

## **Section - I**

### **PREAMBLE**

Nursing encompasses autonomous and collaborative care of individuals of all ages, families, groups and communities, sick or well and in all settings. Nursing includes the promotion of health, prevention of illness, and the care of ill, disabled and dying people. Advocacy, promotion of a safe environment, research, participation in shaping health policy and in patient and health systems management, and education are also key nursing roles.

The authority for the practice of nursing is based upon a social contract that delineates professional rights and responsibilities as well as mechanisms for public accountability. In almost all countries, nursing practice is defined and governed by law, and entrance to the profession is regulated at national or state level.

The aim of the nursing community worldwide is for its professionals to ensure quality care for all, while maintaining their credentials, code of ethics, standards, and competencies, and continuing their education. There are a number of educational paths to becoming a professional nurse, which vary greatly worldwide, but all involve extensive study of nursing theory and practice and training in clinical skills.

Nurses care for individuals who are healthy and ill, of all ages and cultural backgrounds, and who have physical, emotional, psychological, intellectual, social, and spiritual needs. The profession combines physical science, social science, nursing theory, and technology in caring for those individuals.

The role of the nurse is evolving, as the mode of delivery of health care services has undergone major changes both locally and internationally in the past decades. In line with international trends, we are developing a health care system that provides lifelong holistic care, promotes health, enhances the quality of life and enables human development. The availability of qualified and competent health care professional is the key to the delivery of quality health care services. As nurses play a pivotal role in the promotion, maintenance and restoration of health, we need to develop competent nurses who are able to take up extended and expanded roles in the delivery of primary,

secondary and tertiary care. Thus, apart from the roles of a caregiver, the nurse needs to develop competence to take up the roles of health promoter, educator, counselor, care coordinator, case manager, researcher as well as that the students acquires the essential competence that enables them to fulfill these roles competently and ethically.

## **Section - II**

### **GOALS OF NURSING EDUCATION**

Various Goals of education & training in Nursing at D.Y.Patil University are as follows:

- Develop competent nursing graduates who uphold values of truth, integrity, peace, democracy and human rights.
- Promote and partake in academic programmes that invoke personality development, social involvement and are responsive to national and international health care standards.
- Generate significant research programs which contribute to an evidence-based, scientific and technologically-advanced nursing education
- Enhance accessibility to better educational opportunities for deserving and qualified students through establishment of local and international academic linkages.

### **Section - III**

#### **AIMS AND OBJECTIVES OF B.Sc. NURSING PROGRAMME**

##### **AIM:**

##### **The aim of the undergraduate nursing program is to:**

- Prepare graduate to assume responsibilities as professional, competent nurses and midwives in providing promotive, preventive, curative, and rehabilitative services.
- Prepare nurses who can make independent decisions in nursing situations, protect the rights of and facilitate individuals and groups in pursuit of health, function in the hospital, community nursing services, and conduct research studies in the areas of nursing practice. They are also expected to assume the role of teacher, supervisor, and manager in a clinical/public health setting.

##### **OBJECTIVES:**

On completion of the four year B.Sc Nursing program the graduate will be able to:

1. Apply knowledge from physical, biological, and behavioural sciences, medicine including alternative systems and nursing in providing nursing care to individuals, families and communities.
2. Demonstrate understanding of life style and other factors, which 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.

## **Section - IV**

### **REGULATIONS GOVERNING B.Sc. NURSING DEGREE PROGRAMME**

#### **1. Eligibility:**

##### **Qualifying Examination**

A candidate seeking admission to first B.Sc. Nursing Programme:

1. 10+2 with 45 % marks in science with PCB from any recognised board
2. Candidates are also eligible from state open school recognised by state Govt and National institute of open school recognised by central Govt having science subject and English only.
3. 5% of total mark is relaxed for SC / ST candidates.
4. Any other reservation as per the state Govt under the reservation policy SC, ST, NT& OBC
5. Reservations shall be included in the seats sanctioned and not above it.

##### **Age:**

The candidate should have completed 17 years on or before 31st day of December of the year of admission.

##### **Medical Fitness:**

The candidate shall be medically fit.

#### **2. Selection:**

Selection of the candidates is based on merit in the Common entrance examination held by D.Y.Patil Education Society (Deemed University), Kolhapur.

#### **3. Duration of Programme:**

Every student shall undergo a period of certified study extending over four academic years from the date of commencement of his/her study, which includes internship.

#### **4. Attendance :**

Every candidate should have attendance not less than 80% of total classes in theory and 100% practical/clinical separately in each subject in each academic year calculated from the date of commencement of the term to the last working day as notified by the University. A candidate lacking in the prescribed attendance and progress in any subject in theory or practical/clinical shall not be permitted to appear for the University examination in those subjects.

**5. Medium of Instruction:**

English shall be the medium for the programme as well as for the examination.

**Section - V**

**SUBJECTS AND TEACHING SCHEDULE**

**TABLE 1: FIRST YEAR BASIC B.SC NURSING**

<b>Sr. No</b>	<b>Subjects</b>	<b>Theory Hours</b>	<b>Practical / Clinical Hours</b>	<b>Hours</b>
1.	English	60		
2.	Anatomy	60		
3.	Physiology	60		
4.	Nutrition	60		
5.	Biochemistry	30		
6.	Nursing Foundation	265 + 200	450	
7.	Psychology	60		
8.	Microbiology	60		
9.	Introduction to computers	45		
10.	Library Work / Self study			50
11.	Co-curricular activities			50
	<b>TOTAL</b>	<b>930</b>	<b>450</b>	<b>100</b>
	<b>TOTAL HOURS = 1480 HRS</b>			

