Environment</b></p> <ul style="list-style-type: none"> <li>• Physical environment: temperature, humidity, noise, ventilation, light, odor, pests control.</li> <li>• Reduction of physical hazards: fire, accidents</li> <li>• Safety devices: restraints, side rails, airways, trapeze, etc.</li> <li>• Role of nurse in providing safe and clean environment: patient</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Role play and video film on the nurses interacting with the patient</li> <li>• Practice session</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

		<p>Describe the principles and techniques for meeting basic physiological needs</p>	<p>environment, room equipment and linen, making patient beds</p> <ul style="list-style-type: none"> <li>• Types of beds and bed making</li> </ul> <p><b>i. Comfort</b></p> <ul style="list-style-type: none"> <li>• Factors influencing comfort</li> <li>• Comfort devices</li> </ul> <p><b>ii. Hygiene</b></p> <ul style="list-style-type: none"> <li>• Factors influencing hygienic practice</li> <li>• Hygienic care of the skin: bath and pressure points, feet and nail, oral cavity, hair care, eyes, ears, and nose</li> <li>• Assessment, principles, types, equipment, procedure, special considerations.</li> </ul> <p><b>Physiological Needs</b></p> <p><b>i. Sleep and Rest</b></p> <ul style="list-style-type: none"> <li>• Physiology of sleep</li> <li>• Factors affecting sleep</li> <li>• Promoting rest and sleep</li> <li>• Sleep disorders</li> </ul> <p><b>ii. Nutrition</b></p> <ul style="list-style-type: none"> <li>• Importance</li> <li>• Factors affecting nutritional needs</li> <li>• Assessment of nutritional needs: variables</li> <li>• Meeting nutritional needs: principles, equipment, procedure and special consideration</li> </ul> <ul style="list-style-type: none"> <li>③ Oral</li> <li>③ Enteral: Naso/orogastric</li> <li>③ gastrostomy</li> <li>③ parenteral</li> </ul>		
--	--	---	---	--	--

			<ul style="list-style-type: none"> <li>• Treatment related to GIT system</li> <li>• Nasogastric suction.</li> <li>• Gastric analysis</li> </ul> <p><b>iii. Urinary Elimination</b></p> <ul style="list-style-type: none"> <li>• Review of physiology of urine elimination, composition and characteristics of urine</li> <li>• Factors influencing urination</li> <li>• Alteration in urinary elimination</li> <li>• Retention of urine incontinence assessment and management</li> <li>• Types and collection of urine specimen</li> <li>• Observation, urine testing</li> <li>• Facilitating urine elimination, assessment, types, equipment, procedures and special considerations</li> </ul> <ul style="list-style-type: none"> <li>③ Providing urinal/ bed pan</li> <li>③ Condom drainage</li> <li>③ Perineal care</li> <li>③ Catheterization</li> <li>③ Care of urinary drainage</li> <li>③ Bladder irrigation</li> </ul> <p><b>iv. Bowel Elimination</b></p> <ul style="list-style-type: none"> <li>• Review of physiology of bowel elimination</li> <li>• Composition and characteristics of faeces</li> <li>• Factors affecting bowel elimination</li> <li>• Alteration in bowel elimination:</li> </ul>		
--	--	--	---	--	--

			<p>constipation, diarrhoea, faecal impaction, nursing management.</p> <ul style="list-style-type: none"> <li>• Types and collection of specimen of faeces, observation</li> <li>• Facilitating bowel elimination</li> <li>• Assessment</li> <li>• Equipment, procedures and special considerations</li> </ul> <p>③ Passing of flatus tube</p> <p>③ Enemas</p> <p>③ Suppository</p> <p>③ Sitz bath</p> <p>③ Bowel wash</p> <p><b>v. Mobility and Immobility</b></p> <ul style="list-style-type: none"> <li>• Principles of body mechanics</li> <li>• Maintenance of normal body alignment and mobility</li> <li>• Factors affecting body alignment and mobility</li> <li>• Hazards associated with immobility</li> <li>• Alteration in body alignment and mobility</li> <li>• Nursing interventions for impaired body alignment and mobility assessment, types, devices used, methods and special consideration, rehabilitation aspects</li> </ul> <p>③ Range of motion exercises</p> <p>③ Maintaining body alignment:</p> <p>③ Positions</p> <p>③ Moving</p> <p>③ Lifting</p>	
--	--	--	---	--

			<ul style="list-style-type: none"> <li>③ Transferring</li> <li>③ Walking</li> <li>③ Restraints</li> <li>• Care of patients having alteration in mobility</li> <li>• Assessment of patient having alteration in mobility</li> <li>• Assessment of self care ability and special consideration</li> </ul> <p><b>vi. Oxygenation</b></p> <ul style="list-style-type: none"> <li>• Review of cardiovascular and respiratory physiology</li> <li>• Factors affecting oxygenation</li> <li>• Alterations in oxygenation</li> <li>• Nursing interventions in oxygenation: assessment, types, equipment used, procedure and special consideration.</li> </ul> <ul style="list-style-type: none"> <li>③ Maintenance of patent airway</li> <li>③ Oxygen administration</li> <li>③ Chest physiotherapy and postural drainage</li> <li>③ Care of chest drainage</li> <li>③ Pulse oximetry</li> <li>③ CPR Basic life support</li> </ul> <p><b>vii. Fluid, Electrolyte, and Acid Base Balances</b></p> <ul style="list-style-type: none"> <li>• Review of physiological regulation of fluid electrolyte and acid base balances</li> </ul>		
--	--	--	---	--	--

		<p>Psychosocial needs of patient Perform nursing assessment, plan, implement and evaluate the care for meeting basic, physiological and psychosocial needs of patient</p>	<ul style="list-style-type: none"> <li>• Assessment, types, equipment, procedure and special considerations</li> <li>③ Measuring fluid intake and output.</li> <li>③ Factors affecting fluid electrolytes &amp; acid base balance</li> <li>③ Restriction of fluids</li> <li>③ Correcting fluid electrolyte imbalance, replacement of fluids:oral and parenteral, venipuncture</li> <li>• Regulating IV flow rates, changing IV solutions and tubing,changing IV dressing</li> </ul> <p><b>viii. Blood Transfusion</b></p> <ul style="list-style-type: none"> <li>• Indications</li> <li>• Blood grouping and cross matching</li> <li>• Principles and techniques</li> <li>• Complications</li> <li>• Nurses’ responsibilities</li> </ul> <p><b>ix. Psychosocial Needs</b></p> <ul style="list-style-type: none"> <li>• Concepts of cultural diversity, stress and adaptation, self-concept, sexuality, spiritual health, coping with loss, death and grieving</li> <li>• Assessment of psychosocial needs</li> <li>• Nursing intervention for psychosocial needs</li> <li>③ Assist with coping and adaptation</li> <li>③ Creating therapeutic environment</li> </ul> <p><b>x. Recreational and Diversional Therapies</b></p>		
--	--	---	--	--	--

XIII	5	Explain the principles, classifications and therapeutic uses of heat and cold	<b>Therapeutic Uses Of Heat And Cold</b> <ul style="list-style-type: none"> <li>• General principles, classification</li> <li>o Hot application: effect on the body</li> <li>o Classification: hot water bag, infrared therapy, fomentation, Sitz bath, hypo and hyperthermic measures.</li> <li>o Cold application: cold compress, ice cap, tepid sponge</li> <li>o Nurses' responsibility in heat and cold applications.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assess with check list and clinical practical examination</li> </ul>
XIV	40	Explain the principles, routes, effects of administration of medications	<b>Administration of Medications</b> <p><b>i. General Principles/ considerations</b></p> <ul style="list-style-type: none"> <li>o Purposes of medication</li> <li>o Principles:ten(10) rights,special considerations, prescriptions, safety in administering medications and medication errors</li> <li>o Drug forms</li> <li>o Routes of administration storage and maintenance of drugs and nurses responsibility</li> <li>o Broad classification of drugs</li> <li>o Therapeutic effect, side effects, toxic effects, idiosyncratic reactions, allergic reactions, drug tolerance, drug interactions.</li> <li>o Factors Influencing drug actions</li> <li>o Systems of drug measurement: metric system, apothecary system, household measurements</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assess with check list and clinical practical examination</li> </ul>

		<p>Calculate conversions of drugs and dosages within and between system of measurements</p> <p>Administer drugs by the following routes: oral, intradermal, subcutaneous, intramuscular, intravenous topical, inhalation</p>	<ul style="list-style-type: none"> <li>o Converting measurements units: conversion within one system, conversion between systems, dosage calculation,</li> <li>o Terminologies and abbreviations used in prescriptions of medications</li> </ul> <p><b>ii. Oral Drugs Administration</b></p> <ul style="list-style-type: none"> <li>o Oral, sublingual and buccal: equipment, procedure</li> </ul> <p><b>iii. Parenteral</b></p> <ul style="list-style-type: none"> <li>o General principles: decontamination and disposal of syringes and needles</li> <li>o Types of parenteral therapies</li> <li>o Types of syringes, needles, cannula, and infusion sets</li> <li>o Protection from needle stick injuries: giving medications with a safety syringe.</li> <li>o Routes of parenteral therapies</li> <li>③ Intradermal: purpose, site, equipment, procedure, special considerations</li> <li>③ Subcutaneous: purpose, site, equipment, procedure, special considerations</li> <li>③ Intramuscular: purpose site, equipment, procedure, special considerations</li> <li>③ Intravenous: purpose, site equipment procedure, special considerations.</li> <li>③ Advanced techniques: epidural, intrathecal, intraosseous, intra peritoneal, intraplural, intra arterial.</li> </ul>		
--	--	--	---	--	--

			<p>o Role of nurse</p> <p><b>iv. Topical Administration</b></p> <p>o Purpose, site, equipment, procedure, special consideration</p> <p>o Application to skin</p> <p>o Application to mucous membrane</p> <p>③ Direct application of liquids: gargle and swabbing the throat</p> <p>③ Insertion of drug in to body cavity; suppository/ medicated packing in rectum/vagina</p> <p>③ Instillations: ear, eye, nasal, bladder and rectal</p> <p>③ Irrigations: eye, ear, bladder, vaginal and rectal.</p> <p>③ Spraying: nose and throat</p> <p><b>v. Inhalation</b></p> <p>o Nasal, oral, endotracheal/ tracheal (steam, oxygen and medications): purpose, types, equipment, procedure, special considerations</p> <p>o Recording and reporting of medications administered.</p>		
XV	5	Describe the types and care of machinery, equipment and linen	<p><b>Machinery, Equipment And Linen</b></p> <p>Types: disposable and reusable: linen, rubber goods, glassware, metal, plastic, furniture, machinery.</p> <p>o Introduction: Indent, maintenance, inventory.</p>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

XVI	10	<p>Describe the pre and postoperative care of patients.</p> <p>Explain the process of wound healing</p> <p>Explain the principles and techniques of wound care.</p> <p>Perform care of wounds.</p>	<p><b>Meeting needs of Perioperative Patients</b></p> <ul style="list-style-type: none"> <li>o Definition and concept of perioperative nursing.</li> <li>o Preoperative phase: preparation of patient for surgery.</li> <li>o Intraoperative: operation theatre setup and environment, role of nurse</li> <li>o Postoperative phase: recovery unit, postoperative unit, postoperative care</li> <li>o Care of the wound: wound healing , types,equipment, procedure and special considerations: dressings,</li> <li>o Suture care: care of drainage.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assess with check list and clinical practical examination</li> </ul>
XVII	5	<p>Explain the care of patients having alterations in body functioning</p>	<p><b>Meeting Special Needs Of The Patient</b></p> <p><b>Care of Patients Having Alterations in:</b></p> <ul style="list-style-type: none"> <li>o <b>Sensorium</b> (unconsciousness): assessment, management.</li> <li>o <b>Functioning of sensory organs</b> (visual &amp; hearing impairment): assessment of self-care ability, communication methods and special considerations.</li> <li>o <b>Mobility</b> (physically challenged, cast): assessment of self-care ability, communication methods and special considerations.</li> <li>o <b>Mental state</b> (mentally challenged): assessment of self-care ability; communication methods and special considerations.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>

			<p><b>o Comfort</b> (pain): nature, types, factors influencing pain, coping, assessment, management.</p>		
XVIII	5	<p>Explain the care of terminally ill patient</p>	<p><b>Care of Terminally Ill Patient</b></p> <ul style="list-style-type: none"> <li>o Concepts of loss, grieving process</li> <li>o Signs of clinical death</li> <li>o Care of dying patient: special consideration</li> <li>o Advance directives: euthanasia, will, dying declaration, organ donation etc.</li> <li>o Medico-legal issues</li> <li>o Care of dead body</li> <li>o Equipment, procedure and care of unit</li> <li>o Autopsy</li> <li>o Embalming</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Case discussion</li> <li>• role play</li> <li>• Practice session</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> </ul>
XIX	17	<p>Explain the principles of first aid.</p> <p>Demonstrate application of bandages</p>	<p><b>First Aid Nursing</b></p> <ul style="list-style-type: none"> <li>o Definition, preparation of equipment, qualities of a first aider, application of bandages and slings.</li> <li>o Shifting of patients with spine dislocation, padding and splinting fractured limbs.</li> <li>o First aid measures and antidotes in poisoning</li> <li>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</li> <li>o Common accidents, preventive measures emergency care of : poisoning, foreign body in the eye, ear, nose &amp; throat</li> <li>o Cardiopulmonary resuscitation (CPR)-</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Multiple choice</li> </ul>

**Recommended Books:**

1. Potter P A, Potter AG. Fundamentals of nursing. London: Mosby Publication; (latest edition)
2. Kozier B, Erb G, Berman AJ, Burke K. Fundamentals of nursing, theory and practice. Ad dision: Wesley Longmann Publication; (latest edition)
3. Taylor C, Lillis C, Lemone P. Fundamentals of nursing – the art and science of nursing care. 5th ed. Philadelphia: Lippincott; (latest edition)
4. Gulanick.M, Mysers.J.L, Nursing Care Plan. St. Louis: Mosby; (latest edition)
5. Lynda Jaull Capenitto. Nursing Care Plan & Documentation. Lippincott (latest edition)
6. Singh A. First aid and emergency care. Indore: NR Brother's; (latest edition)

**Reference Books:**

1. Perry AG, Potter PA. Clinical nursing skills and techniques. St. Louis: Mosby Publications; (latest edition)
2. Ellis JR, Nowlis EA, Bentz PM. Modules for basic nursing skills. vol. I & II. Philadelphia: Lippincott;(latest edition)
3. Potter PA. and Perry AG. Basic nursing – concepts process & practice. 6th ed. London: Mosby ;(latest edition)
4. Dugas BW. Introduction to patient care – a comprehensive approach to nursing. 4thed.Philadelphia: WB Saunders Company; (latest edition)
5. Leahy JM, Kizilay PE. Foundations of nursing practice – a nursing process approach. Philadelphia: WB Saunders Company; (latest edition)
6. Ulrich.S.P. & Canale.S.W. Nursing care planning guides for Adults in acute, Extended and home care settings. St.Louis:Elsveir(latest edition)
7. Rosdahl CB. Text book of basic nursing. 8th ed. Philadelphia: Lippincott;(latest edition)
8. Yallaswamy AA. First aid and emergency nursing(latest edition)
9. Mohapatra R. First Aid for you and Mc. 2nd ed. Reprint, Culcutta Academic Publishers; (latest edition)

# FOUNDATIONS OF NURSING – PRACTICAL

**Course Code:** BSN106FON

**Time:**

Lab: 210 Hours

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

Clinical: 450 hours

**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

Time (Hours)	Objectives	Skills	Assignments	Assessment Methods
450 (Minimum practice time in clinical area)	<p>Perform admission and discharge procedure</p> <p>Prepare nursing care plan as per the nursing process format</p>	<p>Hospital Admission And Discharge</p> <ul style="list-style-type: none"> <li>o Admission</li> <li>o Prepare unit for new patient</li> <li>o Prepare admission bed</li> <li>o Perform admission procedure</li> <li>③ New patient</li> <li>③ Transfer in</li> <li>o Prepare patient records</li> </ul> <p><b>Discharge/Transfer Out</b></p> <ul style="list-style-type: none"> <li>o Give discharge counselling</li> <li>o Perform discharge procedure (Planned discharge, LAMA and abscond, referrals and transfers)</li> <li>o Prepare records of discharge/transfer</li> <li>o Dismantle, and disinfect unit and equipment after discharge/transfer</li> </ul> <p><b>Perform Assessment</b></p> <ul style="list-style-type: none"> <li>o History taking, nursing diagnosis, problem list, prioritization, goals &amp; expected outcomes, selection of interventions</li> <li>o Write nursing care plan</li> <li>o Gives care as per the plan</li> </ul>	<ul style="list-style-type: none"> <li>o Practice in unit/hospital</li> </ul>	<p>Evaluate with checklist</p> <ul style="list-style-type: none"> <li>o Assessment of clinical performance with rating scale</li> <li>o Completion of practical record</li> </ul> <p>o Assessment of nursing process records with checklist.</p>

Time (Hours)	Objectives	Skills	Assignments	Assessment Methods
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	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>o Use verbal and non verbal communication techniques</li> <li>o Prepare a plan for patient teaching session</li> <li>o Write patient report</li> <li>o Change of shift reports, transfer reports, incident reports etc.</li> <li>o Present patient report</li> </ul> <p><b>Vital Signs</b></p> <ul style="list-style-type: none"> <li>o Measure, records and interpret alteration in body temperature, pulse, respiration and blood pressure</li> </ul> <p><b>Health Assessment</b></p> <ul style="list-style-type: none"> <li>o Health history taking</li> <li>o Perform assessment <ul style="list-style-type: none"> <li>③ General</li> <li>③ Body systems</li> </ul> </li> <li>o Use various methods of physical examination <ul style="list-style-type: none"> <li>③ Inspection</li> <li>③ Palpation</li> <li>③ Percussion</li> <li>③ Auscultation</li> <li>③ Olfaction</li> </ul> </li> <li>o Identification of system wise deviations</li> </ul> <p><b>Prepare Patient's Unit</b></p> <ul style="list-style-type: none"> <li>o Prepare beds: open, closed, occupied, operation, amputation, cardiac, fracture, burn, divided &amp; Fowler's bed</li> <li>o Pain assessment and provision for comfort</li> </ul> <p><b>Use comfort devices</b></p> <p><b>hygienic care:</b></p> <ul style="list-style-type: none"> <li>o Oral hygiene</li> <li>o Baths and care of pressure points</li> <li>o Hair wash, pediculosis treatment</li> </ul>	<ul style="list-style-type: none"> <li>o Role plays in simulated situations on communication techniques- 1</li> <li>o Health talk - 1</li> <li>o Write nurses' notes and present the patient report of 2-3 assigned patient</li> <li>o Lab practice</li> <li>o Measure vital signs of assigned patient</li> </ul> <ul style="list-style-type: none"> <li>o Practical in lab/ hospital</li> </ul>	<ul style="list-style-type: none"> <li>o Assessment of actual care given with rating scale.</li> <li>o Assess role plays with the check list on communication techniques</li> <li>o Assess health talk with the checklist</li> <li>o Assessment of communication techniques by rating scale</li> <li>o Assessment of each skill with check list</li> <li>o Completion of activity record</li> <li>o Assessment of each skill with check list</li> </ul>

Time (Hours)	Objectives	Skills	Assignments	Assessment Methods
		<p><b>Feeding</b></p> <ul style="list-style-type: none"> <li>o Oral, enteral</li> <li>o Naso/orogastric gastrostomy and parenteral feeding</li> <li>o Naso-gastric insertion, suction, and irrigation</li> </ul> <p><b>Assisting Patient In Urinary Elimination</b></p> <ul style="list-style-type: none"> <li>o Provide urinal/bed pan</li> <li>o Condom drainage</li> <li>o Perineal care</li> <li>o Catheterization</li> <li>o Care of urinary drainage</li> <li>o Bladder irrigation</li> </ul> <p><b>Assisting Bowel Elimination</b></p> <ul style="list-style-type: none"> <li>o Insertion of flatus tube</li> <li>o Enemas</li> <li>o Insertion of suppository</li> <li>o Bowel wash</li> </ul> <p><b>Body Alignment And Mobility</b></p> <ul style="list-style-type: none"> <li>o Range of motion exercises</li> <li>o Positioning: recumbent, lateral (rt/lt) Fowler's, Sim's, Lithotomy, Prone, Trendelenburg position</li> <li>o Assist patient in moving, lifting, transferring walking</li> <li>o Restraints</li> </ul> <p><b>Oxygen Administration</b></p> <ul style="list-style-type: none"> <li>o Suctioning: oropharyngeal, nasopharyngeal</li> <li>o CPR-basic life support</li> <li>o Intravenous therapy</li> <li>o Collect/assist for collection of specimens for investigations urine, sputum, faeces vomitus, blood and other body fluids</li> </ul>	<ul style="list-style-type: none"> <li>o Simulated exercise on CPR manikin</li> </ul>	<p>Assessment of each skill with rating scale</p> <ul style="list-style-type: none"> <li>o Completion of activity record</li> </ul>



Time (Hours)	Objectives	Skills	Assignments	Assessment Methods
	<p>Provide care to dying and dead Counsel and support relatives</p>	<ul style="list-style-type: none"> <li>③ Prepare lotions</li> <li>③ Care of articles</li> <li><b>Administration of medications</b> <ul style="list-style-type: none"> <li>o Administer medications in different forms and routes</li> </ul> </li> <li>③ Oral, sublingual and buccal</li> <li>③ Parenteral: intradermal subcutaneous, intramuscular etc. <ul style="list-style-type: none"> <li>o Assist with intra venous medications</li> <li>o Drug measurements and dose calculations</li> <li>o Preparation of lotions and solutions</li> <li>o Administers topical applications</li> <li>o Insertion of drug into body cavity: suppository and medicated packing</li> <li>o Instillation of medicine and spray into ear, eye, nose and throat</li> <li>o Irrigation: eye, ear, bladder, vagina and rectum</li> <li>o Inhalations: dry and moist</li> </ul> </li> <li><b>Care of dying patient</b> <ul style="list-style-type: none"> <li>o Caring and packing of dead body</li> <li>o Counselling and supporting grieving relatives</li> <li>o Terminal care of the unit</li> </ul> </li> </ul>		

### **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 X 3 = 150

Average in 50

2. Clinical

Ongoing assessment	50
Clinical assignment	25
Internal Practical	25

Total	100
-------	-----

### **Reference Books:**

- 1) Potter Patricia A. Fundamentals of nursing C.V. Mosby Company. St.Louis
- 2) Julia M. Leaby, Patricia E. Kiziky Foundations of nursing practice – a nursing process approach, W.B. saunders company, Philidelphia, 1998.
- 3) Fundamentals of nursing – a procedure manual TNAI- Published by TNAI; 2005.



# ENGLISH

**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.

Unit	Time (Hrs.)	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
I	10	Speak and write grammatically correct English	<ul style="list-style-type: none"> <li>Review of grammar.</li> <li>Remedial study of grammar.</li> <li>Building vocabulary.</li> <li>Phonetics.</li> <li>Public speaking</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate use of dictionary</li> <li>Class room conversation</li> <li>Exercise on use of grammar</li> <li>Practice in public speaking</li> </ul>	<ul style="list-style-type: none"> <li>Objective type</li> <li>Fill in the blanks</li> <li>Para phrasing</li> </ul>
II	30	Develop ability to read, understand and express meaning fully, the prescribed text	<ul style="list-style-type: none"> <li>Read and comprehend prescribed course books</li> </ul>	<b>Exercise on:</b> <ul style="list-style-type: none"> <li>Reading</li> <li>Summarizing</li> <li>Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Essay type</li> </ul>
III	10	Develop writing skills	<ul style="list-style-type: none"> <li>Various forms of composition</li> <li>Letter writing</li> <li>Note taking</li> <li>Précis writing</li> <li>Anecdotal records</li> <li>Diary writing</li> <li>Reports on health problems etc.</li> <li>Resume / CV</li> </ul>	<b>Exercise on writing</b> <ul style="list-style-type: none"> <li>Letter writing</li> <li>Nurses' note</li> <li>Précis</li> <li>Diary</li> <li>Anecdote</li> <li>Health problems</li> <li>Story writing</li> <li>Resume / CV</li> <li>Essay writing</li> <li>Discussion on written reports / documents.</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of the skills based on the check list</li> </ul>

Unit	Time (Hrs.)	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
IV	6	Develop skill in spoken English	<b>Spoken English</b> <ul style="list-style-type: none"> <li>• Oral report</li> <li>• Discussion</li> <li>• Debate</li> <li>• Telephonic conversation</li> </ul>	<b>Exercise on:</b> <ul style="list-style-type: none"> <li>• Debating</li> <li>• Participating in seminar, panel, symposium</li> <li>• Telephonic conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the skills based on the check list</li> </ul>
V	4	Develop skill in listening comprehension	<b>Listening Comprehension</b> <ul style="list-style-type: none"> <li>• Media, audio, video, speeches, etc.</li> </ul>	<b>Exercise on:</b> <ul style="list-style-type: none"> <li>• Listening to audio, video, tapes and identify the key points</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the skills based on the check list</li> </ul>

### References

1. Thomson AJ & Matinene AV. A practical English grammar. Oxford university press; Latest edition.
2. English grammar for today. Mc. Millan publishers; Latest edition.
3. Cambridge English pronouncing dictionary ; Latest edition.
4. Mohan K & Banerji M. Developing communication skills. Mc. Millan publishers ; Latest edition.
5. Ashraf MR. Effective technical communication. New Delhi: Tata Mc Graw Hill publishing company ; Latest edition.
6. Vocabulary booster. Hydrabad. Neelkamal Publications ; Latest edition.

# 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.

Unit	Hours		Contents	Teaching Learning Activities
	Theory	Activity		
1	10	20	<p>വാക്യശുദ്ധി, പദശുദ്ധി (Correction of syllables)</p> <p>വാക്യത്തെറ്റുതിരുത്തൽ (Correction of sentence)</p> <p>ആശയവിനിമയം Communication</p> <p>ഉപന്യാസ രചന (Essay writing)</p> <p>കത്തെഴുത്ത് (Letter writing)</p>	<ul style="list-style-type: none"> <li>• Quiz</li> <li>• Topic presentation</li> <li>• Group discussion</li> <li>• Debate</li> <li>• Poetry writing</li> <li>• Essay writing</li> <li>• Speech</li> <li>• Comprehension</li> <li>• Translation</li> <li>• Newspaper reading</li> <li>• Poem reading</li> <li>• Vocabulary building</li> </ul>

# INTRODUCTION TO COMPUTER APPLICATION

**Course Code:** BSN109ICA

**Time** : 45 hours

Theory : 15 hours

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

Lab : 30 hours

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

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Method
	Th.	Pr.				
I	3		Identify & define various concepts used in computer. Identify application of computer in nursing	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Concepts of computers</li> <li>• Hardware and software</li> <li>• Trends and technology</li> <li>• Application of computers in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using charts</li> <li>• Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type</li> </ul>
II	6	20	Describe and use the Disk Operating System (DOS) Demonstrate skill in the use of MS office	<b>Introduction to Disk Operating System</b> <ul style="list-style-type: none"> <li>• DOS</li> <li>• Windows (all version)</li> <li>• MS Word</li> <li>• MS Excel with pictorial presentation</li> <li>• MS - Access</li> <li>• MS - PowerPoint</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Practical exam</li> </ul>
III	2	3	Demonstrate skill in using multimedia Identify features of computer aided teaching and testing	<ul style="list-style-type: none"> <li>• Multimedia : types &amp; uses</li> <li>• Computer aided teaching &amp; testing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Practical exam and viva voice</li> </ul>
IV	1	3	Demonstrate use of internet and e-mail	<ul style="list-style-type: none"> <li>• Use of Internet and e-mail</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Practical exam and viva voice</li> </ul>
V	2	2	Describe and use the statistical packages	<ul style="list-style-type: none"> <li>• Statistical packages: types and their features</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice Session</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Practical exam and viva voice</li> </ul>

VI	1	2	Describe the use of Hospital Management System	<ul style="list-style-type: none"> <li>• Hospital management system: types and uses</li> <li>• Electronic patient records</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Practical exam and viva voice</li> </ul>
----	---	---	--	--	--	--

**Recommended Books:**

- 1 Shendurickar N & Thacker N. Computers for nurses. Jaypee Brothers medical Publishers ;Latest edition.

**Reference Books:**

1. Gupta V. Condex computer course Kit. New Delhi: Dreamtech Press; Latest edition.
2. Dominic CH , Harding N & Alister M. Computers in the practice of medicine. Addison-Wesley Publishing Company; Latest edition.
3. Dheenadayalu R .Computer Science. New Delhi: Tata McGraw Hill Publishing Company Limited; Latest edition.
4. Leslie HA. Computers in Nursings: Nurse's guide to the internet. Philadelphia: Lippincott,; Latest edition.
5. Goel MK. Introduction to computer science. New Delhi: Sterling Publishers Pvt Ltd; Latest edition.

# MEDICAL SURGICAL NURSING (ADULT INCLUDING GERIATRICS) – I

Course Code: BSN201MSN

Time: Theory – 195 hours

Lab – 30 hours

Clinical – 760 hours

Placement: Second 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.