**TABLE 2: SECOND YEAR BASIC B.SC NURSING**

<b>S.No.</b>	<b>Subjects</b>	<b>Theory hours</b>	<b>Practical hours</b>	<b>Hours</b>
1.	Sociology	60		
2.	Pharmacology	45		
3.	Pathology	30		
4.	Genetics	15		
5.	Medic al Surgical Nursing (Adult including Geriatrics ) – I	210	720	
6.	Community Health Nursing – I	90	135	
7.	Communication and education Technology	60+30		
8.	Environmental science	50		
9.	Co-Curricular Activities			35
10.	<b>TOTAL</b>	<b>590</b>	<b>855</b>	<b>35</b>
<b>TOTAL HOURS = 1480 HRS</b>				

**TABLE 3: THIRD YEAR BASIC B.SC NURSING**

S.No.	Subjects	Theory Hours	Practical Hours	In Hrs
1.	Medical Surgical Nursing	170*	400*	-
2.	Child Health Nursing	90	270	-
3.	Mental Health Nursing	90	270	-
4.	Nursing Research & Statistics	45*	45*	-
5.	Library			50
6.	Co-curricular activities			50
	<b>Total hours</b>	<b>395</b>	<b>985</b>	<b>100</b>
<b>TOTAL HOURS = 1480 HOURS</b>				

**TABLE 4: FOURTH YEAR BASIC B.SC NURSING**

S.No.	Subjects	Theory Hours	Practical Hours	In Hours
1.	Midwifery & Obstetrical Nursing	90	180	-
2.	Community Health Nursing- II	90	135	-
3.	Management of Nursing services & Education	60 + 30	30	-
	<b>Total hours</b>	<b>270</b>	<b>315</b>	<b>-</b>
<b>TOTAL HOURS = 585 HOURS</b>				

**INTERN-SHIP (INTEGRATED PRACTICE) INCLUDED IN  
FOURTH YEAR B.SC. (N)**

(Internship – 48 hrs/week)

S.No.	INTERNSHIP SUBJECTS	PRACTICAL HOURS	IN WEEKS
1.	Midwifery & Obstetrical Nursing	432	9
2.	Community Health Nursing-II	192	4
3.	Medical Surgical Nursing	240	5
4.	Child Health Nursing	144	3
5.	Mental Health Nursing	96	2
	<b>Total Hours</b>	<b>1104</b>	
<b>Total Hours of IV Yr including internship= 1689 HOURS</b>			

**Note:**

1. Internship means 8 hours of integrated clinical duties in which 2 weeks of evening and night shift duties are included.
2. Internship should be carried out as 8 hours per day @ 48 hours per week.
3. Students during internship will be supervised by nursing teachers.
4. Students will be eligible to appear in the Fourth year final examination only after completion of internship.

**Attendance**

A minimum of not less than 80 % attendance in theory and 100% practical / clinical separately in each subject in each academic year is essential for appearing in the examination. A candidate pursuing in the programme shall study in the college for the entire period as a full time student. No candidate is permitted to work in a hospital

/ nursing home / laboratory / college while studying this programme. No candidate should join any other programme of study or appear for any other examination conducted by this university or any other university in India or abroad during the period of registration. Each academic year shall be taken as a unit for calculating the attendance.

### **Internal Assessment**

Regular periodic assessment shall be conducted throughout the programme. Although the question of number of tests is left to the institution at least three tests in theory and 2 practical each year be held. The test preceding the institution examination may be similar to the pattern of university examination. Average of the marks of the three tests for theory and 2 practical separately shall be sent to the university.

Average internal marks of the total students more than 75% i.e. if 40 students are admitted in a course the average score of the 40 students shall not exceed 75% of total internal marks.



**SECTION - VI**  
**SCHEME OF EXAMINATION**  
**FIRST YEAR**

**TABLE 6: DISTRIBUTION OF SUBJECTS AND MARKS FOR INTERNAL  
ASSESSMENT AND UNIVERSITY EXAMINATION**

<b>S.No</b>	<b>Subjects</b>	<b>Internal Assessment</b>	<b>University Examination</b>	<b>Total</b>
	<b>Theory</b>			
1.	Anatomy & Physiology	25	75	100
2.	Nutrition & Biochemistry	25	75	100
3.	Nursing Foundation	25	75	100
4.	Psychology	25	75	100
5.	Microbiology	25	75	100
6.	English*	25	75	100
7.	Introduction to computers*	25	75	100
	<b>Practical &amp; Viva Voce</b>			
1.	Nursing Foundation	100	100	200

**\* Respective colleges will conduct examination for Introduction to Computers and English as college examination. Marks to be sent to the university.**

## SECOND YEAR

**Table 7: DISTRIBUTION OF SUBJECTS AND MARKS FOR INTERNAL ASSESSMENT AND UNIVERSITY EXAMINATION**

S.No.	Subject	Internal Assessment	University Examination	Total
	<b>Theory</b>			
8	Sociology	25	75	100
9	Medical Surgical Nursing – 1	25	75	100
10	Pharmacology, Pathology , Genetics	25	75	100
11	Community Health Nursing	25	75	100
12	Communication Education Technology	25	75	100
13	Environmental Science*	25	75*	100
	<b>Practical &amp; Viva voce</b>			
2	Medical – Surgical Nursing - I	100	100	200

**\*Environmental science is College Examination**

### THIRD YEAR

**TABLE 8: DISTRIBUTION OF SUBJECTS AND MARKS FOR INTERNAL ASSESSMENT AND UNIVERSITY EXAMINATION**

S.No.	Subjects	Internal Assessment	University Examination	Total
	<b>Theory</b>			
13.	Medical Surgical Nursing – II	25	75	100
14.	Child Health Nursing	25	75	100
15.	Mental Health Nursing	25	75	100
16.	Nursing research & Statistics	25	75	100
	<b>Practical &amp; Viva Voce</b>			
3.	Medical Surgical Nursing - II	50	50	100
4.	Child Health Nursing	50	50	100
5.	Mental Health Nursing	50	50	100

### FOURTH YEAR

**TABLE 9: DISTRIBUTION OF SUBJECTS AND MARKS FOR INTERNAL**

### ASSESSMENT AND UNIVERSITY EXAMINATION

S.No.	Subjects	Internal Assessment	University Examination	Total
	<b>Theory</b>			
17.	Midwifery and Obstetrical Nursing	25	75	100
18.	Community Health Nursing	25	75	100
19.	Management of Nursing services and Education	25	75	100
	<b>Practical &amp; Viva Voce</b>			
6.	Midwifery and Obstetrical Nursing	50	50	100
7.	Community Health Nursing	50	50	100

**Note:**

- 1) Anatomy and Physiology –Question paper will consist of section A Anatomy of 37 marks and B Physiology should be of 38 marks.
- 2) Nutrition and Biochemistry and Question paper will be consist of Section A Nutrition of 45 marks and Section B of Biochemistry of 30 marks.
- 3) Pharmacology ,genetics ,pathology : Section A of Pharmacology with 38 marks ,Section B of Pathology of 25 and Genetics with 12 marks.
- 4) Nursing Research and Statistics –Nursing Research should be of 50 marks and Statistics of 25 marks .
- 5) Minimum pass marks shall be 40 %for English only .
- 6) Theory and practical exam Introduction to computer to be conducted as College exam and marks to be send to the University for inclusion in the marks sheet .
- 7) Minimum pass marks shall be 50 % in each of the theory and practical papers separately.
- 8) 8)A candidate must have minimum of 80 % attendance (irrespective of the kind of absence) in theory and practical in each subject for appearing for examination .
- 9) A candidate must have 100%attendance in each of the practical areas before award of degree.
- 10) A candidate has to pass in theory and practical exam separately in each of the paper .
- 11) If candidate fails in either theory and practical paper he/she has to re-appear for both the papers (Theory and practical) .
- 12) The candidate if fails can be permitted for admission to next year .
- 13) The Candidate shall have be clear all the previous examination before appearing for final year examination .
- 14) No institution shall be submit average internal marks of the test students more then 75% i.e. ,if 40 students are admitted in a course ,the average score of the 40 students shall not exceed 75% of total internal marks .( Example of 5 students : A=25,B=20,C=22,D=21,E=24 Average score =89.6%. This will not be accepted by the state Nursing Registration Council)
- 15) The maximum period to complete the course successfully should not exceed 8 years .
- 16) Maximum number of candidates for practical examination should not exceed 20 per day .
- 17) All practical examinations must be held in the respective clinical areas.
- 18) One internal and One external examiners should jointly conduct practical examination for each student.
- 19) An examiner should be a lecture or above in college of nursing with M.Sc.(N) in concerned subject and minimum of 3 years of teaching experience in the collegiate program .To be an University for inclusion in the mark sheets.
- 20) On completion of internship, internal assessment of 100 marks should be sent to the University for inclusion in the mark sheets.
- 21) Final year marks shall be withheld till the candidate completes required attendance for practical and internship .

**Maximum number of candidates for practical examination**

Maximum number of candidates is 25 per day for each subject.

**Maximum number of attempts and maximum period for completion of the programme**

The number of attempts for examination has been waived off. However to appear for final year examination, the candidate shall have cleared all the previous examination.

**Declaration of Class: (Only in the final year examination)**

a) A candidate who appeared in all the subjects in the same examination and passed that examination in first attempt and secures 75% of marks or more of grand total marks prescribed will be declared to have passed the examination **First Class with Distinction**.

b) A candidate who appeared in all the subjects in the same examination and passed that examination in first attempt and secures 65% of marks or more but less than 75% of grand total marks prescribed will be declared to have passed the examination in **first class**.

c) A candidate who appeared in all the subjects in the same examination and passed that examination in first attempt and secures 55% of marks or more but less than 65% of grand total marks prescribed will be declared to have passed the examination in **second class**.

d) A candidate, passing the University Examination with less than 55% marks or passing in more than one attempt shall be placed in **pass class** irrespective of the percentage of marks secured by him/her in the examination.

**Award of degree:**

Must have 100 % attendance in each of the practical areas before award of degree.

**Number of Examiners:**

One internal and one external examiner should jointly conduct practical / clinical examination for each student.

**Section VII**  
**SYLLABUS B.SC NURSING PROGRAMME**

**ENGLISH**

**Placement: First year Theory - 60 Hours**

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

Unit	Time (Hrs)	Learning Objectives	Contents	Teaching Learning Activities	Assessment Methods
I	10	<ul style="list-style-type: none"> <li>• Speak &amp; write grammatically correct English</li> </ul>	<ul style="list-style-type: none"> <li>• Review of Grammar</li> <li>• Remedial study of grammar</li> <li>• Building Vocabulary</li> <li>• Lexical sets</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate use of grammar Dictionary</li> <li>• Exercise on use of Grammar</li> <li>• Practice in using appropriate expression</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> <li>• Fill in the blanks</li> <li>• Do as directed</li> </ul>
II	4	<ul style="list-style-type: none"> <li>• Developing listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Listening Comprehension</li> <li>• Media, audio, video, speeches etc.</li> <li>• Audio rendition of text.</li> </ul>	Exercise on: <ul style="list-style-type: none"> <li>• Listening to audio, video tapes and identify the key points, accent &amp; information pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of skills based on the check list</li> </ul>
III	6	<ul style="list-style-type: none"> <li>• Developing speaking skills</li> </ul>	<ul style="list-style-type: none"> <li>• Spoken English Phonetics, public speaking</li> <li>• Oral report</li> <li>• Group Discussion</li> <li>• Debate</li> <li>• Telephonic Conversion</li> <li>• Conversational skills (Formal, Neutral &amp; informal situation)</li> </ul>	Exercise on: <ul style="list-style-type: none"> <li>• Debating</li> <li>• Participating in Seminar, Panel, Symposium</li> <li>• Telephonic Conversion</li> <li>• Conversation in different situations, practice in public speaking</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of the skills based on the checklist.</li> </ul>
IV	30	<ul style="list-style-type: none"> <li>• Develop ability to read, understand and express meaningfully, the prescribed text.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and comprehend prescribed course books</li> <li>• Skimming &amp; Scanning</li> <li>• Reading in sense groups</li> <li>• Reading between the</li> </ul>	Exercise on: <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 type questions.</li> <li>• Essay type questions.</li> </ul>