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Method
	Th.	Lab.				
I	13	2	<ul style="list-style-type: none"> <li>• Appreciate the trends in medical and surgical nursing</li> <li>• Describe the role of a nurse in caring for adult patient in hospital and community</li> <li>• Describe the concepts of medical surgical asepsis</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>• Introduction to medical surgical nursing: evolution and trends of medical and surgical nursing</li> <li>• Review of concepts of health and illness diseases – concepts, causations, classification – International Classification Diseases (ICD – 10 or later version), acute, chronic &amp; terminal illness, stages of illness</li> <li>• Review of concepts of comprehensive nursing care in medical surgical conditions based on nursing process</li> <li>• Role of nurse, patient and family in care of adult patient</li> <li>• Role and responsibilities of a nurse in medical surgical settings                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Outpatient department</li> <li><input type="checkbox"/> Inpatient unit</li> <li><input type="checkbox"/> Intensive care unit</li> <li><input type="checkbox"/> Home and community settings</li> </ul> </li> <li>• Introduction to medical surgical asepsis                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Inflammation and infection</li> <li><input type="checkbox"/> Immunity</li> <li><input type="checkbox"/> Wound healing</li> </ul> </li> <li>• Care of surgical patient                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Pre-operative</li> <li><input type="checkbox"/> Intra operative</li> <li><input type="checkbox"/> Post operative</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>

II	15		<ul style="list-style-type: none"> <li>Describe the common signs, symptoms problems and their specific nursing interventions.</li> </ul>	<b>Common Signs and Symptoms and Management</b> <ul style="list-style-type: none"> <li>Fluid and electrolyte imbalance</li> <li>Vomiting</li> <li>Dyspnea and cough, respiratory obstruction</li> <li>Fever</li> <li>Shock</li> <li>Unconsciousness, syncope</li> <li>Pain</li> <li>Incontinence</li> <li>Edema</li> <li>Age related problems - geriatric</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Seminar</li> <li>Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
III	18	2	<ul style="list-style-type: none"> <li>Describe the etiology,patho-physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of respiratory systems</li> </ul>	<b>Nursing Management of Patients (Adults including Elderly) with Respiratory Problems)</b> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of respiratory system</li> <li>Nursing assessment: history and physical assessment</li> <li>Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics and nursing management of adults including elderly with <ul style="list-style-type: none"> <li>Upper respiratory tract infections</li> <li>Bronchitis</li> <li>Asthma</li> <li>Emphysema</li> <li>Empyema</li> <li>Atelectasis</li> <li>Chronic obstructive pulmonary disease (COPD)</li> <li>Bronchiectasis</li> <li>Pneumonia</li> <li>Pulmonary tuberculosis</li> <li>Lung abscess</li> <li>Pleural effusion</li> <li>Cysts and tumors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explain using charts, graphs Models, films, slides</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussion/ seminar</li> <li>Health education • Supervised clinical practice</li> <li>Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with checklist</li> <li>Assessment and management of patients with problem</li> </ul>

				<ul style="list-style-type: none"> <li>☐ Chest injuries</li> <li>☐ Respiratory arrest and insufficiency</li> <li>☐ Pulmonary embolism</li> <li>○ Special therapies, alternative therapies</li> <li>○ Nursing procedures</li> <li>○ Drugs used in treatment of respiratory disorders</li> <li>○ Recent trends in diagnosis and management</li> </ul>		
IV	22	3	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients (adult including elderly) with disorders of digestive systems</li> </ul>	<p><b>Nursing Management of Patients (Adult including Elderly) with Disorders of Digestive System</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of digestive system</li> <li>• Nursing assessment: history and physical assessment</li> <li>• Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical management of disorders of: <ul style="list-style-type: none"> <li>☐ Oral cavity: lips, gums, tongue, salivary glands and teeth.</li> <li>☐ Oesophagus: inflammation stricture, obstruction, bleeding and tumors</li> <li>☐ Stomach and duodenum: hiatus hernia, gastritis, peptic and duodenal ulcer, bleeding, tumors, pyloric stenosis</li> <li>☐ Small intestinal disorders: inflammation and infection, enteritis, malabsorption, obstruction, tumor and perforation</li> <li>☐ Large intestinal disorders: colitis, inflammation and infection, obstruction and tumor and lump</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Explain using charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case discussion/ seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>• Assessment and management of patients with problem</li> </ul>

				<ul style="list-style-type: none"> <li>□ Hernias</li> <li>□ Appendix: inflammation, mass, abscess, rupture</li> <li>□ Anus &amp; rectum: hemorrhoids, fissures, fistulas</li> <li>□ Peritonitis/acute abdomen</li> <li>□ Pancreas: inflammation, cyst abscess and tumors</li> <li>□ Liver: inflammation, cyst, abscess, cirrhosis, portal hypertension, hepatic failure, tumors</li> <li>□ Gall bladder: inflammation obstruction, stones and tumors</li> <li>• Special therapies, alternative therapies</li> <li>• Nursing procedures</li> <li>• Drugs used in treatment of disorders of digestive system</li> <li>• Recent trends in diagnosis and management</li> </ul>		
V	25	5	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients with blood and cardio vascular problems</li> <li>• Describe the vascular conditions and its nursing management</li> </ul>	<p><b>Nursing Management of Patient (Adults including Elderly) with Blood And Cardio Vascular Problems</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and physiology of blood and cardio vascular system</li> <li>• Nursing assessment: history and physical assessment</li> <li>• Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of <b>Vascular system:</b></li> <li>□ Hypertension</li> <li>□ Hypotension</li> <li>□ Artherosclerosis</li> <li>□ Raynaud’s disease</li> <li>□ Aneurysm and peripheral vascular disorders</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, graphs</li> <li>o Models, films, slides</li> <li>o Demonstration</li> <li>o Practice session</li> <li>o Case discussion/ seminar</li> <li>o Health education</li> <li>o Supervised clinical practice</li> <li>o Drug book/ presentation</li> <li>o Visit to blood bank</li> <li>o Participation in blood donation camps</li> <li>o Counselling</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> <li>o Assessment of skills with check list</li> <li>o Assessment and management of patients with problem</li> </ul>

			<p><b>Heart</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Coronary artery disease</li> <li><input type="checkbox"/> Ischemic heart disease</li> <li><input type="checkbox"/> Coronary atherosclerosis</li> <li><input type="checkbox"/> Angina pectoris</li> <li><input type="checkbox"/> Myocardial infarction</li> <li><input type="checkbox"/> Valvular disorders of the heart</li> <li><input type="checkbox"/> Congenital and acquired</li> <li><input type="checkbox"/> Rheumatic heart diseases</li> <li><input type="checkbox"/> Endocarditis, pericarditis, myocarditis</li> <li><input type="checkbox"/> Cardio myopathies</li> <li><input type="checkbox"/> Cardiac dysrhythmias, heart block</li> <li><input type="checkbox"/> Congestive cardiac failure</li> <li><input type="checkbox"/> Cor-pulmonale, pulmonary edema, cardiogenic shock, cardiac tamponade</li> <li><input type="checkbox"/> Cardiac emergencies and arrest</li> <li><input type="checkbox"/> Cardio pulmonary cerebral resuscitation (CPCR)</li> <li><input type="checkbox"/> Blood</li> <li><input type="checkbox"/> Anaemias</li> <li><input type="checkbox"/> Polycythemia</li> <li><input type="checkbox"/> Bleeding disorders, clotting factor defects and platelet defects</li> <li><input type="checkbox"/> Thalassemia</li> <li><input type="checkbox"/> Leukaemias</li> <li><input type="checkbox"/> Leukopenias and agranulocytosis</li> <li><input type="checkbox"/> Lymphomas</li> <li><input type="checkbox"/> Myelomas</li> <li><input type="checkbox"/> Special therapies</li> <li><input type="checkbox"/> Blood transfusion, safety checks, procedure and requirements, management of adverse transfusion reaction, records for blood transfusion</li> <li><input type="checkbox"/> Management and counselling of blood donors, phlebotomy procedure and post donation management. Blood bank functioning</li> </ul>	
--	--	--	--	--

				<p>and hospital transfusion committee. Bio-safety and waste management in relation to blood transfusion</p> <ul style="list-style-type: none"> <li>□ Role of nurse in organ donation, retrieval and banking</li> <li>o Alternative therapies nursing procedures</li> <li>o Drugs used in treatment of blood and cardio vascular disorders</li> <li>• Recent trends in diagnosis and management</li> </ul>		
VI	7	3	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients (adults including elderly) with disorders of genitor-urinary system.</li> </ul>	<p><b>Nursing Management of Patient (Adults including Elderly) with Genito-Urinary Problems</b></p> <ul style="list-style-type: none"> <li>o Review of anatomy and physiology of genitourinary system</li> <li>o Nursing assessment: history and physical assessment</li> <li>o Etiology, pathophysiology clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of: <ul style="list-style-type: none"> <li>□ Nephritis</li> <li>□ Nephrotic syndrome</li> <li>□ Nephrosis</li> <li>□ Renal calculus</li> <li>□ Tumors</li> <li>□ Acute renal failure</li> <li>□ Chronic renal failure</li> <li>□ End stage renal disease</li> <li>□ Dialysis, renal transplant</li> <li>□ Congenital disorders, urinary infections</li> <li>□ Benign prostate hypertrophy</li> <li>□ Disorders of ureter, urinary bladder and urethra inflammation, infection, stricture,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, graphs</li> <li>o Models, films, slides</li> <li>o Demonstration</li> <li>o Practice session</li> <li>o Case discussion/ seminar</li> <li>o Health education</li> <li>o Supervised clinical practice</li> <li>o Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> <li>o Assessment of skills with check list</li> <li>o Assessment and management of patients with problem</li> </ul>

				<p>obstruction tumor, prostate</p> <ul style="list-style-type: none"> <li>o Special therapies, alternative therapies</li> <li>o Nursing procedures</li> <li>o Drugs used in treatment of genito urinary disorders</li> <li>• Recent trends in diagnosis and management</li> </ul>		
VII	18	2	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and nursing management of patients (adults including elderly) with disorders of male and female reproductive system</li> </ul>	<p><b>Nursing Management of Disorders of Male and female (Adults including Elderly) Reproductive System</b></p> <p><b>Male Reproductive system:</b></p> <ul style="list-style-type: none"> <li>o Review of anatomy and physiology of male reproductive system</li> <li>o Nursing assessment: history and physical assessment</li> <li>o Etiology, pathophysiology clinical manifestation diagnosis, treatment modalities and medical surgical, dietetics &amp; nursing management of disorders of male reproductive system such as: <ul style="list-style-type: none"> <li>□ Congenital malformations: cryptorchidism, hypospadiasis, epispadiasis.</li> <li>□ Infections</li> <li>□ Testes and adjacent structures</li> <li>□ Penis</li> <li>□ Prostate: inflammation, infection, hypertrophy tumor</li> <li>□ Sexual dysfunction</li> <li>□ Infertility</li> <li>□ Contraception</li> <li>□ Breast: gynecomastia, tumor</li> <li>□ Climacteric changes</li> </ul> </li> <li>o Special therapies,</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, graphs</li> <li>o Models, films slides</li> <li>o Demonstration</li> <li>o Practice session</li> <li>o Case discussion/ seminar</li> <li>o Health education</li> <li>o Supervised clinical practice</li> <li>o Disaster management drills</li> <li>o Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> <li>o Assessment of skills list</li> <li>o Assessment and management of patients with problem</li> </ul>

				<ul style="list-style-type: none"> <li>alternative therapies</li> <li>o Nursing procedures</li> <li>o Drugs used in treatment of disorders of male reproductive system</li> <li>o Recent trends in diagnosis and management</li> <li><b>Female Reproductive system:</b></li> <li>o Review of anatomy and physiology of the female reproductive system</li> <li>o Nursing assessment history and physical assessment</li> <li>o Breast self examination <ul style="list-style-type: none"> <li>• Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of disorders of female reproductive system</li> </ul> </li> <li>□ Menstrual disorders, dysmenorrhea, amenorrhea, premenstrual syndrome</li> <li>□ Pelvic inflammatory disease</li> <li>□ Ovarian and fallopian tube disorders, infections, cysts, Tumors</li> <li>□ Uterine and cervical disorders: Endometriosis, polyps, fibroids, cervical and uterine tumors</li> <li>□ Vaginal disorders, infection, discharge, fistulas</li> <li>□ Vulvar disorders: infections, cyst, tumors</li> <li>□ Diseases of breast, deformities infection, cysts and tumors <ul style="list-style-type: none"> <li>• Special therapies</li> <li>• Nursing procedures</li> <li>• Drug used in treatment</li> </ul> </li> </ul>		
--	--	--	--	--	--	--

				<p>of gynecological disorders</p> <ul style="list-style-type: none"> <li>• Recent trends in diagnosis and management</li> </ul>		
VIII	8	2	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients (adults including elderly) with disorders of endocrine system</li> </ul>	<p><b>Nursing Management of Patient (Adults including Elderly) with Disorders of Endocrine System</b></p> <ul style="list-style-type: none"> <li>o Review of anatomy and physiology of endocrine system</li> <li>o Nursing assessment: history and physical assessment</li> <li>o Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of: <ul style="list-style-type: none"> <li>□ Disorders of thyroid and parathyroid</li> <li>□ Diabetes mellitus</li> <li>□ Diabetes insipidus</li> <li>□ Adrenal tumor</li> <li>□ Pituitary disorders</li> </ul> </li> <li>o Special therapies, alternative therapies</li> <li>o Nursing procedures</li> <li>o Drugs used in treatment of disorders of endocrine system</li> <li>• Recent trends in diagnosis and management</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, graphs</li> <li>o Models, films, slides</li> <li>o Demonstration</li> <li>o Practice session</li> <li>o Case discussion/ seminar</li> <li>o Health education</li> <li>o Supervised clinical practice</li> <li>o Drug book/ presentation</li> <li>o Visit to old age home</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> <li>o Assessment of skills with check list</li> <li>o Assessment and management of patients with problem</li> </ul>
IX	9	1	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients (adults including elderly) with disorders of skin</li> </ul>	<p><b>Nursing Management of Patient (Adult including Elderly) with Disorders of Integumentary System</b></p> <ul style="list-style-type: none"> <li>o Review of anatomy and physiology of skin and its appendages</li> <li>o Nursing assessment: history and physical assessment</li> <li>o Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, graphs</li> <li>o Models, films, slides</li> <li>o Practice session</li> <li>o Case discussion/ seminar</li> <li>o Health education</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> </ul>

				<p>disorders of skin and its appendages.</p> <ul style="list-style-type: none"> <li>□ Lesions and abrasions</li> <li>□ Infection and infestations, dermatitis</li> <li>□ Dermatoses, infectious and non infectious “inflammatory dermatoses”</li> <li>□ Acne vulgaris</li> <li>□ Allergies and eczema</li> <li>□ Psoriasis</li> <li>□ Malignant melanoma</li> <li>□ Alopecia</li> <li>o Special therapies, alternative therapies</li> <li>o Nursing procedures</li> <li>o Drugs used in treatment of disorders of integumentary system</li> <li>• Recent trends in diagnosis and management</li> </ul>		
X	12	3	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology clinical manifestations, diagnostic measures and nursing management of patients (adults including elderly) with disorders of musculoskeletal system</li> </ul>	<p><b>Nursing Management of Patient (Adult including Elderly) with Musculoskeletal Problems</b></p> <ul style="list-style-type: none"> <li>o Review of anatomy and physiology of musculoskeletal system</li> <li>o Nursing assessment: history and physical assessment</li> <li>o Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of: <ul style="list-style-type: none"> <li>□ Disorders of: <ul style="list-style-type: none"> <li>□ Muscles, ligaments and joints: inflammation, infection, trauma</li> <li>□ Bones inflammation, infection, dislocation, fracture, tumor and trauma</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, graphs</li> <li>o Models, films, slides</li> <li>o Practice session</li> <li>o Case discussion/ seminar</li> <li>o Health education</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> <li>o Assessment of skills with check list</li> <li>o Assessment and management of patients with problem</li> </ul>

			<ul style="list-style-type: none"> <li><input type="checkbox"/> Osteomalacia and osteoporosis</li> <li><input type="checkbox"/> Arthritis</li> <li><input type="checkbox"/> Gout</li> <li><input type="checkbox"/> Congenital deformities</li> <li><input type="checkbox"/> Spinal column: defects and deformities, tumor, prolapsed inter vertebral disc, pott's spine</li> <li><input type="checkbox"/> Paget's disease</li> <li><input type="checkbox"/> Amputation</li> <li><input type="checkbox"/> Protheses and Orthoses</li> <li><input type="checkbox"/> Transplant &amp; replacement surgeries</li> <li><input type="checkbox"/> Rehabilitation</li> <li><input type="checkbox"/> Special therapies, alternative therapies</li> <li><input type="checkbox"/> Nursing procedures</li> <li><input type="checkbox"/> Drugs used in treatment of disorders of musculoskeletal system</li> <li>• Recent trends in diagnosis and management</li> </ul>		
XI	10	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients (adults including elderly) with disorders of immunological system</li> </ul>	<p><b>Nursing management of patient (adult including elderly) with immunological problems</b></p> <ul style="list-style-type: none"> <li>o Review of immune system</li> <li>o Nursing assessment: history and physical assessment etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of: <ul style="list-style-type: none"> <li><input type="checkbox"/> Immunodeficiency Disorder</li> <li><input type="checkbox"/> Primary immuno deficiency</li> <li><input type="checkbox"/> Phagocytic dysfunction</li> <li><input type="checkbox"/> B-cell and T-cell deficiencies</li> <li><input type="checkbox"/> Secondary immuno</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>o Demonstration</li> <li>o Practice session</li> <li>o Case discussion/ seminar</li> <li>o Health education</li> <li>o Supervised clinical practice</li> <li>o Drug book/ presentation</li> <li>o Orientation visit to hospital control system</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> <li>o Assessment of skills with check list</li> <li>o Assessment and management of patients with problem</li> </ul>

				<ul style="list-style-type: none"> <li>deficiencies</li> <li>□ Acquired immunodeficiency syndrome (AIDS)</li> <li>□ Incidence of HIV &amp; AIDS</li> <li>□ Epidemiology</li> <li>□ Transmission-prevention of transmission</li> <li>□ Standard safety precautions</li> <li>□ Role of nurse, counseling</li> <li>□ Health education and home care consideration</li> <li>□ National AIDS control program–NACO, various national and international agencies</li> <li>□ Infection control program</li> <li>□ Rehabilitation</li> <li>□ Autoimmune disorders- SLE</li> <li>o Special therapies, alternative therapies</li> <li>o Nursing procedures</li> <li>o Drugs used in treatment of disorders of immunological system</li> <li>• Recent trends in diagnosis and management</li> </ul>		
XII	18	2	<ul style="list-style-type: none"> <li>• Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients (adults including elderly) with communicable disease</li> </ul>	<p><b>Nursing Management of Patient (Adult including Elderly) with Communicable Diseases</b></p> <ul style="list-style-type: none"> <li>o Overview of infectious disease, the infectious process</li> <li>o Nursing assessment: history and physical assessment</li> <li>o Epidemiology, infectious process, clinical manifestations, diagnosis, treatment,</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, graphs</li> <li>o Models, films, slides</li> <li>o Practice session</li> <li>o Case discussion/ seminar Health education</li> <li>o Supervised clinical practice</li> <li>o Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> <li>o Assessment of skills with check list</li> <li>o Assessment and management of patients with problem</li> </ul>

				<p>prevention and dietetics, control and eradication of common communicable diseases:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Tuberculosis</li> <li><input type="checkbox"/> Diarrhoeal diseases</li> <li><input type="checkbox"/> Hepatitis A-E</li> <li><input type="checkbox"/> Herpes</li> <li><input type="checkbox"/> Chickenpox</li> <li><input type="checkbox"/> Smallpox</li> <li><input type="checkbox"/> Typhoid</li> <li><input type="checkbox"/> Meningitis</li> <li><input type="checkbox"/> Gas gangrene</li> <li><input type="checkbox"/> Leprosy</li> <li><input type="checkbox"/> Dengue</li> <li><input type="checkbox"/> Plague</li> <li><input type="checkbox"/> Malaria</li> <li><input type="checkbox"/> Diphtheria</li> <li><input type="checkbox"/> Pertussis</li> <li><input type="checkbox"/> Poliomyelitis</li> <li><input type="checkbox"/> Measles</li> <li><input type="checkbox"/> Mumps</li> <li><input type="checkbox"/> Influenza</li> <li><input type="checkbox"/> Tetanus</li> <li><input type="checkbox"/> Yellow fever</li> <li><input type="checkbox"/> Filariasis</li> <li>o Reproductive tract infections</li> <li>o Emerging and reemerging communicable disease</li> <li>o Special infection control measures notification, isolation, quarantine, immunization, infectious disease hospitals</li> <li>o Special therapies, alternative therapies</li> <li>o Nursing procedures</li> <li>o Drugs used in treatment of communicable diseases</li> </ul>		
XIII	20	5	<ul style="list-style-type: none"> <li>• Describe the organization and physical setup of operation theater</li> <li>• Identify the various</li> </ul>	<p><b>Peri-operative Nursing:</b></p> <ul style="list-style-type: none"> <li>o Organization and physical setup of the operation theater (OT):</li> <li><input type="checkbox"/> Classifications</li> <li><input type="checkbox"/> O.T. Design</li> <li><input type="checkbox"/> Staffing</li> <li><input type="checkbox"/> Members of the OT team</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, graphs</li> <li>o Models, films, slides</li> <li>o Practice session</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> <li>o Assessment of skills with check list</li> </ul>

		<p>instruments and equipments used for common surgical procedures</p> <ul style="list-style-type: none"> <li>• Describe the infection control measures in the operation theatre</li> <li>• Describe the role of the nurse in the peri - operative nursing care.</li> </ul>	<p>Duties and responsibilities of nurse in O.T.</p> <ul style="list-style-type: none"> <li>□ Principles of health and operating room attire</li> <li>□ Instruments</li> <li>□ Sutures and suture materials</li> <li>□ Equipment</li> <li>□ O.T. tables and sets for common surgical procedures</li> <li>□ Positions and draping for common surgical procedures</li> <li>□ Scrubbing procedures</li> <li>□ Gowning and gloving</li> <li>□ Preparation of O.T. sets</li> <li>□ Monitoring the patient during surgical procedures</li> <li>o Maintenance of therapeutic environment in O.T.</li> <li>o Standard safely measures <ul style="list-style-type: none"> <li>□ Infection control, fumigation, disinfection and sterilization</li> <li>□ Biomedical waste management</li> <li>□ Prevention of accidents and hazards in O.T.</li> </ul> </li> <li>o Anesthesia <ul style="list-style-type: none"> <li>□ Types</li> <li>□ Methods of administration</li> <li>□ Effects and stages</li> <li>□ Equipment</li> <li>□ Drugs</li> </ul> </li> <li>o Pre anesthetic check up</li> <li>o pre medication, management of patients before, during and after anesthesia</li> <li>o complications of anesthesia</li> <li>o Cardio Pulmonary Cerebral Resuscitation (CPCR)</li> <li>o Pain management techniques</li> <li>o Legal aspects</li> </ul>	<ul style="list-style-type: none"> <li>o Case discussion/ seminar</li> </ul>	
--	--	--	---	--	--

**Recommended Books:**

1. Chintamani, Lewis's . Medical-Surgical Nursing: Assessment and Management of Clinical Problems. Philadelphia: CV Mosby Company; (Latest Edition) – Adapted for South Asian Curriculum.
2. Smeltzer CS, Bare GB. Brunner & Suddarth's textbook of Medical Surgical Nursing. Philadelphia: Lippincott company;(Latest Edition)
3. Black JM, Hawks JH. Medical Surgical Nursing: Clinical management for positive outcomes. Volume I & II. Philadelphia: Saunders; (Latest Edition)

**Reference Books:**

4. Das KK. Textbook of Medicine: Volume I & II. New Delhi; JP Publishers; (Latest Edition)
5. Swash M editor. Hutchinsons clinical methods. Philadelphia: WB Saunders; (Latest Edition)
6. Braunwald E, Fauci AS, Kasper DL, Hawser SL, Longo DL, Lameson JL. Harrisons principles of internal medicine: Vol I& II. New York: McGraw Hill;(Latest Edition)
7. Anderoli TE, Carpenter JCC, Smith HL. Cecil's essentials of medicine. Philadelphia: WB Saunders; (Latest Edition)
8. Burton G. Alternative medicine-the definitive guide. Washington: Future medical publications;(Latest Edition)
9. Peganna DK, Peganna JT. Diagnostic testing &nursing implications a case study approach. Philadelphia: Mosby publications;(Latest Edition)
10. Weber J, Kelly J.Health assessment in nursing. Philadelphia: Lippincott; (Latest Edition)
11. Hampton RJ. ECG made easy. London: Churchill livingstone; (Latest Edition)
12. Mandal RK, Williams EGL, Dunbar EM, Mayor-whire RT. Infectious diseases. Oxford: Blackwell publishing; (Latest Edition)
13. Dr. Pavithran.K.K. Dermato-venero- leprology: vol I & II. Kottayam: V Publishers; (Latest Edition)
14. Newberg L. Sheehey's emergency nursing-principles & practice. Philadelphia: Mosby; (Latest Edition)
15. Gulanick.M, Mysers.J.L, Nursing Care Plan. St. Louis: Mosby; (Latest Edition)
16. Ebnezar J. Essentials of orthopaedics for physiotherapist. Jaypee brothers publishers; (Latest Edition)
17. Phillips NM. Berry & Kohn's Operating room technique. St. Louis: Mosby ;(Latest Edition)
18. Nettina SM. Lippincott manual of nursing practice. Lippincott Williams & Wilkins; (Latest Edition)
19. Polaski AL, Tatro SE. Luckmann's core principles and practice of Medical Surgical Nursing. Philadelphia: Elsevier;(Latest Edition)

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

Course Code: BSN201MSN

Placement: Second year B.Sc. Nursing

Time: 760 hours

Areas	Duration (in weeks)	Objectives	Skills	Assignments	Assessment Methods
General medical ward (respiratory, GI, endocrine, renal hematology)	6	<ul style="list-style-type: none"> <li>o Provide nursing care to adult patients with medical disorders</li> <li>o Counsel and educate patients and families</li> </ul>	<b>Assessment of the Patient</b> <ul style="list-style-type: none"> <li>o Taking history</li> <li>□ Perform general and specific physical examination</li> <li>□ Identify alterations and deviations</li> <li>o Practice medical surgical asepsis: standard safety measures</li> <li>o Administer medications                             <ul style="list-style-type: none"> <li>□ Oral, IV, IM</li> <li>□ subcutaneous</li> </ul> </li> <li>o IV therapy</li> <li>□ IV canulation</li> <li>□ Maintenance and monitoring</li> <li>o Oxygen therapy by different methods</li> <li>o Nebulization</li> <li>o Chest physiotherapy</li> <li>o Nasogastric feeding</li> <li>o Assist in common diagnostic procedures</li> <li>o Perform/assist in therapeutic procedures</li> <li>o Blood and component therapy</li> <li>o Throat suctioning</li> <li>o Collect specimens for common investigations</li> <li>o Maintain elimination                             <ul style="list-style-type: none"> <li>□ Catheterization</li> <li>□ Bowel wash</li> <li>□ Enema</li> <li>□ Urinary drainage</li> </ul> </li> <li>o Maintain intake, output and</li> </ul>	<ul style="list-style-type: none"> <li>o Plan and give care to 3 - 4 assigned patients</li> <li>o Nursing care plan - 2</li> <li>o Nursing case study/ presentation - 1</li> <li>o Drug presentation -1</li> <li>o Maintain drug book</li> <li>o Maintain practical record book</li> </ul>	<ul style="list-style-type: none"> <li>o Assess performance with rating scale</li> <li>o Assess each skill with checklist</li> <li>o Evaluation of case study/ presentation</li> <li>o Completion of practical record</li> </ul>

			documentation o Counsel and teach: related to specific disease conditions		
General surgical ward (GI, urinary CVTS)	6	<ul style="list-style-type: none"> <li>o Provide pre and post operative nursing care to adult patients with surgical disorders</li> <li>o Counsel and educate patients and families</li> </ul>	<b>Assessment of the Patient</b> <ul style="list-style-type: none"> <li>o Practice medical surgical asepsis: standard safety measures</li> <li>o Preoperative preparation of patients</li> <li>o Post operative care: receiving patient, assessment, monitoring, care</li> <li>o Care of wounds and drainage</li> <li>o Suture removal</li> <li>o Ambulation and exercise</li> <li>o Nasogastric aspiration</li> <li>o Care of chest drainage</li> <li>o Ostomy care <ul style="list-style-type: none"> <li>□ Gastrostomy</li> <li>□ Colostomy</li> <li>□ Enterostomy</li> </ul> </li> <li>o Blood and component therapy</li> <li>o Practice universal precautions</li> </ul>	<ul style="list-style-type: none"> <li>o Plan and give care to 3 - 4 assigned patients</li> <li>o Nursing care plan - 2</li> <li>o Nursing case study/ presentation - 1</li> <li>o Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>o Assess performance with rating scale</li> <li>o Assess each skill with checklist</li> <li>o Evaluation of case study/ presentation</li> <li>o Completion of practical record</li> </ul>
Cardiology ward	2	<ul style="list-style-type: none"> <li>o Provide nursing care to patients with cardiac disorders</li> <li>o Counsel and educate patients and families</li> </ul>	<b>Assessment of the Patient</b> <ul style="list-style-type: none"> <li>o Physical examination of the CVS</li> <li>o Recording and interpreting ECG</li> <li>o Monitoring of patients</li> <li>o Preparation and assisting in noninvasive and invasive diagnostic procedures</li> <li>o Administer cardiac drugs</li> </ul>	<ul style="list-style-type: none"> <li>o Plan and give care to 3 - 4 assigned patients</li> <li>o Nursing care plan - 1</li> <li>o Nursing case study/ presentation /health talk -1</li> <li>o Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>o Assess performance with rating scale</li> <li>o Assess each skill with checklist</li> <li>o Evaluation of case study/ presentation</li> <li>o Completion of practical record</li> </ul>