			lines.		
V	10	<ul style="list-style-type: none"> <li>Develop writing skills</li> </ul>	<ul style="list-style-type: none"> <li>Various forms of composition</li> <li>Letter writing</li> <li>Note making &amp; Note takings</li> <li>Précis writings</li> <li>Nurses Notes</li> <li>Anecdotal records</li> <li>Diary writing</li> <li>Reports on health problem</li> <li>Resume /CV</li> <li>Notices, Agenda, minutes</li> <li>Telegram</li> <li>Essay</li> </ul>	Exercise on: <ul style="list-style-type: none"> <li>Letter writing</li> <li>Note making &amp; Note takings</li> <li>Précis writings</li> <li>Nurses Notes</li> <li>Anecdotal records</li> <li>Diary writing</li> <li>Reports on health problem</li> <li>Resume /CV</li> <li>Notices, Agenda, minutes, telegram, essay</li> <li>Discussion on written reports / documents</li> </ul>	<ul style="list-style-type: none"> <li>Assessment of the skills based on the checklist.</li> </ul>

### Further suggested teaching learning activities

#### Unit I

##### ➤ GRAMMER AND VOCABULARY

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

#### Unit II

##### ➤ LISTENING SKILLS

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

#### Unit III

##### ➤ SPEAKING SKILLS

- Pronunciation.
- Accentual & intonation pattern.
- Maxims of conversational skills.

#### Unit IV

##### ➤ READING SKILLS

- Text:
  - Developing your English by Gokhale & Robinson
  - Discourse skills in English by Grace Jacob, Narkar & Halliday
  - Eight short stories by K.N. Vasudeva Panikkar
- Skimming & Scanning, reading in sense group.



- Avoiding Clumsiness & ambiguities  
Example: (Indian wives eat after eating their husbands)

## Unit V

### ➤ WRITING SKILLS

- Choice of words and structures for effective writing  
Example: Nurses make a lot of money.  
It is nurses who make a lot of money.
- Punctuation  
Example: Hang, not leave him.  
Hang not, leave him.
- Organization of material effectively.

### References:

1. English for Nurses Selva Rose 2<sup>nd</sup> Ed
2. English for Professional nurses Mary T. David.
3. Communicating English for BSc Nursing Student Tom Koorkkaczla K J Tom's Publication,
4. English Grammar & Composition shamaLohumi ,
5. Selva Rose, Carrier English for Nurses, 1<sup>st</sup> edition -1999, published by Orient Long man Pvt. Ltd. – 1997, Chennai.
6. English for Nurses MallikaBalu 2011
7. Living English Grammar & Composition Tickoo M.L. &Subramaniam A.E, Oriental Longman, New Delhi.
8. English for practical purposes Valke, ThoratPatil& Merchant, Macmillan Publication, New Delhi.
9. Enriching your competence in English, by Thorat, Valke, Orient Publication, Pune
10. English Grammar & Composition Wren & Martin, S. Chand Publications-2005, Delhi.

**DISTRIBUTION OF TYPE OF QUESTION AND MARKS  
FOR THE SUBJECT ENGLISH**

<b>Question No.</b>	<b>Question description</b>	<b>Division of marks</b>	<b>Total marks</b>
1.	MCQs	15 x 1	15
2.	<b>Long Answer Questions (LAQ)</b> (Any 2 out of 3)	2 x 10	20
3.	<b>Short Notes (8 out of 10)</b> a) b) c) d) e) f) g) h) i) j)	8x5	40
<b>Total Marks</b>			<b>75</b>

**Note :**

1. MCQ : Each MCQ carries 1 mark.
2. Long Answer Questions : 3 question will be given out of which, 2 has to be answered.  
Bitwise questions may be asked.
3. Short Notes : 10 questions will be given out of it 8 has to be answered.

## **ANATOMY AND PHYSIOLOGY**

**Theory - Anatomy: 60**

**Physiology: 60**

**Placement: First Year**

### **Course Description—**

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

**Anatomy**

**Theory – 60 hours**

(Class 40+ lab 20 hours)

UNIT	HRS	LEARNING OBJECTIVE	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
I	6 Hrs T = 5 P = 1	Describe the anatomical terms, organization of human body and structure of cell, tissues membranes and glands.	<b>Introduction</b> Cell & Cell division • Tissues (including glands) • Regions, cavities Membranes	Lecture, Discussion Explain using charts, microscopic slides skeleton and torso. • Demonstrate cell types of tissues membranes and glands. • Journal	Short answer questions Objective type
II	7 Hrs T = 4 P = 3	<ul style="list-style-type: none"><li>• Classify the Principal types of bones on the basis of its shape.</li><li>• Describe anatomical position structure and functions of bones and joints</li><li>- List various abnormal conditions of bones and joints</li></ul>	<b>Skeletal System</b> • Function of bones Typical bone • Bone-growth-healing of fracture • Skeleton – Axial, Appendicular • Bones- Classification • <b>Joints</b> – Classification Typical Synovial joint • Alteration in Disease • Application and implication in nursing	<ul style="list-style-type: none"><li>• Lecture</li><li>Discussion</li><li>Explain using charts, Skeleton loose bones and joints</li><li>• Journal</li></ul>	Short answer questions, Objective type and Short notes
III	7 Hrs T = 5 P = 2	<ul style="list-style-type: none"><li>• Explain the structure and functions of principal muscles of the body.</li><li>• List the disorders</li></ul>	<b>Muscular System</b> • Muscular tissue review • Typical skeletal muscle/Principles of lever • Classification- Shape, red & pale, prime	<ul style="list-style-type: none"><li>• Lecture</li><li>Discussion</li><li>Explain using charts, models, and films</li><li>Demonstrate muscular movements</li></ul>	Short answer questions Objective type

		of muscular system	<p>mover, Antagonist, Synergist</p> <ul style="list-style-type: none"> <li>• Muscle groups &amp; movements at a joint Head, face, neck, Back, Upper Limb, Thorax, Abdominal, Pelvis, Perineum, Lower Limb</li> <li>• Alteration in Disease</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Journal</li> </ul>	
<b>IV</b>	<b>4 Hrs</b>  T = 2 P = 2	<ul style="list-style-type: none"> <li>• Describe the anatomical position, size, shape and structure of organs of respiratory system.</li> <li>• Enumerate the principal muscles of respiration.</li> <li>• List the abnormalities of respiratory system.</li> </ul>	<b>Respiratory System</b> <ul style="list-style-type: none"> <li>• Trachea, lung, pleura</li> <li>• Musculoskeletal frame</li> <li>• Mechanism of respiration</li> <li>• Alteration in Disease</li> <li>• Application and implication in nursing</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion Explain using models, torso, charts, slides and specimens</li> <li>• Journal.</li> </ul>	<ul style="list-style-type: none"> <li>• Long answer and Short answer questions Objective Type and Short notes</li> </ul>
<b>V</b>	<b>6 Hrs</b>  T = 4 P = 2	<ul style="list-style-type: none"> <li>• Describe the anatomical position, size, shape and structure of organs of digestive system</li> <li>• List the</li> </ul>	<b>Digestive System</b> <ul style="list-style-type: none"> <li>• Mouth- Tooth, mastication Salivary glands deglutition,</li> <li>• Esophagus</li> <li>• Stomach</li> <li>• Intestines,</li> <li>• Liver, Biliary Apparatus,</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion Explain using models torso, charts, slides and specimens</li> <li>• Journal.</li> </ul>	Long answer and Short answer questions Objective type and Short notes.

		abnormalities of digestive system.	Pancreas <ul style="list-style-type: none"> <li>• Peritoneum</li> <li>• Alteration in disease</li> <li>• Application and implication in nursing</li> </ul>		
<b>VI</b>	<b>6 Hrs</b>  T= 4 P =2	<ul style="list-style-type: none"> <li>• Describe the anatomical position, size, shape and structure of organs</li> <li>• Explain arterial, venous and lymphatic circulation.</li> <li>• Enumerate disorders of heart and circulatory system.</li> </ul>	<b>cardiovascular system</b> <ul style="list-style-type: none"> <li>• Heart &amp; Pericardium</li> <li>• Arterial &amp; venous system (Systemic, Pulmonary, Hepatoportal Coronary )</li> <li>• Lymphatic System and Lymphoid tissue</li> <li>• Thymus</li> <li>• Lymph node</li> <li>• Spleen</li> <li>• Lymph nodules</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion Explain using models torso, charts, slides and specimens</li> <li>• Journal.</li> </ul>	<ul style="list-style-type: none"> <li>• Long answer and Short answer questions Objective Type and Short notes</li> </ul>
<b>VII</b>	<b>5 Hrs</b>  T =3 P =2	<ul style="list-style-type: none"> <li>• Describe the anatomical position, size, shape and structure of organs of urinary system</li> <li>• Explain incontinence and list the abnormalities of urinary system.</li> </ul>	<b>Urinary System (Excretory)</b> <ul style="list-style-type: none"> <li>• Kidney</li> <li>• Ureter, Urinary bladder</li> <li>• Urethra &amp; continence</li> <li>• Skin</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion Explain using models torso, charts, slides and specimens</li> <li>• Journal.</li> </ul>	Short answer questions Objective type and Short notes

<b>VIII</b>	<b>3 Hrs</b> T=2 P=1	<ul style="list-style-type: none"> <li>Describe the anatomical position, size, shape and structure of male and female reproductive organs</li> <li>List the abnormalities male and female reproductive system.</li> </ul>	<b>Reproductive system</b> <ul style="list-style-type: none"> <li>Male reproductive</li> <li>Female reproductive</li> <li>Breast</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explain using models torso, charts, slides and specimens</li> <li>Journal.</li> </ul>	Short answer questions Objective type and Short notes
<b>IX</b>	<b>3 Hrs</b> T= 2 P=1	<ul style="list-style-type: none"> <li>Describe the anatomical position, size, shape and structure of various organs of the endocrine system.</li> <li>List the abnormalities of system.</li> </ul>	<b>Endocrine System</b> <ul style="list-style-type: none"> <li>Pituitary</li> <li>Thyroid</li> <li>Parathyroid &amp;</li> <li>Pancreas</li> <li>Suprarenal</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explain using models torso, charts, slides and specimens</li> <li>Journal.</li> </ul>	Short answer questions Objective type and Short notes
<b>X</b>	<b>9 Hrs</b> T= 7 P=2	<ul style="list-style-type: none"> <li>Describe the anatomical position, size, shape and structure of various organs of the nervous system.</li> <li>Compare the functions of different parts</li> </ul>	<b>Nervous System</b> <ul style="list-style-type: none"> <li>Cerebrum</li> <li>Diencephalon</li> <li>Brainstem &amp; Spinal cord</li> <li>Cerebellum</li> <li>ANS &amp; PNS</li> <li>Ventricles, CSF &amp; Meninges</li> </ul>	<ul style="list-style-type: none"> <li>Lecture Discussion</li> <li>Explain using models torso, charts, slides and specimens</li> <li>Journal.</li> </ul>	Short answer questions Objective type and Short notes

		of the brain. List the abnormalities of nervous system.			
<b>XI</b>	<b>4 Hrs</b> T= 2 P= 2	<ul style="list-style-type: none"> <li>Describe the anatomical position, size, shape and structure of various sensory organs.</li> <li>List the abnormalities related to the sense organs.</li> </ul>	<b>Sense organs</b> <ul style="list-style-type: none"> <li>Eye</li> <li>Ear</li> <li>Nose &amp; tongue</li> <li>Skin</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li>Explain using models torso, charts, slides and specimens</li> <li>Journal.</li> </ul>	Short answer questions Objective type and Short notes