			<ul style="list-style-type: none"> <li>o Cardio Pulmonary Cerebral Resuscitation (CPCR)</li> <li>o Teach patients and families</li> <li>o Practice medical and surgical asepsis: standards safety measures</li> </ul>		
Skin & communicable diseases ward	1	<ul style="list-style-type: none"> <li>o Identify skin Problems</li> <li>o Provide nursing care to patients with skin disorders &amp; communicable diseases</li> </ul>	<p><b>Assessment of the Patient With Skin Disorders</b></p> <ul style="list-style-type: none"> <li>o Assist in diagnostic and therapeutic procedures</li> <li>o Administer topical medication</li> <li>o Practice medical surgical asepsis: standard safety measures</li> <li>o Use of personal protective equipment (PPE)</li> <li>o Give medicated baths</li> <li>o Counseling HIV positive patients</li> <li>o Teach prevention of infectious diseases</li> </ul>	<ul style="list-style-type: none"> <li>o Plan and give care to 2 - 3 assigned patients</li> <li>o Health talk/ counseling HIV positive patients and families – 1</li> <li>o Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>o Assess performance with rating scale</li> <li>o Evaluation of case study/ presentation/ health talk</li> <li>o Completion of activity record</li> </ul>
Orthopedic ward	2	<ul style="list-style-type: none"> <li>o Provide nursing care to patients with musculo skeletal disorders</li> <li>o Counsel and educate patients and families</li> </ul>	<p><b>Assessment of Orthopedic Patients</b></p> <ul style="list-style-type: none"> <li>o Assist in application of plaster cast and removal of cast</li> <li>o Apply skin traction: buck's extension traction</li> <li>o Assist in application and removal of prosthesis</li> <li>o Physiotherapy: range of motion exercise (ROM), muscle strengthening exercises</li> </ul>	<ul style="list-style-type: none"> <li>o Plan and give care to 3 - 4 assigned patients</li> <li>o Nursing care plan - 1</li> <li>o Nursing case study/ presentation /health talk -1</li> <li>o Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>o Assess performance with rating scale</li> <li>o Evaluation of case study/ presentation /health talk</li> <li>o Completion of activity record</li> </ul>

			<ul style="list-style-type: none"> <li>o Crutch maneuvering technique</li> <li>o Activities of daily living</li> <li>o Ambulation</li> <li>o Teach and counsel patients and families</li> </ul>		
Operation theatre	6	<ul style="list-style-type: none"> <li>o Identify instruments used in common operations</li> <li>o Participate in infection control practice in the operation theatre Set up the table/ trolleys for common operative procedures</li> <li>o Assist in giving anesthesia</li> <li>o Assist in the operative procedures</li> <li>o Provide perioperative nursing care</li> </ul>	<ul style="list-style-type: none"> <li>o Scrubbing, gowning, gloving, identify instruments, suturing materials for common operations</li> <li>o Disinfection, carbolization, fumigation</li> <li>o Preparation of instruments sets for common operations Sterilization of sharps and other instruments</li> <li>o Prepare the OT table depending upon the operation</li> <li>o Positioning and monitoring of patients</li> <li>o Endotracheal intubation</li> <li>o Assisting in minor and major operations</li> <li>o Handling specimens</li> <li>o Disposal of waste as per the guidelines</li> </ul>	<ul style="list-style-type: none"> <li>o Assist as a circulatory nurse in: <ul style="list-style-type: none"> <li><input type="checkbox"/> Major cases – 10</li> <li><input type="checkbox"/> Minor cases - 5</li> </ul> </li> <li>o Assist as a scrub nurse in: Major cases -10</li> <li><input type="checkbox"/> Minor cases - 5</li> <li>o Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>o Assess performance with rating scale</li> <li>o Completion of activity record</li> </ul>

# 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.

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	T	P				
I	7		Describe the pharmacodynamics, pharmacokinetics and the principles of administration of drugs.	<b>Introduction to Pharmacology</b> <ul style="list-style-type: none"> <li>o Definitions</li> <li>o Sources</li> <li>o Terminology used</li> <li>o Types: classification</li> <li>o Pharmacokinetics: absorption, distribution, metabolism, interaction, excretion</li> <li>o Pharmacodynamics: actions, therapeutic managements, adverse effects, toxicity of drugs, drug dependence, drug interaction</li> <li>o Therapeutic drug monitoring, therapeutic window, therapeutic index, drug development and the essential drug concept</li> <li>o Review: routes and principles of administration of drugs</li> <li>o Indian pharmacopoeia: legal issues</li> <li>o Rational use of drugs</li> <li>o Principles of therapeutics</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Drug study/presentation</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>
II	9		Explain chemotherapy of specific infections and infestations and nurses' responsibilities	<b>Chemotherapy</b> <ul style="list-style-type: none"> <li>o Pharmacology of commonly used:                             <ul style="list-style-type: none"> <li>Ø Penicillin</li> <li>Ø Cephalosporins</li> <li>Ø Aminoglycosides</li> <li>Ø Macrolide and broad spectrum antibiotics</li> <li>Ø Sulfonamides and Cotrimoxazole</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Drug study/presentation</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>

				<ul style="list-style-type: none"> <li>Ø Quinolones and Fluroquinolones</li> <li>Ø Antiamoebic</li> <li>Ø Antimalarials</li> <li>Ø Anthelminthics</li> <li>Ø Antiscabies agents</li> <li>Ø Antiviral and antifungal agents</li> <li>Ø Anti tubercular agents</li> <li>Ø Antileprosy agents</li> <li>Ø Anticancer agents</li> <li>Ø Immuno-suppressants</li> <li>o Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</li> </ul>		
III	3		Describe antiseptics, disinfectants, insecticides and nurses' responsibilities	<b>Pharmacology of Commonly Used Antiseptics, Disinfectants and Insecticides</b> <ul style="list-style-type: none"> <li>o Antiseptics</li> <li>o Disinfectants</li> <li>o Insecticides</li> <li>Ø Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>
IV	6		Describe drugs acting on gastrointestinal system and nurses' responsibilities	<b>Drugs Acting on G.I System</b> <ul style="list-style-type: none"> <li>o Pharmacology of commonly used:</li> <li>Ø Antiemetics</li> <li>Ø Emetics</li> <li>Ø Purgatives</li> <li>Ø Drugs used for peptic ulcer</li> <li>Ø Cholinergics</li> <li>Ø Anticholinergics</li> <li>Ø Fluid and electrolyte therapy</li> <li>Ø Antidiarrhoeals</li> <li>Ø Histamines</li> <li>o Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>

				and role of nurse.		
V	5		Describe drugs used on respiratory system and nurses' responsibilities	<b>Drugs Used on Respiratory System</b> <ul style="list-style-type: none"> <li>o Pharmacology of commonly used: <ul style="list-style-type: none"> <li>Ø Antiasthmatics</li> <li>Ø Mucolytics</li> <li>Ø Decongestants</li> <li>Ø Expectorants</li> <li>Ø Antitussives</li> <li>Ø Bronchodilators</li> <li>Ø Bronchoconstrictors</li> <li>Ø Antihistamines</li> </ul> </li> <li>o Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Drug study/presentation</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>
VI	5		Describe drugs used on urinary system and nurses' responsibilities	<b>Drugs used on Urinary System</b> <ul style="list-style-type: none"> <li>o Pharmacology of commonly used: <ul style="list-style-type: none"> <li>Ø Diuretics and antidiuretics</li> <li>Ø Urinary antiseptics</li> <li>Ø Cholinergics and anticholinergics</li> <li>Ø Acidifiers and alkalinizers</li> </ul> </li> <li>o Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse.</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Drug study/presentation</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>
VII	7		Describe drugs used in de addiction, emergency, deficiency of vitamins & minerals, poisoning, immunization and immunosuppression and nurses' responsibilities	<b>Miscellaneous</b> <ul style="list-style-type: none"> <li>o Drugs used in de-addiction</li> <li>o Drugs used in CPR and emergency</li> <li>o Vitamins and minerals</li> <li>o Immunosuppressants</li> <li>o Immunostimulants, vaccines and sera</li> <li>o Organo phosphorous poisoning</li> <li>o Heavy metal intoxication (chelating agents)</li> <li>o Antidotes</li> <li>o Antivenom</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Drug study/presentation</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>

VIII	4		Describe drugs used on skin and mucous membrane and nurses' responsibilities	<b>Drugs used on skin and mucous membranes</b> <ul style="list-style-type: none"> <li>o Topical applications for <ul style="list-style-type: none"> <li>Ø Skin : Ectoparasitides</li> <li>Ø Eye</li> <li>Ø Ear</li> <li>Ø Nose</li> <li>Ø Buccal cavity</li> </ul> </li> <li>o Antipruritics</li> <li>o Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>
IX	9		Describe drugs used on nervous systems and nurses' responsibilities	<b>Drugs acting on nervous system</b> <ul style="list-style-type: none"> <li>• Basic &amp; applied pharmacology of commonly used: <ul style="list-style-type: none"> <li>o Analgesics and anaesthetics <ul style="list-style-type: none"> <li>ü Analgesics: <ul style="list-style-type: none"> <li>- Non –steroidal anti inflammatory (NSAID) drugs</li> </ul> </li> <li>ü Antipyretics</li> <li>ü Hypnotics and sedatives: <ul style="list-style-type: none"> <li>- opioids</li> <li>- non-opioids</li> <li>- tranquilizers</li> <li>- general and local anesthetics</li> </ul> </li> <li>ü Gases: oxygen, nitrous oxide, carbon- dioxide</li> <li>ü Cholinergics and anti- cholinergics: <ul style="list-style-type: none"> <li>- Muscle relaxants</li> <li>- Major tranquilizers</li> <li>- Anti- psychotics</li> <li>- Anti- depressants</li> <li>- Anticonvulsants</li> <li>- Adrenergics</li> <li>- Noradrenergics</li> <li>- Mood stabilizers</li> <li>- Acetyl choline</li> <li>- Stimulants</li> </ul> </li> </ul> </li> <li>o Composition, action, dosage, route, indications, contraindications,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Drug study/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>

				drug interactions, side effects, adverse effects, toxicity and role of nurse.		
X	8		Describe drugs used on cardiovascular system and nurses' responsibilities	<b>Cardiovascular drugs</b> Ø Hematinics Ø 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	<b>Drugs Used For Hormonal Disorders and Supplementation, Contraception and Medical Termination of Pregnancy</b> 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

				o Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity and role of nurse		
XII	5		Demonstrate awareness of the common drugs used in alternative system of medicine	<b>Introduction to drugs used in alternative systems of medicine</b> o Ayurveda, Homeopathy, Unani and Siddha	o Lecture o Discussion o Observational visits	o Short answers o Objective type

**Recommended Books:**

1. Tripathi KD. Essentials of medical pharmacology. New Delhi.

**Reference Books:**

1. Baldwin DF, Julie B, Berry MT, Carey PL, Carter MM, Denson B et al, editors. Nursing pharmacology made incredibly easy. Philadelphia: Lippincott Williams & Wilkins.
2. Cherencky, Butler WS, Graham, Mother IH. Real world nursing survival guide: drug calculations & drug administration. Philadelphia: WB Saunders.
3. Grover JK, Malik M. Textbook of pharmacology for nurses. New Delhi: CBS Publishers.

-----

# PATHOLOGY & GENETICS

Time : 60 hours  
Pathology – 45hours  
Genetics – 15hours

**Course Code:** BSN203PAG

**Section A: Pathology**

**Time :** 45 hours

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

Theory – 35 hours

Lab – 10 hours

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

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	T	P				
I	6		Define the common terms used in pathology. Appreciate the deviations from normal to abnormal structure and functions of the body system	<b>Introduction</b> <ul style="list-style-type: none"> <li>o Importance of study of pathology</li> <li>o Definition of terms</li> <li>o Methods and techniques</li> <li>o Cellular and tissue changes</li> <li>o Infiltration and regeneration</li> <li>o Inflammation and infections</li> <li>o Wound healing</li> <li>o Vascular changes</li> <li>o Cellular growth, neoplasm</li> <li>o Normal and cancer cells</li> <li>o Benign and malignant growths</li> <li>o In situ carcinoma</li> <li>o Disturbances of fluid and electrolyte balance</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>
II	15	4	Explain pathological changes in disease conditions of various systems	<b>Special Pathology</b> <ul style="list-style-type: none"> <li>o Pathologic changes in disease conditions of various system</li> <li>o Respiratory tract</li> <li>o Tuberculosis, bronchitis, pleural effusion and pneumonia</li> <li>o Lung abscess, emphysema, bronchiectasis, bronchial asthma, chronic obstructive pulmonary disease and tumors</li> <li>o Cardio vascular system</li> <li>Ø Pericardial effusion</li> <li>Ø Rheumatic heart disease</li> <li>Ø Infective endocarditis,</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, slides, specimen, X-rays and scans</li> <li>o Visit to pathology lab, endoscopy unit and OT</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>

				<ul style="list-style-type: none"> <li>atherosclerosis</li> <li>Ø Ischemia, infarction and aneurysm</li> <li>Ø Chronic heart disease</li> <li>o Gastro intestinal tract</li> <li>Ø Peptic ulcer, typhoid</li> <li>Ø Carcinoma of GI tract: <ul style="list-style-type: none"> <li>buccal, esophageal, gastric and intestinal</li> </ul> </li> <li>o Liver, gallbladder and pancreas</li> <li>Ø Hepatitis, chronic liver abscess, cirrhosis</li> <li>Ø Tumors of liver, gall bladder, pancreas</li> <li>Ø Cholecystitis</li> <li>o Kidneys &amp; urinary tract</li> <li>Ø Glomerulonephritis, Pyelonephritis</li> <li>Ø Calculi, renal failure, renal carcinoma &amp; cystitis</li> <li>o Male Genital System: <ul style="list-style-type: none"> <li>Ø Cryptorchidism, testicular atrophy</li> <li>Ø Prostatic hyperplasia, carcinoma penis &amp; prostate</li> </ul> </li> <li>o Female Genital System: <ul style="list-style-type: none"> <li>Ø Fibroids</li> <li>Ø Carcinoma cervix and endometrium</li> <li>Ø Vesicular mole, choriocarcinoma</li> <li>Ø Ectopic gestation</li> <li>Ø Ovarian cyst &amp; tumors</li> </ul> </li> <li>o Cancer Breast</li> <li>o Central Nervous System: <ul style="list-style-type: none"> <li>Ø Hydrocephalus, meningitis, encephalitis</li> </ul> </li> <li>Ø Vascular disorders: <ul style="list-style-type: none"> <li>thrombosis, embolism</li> </ul> </li> <li>Ø Stroke, paraplegia, quadriplegia</li> <li>Ø Tumors, Meningiomas-Gliomas <ul style="list-style-type: none"> <li>o Metastatic tumors</li> </ul> </li> <li>o Skeletal system <ul style="list-style-type: none"> <li>Ø Bone healing, osteoporosis, osteomyelitis</li> <li>o Arthritis &amp; tumors</li> </ul> </li> </ul>		
--	--	--	--	--	--	--

III	6	3	Describe various laboratory tests in assessment and monitoring of disease conditions	<p><b>Clinical Pathology</b></p> <ul style="list-style-type: none"> <li>o Review of various blood and bone marrow tests in assessment and monitoring of disease conditions: <ul style="list-style-type: none"> <li>Ø Hemoglobin</li> <li>Ø RBC, white cell &amp; platelet counts</li> <li>Ø Bleeding time, clotting time and prothrombin time</li> <li>Ø Blood grouping and cross matching</li> <li>Ø Blood chemistry</li> <li>Ø Blood culture</li> <li>Ø Serological and immunological tests</li> <li>Ø Other blood tests</li> <li>Ø Examination of bone marrow</li> </ul> </li> <li>o Methods of collection of blood specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values, significance of the test.</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>
IV	5	2	Describe the laboratory tests for examination of body cavity fluids, transudates and exudates	<p><b>Examination of Body Cavity Fluids, Transudates and Exudates</b></p> <ul style="list-style-type: none"> <li>Ø The laboratory tests used in CSF analysis</li> <li>Ø Examination of other body cavity fluids, transudates and exudates: sputum, wound discharge</li> <li>Ø Analysis of gastric and duodenal contents</li> <li>Ø Analysis of semen: sperm count, mobility, morphology and their importance in infertility</li> <li>o Methods of collection of CSF and other cavity fluids for various clinical pathology, biochemistry, microbiology tests, inference and normal values, significance of the test.</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>

V	3	1	Describe the laboratory tests for examination of urine and faeces	<b>Urine and Faeces</b> <ul style="list-style-type: none"> <li>o Urine</li> <li>Ø Physical characteristics</li> <li>Ø Analysis</li> <li>Ø Culture and sensitivity.</li> <li>o Faeces</li> <li>Ø Characteristics</li> <li>Ø Stool examination: occult blood ova, parasites, cyst, reducing substance etc.</li> <li>o Methods of collection for various tests, inference and normal values, significance of the test.</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>
---	---	---	---	--	---	---

**Recommended Books:**

1. Mohan H. Textbook of pathology. New Delhi: Jaypee Publishers.

**Reference Books:**

1. Kumar V, Cotran SR, Robbins LR. Robbins basic pathology. Philadelphia: WB Saunders.
2. Macfarlane SP, Reid R, Callendar R. Pathology illustrated. New York: Churchill Living Stone.
3. Gutierrez JK, Petersons PG. Real world nursing survival guide: pathophysiology. Philadelphia: WB Saunders.

## Section B : Genetics

**Course Code:** BSN203PAG

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

**Time :** Theory -15 hours

**Course description :** This course is designed to enable students to acquire understanding of genetics, its role in causation and management of defects and diseases

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	T	P				
I	3		Explain nature, principles and perspectives of heredity	<b>Introduction:</b> <ul style="list-style-type: none"> <li>o Practical application of genetics in nursing</li> <li>o Impact of genetic condition on families</li> <li>o Review of cellular division: mitosis and meiosis</li> <li>o Characteristics and structure of genes</li> <li>o Chromosomes: sex determination</li> <li>o Chromosomal aberrations</li> <li>o Patterns of inheritance                             <ul style="list-style-type: none"> <li>Ø Mendelian theory of inheritance</li> <li>Ø Multiple alleles and blood groups</li> <li>Ø Sex linked inheritance</li> <li>Ø Mechanisms of inheritance</li> <li>Ø Errors of transmission (Mutation)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>
II	3		Explain maternal, prenatal and genetic influences on development of defects and diseases	<b>Maternal, Prenatal and Genetic Influences on Development of Defects and Diseases</b> <ul style="list-style-type: none"> <li>o Conditions affecting the mother: genetic and infections</li> <li>o Consanguinity atopy</li> <li>o Prenatal nutrition and food allergies</li> <li>o Maternal age</li> <li>o Maternal drug therapy</li> <li>o Prenatal testing and diagnosis</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>

				<ul style="list-style-type: none"> <li>o Effects of radiation, drugs and chemicals</li> <li>o Infertility</li> <li>o Spontaneous abortion</li> <li>o Neural tube defects and the role of folic acid in lowering the risks</li> <li>o Down syndrome (Trisomy 21)</li> </ul>		
III	2		Explain the screening methods for genetic defects and diseases in neonates and children	<b>Genetic Testing In The Neonates And Children</b> <ul style="list-style-type: none"> <li>o Screening for Ø</li> <li>o Congenital anomalies Ø</li> <li>o Developmental delay Ø</li> <li>o Dysmorphism</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>
IV	2		Identify genetic disorders in adolescents and adults	<b>Genetic Conditions of Adolescents and Adults</b> <ul style="list-style-type: none"> <li>o Cancer genetics: familial cancer</li> <li>o Inborn errors of metabolism</li> <li>o Blood groups alleles and hematological disorder</li> <li>o Genetic hemochromatosis</li> <li>o Huntington's disease</li> <li>o Mental illness</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>
V	5		Describe the role of nurse in genetics services and counselling	<b>Services related to genetics</b> <ul style="list-style-type: none"> <li>o Genetic testing</li> <li>o Human genome project</li> <li>o Gene therapy</li> <li>o The eugenics movement</li> <li>o Genetic counselling</li> <li>o Legal and ethical issues</li> <li>o Role of a nurse</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>

**Recommended Books:**

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

**Reference Books:**

1. Diane B, Jane S. A guide to genetic counselling. New York: Wiley- Liss Inc.

2. Skirton HP. Genetics for health care professional: a life stage approach. Uk: Bios Scientific Pbls. Ltd.

# COMMUNITY HEALTH NURSING I

Time : Theory – 90 hours

Lab-15 hours

Practical – 135 hours

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

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Th.	Lab.				
I	4		Describe concept and dimensions of health	<b>Introduction</b> <ul style="list-style-type: none"> <li>o Community health nursing</li> <li>o Definition, concept and dimensions of health</li> <li>o Promotion of health</li> <li>o Maintenance of health</li> <li>o Difference between Hospital nursing and Community health nursing</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> </ul>
II	15	5	Describes determinants of health	<b>Determinants of health</b> <ul style="list-style-type: none"> <li>o Eugenics</li> <li>o Environment:                             <ul style="list-style-type: none"> <li>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</li> <li>Ø Acts regulating the environment: national pollution control board</li> <li>Ø Bacterial and viral: agents, host, carriers and immunity</li> <li>Ø Arthropods and rodents</li> </ul> </li> <li>o Food hygiene: production, preservation, purchase, preparation, consumption, sanitation of eating places and</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Demonstration</li> <li>o Explain using charts, graphs, models, films, slides</li> <li>o Visits to water supply, sewage disposal, milk plants, slaughter houses etc.</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type,</li> <li>o Short answers</li> <li>o Objective type</li> </ul>

			<ul style="list-style-type: none"> <li>restaurants</li> <li>o Acts regulating food hygiene: prevention of food adulteration acts act</li> <li>o Drugs and cosmetic act</li> <li>o Socio - cultural Customs, taboos</li> <li>Ø Marriage system</li> <li>Ø Family structure</li> <li>Ø Status of special groups: females, children, elderly, challenged group and sick persons</li> <li>o Life style</li> <li>o Hygiene including menstrual hygiene</li> <li>o Physical activity</li> <li>Ø Recreation and rest</li> <li>Ø Sexual life</li> <li>Ø Spiritual life philosophy</li> <li>Ø Self reliance</li> <li>Ø Dietary pattern</li> <li>Ø Education</li> <li>Ø Occupation</li> <li>o Financial Management</li> <li>Ø Income</li> <li>Ø Budget</li> <li>Ø Purchasing power</li> <li>Ø Security</li> <li>o Financing of health care in India</li> <li>Ø Cost containment</li> <li>Ø Improving affordability of health services</li> </ul>		
III	10	Describe concept, scope, uses, methods and approaches of epidemiology	<p><b>Epidemiology</b></p> <ul style="list-style-type: none"> <li>o Definition, concept, aims, scope, uses and terminology used in epidemiology</li> <li>o Dynamics of disease transmission: epidemiological triad</li> <li>o Concept of disease and disease causation</li> <li>o Morbidity and mortality measurements</li> <li>o Levels of prevention</li> <li>o Protective immunization, cold chain system</li> <li>o Methods of epidemiology</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, graphs, models, films, slides</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> </ul>

				<ul style="list-style-type: none"> <li>Ø Descriptive</li> <li>Ø Analytical: epidemic investigation</li> <li>Ø Experimental</li> </ul>		
IV	25		<p>Describe epidemiology and nursing management of common communicable diseases</p>	<p><b>Epidemiology and nursing management of common communicable diseases</b></p> <ul style="list-style-type: none"> <li>o Respiratory infections <ul style="list-style-type: none"> <li>Ø Small pox</li> <li>Ø Chicken pox</li> <li>Ø Measles</li> <li>Ø Influenza</li> <li>Ø Rubella</li> <li>Ø ARI's and pneumonia</li> <li>Ø Mumps</li> <li>Ø Diphtheria</li> <li>Ø Whooping cough</li> <li>Ø Meningococcal meningitis</li> <li>Ø Tuberculosis</li> <li>Ø SARS</li> </ul> </li> <li>o Intestinal infections <ul style="list-style-type: none"> <li>Ø Poliomyelitis</li> <li>Ø Viral hepatitis</li> <li>Ø Cholera</li> <li>Ø Diarrhoeal diseases</li> <li>Ø Typhoid fever</li> <li>Ø Food poisoning</li> <li>Ø Amoebiasis</li> <li>Ø Hook worm infestation</li> <li>Ø Ascariasis</li> <li>Ø Dracunculiasis</li> </ul> </li> <li>o Arthropod infections <ul style="list-style-type: none"> <li>Ø Dengue</li> <li>Ø Malaria</li> <li>Ø Filariasis</li> </ul> </li> <li>o Zoonoses <ul style="list-style-type: none"> <li>o Viral <ul style="list-style-type: none"> <li>Ø Rabies</li> <li>Ø Yellow fever</li> <li>Ø Japanese encephalitis</li> <li>Ø Kyasnur forest diseas</li> </ul> </li> <li>o Bacterial <ul style="list-style-type: none"> <li>Ø Brucellosis</li> <li>Ø Plague</li> <li>Ø Human salmonellosis</li> <li>Ø Anthrax</li> <li>Ø Leptospirosis</li> </ul> </li> <li>o Rickettsial diseases <ul style="list-style-type: none"> <li>Ø Rickettsial zoonoses</li> <li>Ø Scrub typhus</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>o Lecture cum discussion</li> <li>o Explain using charts, graphs models, films, slides</li> <li>o Seminar</li> <li>o Supervised field practice- health centers, clinics and homes</li> <li>o Group projects/ health education</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> </ul>

				<ul style="list-style-type: none"> <li>Ø Murine typhus</li> <li>Ø Tick typhus Ø</li> <li>Q fever</li> <li>o Parasitic zoonoses</li> <li>Ø Taeniasis Ø</li> <li>Hydatid disease Ø</li> <li>Leishmaniasis</li> <li>o Surface infections</li> <li>Ø Trachoma Ø</li> <li>Tetanus</li> <li>Ø Leprosy Ø</li> <li>STD &amp; RTI Ø</li> <li>Yaws Ø</li> <li>HIV/AIDS</li> <li>o Any other</li> </ul>		
V	10		Describe epidemiology and nursing management of common non-communicable diseases	<p><b>Epidemiology and Nursing Management of Common Non-Communicable Diseases</b></p> <ul style="list-style-type: none"> <li>o Malnutrition: under nutrition, over nutrition, nutritional deficiencies</li> <li>o Anemia</li> <li>o Hypertension</li> <li>o Stroke</li> <li>o Rheumatic heart diseases</li> <li>o Coronary heart disease</li> <li>o Cancer</li> <li>o Diabetes mellitus</li> <li>o Blindness</li> <li>o Accidents</li> <li>o Mental illness</li> <li>o Obesity</li> <li>o Iodine deficiency</li> <li>o Fluorosis</li> <li>o Epilepsy</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture cum discussion</li> <li>o Explain using charts, graphs models, films, slides</li> <li>o Seminar</li> <li>o Supervised field practice- health centers, clinics and homes</li> <li>o Group projects/ health education</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> </ul>
VI	6		Describe the concept and scope of demography Describes methods of data collection, analysis and interpretation of demographic data	<p><b>Demography</b></p> <ul style="list-style-type: none"> <li>o Definition, concept and scope</li> <li>o Methods of collection, analysis and interpretation of demographic data.</li> <li>o Demographic rates and ratios.</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture discussion</li> <li>o Community identification survey</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> <li>o Assessment of survey report</li> </ul>
VII	10	5	Identify the impact of population explosion in India	<p><b>Population and its Control</b></p> <ul style="list-style-type: none"> <li>o Population explosion and its impact on social, economic development of individual, society and</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Population survey</li> <li>o Counseling</li> <li>o Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> </ul>

			Describes methods of population control	<p>country</p> <ul style="list-style-type: none"> <li>o Population control</li> <li>Ø Overall development</li> <li>Ø Women empowerment</li> <li>Ø Social, economic and educational development</li> <li>o Limiting family size</li> <li>Ø Promotion of small family norm</li> <li>Ø Methods: spacing (natural, biological, chemical, mechanical methods etc)</li> <li>Ø Terminal: surgical method</li> <li>Ø Emergency contraception</li> </ul>	Practice session o Supervised field practice	o Assessment of survey report
VIII	5	5	<p>Describes concepts, principles, and elements of primary health care</p> <p>Describes concepts, principles, and techniques of home visit</p>	<p><b>Primary Health Care.</b></p> <ul style="list-style-type: none"> <li>• Definition, and characteristics</li> <li>• Elements</li> <li>• Principles</li> </ul> <p>Health For All</p> <ul style="list-style-type: none"> <li>• Millennium Development Goals</li> <li>• Sustainable development Goals</li> </ul> <p>Functions of</p> <ul style="list-style-type: none"> <li>• Sub Centre</li> <li>• Primary Health Centre</li> <li>• Community Health Centre</li> </ul> <p>Home visit: concept, Principles, process, and techniques.</p> <p>Bag technique.</p>	<ul style="list-style-type: none"> <li>o Lecture cum discussion</li> <li>o demonstration,</li> <li>o supervised field practice.</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> </ul>
IX	5		Describe the concepts of renewable and non renewable energy sources, use of alternate energy sources.	<p><b>Environmental studies.</b></p> <ul style="list-style-type: none"> <li>• Renewable and non renewable energy sources</li> <li>• Use of alternative energy sources</li> <li>• Role of an individual in conservation of natural resources.</li> <li>• Equitable use of resources for sustainable lifestyles</li> <li>• Issues involved in environmental legislation</li> </ul>	o Lecture cum discussion (External faculty)	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> </ul>

### Recommended Books

1. Park K. Text book of Preventive and Social Medicine, M/S Banarsidas Bhanot Publishers. Jabalpur. (Latest Edition)
2. Swarnkar K. Community Health Nursing, NR Brothers. Indore. (Latest edition)

### Reference Books

1. Suryakantha AH. Community Medicine with Recent Advances, Jaypee Brothers Medical Publishers (P) Ltd. New Delhi. Latest edition.
2. Gulani.K.K. Community Health Nursing. Principles & practice. Kumar Publishing House, New Delhi. Latest edition.
3. Rao KS. An introduction to community health nursing (with special reference to India). Madras: B.I. Publications;Latest edition.
4. Stanhope, Lancaster. Community health nursing process and practice for NR Brothers,promoting health, latest ed. St.Louis: Mosby Inc;Latest edition.
5. Nagpal.N. Community health nursing manual. New Delhi: TNAI Publications.Latest edition.
6. Marie S Jaffe SM and Roth LS, Home health nursing assessment and care planning, Mosby yearbook Inc, St Louis. Latest edition
7. Nancy.L, Handbook of Family Planning and Reproductive Health Care, Ed III, Churchill Livingstone, Philadelphia. Latest edition.
8. India –2006 A reference Manual; Research and training Division; Publications Division, Ministry of I&B, Government of India. New Delhi: 2005.
9. Jennings MC, Nursing Care Planning Guide to Home Health Care, Ed: (latest). Mosby Inc, St.Louis.