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## Physiology

**Placement: First Year**

**Theory – 60 hours**

**(Class 50+ Lab 10 hours)**

UNIT	HRS	LEARNING OBJECTIVES	CONTENTS	TEACHING LEARNING ACTIVITIES	ASSESSMENT METHODS
<b>I</b>	T=2	Describe the physiology of cell, tissues membranes and glands	<b>Cell Physiology</b> <ul style="list-style-type: none"> <li>• Tissue-- formation and repair.</li> <li>• Membranes and glands functions</li> <li>• Alteration in disease</li> <li>• Application in nursing</li> </ul>	Lecture discussion	Short answer questions Objective type
<b>II</b>	<b>6Hrs</b> T=4 P=2	Describe the physiology of blood. Demonstrate blood, cell count, coagulation, and grouping, Hb.	<b>Blood</b> <ul style="list-style-type: none"> <li>• Composition and functions of blood.</li> <li>• Classification of blood cells Blood groups, blood coagulation.</li> <li>• Hemoglobin: Structure, synthesis and breakdown, variations of molecules, estimation.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion Explain using charts and films</li> <li>Demonstration of blood cell counts, coagulation, grouping, and Hemoglobin estimation.</li> <li>• Journal</li> </ul>	Long answer and Short answer questions Objective type
<b>III</b>	T=2	Describe the physiology of Lymphatic & immunological system.	<b>Lymphatic &amp; immunological system.</b> <ul style="list-style-type: none"> <li>• Circulation of lymph.</li> <li>• Immunity.</li> <li>• Formation of T cells &amp; B Cells.</li> <li>• Types of immune response.</li> <li>• Antigens</li> <li>• Cytokines</li> <li>• Antibodies.</li> </ul>	Lecture discussion Explain using charts, and films	Short & Long Answer questions Objective type

<b>IV</b>	<b>4Hrs</b> T=3 P=1	Describe the neuro muscular transmission, and demonstrate muscle contraction and tone	<b>Muscular System</b> <ul style="list-style-type: none"> <li>•Neuro muscular transmission.</li> <li>•Stimulus and nerve impulse definitions and mechanisms.</li> <li>•Physiology of muscle contraction.</li> <li>•Alterations in disease.</li> </ul>	<ul style="list-style-type: none"> <li>•Lecture discussion Explain using charts, models, slides, specimen and films</li> <li>Demonstration of muscle tone and contraction</li> <li>•Journal</li> </ul>	Short answer questions Objective type
<b>V</b>	<b>6Hrs</b> T =4 P=2	Describe the Physiology and Mechanism of Respiration Demonstrate Spirometry.	<b>The Respiratory System</b> <ul style="list-style-type: none"> <li>• Functions of Respiratory organs.</li> <li>• Physiology of Respiration. Pulmonary ventilation, Volume</li> <li>• Mechanics of respiration.</li> <li>• Gaseous exchange in lungs.</li> <li>• Carriage of Oxygen and carbon dioxide. • Exchange of gases in tissues.</li> <li>• Regulation of respiration.</li> <li>• Alterations in disease.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion Explain using charts and films</li> <li>Demonstration in spirometry.</li> <li>• Journal.</li> </ul>	Long answer and Short answer questions Objective type
<b>VI</b>	T =5	Describe Physiology of Digestive system. Demonstrates BMR.	<b>The Digestive System</b> <ul style="list-style-type: none"> <li>• Functions of organs of digestive tract.</li> <li>• Movements of alimentary tract.</li> <li>• Digestion in Mouth, stomach, small intestine, large intestine.</li> <li>• Absorption of food.</li> <li>• Functions of liver, Gall bladder &amp; pancreas</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion Explain using charts and films</li> <li>• Demonstration of BMR.</li> <li>• Journal.</li> </ul>	<ul style="list-style-type: none"> <li>• Long answers And Short Answer questions.</li> <li>Objective type</li> </ul>

<b>VII</b>	<b>6Hrs</b> T=4 P=2	Describe the functions of heart. Demonstrates B.P and pulse monitoring	<b>Circulatory System</b> <ul style="list-style-type: none"> <li>• Functions of heart, conduction, cardiac cycle, circulation--•</li> <li>Principles, control, factors influencing B.P and pulse</li> <li>• Alterations in disease.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion Explain using charts and films</li> <li>• Demonstrates measurement of pulse and B.P.,</li> <li>• Journal.</li> </ul>	Long answer and Short answer questions Objective type
<b>VIII</b>	T=5	Describe the Physiology of excretory system	<b>The Excretory System.</b> <ul style="list-style-type: none"> <li>• Functions of kidneys, ureters , urinary bladder and urethra.</li> <li>Composition of urine.</li> <li>• Mechanism of Urine formation.</li> <li>Structure &amp; Functions of skin.</li> <li>• Regulation of body temperature.</li> <li>Fluid and electrolyte balance.</li> <li>• Alteration in disease.</li> </ul>	Lecture discussion Explain using charts and films	Long answer And Short Answer questions Objective type
<b>IX</b>	T=5	Describe the Physiology of Male & Female Reproductive System.	<b>The Reproductive System</b> <ul style="list-style-type: none"> <li>• Spermatogenesis Oogenesis.</li> <li>• Function of Female Reproductive Organ.</li> <li>• Function of Breast, Placenta, Ovaries. Female sexual cycle.</li> <li>• Introduction to Embryology.</li> <li>• Functions of the Male Reproductive Organs, Male function in reproduction, Male</li> </ul>	Lecture discussion Explain using charts, Models, specimen and films	Short answer Questions Objective type