# COMMUNITY HEALTH NURSING I – PRACTICAL

Course Code: BSN204COM

Placement: Second year B.Sc. Nursing

Time: Practical – 135 hours

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

# 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.

Unit	Time (Hrs.)	Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
I	2	State the importance of sociology in nursing	<b>Introduction</b> <ul style="list-style-type: none"> <li>• Definition, origin of sociology</li> <li>• Nature and scope of the discipline</li> <li>• Primary concepts - society, community, institution</li> <li>• Importance and application of sociology in nursing</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>
II	3	Describe the interrelationship of individual in society and Community	<b>Individual &amp; Society</b> <ul style="list-style-type: none"> <li>• Society - definition, characteristics and types</li> <li>• community – types, characteristics, elements</li> <li>• Nature of society</li> <li>• Difference between society and community</li> <li>• Individualization</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
III	4	Describe the influence of culture on health and disease	<b>Culture and Socialization</b> <b>Culture :</b> <ul style="list-style-type: none"> <li>• Nature of culture:                             <ul style="list-style-type: none"> <li>- Definition, characteristics, classification and functions</li> <li>- Evolution of culture: invention, diffusion, transmission</li> </ul> </li> <li>• Unity and diversity in culture</li> <li>• Cultural lag</li> <li>• Acculturation</li> <li>• Enculturation and transculturation</li> <li>• Cultural factors in health and disease</li> </ul> <b>Socialization:</b> <ul style="list-style-type: none"> <li>• Meaning, process, stages &amp; agencies of socialization</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

IV	7	Identify various social groups and their interactions	<p><b>Social Groups and Processes</b></p> <p><b>Social Groups</b></p> <ul style="list-style-type: none"> <li>• Meaning, characteristics and classification</li> <li>• Primary and secondary groups, characteristics and importance in society</li> <li>• In-groups and out-groups</li> <li>• Ethnocentrism</li> <li>• Unorganized groups : characteristics and types crowd, mob, public, audience</li> <li>• Voluntary and involuntary groups</li> <li>• Horizontal and vertical groups</li> <li>• Formal and informal groups</li> <li>• Permanent special groups: band, tribe, clan / sib, horde, state</li> <li>• Reference group</li> </ul> <p><b>Social process</b></p> <ul style="list-style-type: none"> <li>• Meaning, characteristics and importance in society</li> <li>• Conjunctive process / associative process: co-operation, accommodation, assimilation</li> <li>• Disjunctive process / dissociative process: competition, conflict, isolation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
V	4	Explain the growth of population in India and its impact on health	<p><b>Population</b></p> <ul style="list-style-type: none"> <li>• Demography and its characteristics, demographic cycle</li> <li>• Society and population</li> <li>• Population distribution in India: demographic characteristics</li> <li>• Malthusian theory of populations</li> <li>• Population explosion in India and its impact on health status</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Community identification</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of report on community identification</li> </ul>

			<ul style="list-style-type: none"> <li>Family Welfare Programmes and its impact on population control</li> </ul>		
VI	6	Describe the institutions of family and marriage in India	<p><b>Family and Marriage</b></p> <ul style="list-style-type: none"> <li><b>Social institutions:</b> Characteristics and functions</li> <li><b>Family:</b> 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</li> <li><b>Marriage:</b> <ul style="list-style-type: none"> <li>-Characteristics, functions</li> <li>-Types: monogamy, polygamy group marriage, exogamy &amp; endogamy, living together</li> <li>-Marital problems: dowry, divorce</li> </ul> </li> <li>Changes and legislation on family and marriages in India, marriage act, role of family and marriage on health and health practices</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Family case study</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Assessment of family case study</li> </ul>
VII	6	Describe the class and caste system and their influence on health and health practices	<p><b>Social Stratification</b></p> <ul style="list-style-type: none"> <li>Meaning &amp; characteristics</li> <li>Features and functions</li> <li>Types of social stratification <ul style="list-style-type: none"> <li>-Slavery</li> <li>-Estate</li> <li>-gender</li> <li>-Caste: meaning, origin and features</li> </ul> </li> <li>The Indian caste system: origin &amp; features</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Community survey</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Assessment of report on community survey</li> </ul>

			<ul style="list-style-type: none"> <li>• Features of caste in India today</li> <li>• Social class system and status</li> <li>• Social mobility: meaning and types</li> <li>• Race as a biological concept, criteria of racial classification</li> <li>• Salient features of primary races - racism</li> <li>• Influence of class, caste and race on health and health practices</li> </ul>		
VIII	6	Describe the types of communities in India, their practices and the impact on health	<p><b>Types of Communities In India (Tribal, Rural, Urban and Regional)</b></p> <ul style="list-style-type: none"> <li>• <b>Tribal</b> : Meaning and characteristics</li> <li>• <b>Rural community:</b> <ul style="list-style-type: none"> <li>- Features of village community and characteristics of Indian villages, panchayat system, social dynamics</li> <li>- Community development project and planning</li> <li>- Changes in Indian rural life</li> <li>- Availability of health facilities in rural and its impact on health and health practices</li> </ul> </li> <li>• <b>Urban community:</b> <ul style="list-style-type: none"> <li>- Features, urbanization-growth of cities, urban slums, major urban problems and its impact on health and health practices.</li> </ul> </li> <li>• <b>Regions:</b> problems and impact on health</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Community survey</li> <li>• Visits to rural and urban community</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of report on community survey</li> </ul>
IX	4	Explain the process of social change	<p><b>Social change</b></p> <ul style="list-style-type: none"> <li>• Definition, characteristics</li> <li>• Nature and process of social change</li> <li>• Factors influencing social change: cultural change, geographic, demographic, socio-cultural, techno-</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

			<p>logical</p> <ul style="list-style-type: none"> <li>• Introduction to theories of social change: linear, cyclical, marxian, functional</li> <li>• Planned changes : social marketing in health sector</li> <li>• Role of nurse: change agents</li> </ul>		
X	4	Describe the social system and interrelationship of social organizations	<p><b>Social organization and social system</b></p> <p><b>Social organization:</b></p> <ul style="list-style-type: none"> <li>• Elements, characteristics, types (formal, informal)</li> <li>• Democratic and authoritarian modes of participation</li> <li>• Voluntary associations</li> </ul> <p><b>Social system:</b></p> <ul style="list-style-type: none"> <li>• Definition</li> <li>• Types of social system</li> <li>• Role and status as structural elements of social system</li> <li>• Political, legal, economic, religious and educational systems</li> <li>• Interrelationship of institutions</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of visit reports</li> </ul>
XI	3	Explain the nature and process of social control	<p><b>Social Control</b></p> <ul style="list-style-type: none"> <li>• Nature and process of social control</li> <li>• Meaning, definition, characteristics</li> <li>• Means of social control: Formal and informal</li> <li>• Industrial and technological systems, norms and values: folkways, mores, customs, traditions, public opinion, and fashion, laws, education</li> <li>• Agencies of social control: family, neighbourhood, religion, peer group, school, state, press and media</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

			<ul style="list-style-type: none"> <li>• Fundamental rights and duties</li> <li>• Role of nurse in social control</li> </ul>		
XII	11	Describe the role of the nurse in dealing with social problems in India	<p><b>Social Problems</b></p> <ul style="list-style-type: none"> <li>• Social disorganisation, personal disorganisation and social problems: meaning</li> <li>• Major problems: poverty, unemployment, illiteracy, housing, Juvenile delinquency, prostitution, food supplies, crime, substance abuse</li> <li>• Vulnerable groups: elderly, handicapped, minority groups</li> <li>• Problems of children: child labour, child abuse, delinquency and crime, substance abuse, HIV/ AIDS</li> <li>• Rights of women &amp; children</li> <li>• Social Welfare Programmes in India</li> <li>• Role of nurse in overcoming social and health problems</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Institutional visits</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of visit reports</li> </ul>

**Recommended Books:**

1. Clement I. Sociology for nurses. India: Pearson Education; Latest edition.
2. Park K. Textbook of social and preventive medicine. Jabalpur: Banarasidas Bhanot Publishers; Latest edition.
3. Sibi KI. Principles of Sociology in Nursing. Kochi: Publication division SH College; Latest edition.
4. Sibi KI. Sociology of Urban Society. Kochi: Publication division SH College; Latest edition.

**Reference Books:**

1. Isidore LM. Sociology & social problems in nursing. St.Louis: C. V. Mosby Company; Latest edition.
2. Vatsyayan, Principles of Sociology; Latest edition.
3. Venkataratnam R. Medial Sociology in an Indian setting. India: MC Millan Company in India Ltd; Latest edition.
4. Neeraja KP. Textbook of Sociology for nursing students. New Delhi: Jaypee Brothers; Latest edition.
5. Gisbhart P. Fundamentals of Sociology. Kolkota: Orient Longman; Latest edition.

# COMMUNICATION & EDUCATIONAL TECHNOLOGY

**Course Code:** BSN206CET

**Time:** 90 Hours

Theory: 60 Hours

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

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

Unit	Time (Hrs.)		Learning Objective	Content	Teaching Learning Activities	Assessment Methods
	T	P				
I	5		Describe the communication process Identify techniques of effective communication	<b>Review of Communication Process</b> o Process o Elements and channel o Facilitators o Barriers and methods of overcoming o Techniques	o Lecture o Discussion o Role plays o Exercises with audio/video tapes	o Respond to critical incidents o Short answers o Objective type
II	5		Establish effective inter personal relations with patients, families and co-workers	<b>Interpersonal Relations</b> o Purpose and types o Phases o Barriers and methods of overcoming o Johari Window	o Lecture o Discussion o Role plays o Exercises with audio/video tapes o Process recording	o Short answers o Objective type
III	5		Develop effective human relations in context of nursing	<b>Human Relations</b> o Understanding self o Social behavior, motivation, social attitudes o Individual and groups o Groups and individual o Human relations in context of nursing o Group dynamics o Team work	o Lecture o Discussion o Sociometry o Group games o Psychometric exercises followed by discussion	o Short answer o Objective type o Respond to test based on critical incidents
IV	10	2	Develop basic skill of counseling and guidance	<b>Guidance and Counseling</b> o Definition o Purpose, scope and need o Basic principles o Organization of counseling services o Types of counseling approaches o Role and preparation of counsellor o Issues for counseling in nursing students and practitioners	o Lecture o Discussion o Role play on counseling in different situations followed by discussion	o Short answer o Objective type o Assess performance in role play situations

				<ul style="list-style-type: none"> <li>o Dealing with weaker students</li> <li>o Counseling process: steps and techniques, tools of counselor</li> <li>o Managing disciplinary problems</li> <li>o Management of crisis and referral</li> </ul>		
V	5	3	Describe the philosophy and principles of education Explain the teaching learning process	<b>Principles of Education and Teaching Learning Process</b> <ul style="list-style-type: none"> <li>o Education: meaning, philosophy, aims, functions and principles</li> <li>o Nature and characteristics of learning</li> <li>o Theories of learning</li> <li>o Principles and maxims of teaching</li> <li>o Formulating objectives: general and specific</li> <li>o Blooms taxonomy</li> <li>o Course planning, Unit planning, Lesson planning</li> <li>o Classroom management</li> <li>o Current trends in nursing education in India</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Prepare lesson plan</li> <li>o Micro teaching</li> <li>o Exercise on writing objectives</li> </ul>	<ul style="list-style-type: none"> <li>o Short answer</li> <li>o Objective type</li> <li>o Assess lesson plans and teaching sessions</li> </ul>
VI	10	10	Demonstrate teaching skill using various teaching methods in clinical, classroom & community settings	<b>Methods of Teaching</b> <ul style="list-style-type: none"> <li>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.</li> <li>o Assignment, questioning</li> <li>o Clinical teaching methods: case methods, nursing round and reports, beside clinic, conference (individual and group) process recording</li> <li>o Emerging trends in teaching methodology</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Conduct 5 teaching sessions using different methods and media</li> </ul>	<ul style="list-style-type: none"> <li>o Short answer</li> <li>o Objective type</li> <li>o Assess teaching sessions</li> </ul>

VII	10	8	Prepare and use different types of educational media effectively	<b>Educational Media</b> <ul style="list-style-type: none"> <li>o Purpose and types of A.V. aids, principles, sources etc.</li> <li>o Dales cone of experience</li> <li>o Graphics aids: chart, graph, poster, flash cards, flannel graph, cartoon etc.</li> <li>o Display boards</li> <li>o Three dimensional aid: objects, specimens, models, puppets etc.</li> <li>o Printed aids: pamphlets and leaflets</li> <li>o Projected aids: slides, overhead projector, films, TV, VCR/VCD, camera, microscope, LCD</li> <li>o Audio aids: tape recorder public address system</li> <li>o Computer</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Demonstration</li> <li>o Prepare different teaching aids: projected &amp; non projected</li> </ul>	<ul style="list-style-type: none"> <li>o Short answer</li> <li>o Objective type</li> <li>o Assess the teaching aids prepared</li> </ul>
VIII	5	7	Prepare different types of questions for assessment of knowledge, skills and attitudes	<b>Assessment</b> <ul style="list-style-type: none"> <li>o Purposes, principles, types &amp; scope of evaluation &amp; assessment</li> <li>o Criteria for selection of assessment techniques and methods</li> <li>o Assessment of knowledge: essay type questions, short answer questions (SAQ), multiple choice questions (MCQ)</li> <li>o Assessment of skills: observation checklist, practical exam, viva, objective structured clinical examination (OSCE)</li> <li>o Assessment of attitudes: attitude scales</li> <li>o Internal assessment</li> <li>o Clinical evaluation methods</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Exercise on writing different types of assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>o Short answer</li> <li>o Objective type</li> <li>o Assess the strategies used in practice teaching sessions and exercise sessions</li> </ul>
IX	5		Teach individuals, groups & communities about health	<b>Information, Education and Communication For Health (IEC)</b> <ul style="list-style-type: none"> <li>o Health behaviour and</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Plan and conduct health education</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>

			with their active participation	health education o Planning for health education o Health education with individuals, groups and communities o Communicating health messages o Methods and media for communicating health messages o 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:

1. Sankaranarayan B, Sindhu B. Learning & teaching nursing. New Delhi: Jaypee brothers medical publishers.
2. Pramila R. Nursing communication and educational technology. New Delhi: Jaypee brothers medical publishers.

### Reference Books:

1. Sankaranarayan B, Sindhu B. Learning & teaching nursing. New Delhi: Jaypee brothers medical publishers.
2. Neeraja KP. Textbook of nursing education. New Delhi: Jaypee brothers medical publishers.
3. Heidgerken LE. Teaching and learning in schools of nursing-principles and methods. New Delhi: Konark publishers.
4. Basavanthappa BT. Nursing education. New Delhi: Jaypee brothers medical publishers.
5. Sampath K, Panneerselvam A, Santhanam S. Introduction to educational technology. New Delhi: Sterling publishers.
6. Aggarwal JC. Principles, methods and techniques of teaching. New Delhi: Vikas publishing house Pvt. Ltd.
7. Aggarwal JC. Essentials of examination system - evaluation, tests and measurement. New-Delhi: Vikas publishing house Pvt. Ltd.
8. Sudha R. Nursing education principles and concepts. New Delhi: Jaypee brothers medical publishers.
9. Pramila R. Nursing communication and educational technology. New Delhi: Jaypee brothers medical publishers.

# MEDICAL SURGICAL NURSING (ADULT INCLUDING GERIATRICS) – II

Course Code: BSN301MSN

Time: Theory – 105 hours

Lab- 15 hours

Placement: Thrid year B.Sc. Nursing

Practical – 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.

Unit	Time (Hrs.)		Learning Objective	Content	Teaching Learning Activities	Assessment Methods
	Th	Lab				
I	12	3	o Describe the etiology, pathophysiology, clinical manifestation, diagnostic measures and management of patients with disorders of ear, nose and throat	<p><b>Nursing Management of Patient (Adult Including Elderly) with Disorders of Ear, Nose And Throat</b></p> <ul style="list-style-type: none"> <li>o Review of anatomy and physiology of the ear nose and throat</li> <li>o Nursing assessment: history and physical assessment</li> <li>o Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of ear nose and throat disorders.</li> <li>□ External ear: deformities otalgia, foreign bodies and tumors.</li> <li>□ Middle ear: impacted wax, tympanic membrane perforation, otitis media otosclerosis, mastoiditis, tumors.</li> <li>□ Inner ear: meniere’s disease, labyrinthitis, ototoxicity, tumors.</li> <li>□ Upper airway infections: common cold, sinusitis, rhinitis, pharyngitis, tonsillitis and adenoiditis, peritonsillar abscess, laryngitis</li> <li>□ Upper respiratory airway: epistaxis</li> <li>□ Nasal obstruction, laryngeal obstruction, cancer of the larynx</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, graphs</li> <li>o Models, films, slides</li> <li>o Demonstration</li> <li>o Practice session</li> <li>o Case discussion/ seminar</li> <li>o Health education</li> <li>o Supervised clinical practice</li> <li>o Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> <li>o Assessment of skills with check list</li> <li>o Assessment and management of patients with problem</li> </ul>

				<ul style="list-style-type: none"> <li>□ Cancer of the oral cavity</li> <li>o Speech defects and speech therapy</li> <li>o Deafness: prevention, control and rehabilitation</li> <li>o Hearing aids, implanted hearing devices</li> <li>o Special therapies</li> <li>o Nursing procedures in patients with disorders of ear, nose and throat: tracheotomy care, irrigations</li> <li>o Nursing management of clients undergoing mastoidectomy, tonsilectomy, adenoidectomy, laryngectomy.</li> <li>o Drugs used in treatment of disorders of ear nose and throat</li> <li>o Role of nurse communicating with hearing impaired and muteness</li> <li>• Recent trends in diagnosis and management</li> </ul>		
II	12	3	<ul style="list-style-type: none"> <li>o Describe the etiology, patho physiology, clinical manifestations, diagnostic measures and management of patients with disorders of eye.</li> </ul>	<p><b>Nursing Management of Patient (Adult Including Elderly) with Disorders of Eye</b></p> <ul style="list-style-type: none"> <li>o Review of anatomy and physiology of the eye.</li> <li>o Nursing assessment: history and physical assessment</li> <li>□ Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of eye disorders:</li> <li>□ Refractive errors</li> <li>□ Eyelids: infection, tumors and deformities</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, graphs</li> <li>o Models, films, slides</li> <li>o Demonstration</li> <li>o Practice session</li> <li>o Case discussion/ seminar</li> <li>o Health education</li> <li>o Supervised clinical practice</li> <li>o Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> <li>o Assessment of skills with check list</li> <li>o Assessment and management of patients with problem</li> </ul>

				<ul style="list-style-type: none"> <li>□ Conjunctiva: inflammation and infection, bleeding</li> <li>□ Cornea: inflammation and infection</li> <li>□ Corneal transplantation</li> <li>Lens: cataracts</li> <li>□ Glaucoma</li> <li>□ Disorder of the uveal tract</li> <li>□ Ocular tumors</li> <li>□ Disorder of posterior chamber and retina: retinal and vitreous problems</li> <li>□ Retinal detachment</li> <li>□ Ocular emergencies and their prevention</li> <li>o Blindness</li> <li>o National blindness control program</li> <li>□ Eye banking</li> <li>□ Eye prostheses and rehabilitation</li> <li>□ Role of a nurse: communication with visually impaired patient, eye camps</li> <li>o Special therapies</li> <li>o Nursing procedures: eye care, irrigation, instillation, dressing</li> <li>o Drugs used in treatment of disorders of eye.</li> <li>• Recent trends in diagnosis and management</li> </ul>		
III	16	1	<ul style="list-style-type: none"> <li>o Describe the etiology, patho physiology, clinical manifestations, diagnostic measures and nursing management of patients with neurological disorders</li> </ul>	<p><b>Nursing Management of Patient (Adult Including Elderly) with Neurological Disorders</b></p> <p>Review of anatomy and physiology of the neurological system</p> <ul style="list-style-type: none"> <li>o Nursing assessment: history and physical and neurological assessment and Glasgow coma scale</li> <li>o Etiology, pathophysiology, clinical manifestations, diagnosis, treatment</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, graphs</li> <li>o Models, films slides</li> <li>o Demonstration</li> <li>o Practice session</li> <li>o Case discussion/ seminar</li> <li>o Health education</li> <li>o Supervised clinical practice</li> <li>o Drug book/</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> <li>o Assessment of skills with check list</li> <li>o Assessment and management of patients with problem</li> </ul>

				<p>modalities and medical and surgical nursing management of neurological disorders:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Congenital Malformations</li> <li><input type="checkbox"/> Spinal injuries</li> <li><input type="checkbox"/> Paraplegia</li> <li><input type="checkbox"/> Hemiplegia</li> <li><input type="checkbox"/> Quadriplegia</li> <li><input type="checkbox"/> Spinal cord compression: herniation of intervertebral disc</li> <li><input type="checkbox"/> Tumors of the brain and spinal cord</li> <li><input type="checkbox"/> Intra cranial and cerebral aneurysms</li> <li><input type="checkbox"/> Infections: <ul style="list-style-type: none"> <li><input type="checkbox"/> Meningitis</li> <li><input type="checkbox"/> Encephalitis</li> <li><input type="checkbox"/> Brain abscess</li> <li><input type="checkbox"/> Neurocysticercosis</li> </ul> </li> <li><input type="checkbox"/> Movement disorders</li> <li><input type="checkbox"/> Chorea</li> <li><input type="checkbox"/> Seizures</li> <li><input type="checkbox"/> Epilepsies</li> <li><input type="checkbox"/> Cerebro Vascular Accidents (CVA)</li> <li><input type="checkbox"/> Cranial, spinal neuropathies</li> <li><input type="checkbox"/> Bell's palsy</li> <li><input type="checkbox"/> Trigeminal neuralgia</li> <li><input type="checkbox"/> Peripheral Neuropathies: <ul style="list-style-type: none"> <li><input type="checkbox"/> Guillain Barr'e syndrome</li> </ul> </li> <li><input type="checkbox"/> Myasthenia gravis</li> <li><input type="checkbox"/> Multiple sclerosis</li> <li><input type="checkbox"/> Degenerative diseases</li> <li><input type="checkbox"/> Delirium</li> <li><input type="checkbox"/> Dementia</li> <li><input type="checkbox"/> Alzheimer's disease</li> <li><input type="checkbox"/> Parkinson's disease</li> <li><input type="checkbox"/> Management of unconscious patients and patients with stroke</li> </ul> <p>o Role of the nurse in communicating with patient having neurological deficit</p> <p>o Rehabilitation of patients with neurological deficit</p>	<p>presentation</p> <ul style="list-style-type: none"> <li>o Visit to rehabilitation</li> </ul>	
--	--	--	--	--	---	--

				<ul style="list-style-type: none"> <li>o Role of nurse in long stay facility (institutions) and at home</li> <li>o Special therapies</li> <li>o Nursing procedures</li> <li>o Drugs used in the treatment of neurological disorders</li> <li>• Recent trends in diagnosis and management</li> </ul>		
IV	9	1	<ul style="list-style-type: none"> <li>o Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients with burns, reconstructive and cosmetic surgery</li> </ul>	<p><b>Nursing Management of Patients (Adult Including Elderly) with Burns, Reconstructive and Cosmetic Surgery</b></p> <p><b>Review of anatomy and physiology of the skin and connective tissues and various deformities</b></p> <ul style="list-style-type: none"> <li>o Nursing assessment: history and physical assessment and assessment of burns and fluid and electrolyte loss</li> <li>o Etiology, classification pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of burns and re-constructive and cosmetic surgery</li> <li>o Types of re constructive and cosmetic surgery for burns, congenital deformities, injuries and cosmetic purpose</li> <li>o Role of nurse</li> <li>o Legal aspects</li> <li>o Rehabilitation</li> <li>o Special therapies</li> <li>□ Psycho social aspects</li> <li>o Nursing procedures</li> <li>o Drugs used in treatment of burns reconstructive and cosmetic surgery</li> <li>• Recent trends in diagnosis and management</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, graphs</li> <li>o Models, films, slides</li> <li>o Demonstration</li> <li>o Practice session</li> <li>o Case discussion/ seminar</li> <li>o Health education</li> <li>o Supervised clinical practice</li> <li>o Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> <li>o Assessment of skills with check list</li> <li>o Assessment and management of patients with problem</li> </ul>

V	9	1	<ul style="list-style-type: none"> <li>o Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management of patients with oncological conditions.</li> </ul>	<p><b>Nursing Management of Patients (Adult Including Elderly) with Oncological Conditions</b></p> <ul style="list-style-type: none"> <li>o Structure and characteristics of normal &amp; cancer cells</li> <li>o Cancer incidence and trends</li> <li>o Nursing assessment: history and physical assessment</li> <li>o Prevention, screening, early detection, warning</li> <li>o Epidemiology, etiology, classification, pathophysiology staging, clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of oncological conditions</li> <li>o 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.</li> <li>o Oncological emergencies</li> <li>o Modalities of treatment <ul style="list-style-type: none"> <li><input type="checkbox"/> Immunotherapy</li> <li><input type="checkbox"/> Chemotherapy</li> <li><input type="checkbox"/> Radiotherapy</li> <li><input type="checkbox"/> Surgical interventions</li> <li><input type="checkbox"/> Stem cell and bone marrow transplants</li> <li><input type="checkbox"/> Gene therapy</li> <li><input type="checkbox"/> Other forms of treatment</li> </ul> </li> <li>o Psychosocial aspects of cancer</li> <li>o Rehabilitation</li> <li>o Palliative care: symptom and pain management, nutritional support</li> <li>o Home care</li> <li>o Hospice care</li> <li>o Stomal therapy</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, graphs</li> <li>o Models, films, slides</li> <li>o Demonstration</li> <li>o Practice session</li> <li>o Case discussion/ seminar</li> <li>o Health education</li> <li>o Supervised clinical practice</li> <li>o Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> <li>o Assessment of skills with check list</li> <li>o Assessment and management of patients with problem</li> </ul>
---	---	---	--	--	--	---

				<ul style="list-style-type: none"> <li>o Special therapies</li> <li>o Psycho social aspects</li> <li>o Nursing procedures</li> <li>o Recent trends in diagnosis and management</li> </ul>		
VI	14	1	<ul style="list-style-type: none"> <li>o Describe organization of emergency and disaster care services</li> <li>o Describe the role of nurse in disaster management</li> <li>o Describe the role of nurse in management of common emergencies</li> </ul>	<p><b>Nursing Management of Patient In Emergency &amp; Disaster Situations</b></p> <p><b>Disaster nursing</b></p> <p>Concepts and principles of disaster nursing</p> <ul style="list-style-type: none"> <li>o Causes and types of disaster: natural and manmade</li> <li>□ Earthquakes, floods, epidemics cyclones</li> <li>Fire, explosion, accidents</li> <li>□ Violence, terrorism, biochemical, war</li> <li>o Policies related to emergency/ disaster management: international, national, state, institutional</li> <li>o Disaster preparedness</li> <li>o Team, guidelines, protocols, equipment, resources</li> <li>o Coordination and involvement of community, various Govt. departments, non-Govt. organizations and international agencies</li> <li>o Role of nurse: working</li> <li>o Legal aspects of disaster nursing</li> <li>o Impact on health and after effects: Post Traumatic Stress Disorder</li> <li>o Rehabilitation: physical, psychosocial, financial, relocation</li> </ul> <p><b>Emergency nursing</b></p> <ul style="list-style-type: none"> <li>o Concept, priorities, principles and scope of emergency nursing</li> <li>o Organization of</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, graphs,- models, films, slides</li> <li>o Demonstration</li> <li>o Practice session</li> <li>o Case discussion/ seminar</li> <li>o Health education</li> <li>o Supervised clinical practice</li> <li>o Disaster management drills</li> <li>o Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> <li>o Assessment of skills with check list</li> <li>o Assessment and management of patients with problem</li> </ul>

				<p>emergency services, physical setup, staffing, equipment and supplies, protocols, concepts of triage and role of triage nurse</p> <ul style="list-style-type: none"> <li>o Coordination and involvement of different departments and facilities</li> <li>o Nursing assessment: history and physical assessment</li> <li>o Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical and surgical nursing management of patient with medical and surgical emergency</li> <li>Principles of emergency management</li> <li>o Common emergencies: <ul style="list-style-type: none"> <li><input type="checkbox"/> Respiratory emergencies</li> <li><input type="checkbox"/> Cardiac emergencies</li> <li><input type="checkbox"/> Shock and haemorrhage</li> <li><input type="checkbox"/> Pain</li> <li><input type="checkbox"/> Poly-trauma, road accidents, crush injuries, wound</li> <li><input type="checkbox"/> Bites</li> <li><input type="checkbox"/> Poisoning, food, gas, drugs &amp; chemical poisoning</li> <li><input type="checkbox"/> Seizures</li> <li><input type="checkbox"/> Thermal emergencies, heat stroke and cold injuries</li> </ul> </li> <li>o Pediatric emergencies</li> <li>o Psychiatric emergencies</li> <li>o Obstetrical emergencies</li> <li>o Violence, abuse, sexual assault</li> <li>o Cardio Pulmonary cerebral Resuscitation</li> <li>o Crisis Intervention</li> <li>o Role of the nurse: communication and interpersonal relations</li> <li>o Medico-legal aspect</li> </ul>		
--	--	--	--	--	--	--