			fertility system. • Alteration in disease.		
<b>X</b>	T=5	Describe the physiology of Endocrine Glands.	<b>The Endocrine System.</b> • Functions of pituitary, thymus, thyroid, Parathyroid (Calcium Metabolism) Pancreas, Supra renal Glands. • Alteration in disease	• Lecture discussion Explain Using charts And Films	Short answer questions. Objective type.
<b>XI</b>	<b>8Hrs</b> T=7 P=1	Describe the physiology of reflexes, brain, cranial and spinal nerves. Demonstrate reflex action .	<b>Nervous System</b> • Functions of neurologia and neurons • Functions of brain, spinal cord, and cranial and spinal nerves. • Cerebrospinal fluid--- composition, circulation and function. • Reflex arc, reflex action and reflexes Muscle tone and posture • Autonomic functions --- Pain: somatic, visceral and referred • Autonomic learning and biofeedback • Alterations in disease	Lecture discussion Explain using charts, models, and films Demonstrates nerve stimulus, reflex action, and reflexes.	Short answer questions Objective type
<b>XII</b>	<b>6Hrs</b> T=4 P=2	Describe the physiology of sensory organs.	<b>The Sensory Organs.</b> Functions of skin, eye, ear, nose & tongue. • Alterations in disease	Lecture discussion Explain using charts and film	Short answer questions. Objective type

## REFERENCES

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2. Rohini Agarwal“ Anatomy, Physiology & health Education” 2012
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**DISTRIBUTION OF TYPE OF QUESTION AND MARKS  
FOR THE SUBJECT ANATOMY AND PHYSIOLOGY**

<b>Question No</b>	<b>Question description</b>	<b>Division of marks</b>	<b>Total marks</b>
1	<b>Total MCQ's 15</b> I . Anatomy 1-7 II. Physiology 8-15	7 X 1=7 8 X 1=8	15
	<b>SECTION - A (ANATOMY- 30 marks)</b>		
2	<b>Long Answer Questions</b> (any 1 out of 2)	1 x 10	10
3	<b>Short Notes</b> (Any 4 out of 6) a) b) c) d) e) f)	4 x 5	20
	<b>SECTION – B (PHYSIOLOGY- 30 marks)</b>		
4	<b>Long Answer Questions</b> (any 1 out of 2)	1 x 10	10
5	<b>Short Notes</b> (Any 4 out of 6) a) b) c) d) e) f)	4 x 5	20
<b>Total Marks</b>			<b>75</b>

**Note:**

1. MCQ: Each MCQ carries 1 mark.
2. Long Answer Questions: 2 questions will be given out of it 1 has to be answered.
3. Short Notes: 5 questions will be given out of it 4 have to be answered.

# NUTRITION & BIOCHEMISTRY

## Nutrition

**Placement: First Year**

**Theory 60-hours**  
(Class 45 + lab 15)

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

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



<b>II</b>	<b>T=2</b>	Describe the classification, functions, sources and recommended daily allowances (RDA) of carbohydrate	<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 of carbohydrates</li> <li>• Malnutrition: Deficiencies and Over consumption</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
<b>III</b>	<b>T=2</b>	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 Discussion</li> <li>• Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
<b>IV</b>	<b>T=4</b>	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 and storage, metabolism of carbohydrates</li> <li>* Malnutrition: Deficiencies and Over consumption</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explaining using charts</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>
<b>V</b>	<b>T=4</b>	Describe the classification, functions, sources and	<b>Energy</b> <ul style="list-style-type: none"> <li>• Unit of Energy -Kcal</li> <li>• Energy requirements of different categories of</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Explaining using charts</li> <li>• Exercise Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

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

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

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- 3) Dr. M. Swaminathan, *Handbook of Food and Nutrition*, TheBanglore printing and
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**Placement : First Year**

## **Biochemistry**

**Theory – 30 hrs**

### **Course Description:**

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

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

			Polysaccharides, Oligosaccharides • Metabolism <ul style="list-style-type: none"> <li>○ Pathways of glucose :             <ul style="list-style-type: none"> <li>- Glycolysis</li> <li>- Gluconeogenesis : Cori's cycle, Tricarboxylic acid (TCA) cycle</li> <li>- Glycogenolysis</li> <li>- Pentose phosphate pathways (Hexose mono phosphate)</li> </ul> </li> <li>○ Regulation of blood glucose level</li> </ul> Investigations and their interpretations.		
IV	4	• Explain the metabolism of Lipids	<b>Composition and metabolism of Lipids</b> • Types, structure, composition and uses of fatty acids <ul style="list-style-type: none"> <li>○ Nomenclature, Roles and Prostaglandins</li> </ul> • Metabolism of fatty acid <ul style="list-style-type: none"> <li>○ Breakdown</li> <li>○ Synthesis</li> </ul> • Metabolism of triacylglycerols • Cholesterol metabolism <ul style="list-style-type: none"> <li>○ Biosynthesis and its Regulation             <ul style="list-style-type: none"> <li>- Bile salts and bilirubin</li> <li>- Vitamin D</li> <li>- Steroid hormones</li> </ul> </li> </ul> • Lipoproteins and their functions : <ul style="list-style-type: none"> <li>○ VLDLs- IDLs, LDLs and HDLs</li> <li>○ Transport of lipids</li> <li>○ Atherosclerosis</li> </ul> Investigations and their interpretations.	• Lecture Discussion using charts • Demonstration of laboratory tests	• Short answer questions • Objective type.