VII	15		<ul style="list-style-type: none"> <li>o Explain the concept and problems of aging</li> <li>o Describe nursing care of the elderly</li> </ul>	<p><b>Nursing Care of the Elderly</b></p> <ul style="list-style-type: none"> <li>o Nursing assessment: history and physical assessment</li> <li>o Ageing</li> <li>o Demography: myths and realities</li> <li>o Concepts and theories of ageing</li> <li>o Cognitive aspects of ageing</li> <li>o Normal biological ageing</li> <li>o Age related body systems changes</li> <li>o Psychosocial aspects of ageing</li> <li>o Medications and elderly</li> <li>o Environment aspects of ageing</li> <li>o Stress &amp; coping in older adults</li> <li>o Common health problems &amp; nursing management: <ul style="list-style-type: none"> <li>□ Cardiovascular, respiratory, musculoskeletal</li> <li>□ Endocrine, genitorurinary, gastrointestinal</li> <li>□ Neurological, skin and other sensory organs</li> </ul> </li> <li>o Health promotion strategies in ageing</li> <li>o Malignancies in elderly</li> <li>o Surgery in elderly</li> <li>o Psychosocial and sexual abuse of elderly</li> <li>o Role of a nurse for care of elderly: ambulation, nutritional, communicational, psychosocial and spiritual</li> <li>o Role of nurse for caregivers of elderly</li> <li>o Role of family and formal and non-formal caregivers</li> <li>o Use of aids and prosthesis</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, graphs,- models, films, slides</li> <li>o Demonstration</li> <li>o Practice session</li> <li>o Case discussion/ seminar</li> <li>o Health education</li> <li>o Supervised clinical practice</li> <li>o Disaster management drills</li> <li>o Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> <li>o Assessment of skills with check list</li> <li>o Assessment and management of patients with problem</li> </ul>
-----	----	--	---	--	---	---

				<ul style="list-style-type: none"> <li>(hearing aids, dentures)</li> <li>o Legal and ethical issues</li> <li>o Provisions and programmes for elderly, privileges, community programs and health services</li> <li>o Home and institutional care <ul style="list-style-type: none"> <li>• Special care of elderly with terminal illness</li> <li>• Issues, problems and trends</li> </ul> </li> </ul>		
VIII	10	5	o Describe organization of critical care units	<p><b>Nursing Management of Patient (Adult Including Elderly) in Critical Care Units</b></p> <ul style="list-style-type: none"> <li>o Nursing assessment: history and physical assessment</li> <li>o Classification</li> <li>o Principles of critical care nursing</li> <li>o Organization, physical setup, policies, staffing norms</li> <li>o Protocols, equipment and supplies</li> <li>o Special equipment, ventilators, cardiac monitors, defibrillators</li> <li>o Resuscitation equipment</li> <li>o Infection control protocols</li> <li>o Nursing management of critically ill patient</li> <li>o Monitoring of critically ill patient</li> <li>o CPR - Advance Cardiac Life Support</li> <li>o Treatments and procedures</li> <li>o Transitional care</li> <li>o Ethical and legal aspects</li> <li>o Communication with patient and family</li> <li>o Intensive care records</li> <li>o Crisis intervention</li> <li>o Death and dying: coping with</li> <li>o Drugs used in critical</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Explain using charts, graphs</li> <li>o Models, films, slides</li> <li>o Demonstration</li> <li>o Practice session</li> <li>o Case discussion/ seminar</li> <li>o Health education</li> <li>o Supervised clinical practice</li> <li>o Drug book/ presentation</li> </ul>	<ul style="list-style-type: none"> <li>o Essay type</li> <li>o Short answers</li> <li>o Objective type</li> <li>o Assessment of skills with check list</li> <li>o Assessment and management of patients with problem</li> </ul>

				care unit o Psychosocial aspects of critical care nursing, patient, family, nurse o Role of a critical care nurse		
IX	8		o Describe the etiology, pathophysiology, clinical manifestations, assessment, diagnostic measures and nursing management of patients with occupational and industrial health disorder	<b>Nursing Management of Patients (Adults Including Elderly) with Occupational and Industrial Disorders</b> o Nursing assessment: history and physical assessment o Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical nursing management of occupational and industrial health disorders o Role of nurse o Special therapies, alternative therapies o Nursing procedures o Drugs used in treatment of occupational and industrial disorder	o Lecture o Discussion o Explain using charts, graphs o Models, films, slides o Practice session o Case discussion/ seminar o Health education	o Essay type o Short answers o Objective type

#### Recommended Books:

1. Chintamani, Lewis's . Medical-Surgical Nursing: Assessment and Management of Clinical Problems. Philadelphia: CV Mosby Company; (Latest Edition) – Adapted for South Asian Curriculum.
2. Smeltzer CS, Bare GB. Brunner & Suddarth's textbook of Medical Surgical Nursing. Philadelphia: Lippincott company;(Latest Edition)
3. Black JM, Hawks JH. Medical Surgical Nursing: Clinical management for positive outcomes. Volume I & II. Philadelphia: Saunders; (Latest Edition)

#### Reference Books:

4. Das KK. Textbook of Medicine: Volume I & II. New Delhi; JP Publishers; (Latest Edition)
5. Braunwald E, Fauci AS, Kasper DL, Hawser SL, Longo DL, Lameson JL. Harrisons principles of internal medicine: Vol I& II. New York: McGraw Hill;(Latest Edition)
6. Anderoli TE, Carpenter JCC, Smith HL. Cecil's essentials of medicine. Philadelphia: WB Saunders; (Latest Edition)
7. Veenema GT. Disaster nursing and emergency preparedness for chemical, biological, radiological, terrorism and other hazards. New York: Springer publishers; (Latest Edition)
8. Miakowski C, Buchsel P. Oncology nursing - assessment and clinical care. Philadelphia: Mosby publishers; (Latest Edition)

9. Eliopoulous C. Gerontological nursing. Philadelphia: Lippincott Company; (Latest Edition)
10. Marcane C, Burns MS. AACN essentials of critical care nursing. New York: Lippincott Publishers; (Latest Edition)
11. Hickey VJ. The clinical practice of neurological and neurosurgical nursing. Philadelphia: JB Lippincott company; (Latest Edition)
12. Barker E. Neuroscience nursing – a spectrum of care. Philadelphia: Mosby Publishers; (Latest Edition)
13. Newberg L. Sheehey's, emergency nursing - principles & practice. Philadelphia: Mosby; (Latest Edition)
14. Terrill B. Renal nursing - a practical approach. Melbourne: Ausmed publications; (Latest Edition)
15. Gulanick.M, Mysers.J.L. Nursing Care Plan. St. Louis: Mosby; (Latest Edition)
16. Otto SE, Fulton JS, Lenghorne ME. Oncology Nursing. St.Louis: Mosby (Latest Edition)
17. Dhingra PL. Disease of Ear, Nose and Throat. New Delhi: Elsevier ; (Latest Edition)
18. Agarwal S, Agarwal A, Apple DJ. Textbook of ophthalmology. Jaypee Brothers Publishers; (Latest Edition)
19. Nettina SM. Lippincott manual of nursing practice. Lippincott Williams & Wilkins; (Latest Edition)
20. Polaski AL, Tatro SE. Luckmann's core principles and practice of Medical Surgical Nursing. Philadelphia: Elsevier;(Latest Edition)

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

**Course Code:** BSN301MSN

**Time:** 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.

Areas	Duration (Weeks)	Objectives Posting	Skills to be Developed	Assignments	Assessment Methods
ENT	1	<ul style="list-style-type: none"> <li>o Provide care to patients with ENT disorders</li> <li>o Council and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>o Perform examination of ear, nose and throat</li> <li>o Assist with diagnostic procedures</li> <li>o Instillation of drops</li> <li>o Perform/assist with irrigations</li> <li>o Apply ear bandage</li> <li>o Assist with therapeutic procedures</li> <li>o Perform tracheotomy care</li> <li>o Teach patients and families</li> </ul>	<ul style="list-style-type: none"> <li>o Provide care to assigned patients</li> <li>o Nursing care plan-1</li> <li>o Observation reports of OPD</li> <li>o Maintain drug book</li> </ul>	<ul style="list-style-type: none"> <li>o Assess each skill with check list</li> <li>o Assess performance with rating scale</li> <li>o Evaluation of observation report of OPD</li> <li>o Completion of activity record</li> </ul>
Ophthalmology	1	<ul style="list-style-type: none"> <li>o Provide care to patients with eye disorders</li> <li>o Council and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>o Perform examination of eye</li> <li>o Assist with diagnostic procedures</li> <li>o Assist with therapeutic Procedures</li> <li>o Apply eye bandage</li> <li>o Instillation of drops/ ointments</li> <li>o Perform/ assist with irrigations</li> <li>o Assist with foreign body removal</li> <li>o Teach patients and families</li> </ul>	<ul style="list-style-type: none"> <li>o Provide care to assigned patients</li> <li>o Nursing care plan - 1</li> <li>o Observation reports of OPD &amp; eye bank</li> <li>o Maintains drug book</li> </ul>	<ul style="list-style-type: none"> <li>o Assess each skill with check list</li> <li>o Assess performance with rating scale</li> <li>o Evaluation of observation report of OPD &amp; eye bank</li> <li>o Completion of activity record</li> </ul>
Neurology	1	<ul style="list-style-type: none"> <li>o Provide care to patients with neurological disorders</li> </ul>	<ul style="list-style-type: none"> <li>o Perform neurological examination</li> <li>o Use Glasgow coma scale</li> <li>o Assist with diagnostic procedures</li> <li>o Assist with therapeutic procedures</li> <li>o Teach patients and families</li> </ul>	<ul style="list-style-type: none"> <li>o Provide care to assigned patients with neurological disorders</li> <li>o Case study/ case presentation-1</li> </ul>	<ul style="list-style-type: none"> <li>o Assess each skill with check list</li> <li>o Assess performance with rating scale</li> <li>o Evaluation of case study</li> </ul>

		<ul style="list-style-type: none"> <li>o Council and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>o Participate in rehabilitation programme</li> </ul>	<ul style="list-style-type: none"> <li>o Maintains drug book</li> <li>o Health teaching-1</li> </ul>	<ul style="list-style-type: none"> <li>and health teaching</li> <li>o Completion of activity record</li> </ul>
Burns unit & plastic and reconstructive surgery unit	1	<ul style="list-style-type: none"> <li>o Provide care to patients with burns</li> <li>o Council and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>o Assessment of the burns patient <ul style="list-style-type: none"> <li>□ Percentage of burns</li> <li>□ Degree of burns</li> </ul> </li> <li>o Fluid and electrolyte replacement therapy <ul style="list-style-type: none"> <li>□ Assess</li> <li>□ Calculate</li> <li>□ Replace</li> <li>□ Record intake and output</li> </ul> </li> <li>o Care of burn wounds</li> <li>o Assessment of flaps and grafts</li> <li>o Assist with diagnostic procedures</li> <li>o Assist with therapeutic procedures</li> <li>o Teach patients and families</li> <li>o Participate in rehabilitation programme</li> </ul>	<ul style="list-style-type: none"> <li>o Provide care to assigned patients</li> <li>o Nursing care plans</li> <li>o Case study/ case presentation-1</li> <li>o Observation report on burns</li> </ul>	<ul style="list-style-type: none"> <li>o Assess each skill with check list</li> <li>o Assess performance with rating scale</li> <li>o Evaluation of case study and health teaching</li> <li>o Completion of activity record</li> </ul>
Oncology Unit	1	<ul style="list-style-type: none"> <li>o Provide care to patients with cancer</li> <li>o Council and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>o Screen for common cancers: TNM classification</li> <li>o Assist with diagnostic procedures <ul style="list-style-type: none"> <li>□ Biopsies</li> <li>□ Pap smear</li> <li>□ Bone marrow aspiration</li> </ul> </li> <li>o Breast examination</li> <li>o Assist with therapeutic procedures</li> <li>o Participates in various modalities of treatment <ul style="list-style-type: none"> <li>□ Chemotherapy</li> <li>□ Radiotherapy</li> <li>□ Pain management</li> <li>□ Stomal therapy</li> <li>□ Hormonal therapy</li> <li>□ Immunotherapy</li> <li>□ Gene therapy</li> <li>□ Alternative therapy</li> </ul> </li> <li>o Participate in palliative care</li> </ul>	<ul style="list-style-type: none"> <li>o Provide care to assigned patients</li> <li>o Nursing care plans</li> <li>o Case study / case presentation-1</li> <li>o Observation report on cancer unit</li> </ul>	<ul style="list-style-type: none"> <li>o Assess each skill with check list</li> <li>o Assess performance with rating scale</li> <li>o Evaluation of case study and health teaching</li> <li>o Completion of activity record</li> </ul>

			<ul style="list-style-type: none"> <li>o Counsel and teach patients &amp; families</li> <li><input type="checkbox"/> Self breast examination</li> <li><input type="checkbox"/> Warning signs</li> <li>o Participate in rehabilitation programme</li> </ul>		
Critical care unit	2	<ul style="list-style-type: none"> <li>o Provide care to critically ill patients</li> <li>o Council and educate patient and families</li> </ul>	<ul style="list-style-type: none"> <li>o Monitoring of patients in ICU</li> <li>o Maintain flow sheet</li> <li>o Care of patient on ventilators</li> <li>o Perform endotracheal suction</li> <li>o Demonstrate use of ventilators, cardiac monitors etc</li> <li>o Collect specimens and interprets ABG analysis</li> <li>o Assist with arterial puncture</li> <li>o Maintain CVP line</li> <li>o Pulse oximetry</li> <li>o CPR - ACLS</li> <li>o Defibrillators</li> <li>o Pacemakers</li> <li>o Bag mask ventilation</li> <li>o Emergency tray/trolley: crash cart</li> <li>o Administration of drugs</li> <li><input type="checkbox"/> Infusion pump</li> <li><input type="checkbox"/> Epidural</li> <li><input type="checkbox"/> Intrathecal</li> <li><input type="checkbox"/> Intracardiac</li> <li>o Total parenteral therapy</li> <li>o Chest physiotherapy</li> <li>o Perform active and passive exercises</li> <li>o Counsel the patient and family in dealing with grieving and bereavement</li> </ul>	<ul style="list-style-type: none"> <li>o Provide care to assigned patients</li> <li>o Nursing care plans</li> <li>o Observation report on critical care unit</li> <li>o Drug books</li> </ul>	<ul style="list-style-type: none"> <li>o Assess each skill with check list</li> <li>o Assess performance with rating scale</li> <li>o Evaluation of case study and health teaching</li> <li>o Completion of activity record</li> </ul>
Casualty / emergency	1	<ul style="list-style-type: none"> <li>o Provide care to patients in emergency and disaster situation</li> </ul>	<ul style="list-style-type: none"> <li>o Practice triage</li> <li>o Assist with assessment, examination, investigations and their interpretations in emergency and disaster situations</li> </ul>	<ul style="list-style-type: none"> <li>o Observation report of emergency unit</li> </ul>	<ul style="list-style-type: none"> <li>o Assess performance with rating scale</li> <li>o Evaluation of observation report</li> </ul>

		<ul style="list-style-type: none"> <li>o Council and educate patient and families for grief and bereavement</li> </ul>	<ul style="list-style-type: none"> <li>o Assist in documentations</li> <li>o Assist in legal procedures in emergency unit</li> <li>o Participate in managing crowd</li> <li>o Counsel patient and families in grief and bereavement</li> </ul>		<ul style="list-style-type: none"> <li>o Completion of activity record</li> </ul>
--	--	--	--	--	---

# CHILD HEALTH NURSING

**Course Code:** BSN302CHN

**Time:** Theory – 90 hours

Lab – 15 hours

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

Clinical – 415 Hours

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

Unit	Time (Hrs.)		Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
	T	L				
I	10		<ul style="list-style-type: none"> <li>• Explain the modern concept of child care &amp; principles of child health nursing</li> <li>• List major causes of death during infancy, early &amp; late childhood</li> <li>• Describe the major functions and role of the paediatric nurse in caring for a hospitalized child</li> </ul>	<b>Introduction Modern Concepts of Child Care</b> <ul style="list-style-type: none"> <li>o History of child health Nursing</li> <li>o Principles of child health nursing</li> <li>o Internationally accepted rights of the child</li> <li>o Changing trends in hospital care, preventive, promotive and curative aspects of child health</li> <li>o Child morbidity and mortality rates</li> <li>o Differences between an adult and child</li> <li>o Impact of hospitalization on the child family</li> <li>o Grief and bereavement</li> <li>o The role of child health nurse in caring for a hospitalized child</li> <li>o Principles of pre and post operative care of infants and children</li> <li>o Child health nursing procedures</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Demonstration of common paediatric procedures</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> <li>o Assessment of skills with check list</li> </ul>
II	5		<ul style="list-style-type: none"> <li>• Describe national policy and Child Welfare programmes.</li> <li>• Recognise Universal Immunization programme.</li> <li>• Identify measures to prevent common childhood</li> </ul>	<b>Preventive Pediatrics</b> <ul style="list-style-type: none"> <li>o National policies and legislations in relation to child health and welfare</li> <li>o National programs related to child health and welfare</li> <li>o Universal immunization programme, cold chain, under five clinic, well</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Immunization clinic</li> <li>o Field visit to Anganwadi, child guidance clinic</li> </ul>	<ul style="list-style-type: none"> <li>o Assessment of reports</li> </ul>

			<p>diseases</p> <ul style="list-style-type: none"> <li>• Appreciate the preventive measures and strategies for children</li> </ul>	<p>baby clinic, IMNCI</p> <ul style="list-style-type: none"> <li>o Agencies related to welfare services to the children</li> <li>o Genetic counselling</li> </ul>		
III	10	5	<ul style="list-style-type: none"> <li>• Describe the normal growth &amp; development of children at different ages</li> <li>• Identify the needs of children at different ages &amp; provide parental guidance</li> <li>• Identify the nutritional needs of children at different ages and ways of meeting the needs.</li> <li>• Appreciate the role of play for normal &amp; sick children</li> </ul>	<p><b>The Healthy Child</b></p> <ul style="list-style-type: none"> <li>o Principles of growth and development</li> <li>o Factors affecting growth &amp; development</li> <li>o Growth and development from birth to adolescence</li> <li>o The needs of normal children through the stages of developmental and parental guidance</li> <li>o Nutritional needs of children &amp; infants: breast feeding, exclusive breast feeding supplementary/ artificial feeding and weaning.</li> <li>o Baby friendly hospital concept</li> <li>o Accidents: causes and prevention</li> <li>o Value of play and selection of play material</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Developmental study of infant and children</li> <li>o Observation study of normal and sick child</li> <li>o Film show on breast feeding</li> <li>o Clinical practice/ field</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> <li>o Assessment of developmental study reports</li> </ul>
IV	10	3	<ul style="list-style-type: none"> <li>• Provide care to normal &amp; high risk neonates</li> <li>• Perform neonatal resuscitation</li> <li>• Recognize and manage common neonatal problems</li> </ul>	<p><b>Nursing Care of Neonate</b></p> <ul style="list-style-type: none"> <li>o Nursing care of a normal newborn/essential newborn care</li> <li>o Neonatal resuscitation</li> <li>o Nursing management of a low birth weight baby</li> <li>o Kangaroo mother care</li> <li>o Nursing management of common neonatal disorders</li> <li>o Organization of neonatal unit</li> <li>o Identification &amp; nursing management of common congenital malformations</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Workshop on neonatal resuscitation</li> <li>o Demonstration</li> <li>o Practice session</li> <li>o Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> <li>o Assessment of skills with check list</li> </ul>
V	45	7	<ul style="list-style-type: none"> <li>• Provide nursing care in common childhood diseases</li> </ul>	<p><b>Nursing Management in Common Childhood Diseases</b></p> <ul style="list-style-type: none"> <li>o Nutritional deficiency disorders</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Demonstration</li> <li>o Practice session</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>

			<ul style="list-style-type: none"> <li>• Identify measures to prevent common childhood diseases including immunization</li> </ul>	<p>PEM, Vitamin &amp; Mineral Deficiencies</p> <ul style="list-style-type: none"> <li>o <b>Respiratory disorders and infections</b> Croup, Broncheolitis, Bronchitis, Pneumonia, Tuberculosis, Epiglottitis, Bronchial Asthma, Emphysema, Empyema</li> <li>o <b>Gastrointestinal infections, infestations and Congenital disorders</b> <b>Medical</b> : Gastroenteritis, Malabsorbtion syndrome, Hepatitis, Indian Childhood cirrhosis <b>Surgical</b> : 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</li> <li>o <b>Cardio vascular problems:</b> Congenital defects and Rheumatic fever, Rheumatic heart disease, Kawasaki Disease</li> <li>o <b>Genito-urinary disorders:</b> Acute Glomerulo Nephritis, Nephrotic syndrome, Wilm’s tumor, infection and Congenital disorders., Acute renal failure</li> <li>o <b>Neurological infections and disorders:</b> Convulsions, Epilepsy, Meningitis, Encephalitis, Hydrocephalus, Spina- bifida, Cerebral Palsy</li> <li>o <b>Hematological disorders:</b> Anemias, Thalassemia, ITP, Leukemia, Hemophilia, Lymphoma</li> <li>o <b>Endocrine disorders:</b> Juvenile diabetes melli-</li> </ul>	<ul style="list-style-type: none"> <li>o Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>o Assessment of skills with check list</li> </ul>
--	--	--	---	---	---	--

				<p>tus, Congenital Hypothyroidism</p> <ul style="list-style-type: none"> <li>o <b>Orthopedic disorders:</b> Club feet, Hip dislocation and Fracture</li> <li>o <b>Disorders of skin</b> Scabies, Vitiligo, Pyoderma, Psoriasis, Dermatitis, Acne vulgaris.</li> <li>o <b>Eye Disorders</b> Hypertelorism, Hypotelorism, Exophthalmos, Retinopathy of prematurity, Conjunctivitis, Squint, Ptosis</li> <li>o <b>Ear Disorders</b> Otitismedia , Tonsillitis, Laryngitis, Hearing loss.</li> <li>o <b>Common communicable diseases in children, their identification, nursing management in hospital and home and prevention.</b> Diphtheria, Pertusis, Tetanus, Tuberculosis, Polio, Measles, Mumps, Dengue, Hepatitis, Chickenpox, Rubella, Typhoid, Malaria, Chickengunea</li> <li>o <b>Child health emergencies:</b> Poisoning, Foreign bodies, Hemorrhage, Shock, Burns, Drowning &amp; Snake bite</li> <li>o Nursing care of infant and children with HIV/AIDS</li> <li>o Lifestyle diseases among children Obesity, Childhood-hypertension</li> </ul>		
VI	5		<ul style="list-style-type: none"> <li>• Provide nursing care in common genetic disorders in children</li> </ul>	<p><b>Genetic Disorders</b> <b>Common chromosomal disorders</b> Down's Syndrome, Turner's Syndrome, Klinefelter's Syndrome, Apert syndrome, Edwards Syndrome, Crouzon Syn-</p>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> </ul>

				drome, Inborn errors of Metabolism		
VII	5		<ul style="list-style-type: none"> <li>• Manage the child with behavioural &amp; social problems</li> <li>• Identify the social &amp; welfare services for challenged children</li> </ul>	<b>Management of Behavioural &amp; Social Problems In Children</b> <ul style="list-style-type: none"> <li>o Management of common behavioural disorders</li> <li>o Management of common psychiatric problems</li> <li>o Management of challenged children: mentally, physically and socially challenged</li> <li>o Welfare services for challenged children in India</li> <li>o Child guidance clinic</li> </ul>	<ul style="list-style-type: none"> <li>o Lecture</li> <li>o Discussion</li> <li>o Field visits to child guidance clinics, school for mentally, physically and socially challenged</li> </ul>	<ul style="list-style-type: none"> <li>o Short answers</li> <li>o Objective type</li> <li>o Assessment of field reports</li> </ul>

### Recommended Books

1. Marlow DR, Redding BA. Textbook of Pediatric Nursing. Latest edition Philadelphia: WB Saunders.
2. Wong DL, Hockenberry MJ. Wong's nursing care of infants and children. Latest edition St Louis: Mosby Inc.

### Reference Books

- 1 Behrman, Kliegman, Arvin. Nelson's Textbook of Pediatrics (Book I & II), latest edition, Philadelphia: W.B.saunders Company.
- 2 Gupte S. The short textbook of pediatrics, latest edition., New Delhi: Jaypee Publishers.
- 3 Ghai OP. GHAI's essential pediatrics, latest edition, New Delhi; Interprint.
- 4 Udani. Textbook of pediatrics (Vol. I, II & III). latest edition., New Delhi: Jaypee Brothers.
- 5 Singh M. Care of new born, latest edition., New Delhi: Sagar Publications.
- 6 Ashcraft KW, Holocomb GW, Murphy JP. Paediatric surgeon, latest edition., Philadelphia; Elsevier Saunders.
- 7 Nelill JA. Principles of paediatric surgery, latest edition., St.louis: Mosby.
- 8 Santosh KA. Manual of paediatric practice, latest edition., Hyderabad: Paras Publishing.
- 9 Singh I, Pal GP. Human embryology, latest edition., Dehi: Macmillan publishers.
- 10 Elrod S, Stensfield W. Schaum's outline of genetics, latest edition., New Delhi: Tata McGraw Hill publishers.
- 11 Vasudevan DM, Sreekumari S. Textbook of Biochemistry, latest edition., New Delhi: Jaypee publishers
- 13 Skirton H, Patch C, Genetics for Health Care Professionals – a life stage approach. latest edition., Oxford: BIOS Scientific publishers.

# CHILD HEALTH NURSING - PRACTICAL

Course Code: BSN302CHN

Placement: Third year B.Sc. Nursing

Time: 415 hrs

Areas	Duration (Weeks)	Objectives Posting	Skills to be Developed	Assignments	Assessment Methods
Paediatric medicine ward	3	<p>Provide nursing care to children with various medical disorders</p> <p>Counsel and educate parents</p>	<ul style="list-style-type: none"> <li>o Taking paediatric history</li> <li>o Physical examination and assessment of children</li> <li>o Administer oral, I/M &amp; IV medicine/fluids</li> <li>o Calculation of fluid requirements</li> <li>o Prepare different strengths of I.V. fluids</li> <li>o Apply restraints</li> <li>o Administer O2 inhalation by different methods</li> <li>o Give baby bath</li> <li>o Feed children by Katori spoon, etc</li> <li>o Collect specimens for common investigations</li> <li>o Assist with common diagnostic procedures</li> <li>o Teach mothers/parents about                             <ul style="list-style-type: none"> <li>□ Malnutrition</li> <li>□ Oral rehydration therapy</li> <li>□ Feeding &amp; weaning</li> <li>□ Immunization schedule</li> <li>□ Play therapy</li> <li>□ Specific disease conditions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>o Give care to three assigned paediatric patients</li> <li>o Nursing care plan – 1</li> <li>o Case study/ presentation – 1</li> <li>o Health talk – 1</li> <li>o Growth &amp; Development assessment</li> </ul>	<ul style="list-style-type: none"> <li>o Assess clinical performance with rating scale.</li> <li>o Assessment of skills with check list OSCE/OSPE</li> <li>o Evaluation of care study presentation and health education session</li> <li>o Completion of activity record</li> </ul>
Paediatric surgery ward	3	Recognize different pediatric surgical conditions/malformations	<ul style="list-style-type: none"> <li>o Calculate, prepare and administer I/V fluids</li> <li>o Do bowel wash</li> <li>o Care for ostomies:                             <ul style="list-style-type: none"> <li>□ Colostomy irrigation</li> <li>□ Ureterostomy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>o Give care to three assigned paediatric patients</li> <li>o Nursing care plan–1</li> </ul>	<ul style="list-style-type: none"> <li>o Assess clinical performance with rating scale.</li> </ul>

		Provide pre and post operative care to children with common paediatric surgical conditions/ malformations Counsel and educate parents	<input type="checkbox"/> Gastrostomy <input type="checkbox"/> Enterostomy <input type="checkbox"/> Urinary catheterization and drainage <input type="checkbox"/> Feeding: <input type="checkbox"/> Naso-gastric <input type="checkbox"/> Gastrostomy <input type="checkbox"/> Jejunostomy <input type="checkbox"/> Care of surgical wounds <input type="checkbox"/> Dressing <input type="checkbox"/> Suture removal	<input type="checkbox"/> Case study/ presentation– 1 <input type="checkbox"/> Growth & Development assessment	<input type="checkbox"/> Assessment of skills with check list OSCE/OSPE <input type="checkbox"/> Evaluation of care study presentation and health education session <input type="checkbox"/> Completion of activity record
Paediatric OPD/ Immunization room	1	Perform assessment of children: health, developmental and anthropometric. Perform immunization. Give health education/ nutritional education	<input type="checkbox"/> Assessment of children <input type="checkbox"/> Health assessment <input type="checkbox"/> Developmental assessment <input type="checkbox"/> Anthropometric assessment <input type="checkbox"/> Immunization <input type="checkbox"/> Health/ nutritional education	<input type="checkbox"/> Developmental study - 1	<input type="checkbox"/> Assess clinical performance with rating scale <input type="checkbox"/> Completion of activity record
Paediatric medicine, surgery & neonatal ICU's	1 each/ 4 weeks		<input type="checkbox"/> Care of a baby in incubator/warmer <input type="checkbox"/> Care of a child on ventilator <input type="checkbox"/> Endotracheal suction <input type="checkbox"/> Chest physiotherapy <input type="checkbox"/> Administer fluids with infusion pump <input type="checkbox"/> Total parenteral nutrition <input type="checkbox"/> Phototherapy <input type="checkbox"/> Monitoring of babies <input type="checkbox"/> Cardio pulmonary resuscitation	<input type="checkbox"/> Neonatal care plan – 1 <input type="checkbox"/> Observation report	<input type="checkbox"/> Assess clinical performance with rating scale. <input type="checkbox"/> Evaluation of observation report

# MENTAL HEALTH NURSING

**Course Code :** BSN303MHN

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

**Time :** Theory - 90 hours

Lab - 15 hours

Clinical - 365 hours

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

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
I	5		<ul style="list-style-type: none"> <li>Describe the historical development &amp; current trends in mental health nursing</li> <li>Describe the epidemiology of mental health problems</li> <li>Discuss the scope of mental health nursing</li> <li>Describe the concept of normal &amp; abnormal behaviour</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Perspective of mental health and mental health nursing: evolution of mental health services, treatments and nursing practices.</li> <li>Prevalence and incidence of mental health problems and disorders.</li> <li>Mental health team</li> <li>Nature and scope of mental health nursing</li> <li>Role and functions of mental health nurse in various settings and factors affecting the level of nursing practice</li> <li>Concepts of normal and abnormal behaviour</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Objective type</li> <li>Quiz</li> </ul>
II	6	2	<ul style="list-style-type: none"> <li>Define the various terms used in mental health nursing</li> <li>Explain the classification of mental disorders</li> </ul>	<p><b>Principles and Concepts of Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>Definition : Mental Health Nursing and terminology used</li> <li>Classification of mental disorders: ICD &amp; DSM</li> <li>Review of personality development, defense mechanisms</li> <li>Maladaptive behaviour of individuals and groups: stress, crisis and disaster</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Role play</li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>Symptomatology in Psychiatry</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answers</li> <li>Objective type</li> <li>Quiz</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
			<ul style="list-style-type: none"> <li>• Explain psycho dynamics of maladaptive behaviour</li> <li>• Discuss the etiological factors, psycho pathology of mental disorders</li> <li>• Explain the principles and standards of mental health nursing</li> <li>• Describe the conceptual models of mental health nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Etiology: bio-psycho-social factors</li> <li>• Psychopathology of mental disorders: review of structure and functions of brain, limbic system and abnormal neurotransmission</li> <li>• Principles of mental health nursing</li> <li>• Standards of mental health nursing practice</li> <li>• Conceptual models and the role of nurse: <ul style="list-style-type: none"> <li>o Existential Model</li> <li>o Psycho-analytical Model</li> <li>o Behavioural Model</li> <li>o Psycho-social Model</li> <li>o Interpersonal Model</li> </ul> </li> </ul>		
III	5	4	<ul style="list-style-type: none"> <li>• Describe nature, purpose and process of assessment of mental health status</li> </ul>	<p><b>Assessment of Mental Health Status</b></p> <ul style="list-style-type: none"> <li>• History taking</li> <li>• Mental status examination</li> <li>• Mini mental status examination</li> <li>• Neurological examination review</li> <li>• Investigations: Related blood chemistry, EEG, CT, MRI, PET &amp; SPECT</li> <li>• Psychological tests</li> <li>• Role and responsibilities of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Clinical practice</li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>• Mental status examination</li> <li>• Mini mental status examination</li> <li>• Neurological examination review</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
IV	5	2	<ul style="list-style-type: none"> <li>Identify therapeutic communication techniques</li> <li>Describe therapeutic relationship</li> <li>Describe therapeutic impasses and the interventions</li> </ul>	<p><b>Therapeutic Communication and Nurse – Patient Relationship</b></p> <ul style="list-style-type: none"> <li>Therapeutic communication: types, techniques, characteristics</li> <li>Types of relationship</li> <li>Ethics and responsibilities</li> <li>Elements of nurse patient contract</li> <li>Review of technique of IPR- Johari Window</li> <li>Goals, phases, tasks, therapeutic techniques</li> <li>Therapeutic impasses and the interventions               <ul style="list-style-type: none"> <li>Resistance</li> <li>Transference</li> <li>Counter Transference</li> <li>Boundary Violation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Role play</li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>Process recording</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answers</li> <li>Objective type</li> </ul>
V	12	4	<ul style="list-style-type: none"> <li>Explain treatment modalities and therapies used in mental disorders and role of the nurse</li> </ul>	<p><b>Treatment Modalities and Therapies Used in Mental Disorders</b></p> <ul style="list-style-type: none"> <li>Psycho pharmacology               <ul style="list-style-type: none"> <li>Antipsychotics</li> <li>Mood stabilizers</li> <li>Antidepressants</li> <li>Anxiolytics</li> <li>Ant-abuse drugs</li> <li>Other drugs</li> </ul> </li> <li>Psychotherapy: individual, psycho-analytical, cognitive and supportive</li> <li>Behaviour Therapy</li> <li>Psycho-social therapies: Therapeutic community, Milieu, Family, Group, Occupational, Recreational, Play, Psycho- drama, Music, Dance and Light therapy.</li> <li>Relaxation therapies: Yoga, Meditation, Biofeedback, Mental imagery, Mindfulness, Progressive muscle relaxation and Deep breathing exercise.</li> <li>Physical therapies: Electroconvulsive therapy, Invasive and Non-invasive</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Group Work</li> <li>Practice session</li> <li>Clinical practice</li> </ul> <p><b>Lab:</b></p> <ul style="list-style-type: none"> <li>Behaviour Therapy</li> <li>Group Therapy</li> <li>Mental Imagery</li> <li>Mindfulness</li> <li>Progressive Muscle Relaxation</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
				Neuromodulation Therapies. <ul style="list-style-type: none"> <li>• Alternative systems of medicine: Ayurveda, Homeopathy, Siddha, Unani, Naturopathy.</li> <li>• Geriatric considerations</li> <li>• Role of nurse in psychopharmacology and other therapies</li> </ul>		
VI	5		<ul style="list-style-type: none"> <li>• Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with schizophrenia, and other delusional disorders</li> </ul>	<b>Nursing Management of Patients with Schizophrenia, and Other Delusional Disorders</b> <ul style="list-style-type: none"> <li>• Classification: ICD</li> <li>• Etiology, psychopathology, types, clinical manifestations, diagnosis</li> <li>• Nursing assessment: history, physical and mental assessment</li> <li>• Treatment modalities and nursing management of patients with schizophrenia and other delusional disorders</li> <li>• Geriatric considerations</li> <li>• Follow up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of patients management problems</li> </ul>
VII	5		<ul style="list-style-type: none"> <li>• Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with mood disorders</li> </ul>	<b>Nursing Management of Patients with Mood Disorders</b> <ul style="list-style-type: none"> <li>• Classification: ICD</li> <li>• Mood disorders: bipolar affective disorder, mania, depression, dysthymia, etc</li> <li>• Etiology, psychopathology, clinical manifestations, diagnosis</li> <li>• Nursing assessment: history, physical and mental assessment</li> <li>• Treatment modalities and nursing management of patients with mood disorders</li> <li>• Geriatric considerations</li> <li>• Follow up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of patients management problems</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
VIII	8		<ul style="list-style-type: none"> <li>Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatoform disorders</li> </ul>	<p><b>Nursing Management of Patients with Neurotic, Stress Related and Somatoform Disorders</b></p> <ul style="list-style-type: none"> <li>Classification: ICD</li> <li>Phobias, Other Anxiety Disorders, Obsessive Compulsive Disorder, Adjustment Disorder, Post Traumatic Stress Disorder, Dissociation (Conversion) Disorder, Somatization Disorder, Hypochondriasis</li> <li>Etiology, psychopathology, clinical manifestations, diagnosis</li> <li>Nursing assessment: history, physical and mental assessment</li> <li>Behavioural techniques used in the treatment of neurotic disorders</li> <li>Treatment modalities and nursing management of patients with neurotic, stress related and somatoform disorders</li> <li>Geriatric considerations</li> <li>Follow up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Case discussion</li> <li>Case presentation</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of patients management problems</li> </ul>
IX	4	2	<ul style="list-style-type: none"> <li>Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with substance use disorders</li> </ul>	<p><b>Nursing Management of Patients with Substance Use Disorders</b></p> <ul style="list-style-type: none"> <li>Classification: ICD</li> <li>Commonly used psychoactive substances: classification, forms, routes, action and various states of use: Harmful use, Dependence, Intoxication and Withdrawal</li> <li>Behavioural Addictions: Gambling, Internet Gaming, Internet Addiction, Compulsive Shopping, Food Addiction</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Case discussion</li> <li>Case presentation</li> <li>Clinical practice</li> </ul> <p><b>Lab:</b> Relapse Prevention Strategies for patients with substance use disorders</p>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of patients management problems</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
				<ul style="list-style-type: none"> <li>Etiology of dependence, diagnosis of dependence</li> <li>Nursing assessment: history, physical, and mental assessment and drug assay</li> <li>Treatment (detoxification, ant-abuse and narcotic antagonist therapy and harm reduction) and nursing management of patients with substance use disorders</li> <li>Geriatric considerations</li> <li>Follow up, home care and rehabilitation</li> </ul>		
X	6		<ul style="list-style-type: none"> <li>Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with personality, sexual, eating and sleep disorders</li> </ul>	<b>Nursing Management of Patients with Personality, Sexual, Eating and Sleep Disorders</b> <ul style="list-style-type: none"> <li>Classification: ICD</li> <li>Etiology, psychopathology, clinical manifestations, diagnosis</li> <li>Nursing assessment: history, physical and mental assessment</li> <li>Treatment modalities and nursing management of patients with personality, sexual, eating and sleep disorders</li> <li>Geriatric considerations</li> <li>Follow up and home care and rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Case discussion</li> <li>Case presentation</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of patients management problems</li> </ul>
XI	8		<ul style="list-style-type: none"> <li>Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent</li> </ul>	<b>Nursing Management of Childhood and Adolescent Disorders Including Mental Deficiency</b> <ul style="list-style-type: none"> <li>Classification: ICD</li> <li>Mental retardation</li> <li>Developmental disorders: Specific developmental disorders of speech, language and scholastic skills, Pervasive developmental disorder</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Case presentation</li> <li>Case discussion</li> <li>Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Essay</li> <li>Short answers</li> <li>Objective type</li> <li>Assessment of patients management problems</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
			disorders including mental deficiency	<ul style="list-style-type: none"> <li>• Behavioural and emotional disorders: Hyperkinetic disorder (ADHD), Conduct Disorder, Separation anxiety, Childhood phobias, Sibling rivalry, Elective mutism, Tic disorder, Pica, Enuresis and Encopresis</li> <li>• Etiology, psychopathology, clinical manifestations, diagnosis</li> <li>• Nursing assessment: history, physical and mental assessment and IQ assessment</li> <li>• Behavioural techniques used in the treatment for mentally challenged children</li> <li>• Treatment modalities and nursing management of childhood disorders including mental deficiency</li> <li>• Parental counselling and education</li> <li>• Mental health promotion with children and adolescents</li> <li>• Follow up, home care and rehabilitation</li> </ul>		
XII	5		<ul style="list-style-type: none"> <li>• Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with organic brain disorders</li> </ul>	<p><b>Nursing Management of Patients with Organic Brain Disorders</b></p> <ul style="list-style-type: none"> <li>• Classification: ICD</li> <li>• Dementia, Delirium, Organic amnestic syndrome</li> <li>• Etiology, psychopathology, clinical features, diagnosis and differential diagnosis (Parkinson's and Alzheimer's)</li> <li>• Nursing assessment: history, physical, mental and neurological assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case discussion</li> <li>• Case presentation</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of patients management problems</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
				<ul style="list-style-type: none"> <li>• Treatment modalities and nursing management of patients with organic brain disorders</li> <li>• Geriatric considerations</li> <li>• Follow up and home care and rehabilitation</li> </ul>		
XIII	6	1	<ul style="list-style-type: none"> <li>• Identify psychiatric emergencies and carry out crisis interventions</li> </ul>	<p><b>Psychiatric Emergencies and Crisis Interventions</b></p> <ul style="list-style-type: none"> <li>• Types of psychiatric emergencies and their management</li> <li>• Suicide, Aggression, Catatonic stupor, Panic attack, Delirium, Alcohol intoxication &amp; withdrawal, Psychotropic drug toxicity, Hyperventilation syndrome, ICU syndrome, Battered child syndrome, Pseudo seizures</li> <li>• Family violence</li> <li>• Sexual abuse</li> <li>• Stress adaptation model: stress and stressor, coping, resources and mechanism</li> <li>• Grief: theories of grieving process, principles, techniques of counselling</li> <li>• Types of crisis</li> <li>• Crisis intervention: principles, techniques and process</li> <li>• Geriatric considerations</li> <li>• Role and responsibilities of nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Clinical practice</li> </ul> <p><b>Lab :</b></p> <ul style="list-style-type: none"> <li>• Application of Crisis intervention techniques <ul style="list-style-type: none"> <li>o Suicide</li> <li>o Aggression</li> <li>o Sexual Abuse</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
XIV	5		<ul style="list-style-type: none"> <li>• Explain legal aspects applied in mental health settings and role of the nurse</li> </ul>	<p><b>Legal Issues in Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>• The Mental Health Act 1987, 2017: Act, sections articles and their implications etc</li> <li>• Indian Lunacy Act 1912</li> <li>• Rights of mentally ill clients</li> <li>• Forensic psychiatry</li> <li>• Acts related to narcotic</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Case discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
			<ul style="list-style-type: none"> <li>Describe the national mental health act</li> </ul>	<p>and psychotropic substances and illegal drug trafficking</p> <ul style="list-style-type: none"> <li>The Rights of Persons with Disabilities Act 1995, 2016</li> <li>Other laws related to psychiatry</li> <li>Admission and discharge procedures</li> <li>Role and responsibilities of nurse</li> </ul>		
XV	5		<ul style="list-style-type: none"> <li>Describe the national mental health programme and mental health policy</li> <li>Describe the model of preventive psychiatry</li> <li>Describes community mental health services and role of the nurse</li> </ul>	<p><b>Community Mental Health Nursing</b></p> <ul style="list-style-type: none"> <li>Development of community mental health services: <ul style="list-style-type: none"> <li>National mental health Programme</li> <li>National mental health policy vis a vis National health policy</li> </ul> </li> <li>Institutionalization versus De-institutionalization</li> <li>Model of preventive psychiatry: levels of prevention</li> <li>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</li> <li>Mental health agencies: government and voluntary, national and international</li> <li>Mental health nursing issues for special populations: Children, Adolescence, Women, Elderly, Victims of violence and abuse, Handicapped, HIV/AIDS, etc</li> <li>Psycho-social rehabilitation</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Clinical/field practice</li> <li>Field visits to mental health service agencies</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Assessment of the field visit reports</li> </ul>

### Recommended Books

1. Stuart GW, Laraia MT. Principles and practice of psychiatric nursing. Philadelphia: Mosby. Latest Edition.
2. Boyd MA. Psychiatric nursing: Contemporary practice. Lippincott Williams & Wilkins. Latest Edition.
3. Varcarolis EM, Carson VB, Shoemaker NC. Foundations of psychiatric mental health nursing: A clinical approach. Saunders. Latest Edition.
4. Fortinash KM, Worret PA. Psychiatric Mental Health Nursing. Mosby. Latest Edition.
5. Schultz JM, Videbeck SN. Lippincott manual of psychiatric nursing care plans. Philadelphia: Lippincott. Latest Edition.
6. Townsend M. Psychiatric mental health nursing. Philadelphia: F. A. Davis. Latest Edition.
7. Ahuja NA. Short textbook of psychiatry. New Delhi: Jaypee Brothers. Latest Edition.
8. Sreevani R. A guide to psychiatric mental health nursing. Bangalore: Jaypee Brothers. Latest Edition.
9. World Health Organization. The ICD-10: Mental and Behavioural Disorders: Clinical descriptions and Diagnostic guidelines. AITBS Publishers, India. Latest Edition.

### Reference Books:

1. Sadock BJ, Sadock VA. Kaplan and Sadock's synopsis of psychiatry: Behavioral sciences/clinical psychiatry. Lippincott Williams & Wilkins. Latest Edition.
2. Lalitha K. Principles of psychiatric mental health nursing. Bangalore: Gajanana Publishers. Latest Edition.
3. Bhatia MS. A concised text Book of Psychiatric Nursing. comprehensive theoretical & practical approach. New Delhi: Ls Publishers & distributors. Bhatia MS. A concised text Book of Psychiatric Nursing.
4. Raju SM. Introduction to psychiatric nursing, 1st ed. New Delhi: Jaypee Brothers. Latest Edition.
5. Gelder M, Gath D, Mayou R. Oxford textbook of psychiatry. Oxford university press. Latest Edition.
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

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

Areas	Duration (In week)	Objectives	Skills	Assignments	Assessment Methods
		<ul style="list-style-type: none"> <li>• Counsel and educate patients, families and significant others</li> </ul>	<ul style="list-style-type: none"> <li>• Administer Psychotropic medications and observe for side effects</li> <li>• Assist in Electro Convulsive Therapy (ECT)</li> <li>• Provide and participate in various therapies for patients: Group, Occupation, Recreation, Relaxation and Physical Exercise</li> <li>• Prepare patients for Activities of Daily Living (ADL)</li> <li>• Conduct admission and discharge counselling</li> <li>• Counsel and teach patients and families</li> </ul>		<ul style="list-style-type: none"> <li>• Completion of activity record</li> </ul>
Community psychiatry	1	<ul style="list-style-type: none"> <li>• Identify patients with various mental disorders</li> <li>• Motivate patients for early treatment and follow up</li> <li>• Assist in follow up clinic</li> <li>• Counsel and educate patient, family and community</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct case work</li> <li>• Identify individuals with mental health problems</li> <li>• Assist in mental health camps and clinics</li> <li>• Counsel and teach family members, patients and community</li> <li>• Guided observation in selected areas: Special school, De-addiction and rehabilitation centre, Rehabilitation centre for chronic mentally ill, Dementia care centre</li> </ul>	<ul style="list-style-type: none"> <li>• Case work-1</li> <li>• Observation report on field visit</li> </ul>	<ul style="list-style-type: none"> <li>• Assess performance with rating scale</li> <li>• Evaluation of case work and observation report</li> <li>• Completion of activity record</li> </ul>

# NURSING RESEARCH AND STATISTICS

**Course Code :** BSN304NRS

**Time :** Theory - 45 Hours (30 + 15)

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

Practical - 90 Hours

**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.

Unit	Time (Hours)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
I	4	<ul style="list-style-type: none"> <li>Describe the concept of research, terms, need and areas of research in nursing.</li> <li>Explain the steps of research process.</li> <li>Discuss the ethical considerations while conducting research</li> </ul>	<b>Research and Research Process</b> <ul style="list-style-type: none"> <li>Introduction and need for nursing research.</li> <li>Definition of research and nursing research.</li> <li>Scope, importance in nursing.</li> <li>Research terminologies.</li> <li>Historical development of nursing research in India.</li> <li>Steps of scientific method.</li> <li>Characteristics of good research.</li> <li>Steps of research process: overview.</li> <li>Ethical considerations.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion.</li> <li>Narrate the steps of research process followed from examples of published studies.</li> <li>PowerPoint presentations</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective types</li> <li>Quiz</li> </ul>
II	3	<ul style="list-style-type: none"> <li>Identify the research area</li> <li>State the research problems, objectives and hypotheses</li> </ul>	<b>Research Problem / Question</b> <ul style="list-style-type: none"> <li>Source of research problem</li> <li>Identification of problem area</li> <li>Problem statement</li> <li>Criteria of a good research problem</li> <li>Writing objectives</li> <li>Hypothesis</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion.</li> <li>Exercise on writing statement of problem, objectives and hypotheses.</li> <li>PowerPoint presentations</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective types</li> <li>Quiz</li> </ul>
III	3	<ul style="list-style-type: none"> <li>Review related literature</li> </ul>	<b>Review of Literature</b> <ul style="list-style-type: none"> <li>Location</li> <li>Sources</li> <li>On line search: CINHAL, COCHRANE</li> <li>Purposes</li> <li>Steps</li> <li>Method of review</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion.</li> <li>Exercise on reviewing one research report/article for a selected research problem.</li> <li>Prepare annotated bibliography.</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective types</li> </ul>

Unit	Time (Hours)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
IV	4	<ul style="list-style-type: none"> <li>Describe the research approaches and designs.</li> </ul>	<b>Research Approaches and Designs</b> <ul style="list-style-type: none"> <li>Quantitative: experimental, non-experimental and quasi-experimental designs</li> <li>Qualitative: ethnography, phenomenology, grounded theory, historical</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explain types of research</li> <li>PowerPoint presentations</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective types</li> <li>Quiz</li> </ul>
V	8	<ul style="list-style-type: none"> <li>Explain sampling process.</li> <li>Describe methods of data collection.</li> </ul>	<b>Sampling and Data Collection</b> <ul style="list-style-type: none"> <li>Definition: population, sample, sampling, element, sampling criteria.</li> <li>Eligibility criteria.</li> <li>Factors influencing sampling process.</li> <li>Types of sampling technique.</li> <li>Data: why, what, when, from whom and where to collect.</li> <li>Data collection methods and instruments. <ul style="list-style-type: none"> <li>Methods of data collection: questioning, interviewing, observation, record analysis and measurement <ul style="list-style-type: none"> <li>Types of instruments</li> </ul> </li> </ul> </li> <li>Validity and reliability of the instruments</li> <li>Pilot study</li> <li>Data collection procedure</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Reading assignments on examples of data collection tools</li> <li>Preparation of sample data collection tool</li> <li>Conduct group research project</li> <li>PowerPoint presentations</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective types</li> </ul>
VI	4	<ul style="list-style-type: none"> <li>Analyze, interpret and summarize the research data</li> </ul>	<b>Analysis of Data</b> <ul style="list-style-type: none"> <li>Compilation, tabulation, classification, summarization, presentation, interpretation of data</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Preparation of sample tables</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective types</li> </ul>
VII	15	<ul style="list-style-type: none"> <li>Explain the use of statistics, scales of measurement</li> </ul>	<b>Introduction to Statistics</b> <ul style="list-style-type: none"> <li>Definition, functions and limitations of statistics.</li> <li>Terminologies: raw data, the array, class interval,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Practice on graphical presentations</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective types</li> </ul>

Unit	Time (Hours)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
		<p>and graphical presentation of data</p> <ul style="list-style-type: none"> <li>Describe the measures of central tendency and variability and methods of correlation.</li> </ul>	<p>class limits, and class marks.</p> <ul style="list-style-type: none"> <li>Scales of measurement</li> <li>Frequency distribution, diagrammatic and graphical presentation of data.</li> <li>Histogram, frequency polygons, curves, one dimensional and two dimensional diagrams, normal probability curve.</li> <li>Measures of central tendency and dispersion: arithmetic mean, median and mode; quartiles, deciles and percentiles.</li> <li>The range, the mean deviation and average deviation, the variance, the standard deviation, the co-efficient of variation, co-efficient of correlation</li> <li>Introduction to 't' test and Chi-square.</li> <li>Using computer for data analysis using statistical package.</li> </ul>	<ul style="list-style-type: none"> <li>Practice on computation of measures of central tendency, variability and correlation</li> </ul>	
VIII	4	<ul style="list-style-type: none"> <li>Communicate and utilize the research findings</li> </ul>	<p><b>Communication and Utilization of Research</b></p> <ul style="list-style-type: none"> <li>Communication of research findings.</li> <li>Verbal report.</li> <li>Writing research report.</li> <li>Writing scientific article/ paper: format, style, foot note, bibliography.</li> <li>Critical review of published research.</li> <li>Utilization of research findings.</li> <li>Evidence based practice.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Read/ presentations of sample published/ unpublished research report.</li> <li>Writing group research project report.</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective types</li> </ul>

<b>METHODS OF EVALUATION</b>	<b>WEIGHTAGE (%)</b>
• Written examination	50
• Written assignments: individual and group	15
o Review of literature	
o Annotated bibliography	
o Preparation of sample data collection tool	
• Critiquing a research report	5
• Conducting research project	10
• Evaluation of the research report (Project)	20

#### **Recommended Books:**

1. Polit DF, Beck TC. Essentials of nursing research: appraising evidence for nursing practice. Philadelphia: Lippincott. (Latest Edition)
2. Sharma SK. Nursing research and statistics. India: Elsevier. (Latest Edition)
3. Bincy R. Nursing research: building evidence for practice. India: Viva Books. (Latest Edition)

#### **Reference books:**

1. Polit DF, Hungler BP. Nursing research: principles and methods. Philadelphia: Lippincott. (Latest Edition)
2. Polit DF, Beck CT. Nursing research: principles and methods. Philadelphia: Lippincott Williams and Wilkins. (Latest Edition)
3. Mahajan BK. Methods in biostatistics for medical students and research workers. New Delhi: Jaypee Brothers. (Latest Edition)
4. Kothari CRB. Research methodology: methods and techniques. New Delhi: New Age International Pvt Ltd. (Latest Edition)
5. Wood MJ, Ross-Kerr JC. Basic steps in planning nursing research. Boston: Jones Bartlett. (Latest Edition)
6. Young BD. Fundamentals of nursing research. Boston: Jones Bartlett. (Latest Edition)
7. Burns N, Grove SK. Study guide to understanding nursing research. Philadelphia: WB Saunders. (Latest Edition)
8. Sundaram KR, Dwivedi SN, Sreenivas V. Medical statistics: principles and methods. New Delhi: Wolters Kluwer. (Latest Edition)
9. Parahoo K. Nursing research: principles, process and issues. New York: Palgrave Macmillan. (Latest Edition)

# 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.

Areas	Duration in Weeks	Objectives	Skills	Assignments	Assessment Methods
Nursing Research and Statistics	3 weeks (90 hours)	<ul style="list-style-type: none"> <li>Formulate a problem statement</li> </ul>	<ul style="list-style-type: none"> <li>Identification of problem areas.</li> <li>Formulating research problem, objectives and hypotheses</li> <li>Identification of variables.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom presentation and discussion</li> <li>Preparation of research proposal for the selected project</li> </ul>	<ul style="list-style-type: none"> <li>Evaluating classroom presentation.</li> <li>Evaluating the written proposal, presentation and approval.</li> </ul>
		<ul style="list-style-type: none"> <li>Review literature</li> </ul>	<ul style="list-style-type: none"> <li>Review literature on a given topic and/selected project.</li> <li>Critique literature review of a selected study.</li> </ul>	<ul style="list-style-type: none"> <li>Written assignment</li> <li>Preparation of annotated bibliography.</li> <li>Classroom presentation and discussion</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the written review and annotated bibliography.</li> <li>Evaluation of the classroom presentation.</li> </ul>
		<ul style="list-style-type: none"> <li>Identify the study designs.</li> </ul>	<ul style="list-style-type: none"> <li>Identification of research designs.</li> </ul>	<ul style="list-style-type: none"> <li>Analyse various published studies and discuss the research designs used.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the classroom presentation and discussion</li> </ul>
		<ul style="list-style-type: none"> <li>Develop sample data collection tools</li> </ul>	<ul style="list-style-type: none"> <li>Preparation of various data collection tools</li> </ul>	<ul style="list-style-type: none"> <li>Preparation of sample data collection tools and classroom discussion.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluation of the data collection tools.</li> </ul>
		<ul style="list-style-type: none"> <li>Conduct research project using the steps of research process.</li> </ul>	<ul style="list-style-type: none"> <li>Preparation of data collection tool for the selected project.</li> </ul>	<ul style="list-style-type: none"> <li>Assess the reliability and validity of the tool using statistical methods.</li> <li>Conduct pilot study.</li> </ul>	<ul style="list-style-type: none"> <li>Assess the reliability and validity score and steps of pilot study.</li> <li>Evaluation of the tool.</li> </ul>

Areas	Duration in Weeks	Objectives	Skills	Assignments	Assessment Methods
				<ul style="list-style-type: none"> <li>Collect data using the tools developed for the selected project.</li> <li>Prepare master data sheet.</li> </ul>	
		<ul style="list-style-type: none"> <li>Analyse data using statistical packages</li> </ul>	<ul style="list-style-type: none"> <li>Preparation of data for analysis.</li> <li>Using statistical packages.</li> <li>Interpretation of the results.</li> </ul>	<ul style="list-style-type: none"> <li>Compilation, analysis and interpretation of data collected for the selected project.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the analysed data and interpretation</li> </ul>
		<ul style="list-style-type: none"> <li>Communicate the research findings</li> </ul>	<ul style="list-style-type: none"> <li>Preparation of manuscript for publication.</li> </ul>	<ul style="list-style-type: none"> <li>Submission of the research report.</li> <li>Publish the research report.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the various steps in research projects</li> <li>Evaluate the research report</li> </ul>
		<ul style="list-style-type: none"> <li>Critique a given study/ project report</li> </ul>	<ul style="list-style-type: none"> <li>Critiquing various aspects of a research project</li> </ul>	<ul style="list-style-type: none"> <li>Presentation of the critiqued report</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the classroom presentation.</li> </ul>

# 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.

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
I	3		<ul style="list-style-type: none"> <li>Recognize the trends and issues in Mid-wifery and Obstetrical Nursing</li> </ul>	<p><b>Introduction of Midwifery and Obstetrical Nursing</b></p> <ul style="list-style-type: none"> <li>Introduction to the concepts of midwifery and obstetrical nursing</li> <li>Historical perspectives and current trends</li> <li>Legal &amp; ethical aspects</li> <li>Role of nurse in maternity care</li> <li>Pre-conception care and preparing for parenthood</li> <li>National policy and legislation in relation to maternal health and welfare</li> <li>Maternal morbidity, mortality and fertility rates</li> <li>Perinatal morality and morbidity rates</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explain using slides, charts and graphs</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
II	4	2	<ul style="list-style-type: none"> <li>Describe the anatomy and physiology of female reproductive system</li> </ul>	<p><b>Review of Anatomy And Physiology of Female Reproductive System And Fetal Development</b></p> <ul style="list-style-type: none"> <li>Female pelvis: general description of the bones, joints, ligaments, planes of the pelvis, diameters of the true pelvis, important landmarks, variations in pelvic shape</li> <li>Female organs of reproduction: external genitalia, internal genital organs and their anatomical relations, musculature: blood supply, nerves, lymphatic, pelvic cellular tissue, pelvic peritoneum</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Review with charts and graphs</li> <li>Demonstrate with models</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
				<ul style="list-style-type: none"> <li>• Pelvic floor</li> <li>• Physiology of menstrual cycle</li> <li>• Human sexuality</li> <li>• Foetal development</li> <li>• Conception</li> <li>• Review of fertilization, implantation, development of the embryo and placenta at term: functions, abnormalities, fetal sac, amniotic fluid, umbilical cord</li> <li>• Foetal circulation</li> <li>• Foetal skull: bones, sutures and measurements</li> <li>• Review of Genetics</li> </ul>		
III	8	2	<ul style="list-style-type: none"> <li>• Describe the diagnosis and management of women during antenatal period</li> </ul>	<p><b>Assessment And Management of Pregnancy (Antenatal)</b></p> <ul style="list-style-type: none"> <li>o Normal pregnancy</li> <li>o Physiological changes during pregnancy <ul style="list-style-type: none"> <li>• Reproductive system</li> <li>• Cardiovascular system</li> <li>• Respiratory system</li> <li>• Gastrointestinal system</li> <li>• Metabolic changes</li> <li>• Skeletal changes</li> <li>• Skin changes</li> <li>• Endocrine system</li> <li>• Psychological changes</li> </ul> </li> <li>o Discomforts of pregnancy</li> <li>o Diagnosis of pregnancy <ul style="list-style-type: none"> <li>• Signs and symptoms</li> <li>• Differential diagnosis</li> <li>• Confirmatory tests</li> </ul> </li> <li>o Antenatal care <ul style="list-style-type: none"> <li>• Objectives of antenatal care</li> <li>• Assessment: history and physical examination, obstetrical examination, signs of previous childbirth</li> <li>• Relationship of fetus to uterus and pelvis: lie, attitude, presentation, position</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Case discussion</li> <li>• Health talk</li> <li>• Practice session</li> <li>• Counseling session</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> <li>• Assessment of patient management</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
				<ul style="list-style-type: none"> <li>o Pervaginal examination</li> <li>o Screening and assessment for high risk <ul style="list-style-type: none"> <li>• Risk approach</li> <li>• History and physical examination</li> </ul> </li> <li>o Modalities of diagnosis: invasive and noninvasive, ultrasonics, CTG, NST, CST</li> <li>o Antenatal preparation and care <ul style="list-style-type: none"> <li>• Antenatal counseling</li> <li>• Antenatal diet</li> <li>• Antenatal exercises</li> <li>• Substance use</li> <li>• Education for childbirth</li> <li>• Preparation for safe confinement</li> <li>• Prevention from radiation</li> </ul> </li> <li>o Psychological and cultural aspects of pregnancy <ul style="list-style-type: none"> <li>• Adjustment to pregnancy</li> <li>• Unwed mother</li> <li>• Single parent</li> <li>• Teenage pregnancy</li> <li>• Sexual violence</li> <li>• Adoption</li> </ul> </li> </ul>		
IV	8	3	<ul style="list-style-type: none"> <li>• Describe the physiology and stages of labour</li> </ul>	<p><b>Assessment and Management of Intranatal Period</b></p> <ul style="list-style-type: none"> <li>o Physiology and mechanism of labour</li> <li>o Management of labour: First stage <ul style="list-style-type: none"> <li>• Signs and symptoms of onset of labour, normal and abnormal</li> <li>• Duration</li> <li>• Preparation for labour: woman, labour room</li> <li>• Assessment and observation of women in labour, partogram, maternal and foetal monitoring</li> <li>• Active management of labour</li> <li>• Induction of labour</li> <li>• Pain relief and comfort during labour and birth</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Case discussion</li> <li>• Health talk</li> <li>• Practice session</li> <li>• Counseling session</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> <li>• Assessment of patient management</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
			<ul style="list-style-type: none"> <li>Describe the management of women during intranatal period</li> </ul>	<ul style="list-style-type: none"> <li>Management of labour: Second stage               <ul style="list-style-type: none"> <li>Signs and symptoms: normal abnormal</li> <li>Duration</li> <li>Conduction of delivery; principles and techniques</li> <li>Episiotomy</li> <li>Receiving the newborn: neonatal resuscitation, immediate assessment and care of the newborn, screening for congenital anomalies: identification, bonding, initiate feeding, transportation of neonate</li> </ul> </li> <li>Management of labour: Third stage               <ul style="list-style-type: none"> <li>Signs and symptoms: normal and abnormal</li> <li>Duration</li> <li>Methods of placental expulsion</li> <li>Management: principles and techniques</li> <li>Examination of placenta</li> <li>Examination of perineum</li> </ul> </li> <li>Management of labour: Fourth stage</li> <li>Maintaining records and reports</li> <li>Organization and management of labour room</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration</li> <li>Case discussion</li> <li>Health talk</li> <li>Practice session</li> <li>Counseling session</li> <li>Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with checklist</li> <li>Assessment of patient management</li> </ul>
V	4	2	<ul style="list-style-type: none"> <li>Describe the physiology of puerperium</li> <li>Describe the management of women during postnatal period</li> </ul>	<p><b>Assessment and Management of Women During Postnatal Period</b></p> <ul style="list-style-type: none"> <li>Normal puerperium, physiology and duration</li> <li>Postnatal assessment and management               <ul style="list-style-type: none"> <li>Promoting physical and emotional well being</li> <li>Lactation management</li> <li>Management of minor ailments</li> <li>Postnatal exercises</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration</li> <li>Case discussion</li> <li>Health talk</li> <li>Practice session</li> <li>Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Assessment of skills with checklist</li> <li>Assessment of patient management</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
				<ul style="list-style-type: none"> <li>o Family dynamics after childbirth</li> <li>o Family welfare services; methods, counseling</li> <li>o Follow up</li> <li>o Maintaining records and reports</li> </ul>		
VI	4	2	<ul style="list-style-type: none"> <li>• Describe assessment and management of normal neonate</li> </ul>	<p><b>Assessment and Management of Normal Neonates</b></p> <ul style="list-style-type: none"> <li>o Normal neonate               <ul style="list-style-type: none"> <li>• Physiological adaptation</li> <li>• Initial and daily assessment</li> </ul> </li> <li>• Essential newborn care               <ul style="list-style-type: none"> <li>o Breast feeding</li> <li>o Immunization</li> <li>o Minor disorders and management</li> </ul> </li> <li>o Levels of neonatal care (Level I, II, III)</li> <li>o Maintaining records and reports</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> <li>• Assessment of patient management</li> </ul>
VII	10		<ul style="list-style-type: none"> <li>• Identification and management of women with high risk pregnancy</li> </ul>	<p><b>High Risk Pregnancy: Assessment And Management</b></p> <ul style="list-style-type: none"> <li>o High risk approach</li> <li>o Levels of care: Primary secondary and tertiary levels</li> <li>o Disorders in pregnancy               <ul style="list-style-type: none"> <li>• Hyperemesis gravidarum</li> <li>• Bleeding in early pregnancy, abortion, ectopic pregnancy, vesicular mole</li> <li>• Antepartum hemorrhage: placenta praevia, abruptio placenta</li> </ul> </li> <li>o Uterine abnormality and displacement</li> <li>o Disease complicating pregnancy               <ul style="list-style-type: none"> <li>• Medical and surgical conditions : pregnancy induced hypertension and diabetes, toxemia of pregnancy.</li> <li>• Infection: reproductive tract infection,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Explain using charts</li> <li>• Microscopic slides, skeleton &amp; torso</li> <li>• Demonstrate cells, types of tissues,</li> <li>• Membranes and glands</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Essay Type</li> <li>• Assessment of skills with checklist</li> <li>• Assessment of patient</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
				sexually transmitted diseases, urinary tract infection, HIV, TORCH <ul style="list-style-type: none"> <li>• Gynaecological disorders complicating pregnancy</li> <li>• Rh, ABO incompatibility</li> </ul> <ul style="list-style-type: none"> <li>o Mental disorders</li> <li>o Multiple pregnancy</li> <li>o Abnormalities of placenta and cord</li> <li>o Intrauterine growth retardation</li> <li>o Care of antenatal mother after Transplantation</li> <li>o Nursing management of mothers with high risk pregnancy</li> <li>o Maintenance of records and reports</li> </ul>		
VIII	10	4	<ul style="list-style-type: none"> <li>• Describe management of abnormal labour and Obstetrical emergencies</li> </ul>	<b>Abnormal Labour: Assessment and Management</b> <ul style="list-style-type: none"> <li>o Disorders in labour               <ul style="list-style-type: none"> <li>• Cephalo pelvic disproportion and contracted pelvis</li> <li>• Malpositions and malpresentations</li> <li>• Premature labour, PROM, post maturity, IUD</li> <li>• Disorders of uterine action: precipitate labour, prolonged labour</li> <li>• Complications of third stage: PPH, retained placenta, placenta accreta, inversion of uterus</li> <li>• Injuries to birth canal</li> </ul> </li> <li>o Obstetrical emergencies and their management               <ul style="list-style-type: none"> <li>• Cord presentation, prolapse, Vasa praevia</li> <li>• Amniotic fluid embolism</li> <li>• Rupture of uterus</li> <li>• Shoulder dystocia</li> <li>• Shock in Obstetrics</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Case discussion</li> <li>• Practice session</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Essay Type</li> <li>• Assessment of skills with checklist</li> <li>• Assessment of patient management</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
				<ul style="list-style-type: none"> <li>o Obstetrical procedures and operations               <ul style="list-style-type: none"> <li>• Forceps, Vacuum, Version</li> <li>• Manual removal of placenta</li> <li>• Caesarean section</li> <li>• Destructive operations</li> </ul> </li> <li>o Nursing management of women undergoing Obstetrical procedures and operations</li> </ul>		
IX	4		<ul style="list-style-type: none"> <li>• Describe the management of postnatal complications</li> </ul>	<p><b>Abnormalities During Postnatal Period</b></p> <ul style="list-style-type: none"> <li>o Assessment and management of women with postnatal complications               <ul style="list-style-type: none"> <li>• Puerperal infections, breast engorgement and infection, UTI, thromboembolic disorders, postpartum hemorrhage, eclampsia, sub involution</li> </ul> </li> <li>o Difficulties of lactation</li> <li>o Suppression of lactation</li> <li>o Psychologic complications of puerperium and its management               <ul style="list-style-type: none"> <li>• Post partum blues</li> <li>• Postpartum depression</li> <li>• Postpartum Psychosis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Case discussion               <ul style="list-style-type: none"> <li>o Practice session</li> </ul> </li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> <li>• Assessment of patient management</li> </ul>
X	8		<ul style="list-style-type: none"> <li>• Identify high risk neonates and their nursing management</li> </ul>	<p><b>Assessment and Management of High Risk Newborn</b></p> <ul style="list-style-type: none"> <li>o Admission of neonates in the neonatal intensive care units protocols</li> <li>o Nursing management of               <ul style="list-style-type: none"> <li>• Low birth weight babies</li> <li>• Infections</li> <li>• Respiratory problems</li> <li>• Hemolytic disorders</li> <li>• Birth injuries</li> <li>• Congenital malformations</li> <li>• Jaundice</li> <li>• Hypoglycemia</li> <li>• Convulsions</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Case discussion</li> <li>• Health talk</li> <li>• Practice session</li> <li>• Counseling session</li> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> <li>• Assessment of patient management</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
				<ul style="list-style-type: none"> <li>o Monitoring of risk neonates</li> <li>o Feeding of high risk neonates</li> <li>o Organization and management of neonatal intensive care units</li> <li>o Infection control in neonatal intensive care units</li> <li>o Maintenance of records and reports</li> </ul>		
XI	4		<ul style="list-style-type: none"> <li>• Describe the indication, dosage, side effects and nursing responsibilities in the administration of drugs used for mothers</li> </ul>	<p><b>Pharmacotherapeutics In Obstetrics</b></p> <ul style="list-style-type: none"> <li>o Indications, dosage, action, contraindications and side effects of drugs</li> <li>o Effects of drugs on pregnancy, labour and puerperium</li> <li>o Nursing responsibility in the administration of drugs in obstetrics <ul style="list-style-type: none"> <li>• Oxytocins</li> <li>• Antihypertensives</li> <li>• Diuretics</li> <li>• Tocolytic agents</li> <li>• Anticonvulsants</li> </ul> </li> <li>o Analgesics and anesthetic in obstetrics</li> <li>o Effects of maternal medication on fetus and neonates</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Drug book</li> <li>• Drug presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> <li>• Assessment of patient management</li> </ul>
XII	10		<ul style="list-style-type: none"> <li>• Appreciate the importance of family welfare programme</li> </ul>	<p><b>Family Welfare Programme</b></p> <ul style="list-style-type: none"> <li>o Population trends and problems in India</li> <li>o Concepts, aims, importance and history of family welfare programme</li> <li>o National population: dynamics, policy and education</li> <li>o National family welfare programme: RCH, ICDS, MCH, safe motherhood, NRHM</li> <li>o Organization and administration: at national, state,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture cum discussion</li> <li>• Demonstration</li> <li>• Case discussion</li> <li>• Health talk</li> <li>• Practice session</li> <li>• Counseling session</li> <li>• Supervised clinical practice</li> <li>• Field visits</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Assessment of skills with checklist</li> <li>• Assessment of patient management</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
			<ul style="list-style-type: none"> <li>• Describe the methods of contraception and role of nurse in family welfare programme</li> </ul>	<ul style="list-style-type: none"> <li>district, block and village levels</li> <li>o Contraception: type, methods, risk and effectiveness               <ul style="list-style-type: none"> <li>• Spacing methods</li> <li>• Barrier methods, intra uterine devices, hormonal, post conceptional methods, etc</li> <li>• Terminal methods</li> <li>• Sterilization</li> <li>• Emergency contraception</li> </ul> </li> <li>o Counseling for family welfare</li> <li>o Latest research in contraception</li> <li>o Maintenance of vital statistics</li> <li>o Role of national, international and voluntary organizations</li> <li>o Role of nurse in family welfare programme</li> <li>o Training/supervision of collaboration with other functionaries in community like ANMs, LHVs, Anganwadi workers, TBAs (Traditional birth attendant– Dai)</li> </ul>		
XIII	2		<ul style="list-style-type: none"> <li>• Review of Gynecological assessments, diagnostic measures and Gynecological disorders</li> </ul>	<p><b>Review of</b></p> <ul style="list-style-type: none"> <li>• History and physical assessment</li> <li>• Breast self examination,</li> <li>• Diagnostic measures and it's implications</li> <li>• Menstrual disorders</li> <li>• Pelvic Inflammatory Diseases,</li> <li>• Uterine and cervical disorders, Endometriosis, Polyps, uterine and cervical tumors, fibroids</li> </ul>	<ul style="list-style-type: none"> <li>• Revision test,</li> <li>• Discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
XIV	2		<ul style="list-style-type: none"> <li>Explain the concepts and principles of Gynecological Nursing</li> </ul>	<b>Introduction to Gynecological Nursing</b> <ul style="list-style-type: none"> <li>Concepts and principles of Gynecological Nursing</li> <li>Sexuality and reproductive health</li> <li>Sexual health Assessment</li> <li>Trends and issues in Gynecology (Robotic surgery)</li> </ul>	<ul style="list-style-type: none"> <li>Revision test,</li> <li>Discussions</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> </ul>
XV	3		<ul style="list-style-type: none"> <li>Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and nursing management, of patients with disorders of female reproductive system</li> </ul>	<b>Nursing Management of Patients With Disorders of Female Reproductive System</b> <ul style="list-style-type: none"> <li>Etiology, pathophysiology, clinical manifestations, diagnosis, treatment, modalities and nursing management of disorders of female reproductive system <ul style="list-style-type: none"> <li>Abnormal uterine bleeding, DUB</li> <li>Toxic shock syndrome</li> </ul> </li> <li>Special therapies</li> <li>Nursing procedures</li> <li>Drug used in treatment of Gynecological disorders</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Demonstration</li> <li>Case discussion <ul style="list-style-type: none"> <li>Health talk</li> </ul> </li> <li>Practice session</li> <li>Counseling session</li> <li>Supervised clinical practice</li> <li>Field visits</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Essay Type</li> <li>Assessment of skills with checklist</li> <li>Assessment of patient management</li> </ul>
XVI	2		<ul style="list-style-type: none"> <li>Describe the mechanical disturbances and injuries of female genital tract</li> </ul>	<b>Mechanical disturbances and Injuries of female genital tract</b> <ul style="list-style-type: none"> <li>Uterine displacements</li> <li>Retroversion</li> <li>Inversion</li> <li>Prolapse</li> <li>Genital Fistula-R.V.F, V.V.F Cystocele/Urethrocele/Rectocele</li> <li>Injuries and trauma, sexual violence</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Case discussion</li> <li>Health talk</li> <li>Counseling session</li> <li>Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Essay Type</li> <li>Assessment of skills with checklist</li> <li>Assessment of patient management</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
XVII	2		<ul style="list-style-type: none"> <li>Describe Infertility, causes and it's management</li> </ul>	<b>Infertility</b> <ul style="list-style-type: none"> <li>o Infertility <ul style="list-style-type: none"> <li>Definition</li> <li>Causes of Infertility</li> <li>Management of Infertility</li> <li>Recent advancement in the management of Infertility</li> <li>Role of nurse in management of Infertility</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Explain using charts</li> <li>Counseling session</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Essay Type</li> </ul>
XVIII	2		<ul style="list-style-type: none"> <li>Describe Menopause and it's management</li> </ul>	<b>Menopause</b> <ul style="list-style-type: none"> <li>o Menopause <ul style="list-style-type: none"> <li>Physiological, Psychological and social aspects</li> <li>Hormone Replacement Therapy (HRT)</li> <li>Role of Nurse</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Explain using charts</li> <li>Counseling session</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Objective type</li> <li>Essay Type</li> </ul>

# 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.

Areas	Duration (In week)	Objectives	Skills	Assignments	Assessment Methods
Antenatal ward/ clinic/ OPD	4	<ul style="list-style-type: none"> <li>Perform assessment of pregnant women. Provide comprehensive care to pregnant women. Counsel mother and family regarding parenthood</li> <li>Perform high risk screening</li> </ul>	<ul style="list-style-type: none"> <li>Antenatal examination</li> <li>Antenatal history taking</li> <li>Physical examination</li> <li>Haemoglobin &amp; urine testing for sugar and albumin</li> <li>Immunization of antenatal mothers</li> <li>Assessment of risk status of antenatal mothers through risk assessment</li> <li>Teaching antenatal mother regarding self and newborn care</li> <li>Maintenance of antenatal records</li> </ul>	<ul style="list-style-type: none"> <li>Antenatal assessment -30</li> <li>Health education</li> <li>High risk assessment</li> <li>Prenatal counseling</li> <li>Antenatal diet plan</li> <li>Case book recordings</li> <li>Care study -1</li> <li>Clinical presentation -1</li> <li>Drug file</li> <li>Care plan (normal -1)</li> </ul>	<ul style="list-style-type: none"> <li>Verification of findings of antenatal examinations</li> <li>Assessment of clinical performance with rating scale</li> <li>Completion of case book</li> </ul>
Labour room/ OT	4	<ul style="list-style-type: none"> <li>Perform assessment of women in labour</li> <li>Provide care to women in labour</li> <li>Conduct normal deliveries</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of woman in labour</li> <li>Monitoring, caring and preparation of woman in labour</li> <li>Conduct normal delivery</li> <li>Newborn assessment and immediate care</li> <li>Resuscitation of newborns</li> <li>Assessment of risk status of newborn</li> <li>Perform episiotomy and suturing</li> <li>Maintenance of labour and birth records</li> <li>Arrange for and assist with caesarean section and care for woman &amp; baby during caesarean</li> <li>Arrange for and assist with MTP and other surgical procedures</li> </ul>	<ul style="list-style-type: none"> <li>Intranatal assessment and care – 20</li> <li>Conduct normal deliveries – 20</li> <li>Pervaginal examination – 5</li> <li>Perform and suture episiotomy – 5</li> <li>Resuscitate newborn – 5</li> <li>Assist with cesarean sections – 5</li> <li>Witness/assist abnormal deliveries – 5</li> <li>Placental examination</li> <li>Health education</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of clinical performance with rating scale</li> <li>Assessment of skill with checklist</li> <li>Completion of case book</li> </ul>

Areas	Duration (In week)	Objectives	Skills	Assignments	Assessment Methods
				<ul style="list-style-type: none"> <li>• Case book recordings</li> <li>• Plan physical lay out of labour room</li> <li>• Drug file</li> <li>• Instrument file</li> </ul>	
Postnatal ward	3	<ul style="list-style-type: none"> <li>• Perform assessment of post natal mother and baby. Provide comprehensive care to post natal mother and baby</li> </ul>	<ul style="list-style-type: none"> <li>• Examination of a postnatal mother and baby</li> <li>• Care of postnatal mother and baby</li> <li>• Perineal care</li> <li>• Assisting with breast feeding and lactation management</li> <li>• Teaching postnatal mother: <ul style="list-style-type: none"> <li>• Mother craft</li> <li>• Post natal care</li> <li>• Exercise</li> <li>• Immunization</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Postnatal assessment and care – 20</li> <li>• Newborn assessment and care -20</li> <li>• Case presentation -1</li> <li>• Case study -1</li> <li>• Health education -1</li> <li>• Case book recordings</li> <li>• Postnatal diet plan</li> <li>• Drug file</li> <li>• Care plan (normal -1)</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of clinical performance with rating scale</li> <li>• Assessment of skill with checklist</li> <li>• Completion of case book</li> <li>• Evaluation of case study and presentation and health education</li> <li>• Assessment of clinical performance with rating scale</li> <li>• Assessment of skill with checklist</li> <li>• Evaluation of assignments</li> </ul>
New born nursery	1	<ul style="list-style-type: none"> <li>• Provide nursing care to newborn at risk</li> </ul>	<ul style="list-style-type: none"> <li>• Feeding at risk neonates</li> <li>• Katori spoon, palada, tube feeding and total parenteral nutrition</li> <li>• Thermal management of neonates: Kangaroo mother care, care of baby in incubator</li> <li>• Perform admission of neonates to NICU</li> <li>• Monitoring and care of high risk neonates</li> <li>• Assisting with exchange transfusion</li> <li>• Care of baby on ventilator</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of risk new-born -2</li> <li>• Clinical discussion – 1</li> <li>• Care study – 1</li> <li>• Drug file</li> <li>• Preparation of physical lay out of a NICU</li> <li>• Care plan-1)</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of skill with checklist</li> </ul>

Areas	Duration (In week)	Objectives	Skills	Assignments	Assessment Methods
			<ul style="list-style-type: none"> <li>Care of a baby receiving phototherapy</li> <li>Infection control protocols in the nursery</li> <li>Counseling parents of high risk neonates</li> <li>Maintenance of neonatal records</li> </ul>		
Family welfare clinic	1	<ul style="list-style-type: none"> <li>Counsel mother and family regarding family welfare services</li> </ul>	<ul style="list-style-type: none"> <li>Insertion of IUCD</li> <li>Counseling the family about family planning methods</li> <li>Arrange for and assist with family planning operations</li> <li>Maintenance of family planning records and reports</li> </ul>	<ul style="list-style-type: none"> <li>IUCD insertion -5</li> <li>Field visit to a major family welfare center</li> <li>Arrange for and assist with tubectomy, minilap operation and vasectomy -1</li> <li>Counseling the couple -2</li> <li>Maintenance of records and reports in the family planning unit</li> </ul>	
Gynecology ward	2	<ul style="list-style-type: none"> <li>Provide care to client with Gynecologic disorders</li> </ul>	<ul style="list-style-type: none"> <li>Perform gynecologic assessment</li> <li>Provide care to clients with Gynecological conditions</li> </ul>	<ul style="list-style-type: none"> <li>Gynecologic assessment and care</li> <li>Assist in diagnostic and therapeutic procedures</li> <li>Care study -1</li> <li>Clinical presentation -1</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of clinical performance with rating scale</li> <li>Assessment of skill with checklist</li> </ul>

#### Recommended Books:

- Dutta DC. Text book of obstetrics: Including Perinatology and Contraception. Calcutta: New central book agency. (Latest Edition)
- AV Raman, Reeder, Martin, Koniak-Griffin. Maternity Nursing - Family, Newborn and Women's Health care. New Delhi: Wolters Kluwer. (Latest Edition)

#### Reference Textbooks:

- Sheila Balakrishnan. Textbook of Obstetrics. New Delhi: Paras Medical Publisher. (Latest Edition)
- Seshadri Lakshmi, Arjun Gita. Essentials of Obstetrics. New Delhi: Wolters Kluwer. (Latest Edition)
- Seshadri Lakshmi. Essentials of Gynecology. New Delhi: Wolters Kluwer. (Latest Edition)
- Lowdermilk, Perry. Maternity Nursing. Canada. Mosby Elsevier. (Latest Edition)

5. Hudson CI, Setchell NE. Shaw's Textbook of operative Gynecology. Elsevier. (Latest Edition)
6. Bennet VR, Brown KL. Myles Textbook for Midwives. London: Churchill Livingstone. (Latest Edition)
7. Bobak IM, Jensen MD, Zalar MK. Maternity and Gynecologic care. St. Louis: The Mosby-Year Book. (Latest Edition)
8. Gabbe SG, Niebyl JR, Simpson JL. Obstetrics: Normal and Problem pregnancies. New York: Elsevier Health Sciences. (Latest Edition)
9. Fraser DM, Cooper MA. Myles Textbook for Midwives. London: Churchill Livingstone. (Latest Edition)
10. Mudaliar AL, Menon. Clinical obstetrics. Madras: Orient Longman Limited. (Latest Edition)
11. Gopalan S. Mudaliar and Menon's Clinical Obstetrics. Orient Blackswan. (Latest Edition)
12. Dawn CS. Text book of Obstetrics and Neonatology. Calcutta: New central publication Ltd. (Latest Edition)
13. Daftary SN, Chakravarti S. Manual of Obstetrics. New Delhi: Elsevier. (Latest Edition)
14. Reeder J, Sharon. Maternity Nursing. New York: Lippincott. (Latest Edition)
15. Pillitteri A. Maternal & child health nursing: care of the childbearing & childrearing family. New York: Lippincott Williams & Wilkins. (Latest Edition)
16. Singh I, Pal JP. Human Embryology. Delhi: Macmillan. (Latest Edition)
17. Doenges ME, Kenty JR, Moorhouse MF. Maternal/newborn care plans: Guidelines for client care. Philadelphia: F.A. Davis. (Latest Edition)
18. Dutta DC. DC Dutta's Textbook of Gynecology: Including Contraception. Calcutta: New central book agency. (Latest Edition)
19. Milley, Nerman F, Avery H. Gynaecology and Gynaecologic Nursing. Philadelphia: W.B Saunders Company. (Latest Edition)
20. James B, Jane G. Obstetric and Gynaecological Nursing. Tindall: Bailliere (Latest Edition)
21. James R, Cambel C. Gynaecological Nursing. St. Louis: Mosby Co. (Latest Edition)

# COMMUNITY HEALTH NURSING II

Course Code : BSN402COM

Placement : Fourth year B.Sc. Nursing

Time : Theory - 90 hours

Lab - 15 hours

Clinical - 330 hours

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

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
I	4		<ul style="list-style-type: none"> <li>Define concepts, scope, principles and historical development of community health and community health nursing</li> </ul>	<p><b>Introduction</b></p> <ul style="list-style-type: none"> <li>Definition, concept, scope, and principles of community health and community health nursing</li> <li>Historical development of                             <ul style="list-style-type: none"> <li>Community health</li> <li>Community health nursing                                     <ul style="list-style-type: none"> <li>Pre-independence</li> <li>Post-independence</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>
II	13		<ul style="list-style-type: none"> <li>Describe health plans, policies, various health committees and health problems in India</li> </ul>	<p><b>Health Planning and Policies and Problems</b></p> <ul style="list-style-type: none"> <li>National health planning in India: Five year plans, NITI Aayog</li> <li>Various committees and commission on health and family welfare                             <ul style="list-style-type: none"> <li>Central council for health and family welfare (CCH &amp; FW)</li> <li>National health policies 1983 onwards</li> <li>National population policy</li> </ul> </li> <li>Health problems in India</li> <li>Concept of public health administration</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>
III	15		<ul style="list-style-type: none"> <li>Describe the system of delivery of community health services in rural and urban areas</li> </ul>	<p><b>Delivery of Community Health Services</b></p> <ul style="list-style-type: none"> <li>Planning, budgeting and material management of PHC's, SC's and CHC's</li> <li>Rural: organization, staffing and functions of rural health services provided by government at:</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
			<ul style="list-style-type: none"> <li>• List the functions of various levels and their staffing pattern</li> </ul>	<ul style="list-style-type: none"> <li>o Village</li> <li>o Sub center</li> <li>o Primary health center</li> <li>o Community health center/ sub divisional</li> <li>o Hospitals</li> <li>o District</li> <li>o State</li> <li>o Centre</li> <li>• Urban: organization, staffing and functions of urban health services provided by government at: <ul style="list-style-type: none"> <li>o Slums</li> <li>o Dispensaries</li> <li>o Maternal and child health centers</li> <li>o Special clinics</li> <li>o Hospitals</li> <li>o Corporation/ municipality/ board</li> </ul> </li> <li>• Components of health services <ul style="list-style-type: none"> <li>o Environmental sanitation</li> <li>o Health education</li> <li>o Vital statistics</li> <li>o MCH: antenatal, natal, post natal, MTP act, female feticide act, child adoption act</li> <li>o Family welfare</li> <li>o National health programmes</li> <li>o School health services</li> <li>o Occupational health</li> <li>o Defense services</li> <li>o Institutional services</li> </ul> </li> <li>• Systems of medicine and health care <ul style="list-style-type: none"> <li>o Allopathy</li> <li>o Indian system of medicine and homeopathy</li> <li>o Alternative health care systems like yoga, meditation, social and spiritual healing etc</li> </ul> </li> <li>• Referral system</li> <li>• Public health legislation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Visits to various health delivery systems</li> <li>• Supervised field practice</li> <li>• Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
IV	20	8	<ul style="list-style-type: none"> <li>• Describe community health nursing approaches and concepts</li> </ul>	<p><b>Community Health Nursing Approaches, Concepts and Roles and Responsibilities of Nursing Personnel</b></p> <ul style="list-style-type: none"> <li>• Approaches               <ul style="list-style-type: none"> <li>o Nursing theories and nursing process</li> <li>o Epidemiological approach</li> <li>o Problem solving approach</li> <li>o Evidence based approach</li> <li>o Empowering people to care for themselves</li> <li>o Community identification- purpose, Methods</li> </ul> </li> <li>• Concepts of primary health care (review)               <ul style="list-style-type: none"> <li>o Equitable distribution</li> <li>o Community participation</li> <li>o Focus on prevention</li> <li>o Use of appropriate technology</li> <li>o Multi-sectoral approach</li> </ul> </li> <li>• Roles and responsibility of community health nursing personnel in:               <ul style="list-style-type: none"> <li>o Family health services</li> <li>o Information Education and Communication (IEC)</li> <li>o Management Information System (MIS)</li> <li>o Maintenance of records and reports</li> <li>o Training and supervision of various categories of health workers</li> <li>o National health programmes</li> <li>o Environmental sanitation</li> <li>o Maternal and child health</li> <li>o Family welfare</li> <li>o Treatment of minor ailments</li> <li>o School health services</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Panel discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
				<ul style="list-style-type: none"> <li>o Occupational health</li> <li>o Organization of clinics, camps: types, preparation, planning, conduct and evaluation</li> <li>o Research activities</li> <li>o Waste management in the center, clinics, etc</li> <li>o Disaster management</li> <li>• Home visit: concept, principles, process, and techniques (review).</li> <li>• Bag technique (review).</li> <li>• Qualities of community health nurse</li> <li>• Administrative functions of community health nurse</li> <li>• Job description of community health nursing personnel.</li> <li>• The concept, roles and responsibilities of Middle level health provider (MLHP)</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised field practice</li> <li>• Participation in camps</li> <li>• Group project</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
V	8	7	<ul style="list-style-type: none"> <li>• Describe and appreciate the activities of community health nurse in assisting individuals and groups to promote and maintain their health</li> </ul>	<p><b>Assisting Individuals and Groups to Promote and Maintain their Health</b></p> <ul style="list-style-type: none"> <li>o Empowerment for self care of individuals, families and groups in:</li> </ul> <p><b>A. Assessment of Self and Family</b></p> <ul style="list-style-type: none"> <li>o Monitoring growth and development</li> <li>o Mile stones</li> <li>o Weight measurement</li> <li>o Social development</li> <li>o Temperature and blood pressure monitoring</li> <li>o Menstrual cycle</li> <li>o Breast self examination and testicles</li> <li>o Warning signs of various diseases</li> <li>o Tests: urine for sugar and albumin, blood sugar.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised field practice</li> <li>• Individual/ group/ family community health education</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
				<p><b>B. Seek Health Services for</b></p> <ul style="list-style-type: none"> <li>o Routine health check up</li> <li>o Immunization</li> <li>o Counselling</li> <li>o Diagnosis</li> <li>o Treatment</li> <li>o Follow up</li> </ul> <p><b>C. Maintenance of Health Records for Self and Family</b></p> <p><b>D. Continue Medical Care and Follow up in Community for Various Diseases and Disabilities</b></p> <p><b>E. Carryout Therapeutic Procedures as Prescribed / Required For Self and Family</b></p> <p><b>F. Waste Management</b></p> <ul style="list-style-type: none"> <li>o Collection and disposal of waste at home and community</li> </ul> <p><b>G. Sensitize and Handle Social Issues Affecting Health and Development for Self and Family</b></p> <ul style="list-style-type: none"> <li>o Women empowerment</li> <li>o Women and child abuse</li> <li>o Abuse of elders</li> <li>o Female feticide</li> <li>o Commercial sex workers</li> <li>o Food adulteration</li> <li>o Substance abuse</li> </ul> <p><b>H. Utilize Community Resources for Health and Family</b></p> <ul style="list-style-type: none"> <li>o Trauma services</li> <li>o Old age homes</li> <li>o Orphanage</li> <li>o Homes for physically and mentally challenged individuals</li> <li>o Homes for destitute</li> </ul>		

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
VI	20		<ul style="list-style-type: none"> <li>Describe national family welfare programmes and Role of Nurse</li> <li>Describe various health schemes in India and Role of Nurse</li> </ul>	<b>National Health and Family Welfare Programmes and Role of a Nurse</b> <ul style="list-style-type: none"> <li>National ARI Control Programme</li> <li>Revised National Tuberculosis Programme</li> <li>National Anti Malaria Programme</li> <li>National Filaria Control Programme</li> <li>National Guinea Worm Eradication Programme</li> <li>National Leprosy Eradication Programme</li> <li>National AIDS Control Programme</li> <li>STD Control Programme</li> <li>National Programme For Control of Blindness</li> <li>Iodine Deficiency Disorder Control Programme</li> <li>Expanded programme on immunization</li> <li>National family welfare programme: RCH programme, historical development, organization, administration, research, constraints</li> <li>National water supply and sanitation programme</li> <li>Minimum needs programme</li> <li>National diabetics control programme</li> <li>Polio eradication: pulse polio programme</li> <li>National cancer control programme</li> <li>Yaws eradication programme</li> <li>National nutritional anemia prophylaxis programme</li> <li>Twenty point programme</li> <li>ICDS Programme</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Participation in national health programmes</li> <li>Field visits</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
				<ul style="list-style-type: none"> <li>• Mid-day meal programme</li> <li>• Applied nutrition programme</li> <li>• National mental health programme</li> <li>• Any other National health programmes</li> <li>• Health schemes               <ul style="list-style-type: none"> <li>o ESI</li> <li>o CGHS</li> </ul> </li> <li>• Health insurance</li> <li>• Any other schemes</li> </ul>		
VII	5		<ul style="list-style-type: none"> <li>• Explain the role and functions of various National and International Health Agencies</li> </ul>	<b>Health Agencies</b> <ul style="list-style-type: none"> <li>• International: WHO, UNFPA, UNDP, FAO, UNICEF, DANIDA, USAID, UNESCO, ILO, CARE, World Bank, European commission, International Red Cross Society, Colombo Plan</li> <li>• National: Indian Red Cross Society, Indian Council for Child Welfare, Family Planning Association of India, Tuberculosis Association of India, Hind Kusht Nivaran Sangh, Central Social Welfare Board, All India Women's Conference, Blind's Association of India</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>
VIII	5		<ul style="list-style-type: none"> <li>• Describe the concepts of biodiversity</li> <li>• Discuss social issues and environment</li> </ul>	<b>Environmental Studies</b> <ul style="list-style-type: none"> <li>o Biodiversity global, national and local level</li> <li>o Hot spots of biodiversity</li> <li>o India as a mega-diversity nation</li> <li>o From unsustainable to sustainable development</li> <li>o Urban problems related to energy</li> </ul>	Lecture cum discussion ( External faculty)	<ul style="list-style-type: none"> <li>• Essay type</li> <li>Short answers</li> <li>• Objective type</li> </ul>

### Recommended Books

1. Park K. Text book of Preventive and Social Medicine, M/S Banar sidas Bhanot Publishers. Jabalpur. (Latest Edition)
2. Swarnkar K. Community Health Nursing, NR Brothers. Indore. (Latest edition)

### Reference Books:

1. Suryakantha AH. Community Medicine with Recent Advances, Jaypee Brothers Medical Publishers (P) Ltd. New Delhi. (Latest edition)
2. Gulani.K.K. Community Health Nursing. Principles & Practice, Kumar Publishing House. New Delhi. (Latest edition)
3. Basavanthappa B. T. Essentials of Community Health Nursing, Jaypee Brothers Medical Publishers. New Delhi. (Latest edition)
4. Rao KS. An Introduction to Community Health Nursing, B.I. Publications. Madras. (Latest edition)
5. Nagpal N. Community Health Nursing Mannual. TNAI publications. New Delhi. (Latest edition)
6. Stanhope Marcia. Knollmueller R.N. Handbook of Public and Community Health Nursing Practice, Mosby publicatoion. London. (Latest edition)
7. Gupta P, Ghai OP. Preventive and Social Medicine, CBS Publishers. New Delhi. (Latest edition)
8. Prabhakara GN. Text book of Community Health for Nurse, Deepee Publication. (Latest edition)
9. Freeman RB. Public Health Nursing Practice. AJN The American Journal of Nursing.
10. Aggarwal JC. Essentials of Educational Technology: Teaching Learning. Vikas publisher. Delhi (Latest edition)

# COMMUNITY HEALTH NURSING II - PRACTICAL

Course Code : BSN402COM

Placement : Fourth Year B. Sc Nursing

Time : Clinical - 330 hours

Areas	Duration (In week)	Objectives	Skills	Assignments	Assessment Methods
Community Health Nursing	<ul style="list-style-type: none"> <li>• 1 week for urban and 4 weeks for rural</li> </ul>	<ul style="list-style-type: none"> <li>• Identify community profile</li> <li>• Identify prevalent communicable and non-communicable diseases</li> <li>• Diagnose health needs of individual, family and community</li> <li>• Plan, provide and evaluate care</li> <li>• Participate in School Health Programme</li> <li>• Participate in National Health Programmes</li> <li>• Organize groups for self help and involve clients in their own health activities</li> <li>• Provide family welfare services</li> <li>• Counsel and educate individual, family and community</li> </ul>	<ul style="list-style-type: none"> <li>• Community Health Survey</li> <li>• Community Diagnosis</li> <li>• Family Care: Home adaptation of common procedures</li> <li>• Home visit: Bag technique</li> <li>• Organize and conduct clinics, antenatal, postnatal, well baby clinic, camp etc</li> <li>• Screen, manage and referrals for:               <ul style="list-style-type: none"> <li>o High risk mothers and neonates</li> <li>o Accidents and emergencies</li> <li>o Illnesses: physical and mental disabilities</li> </ul> </li> <li>• Conduct delivery at center / home;</li> <li>• Episiotomy and Suturing</li> <li>• Resuscitate new born</li> <li>• School Health Programme</li> <li>• Screen, manage and refer children</li> <li>• Collaborate with health and allied agencies</li> <li>• Train and supervise health workers</li> <li>• Provide family welfare services: insertion of IUD</li> <li>• Counsel and teach individual, family and community about: HIV, TB, diabetes, hypertension, mental health, adolescents, elderly health, physically and mentally challenged individuals etc</li> </ul>	<ul style="list-style-type: none"> <li>• Community survey report – 1</li> <li>• Family care study – 1</li> <li>• Project – 1</li> <li>• Health talk – 1</li> <li>• Case book recording</li> <li>• Observation visit to sub centre, agency for preventing communicable disease, Social welfare agency, DPHN / DNO office and an Occupational Health Centre</li> </ul>	<ul style="list-style-type: none"> <li>• Assess clinical performance with rating scale.</li> <li>• Evaluation of community survey report, family care study, project and health talk.</li> <li>• Completion of activity record</li> <li>• Completion of case book recording.</li> </ul>

Areas	Duration (In week)	Objectives	Skills	Assignments	Assessment Methods
		<ul style="list-style-type: none"> <li>• Collect vital health statistics</li> <li>• Maintain records and reports</li> </ul>	<ul style="list-style-type: none"> <li>• Collect and calculate vital health statistics</li> <li>• Document and maintain:               <ul style="list-style-type: none"> <li>o Individual, family and administrative records</li> <li>o Write reports: center, disease, national health programme/ projects</li> </ul> </li> </ul>		
Urban	4 weeks	<ul style="list-style-type: none"> <li>• Provide comprehensive care to individual, family and community</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated practice and group project-1 each in rural and urban</li> </ul>		<ul style="list-style-type: none"> <li>• Asses clinical performance with rating scale</li> <li>• Evaluation of project</li> </ul>

\* During the rural posting students should stay in health centers under the supervision of teachers

# MANAGEMENT OF NURSING SERVICE & EDUCATION

Course Code : BSN403MGT

Time : Theory - 90 hours

Placement : Fourth year B.Sc. Nursing

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.

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
I	5		<ul style="list-style-type: none"> <li>Explain the principles and functions of Management</li> </ul>	<b>Introduction to Management in Nursing</b> <ul style="list-style-type: none"> <li>Definition, concepts and theories</li> <li>Functions of management</li> <li>Principles of management</li> <li>Role of nurse as a manager</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explain using organization chart</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> </ul>
II	9		<ul style="list-style-type: none"> <li>Describe the elements and process of management</li> </ul>	<b>Management Process</b> <ul style="list-style-type: none"> <li>Planning: mission, philosophy, objectives, Operational plan.</li> <li>Organization: definition, Principles, Organizational Structure, Organizational Chart.</li> <li>Staffing: philosophy, staffing study, norms, activities, patient classification systems, scheduling</li> <li>Human resource management: recruiting, selecting, deployment, retaining, promoting, superannuation etc</li> <li>Budgeting: concept, principles, types, cost benefit analysis, audit</li> <li>Material management equipment and supplies, procurement, inventory control auditing and Maintenance.</li> <li>Directing process(leading)</li> <li>Controlling: Quality management</li> <li>Program evaluation</li> <li>Review technique (PERT), bench marking, activity plan (Gantt Chart)</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Simulated Exercises</li> <li>Case Studies</li> </ul>	<ul style="list-style-type: none"> <li>Short answers</li> <li>Essay Type</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
III	12	10	<ul style="list-style-type: none"> <li>Describe the management of nursing services in the hospital and community</li> </ul>	<p><b>Management of Nursing Services in The Hospital and Community</b></p> <ul style="list-style-type: none"> <li>Philosophy and Objectives of Nursing Service.</li> <li>Organization of the hospital nursing service department</li> <li>Manpower Planning</li> <li>Planning: <ul style="list-style-type: none"> <li>Hospital and patient care units including ward management</li> <li>Emergency and disaster management</li> </ul> </li> <li>Human resource management: <ul style="list-style-type: none"> <li>Recruiting, selecting, deployment, retaining, promoting, superannuation etc.</li> <li>Categories of nursing personnel in the hospital including job description, job specification and job analysis of all levels.</li> <li>Categories of nursing personnel in the community including job description, job specification and job analysis of all levels.</li> <li>Patient/population Classification systems.</li> <li>Patients/population assignment and nursing care responsibilities</li> <li>Staff development and welfare</li> <li>Time management</li> </ul> </li> <li>Budgeting: proposal, projecting requirements for staff, equipment and supplies for</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Demonstration</li> <li>Simulated exercises</li> <li>Case studies</li> <li>Supervised practice in ward, writing indents, preparing duty roaster, ward supervision</li> <li>Assignment on duties and responsibilities of ward sister</li> <li>Writing report</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Assessment of problem solving exercises</li> <li>Assessment of the assignments</li> <li>Performance evaluation by ward sister with rating scale</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
				<ul style="list-style-type: none"> <li>o Hospital and patient care units</li> <li>o Emergency and disaster management</li> <li>• Directing and leading: delegation participatory management</li> <li>o Assignments, rotations, delegations</li> <li>o Supervision &amp; guidance</li> <li>o Implement standards, policies, procedure sand practices</li> <li>o Maintenance of discipline</li> <li>• Controlling/evaluation</li> <li>• Nursing rounds/visits, nursing protocols manuals</li> <li>• Factors affecting good ward management</li> <li>• Issues and problems in nursing service administrations</li> <li>• Quality assurance model, documentation.</li> <li>• Nursing Audit</li> <li>• Records and reports</li> <li>• Performance appraisal</li> </ul>		
IV	8		<ul style="list-style-type: none"> <li>• Describe the concepts, theories and techniques of organizational behaviour and human relations</li> </ul>	<p><b>Organizational Behaviour and Human Relations</b></p> <ul style="list-style-type: none"> <li>• Concepts and theories of organizational behaviours</li> <li>• Review of Channels of communication</li> <li>• Leadership styles</li> <li>• Review of motivation: concepts and theories</li> <li>• Group dynamics</li> <li>• Techniques of:</li> <li>• Communication</li> <li>• Interpersonal relationships</li> <li>• Human relations</li> <li>• Employee Morale</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Role plays</li> <li>• Group games</li> <li>• Self assessment</li> <li>• Case discussion</li> <li>• Practice Session</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Assessment of problem solving</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
				<ul style="list-style-type: none"> <li>Public relations in context of nursing</li> <li>Relations with professional associations and employee unions and collective bargaining</li> </ul>		
V	6	5	<ul style="list-style-type: none"> <li>Participate in planning and organizing in-service education program</li> </ul>	<b>In Service Education</b> <ul style="list-style-type: none"> <li>Nature &amp; scope of in- service education program</li> <li>Organization of in-service Education</li> <li>Principles of adult learning</li> <li>Planning for in-service education program, techniques, methods &amp; evaluation of staff education program</li> <li>Preparation of report</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Plan &amp; conduct an in service educational session for nursing personnel</li> </ul>	<ul style="list-style-type: none"> <li>Short Answer</li> <li>Objective type</li> <li>Assessment, planning &amp; conduct of the educational session</li> </ul>
VI	18		<ul style="list-style-type: none"> <li>Describe management of nursing educational institutions</li> </ul>	<b>Management of Nursing Educational Institutions</b> <ul style="list-style-type: none"> <li>Establishment of Nursing educational institution: INC norms and Guidelines. <ul style="list-style-type: none"> <li>Physical facilities</li> <li>Clinical Facilities</li> <li>Hostel Facilities</li> <li>Health Facilities</li> <li>Transportation Facilities</li> </ul> </li> <li>Co-ordination with Regulatory bodies: <ul style="list-style-type: none"> <li>Accreditation</li> <li>Affiliation</li> </ul> </li> <li>Philosophy and objectives of educational institution.</li> <li>Organizational structure of educational institution.</li> <li>Committees in the educational institution</li> <li>Management of students <ul style="list-style-type: none"> <li>Selection</li> <li>Admission</li> <li>Orientation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Role plays</li> <li>Counselling session</li> <li>Group exercises</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> </ul>

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
				<ul style="list-style-type: none"> <li>o Co-curricular and professional activities</li> <li>o Guidance and counselling</li> <li>o Discipline</li> <li>• Management of faculty and staff <ul style="list-style-type: none"> <li>o Recruitment</li> <li>o Selection</li> <li>o Job description</li> <li>o Placement</li> <li>o Performance Appraisal</li> <li>o Development and welfare</li> </ul> </li> <li>• Curriculum <ul style="list-style-type: none"> <li>o Definition</li> <li>o Principles</li> <li>o Steps</li> <li>o Planning</li> <li>o Implementation</li> <li>o Evaluation</li> <li>o Master rotation</li> <li>o Clinical rotation</li> </ul> </li> <li>• Administration of Finance <ul style="list-style-type: none"> <li>o Planning and preparation of budget proposal.</li> <li>o Utilization of budget for procurement of equipment and supplies. <ul style="list-style-type: none"> <li>- audio visual equipment</li> <li>- laboratory equipment</li> <li>- books / journals</li> </ul> </li> </ul> </li> <li>• Salary of employee</li> <li>• Student stipend</li> <li>• Institutional record and Reports</li> <li>• Administrative records and reports</li> <li>• Faculty, staff and students records and reports</li> <li>• Trends and Issues in nursing education sector</li> </ul>		

Unit	Time (Hrs.)		Learning Objective	Contents	Teaching Learning Activities	Assessment Methods
	Theory	Lab				
VII	12		<ul style="list-style-type: none"> <li>Describe the ethical and legal responsibilities of a professional nurse</li> </ul>	<p><b>Nursing as a Profession</b></p> <ul style="list-style-type: none"> <li>Nursing as a profession               <ul style="list-style-type: none"> <li>Philosophy: nursing practice</li> <li>Aims and objectives</li> <li>Characteristics of a professional nurse</li> <li>Regulatory bodies: INC, SNC acts; constitution, functions</li> <li>Current trends and issues in nursing</li> </ul> </li> <li>Professional ethics (Review)               <ul style="list-style-type: none"> <li>Code of ethics: INC, ICN</li> <li>Code of professional conduct; INC, ICN</li> </ul> </li> <li>Practice standards for nursing; INC</li> <li>Consumer Protection Act</li> <li>Legal aspects in nursing(Review)               <ul style="list-style-type: none"> <li>Legal terms related to practice, registration and licensing</li> <li>Laws related to nursing practice: breach and penalties</li> <li>Malpractice and negligence</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Case discussion</li> <li>Panel discussion</li> <li>Role plays</li> <li>Critical incidents</li> <li>Visit to INC/ SNRCs</li> </ul>	<ul style="list-style-type: none"> <li>Short answer</li> <li>Assessment of critical incidents</li> </ul>
VIII	5		<ul style="list-style-type: none"> <li>Explain various opportunities for professional advancement</li> </ul>	<p><b>Professional Advancement:</b></p> <ul style="list-style-type: none"> <li>Continuing education</li> <li>Career opportunities</li> <li>Membership with professional organizations: national and international</li> <li>Participation in research activities</li> <li>Publications: journals,</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Review/ presentation of published articles</li> <li>Group work on maintenance of bulletin board</li> </ul>	<ul style="list-style-type: none"> <li>Short Answers</li> </ul>

**Recommended Books (Latest Edition)**

1. Arnold EC, Boggs KU. Interpersonal Relationships: Professional Communication Skills for Nurses. Saunders.

**Reference books:**

1. Vati J. Principles and Practice of Nursing Management and Administration: For BSc and MSc Nursing (as Per the Syllabus of Indian Nursing Council). Jaypee Brothers Medical Publishers.
2. Clement I. Management of Nursing Services and Education. Elsevier Health Sciences.
3. Basavanthappa BT. Management of nursing service and education. JP Medical Ltd.
4. N Kumari. A text book of management of nursing service and education .P V publishers.
5. Sankara Narayan B, Sindhu B. Learning & teaching nursing. Brainfill publishers.

# MANAGEMENT OF NURSING SERVICE & EDUCATION

Course Code : BSN403MGT

Placement : Fourth year B.Sc. Nursing

Time : Clinical - 120 hours

**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.

Duration (Hours)	Objectives	Skills	Assignments
120	<p><b>The student will able to :</b></p> <ul style="list-style-type: none"> <li>• Prepare organizational chart of an Organization</li> <li>• Outline the duties and responsibilities of various categories of nursing personnel</li> <li>• Develop skill in management of ward and special units like CSSD, dietary department, house keeping department, intensive care unit.</li> <li>• Apply the knowledge of staffing and scheduling in preparing duty roster for nursing personnel.</li> <li>• Develop leadership skills.</li> <li>• Develop skill in oral and written communication.</li> </ul>	<p><b>1. Conceptual skill</b></p> <ul style="list-style-type: none"> <li>• Preparation of organizational chart</li> <li>• Preparation of job description.</li> <li>• Preparation of work plan.</li> <li>• Plan of assignments for a staff and students.</li> <li>• Preparation of proforma for evaluation of staff.</li> <li>• Report of duties and responsibilities of night supervisor.</li> </ul> <p><b>2. Communication skills</b></p> <ul style="list-style-type: none"> <li>• Oral reports.</li> <li>• Preparation of night report.</li> <li>• Preparation of day report.</li> <li>• Maintenance of records.</li> </ul> <p><b>3. Conceptual and technical skills</b></p> <ul style="list-style-type: none"> <li>• Preparation of duty roster.</li> <li>• Indenting and inventory control.</li> <li>• Management of special units like CSSD, dietary department, housekeeping and intensive care unit.</li> </ul> <p><b>4. Supervisory and teaching skills</b></p>	<p><b>I. PREPARATION OF ORGANIZATION CHART OF :</b></p> <ol style="list-style-type: none"> <li>1. Government Medical College Hospital.</li> <li>2. Private School of Nursing.</li> <li>3. Private College of Nursing.</li> </ol> <p><b>II. PREPARATION OF :</b></p> <ol style="list-style-type: none"> <li>1. Duty roster of staff nurses.</li> <li>2. Proforma for evaluation of staff             <ol style="list-style-type: none"> <li>a) Rating scale</li> <li>b) Check list</li> </ol> </li> <li>3. Work plan.</li> <li>4. Job description of             <ol style="list-style-type: none"> <li>a) Nursing superintendent</li> <li>b) Head nurse</li> <li>c) Staff nurse</li> <li>d) Nursing assistant</li> <li>e) Various categories of teaching faculty</li> </ol> </li> <li>5. Oral reports</li> <li>6. Day reports</li> <li>7. Night reports</li> </ol> <p><b>III. CONDUCT</b></p> <ol style="list-style-type: none"> <li>1. Supervision of staff</li> <li>2. Supervision of students</li> <li>3. Nursing rounds</li> <li>4. Bedside clinics</li> <li>5. Demonstration</li> </ol>

Duration (Hours)	Objectives	Skills	Assignments
		<ul style="list-style-type: none"> <li>• Supervision of staff and students</li> <li>• Conduction of nursing rounds, bedside clinics, demonstration</li> <li>• Night supervision</li> </ul>	<p><b>IV. ROLE OF STUDENT ADMINISTRATORIN</b></p> <ol style="list-style-type: none"> <li>1. Indenting supplies &amp; materials</li> <li>2. Inventory checking</li> <li>3. Maintenance of records of / ward</li> </ol> <p><b>V. PREPARATION OF BUDGET ESTIMATE FOR THE UNIT/ A SPECIFIC AREA</b></p>

# ANTIMICROBIAL RESISTANCE

**Course Code** : BSN404AMR

**Time** : Theory - 15 hours

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

## 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.

Unit	Hours	Objective	Contents	Teaching Learning Activities
I	2	<ul style="list-style-type: none"> <li>Explain basic knowledge on effective antimicrobial therapy and Antimicrobial Resistance (AMR).</li> </ul>	<b>Basics of antimicrobial therapy and AMR</b> <ul style="list-style-type: none"> <li>The Golden Rules of Antimicrobial therapy (MINDME).</li> <li>Toxicity of antimicrobials – Antimicrobial resistance mechanism – Dissemination of AMR in the environment –</li> <li>Global and national burden of AMR – its causes and consequences.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Assignments <ul style="list-style-type: none"> <li>➤ Perform medication reconciliation and record.</li> <li>➤ List antimicrobial resistant infections (eg:, MRSA)</li> </ul> </li> </ul>
II	4	Describe the role of bedside nursing in preventing / reducing AMR.	<b>AMR – Prevention / reduction</b> <ul style="list-style-type: none"> <li>Review – principles of hygiene, sanitation,</li> <li>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.</li> <li>Review – Collection of quality specimens especially culture for diagnostics.</li> </ul>	<ul style="list-style-type: none"> <li>Discussions</li> <li>Assignments <ul style="list-style-type: none"> <li>➤ IPC guidelines in wards / ICUs / OTs (small group discussion).</li> <li>➤ Common errors in specimen collection especially culture (small group discussion).</li> </ul> </li> </ul>
III	2	Describe the guidelines in the management of hospital acquired infections.	<b>Hospital acquired infections</b> <ul style="list-style-type: none"> <li>Hospital acquired infections – guidelines in the management of HAI like VAP, Catheter and line associated infections and infection outbreak management.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> <li>Case scenarios</li> </ul>
IV	1	Illustrate Infection Prevention and Control (IPC) practices in the therapeutic management of infectious diseases.	<b>IPC in infectious diseases</b> <ul style="list-style-type: none"> <li>Review – Immunization schedule.</li> <li>Isolation practices and medication management in infectious diseases.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>

Unit	Hours	Objective	Contents	Teaching Learning Activities
V	1	Describe the principles and processes of surveillance of AMR.	<b>Surveillance in AMR</b> <ul style="list-style-type: none"> <li>Surveillance of AMR – Different surveillance methods - GLASS, GARP, software for surveillance – WHO NET.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul>
VI	5	<ul style="list-style-type: none"> <li>Explain the role of nurses in antimicrobial stewardship.</li> <li>communicate effectively with individuals and groups, and members of the health team regarding AMR.</li> <li>Demonstrate skills in teaching individuals and groups in varying health settings regarding effective antimicrobial therapy</li> </ul>	<b>Antimicrobial stewardship</b> <ul style="list-style-type: none"> <li>Definition – Goals of antimicrobial stewardship – Different models.</li> <li>Aspects of management – treatment specificity – need of prompt and timely initiation and administration of antimicrobials – Concept of “ hang-time”.</li> <li>Risks of prolonged duration of antimicrobial treatment – Identification of cases for early switching from intravenous to oral therapy</li> <li>Timing of administration and duration of antimicrobials for surgical prophylaxis –</li> <li>Patient counselling techniques to prevent unnecessary use of antimicrobials.</li> <li>Strategies to combat AMR - global, national and community action plans.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture cum discussion</li> </ul> <p>Assignments</p> <ul style="list-style-type: none"> <li>➤ List five antibiotics and the risks of prolonged administration.</li> <li>➤ Name three antimicrobials administered for surgical prophylaxis with its adverse effects in the absence of treatment specificity.</li> <li>➤ Discharge teaching.</li> </ul>

## EVALUATION

Written examination - 2 (Objective type and short answers)

Assignments – written and discussions

### References:

1. WHO competency framework for health workers' education and training on antimicrobial resistance. Geneva: World Health Organization; 2018 (WHO/HIS/HWF/AMR/2018.1). Licence: CC BY-NC-SA 3.0 IGO
2. Ananthanarayan R. Ananthanarayan and Paniker's textbook of microbiology. Orient Blackswan; Prithvi books; 11<sup>th</sup> edn 2020
3. Sastry AS, Bhat S. Essentials of medical microbiology. Jaypee Brothers, Medical Publishers Pvt. Limited; 2018 Oct 31.
4. Fauci AS, Kasper DL, Hauser SL, Jameson JL, Loscalzo J. Harrison's principles of internal medicine. Longo DL, editor. New York: Mcgraw-hill; 2012.
5. Katzung BG. Basic and clinical pharmacology. Mc Graw Hill; 2012.

# 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.