<b>V</b>	<b>6</b>	<ul style="list-style-type: none"> <li>• Explain the metabolism of Lipids</li> </ul>	<b>Composition and metabolism of Amino acids and Proteins</b> <ul style="list-style-type: none"> <li>• Types, structure, composition and uses of Amino acids and Proteins</li> <li>• Metabolism of Amino acids and Proteins               <ul style="list-style-type: none"> <li>○ Protein synthesis, targeting and glycosylation</li> <li>○ Chromatography</li> <li>○ Electrophoresis</li> <li>○ Sequencing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration of blood glucose monitoring</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Metabolism of Nitrogen <ul style="list-style-type: none"> <li>○ Fixation and Assimilation</li> <li>○ Urea Cycle</li> <li>○ Hemes and chlorophylls</li> </ul> </li> <li>• Enzymes and co-enzymes <ul style="list-style-type: none"> <li>○ Classification</li> <li>○ Properties</li> <li>○ Kinetics and inhibition</li> <li>○ Control</li> </ul> </li> </ul> <p>Investigations and their interpretations.</p>		
<b>VI</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• Describe types, composition and utilization of Vitamins &amp; minerals</li> </ul>	<p><b>Composition of Vitamins and minerals</b></p> <ul style="list-style-type: none"> <li>• Vitamins and minerals: <ul style="list-style-type: none"> <li>○ Structure</li> <li>○ Classification</li> <li>○ Properties</li> <li>○ Absorption</li> <li>○ Storage &amp; transportation</li> <li>○ Normal concentration</li> </ul> </li> </ul> <p>Investigations and their interpretations</p>	<ul style="list-style-type: none"> <li>• Lecture Discussion using charts</li> <li>• Demonstration of laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type.</li> </ul>
<b>VII</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Describe Immunochimistry</li> </ul>	<p><b>Immunochemistry</b></p> <ul style="list-style-type: none"> <li>• Immune response,</li> <li>• Structure and classification of immunoglobins</li> <li>• Mechanism of antibody production.</li> <li>• Antigens: HLA typing.</li> <li>• Free radical and Antioxidants.</li> <li>• Specialised Protein : Collagen, Elastin, Keratin, Myosin, Lens Protein.</li> <li>• Electrophoretic and Quantitative determination of immunoglobins - ELISA etc.</li> </ul> <p>Investigation and their interpretations.</p>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration on laboratory tests</li> </ul>	<ul style="list-style-type: none"> <li>• Short answer questions</li> <li>• Objective type.</li> </ul>

**References :**

1. U. Satyanarayan, Essentials of biochemistry, Books & allied (P) Ltd., Kolkata publisher,
2. Textbook of biochemistry (S.S Randhawa<sup>h</sup> 6<sup>th</sup> edition,
3. Biochemistry for BSc Nursing students HarbansLal 3<sup>rd</sup> edition
4. Jacob Anthikad, Biochemistry for nurses; 2nd edition, Jaypee; 2001..
5. Gupta. R.C., Multiple choice questions in Biochemistry, 2nd edition, Jaypee, 2004

**DISTRIBUTION OF TYPE OF QUESTION AND MARKS  
FOR THE SUBJECT NUTRITION AND BIOCHEMISTRY**

Question No	Question description	Division of marks	Total marks
1	<b>Total MCQ's 15</b> Nutrition 1-10 Biochemistry 11-15	10 x 1=10 5 x 1=5	15
	<b>SECTION - A NUTRITION ( 35 marks)</b>		
2	<b>Long Answer Questions (LAQ's)</b> (any 1 out of 2)	1 x 10	10
3	<b>Short Notes</b> (Any 5 out 7) a) b) c) d) e) f) g)	5 x 5	25
	<b>SECTION – B (BIOCHEMISTRY- 25 marks)</b>		
4	<b>Long Answer Questions (LAQ's)</b> (any 1 out of 2)	1 x 10	10
5	<b>Short Notes</b> (Any 3 out 5) a) b) c) d) e)	3 x 5	15
<b>Total Marks</b>			<b>75</b>

**Note :**

1. MCQ : Each MCQ carries 1 mark.
2. Long Answer Questions :2 questions will be given out of which, 1 has to be answered in Nutrition & Biochemistry separately.
3. Short Notes :7 questions will be given out of which,5 have to be answered in Nutrition & for Biochemistry, 5 questions will be given out of which, 3 has to be answered.

## Nursing Foundations

**Placement: First year**

**Theory 265 hrs**

**Practical- 650hrs**

**(200 lab and 450 Clinical)**

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

Unit	Hrs	Learning Objective	Content	Teaching Learning Activities	Assessment Methods
I	15	<ul style="list-style-type: none"> <li>Describe the concept of health, illness and health care agencies</li> </ul>	Introduction <ul style="list-style-type: none"> <li>Concept of Health : Health illness continuum</li> <li>Factors influencing health</li> <li>Causes and risk factors for Developing illness.</li> <li>Body defenses: Immunity and immunization</li> <li>Illness and illness Behavior</li> <li>Impact of illness on patient and family</li> <li>Health care services:</li> <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>Hospitals: Types, Organization and Functions</li> <li>Health Promotion and levels of disease</li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Visit to health care agencies</li> </ul>	<ul style="list-style-type: none"> <li>Essay type</li> <li>Short answers</li> <li>Objective type</li> </ul>

			Prevention <ul style="list-style-type: none"> <li>Primary health care and its delivery: role of Nurse</li> </ul>		
<b>II</b>	<b>20</b>	<ul style="list-style-type: none"> <li>Explain concept and scope of nursing</li> <li>Describe values, code of ethics and professional conduct for nurses in India</li> </ul>	<b>Nursing as a profession</b> <ul style="list-style-type: none"> <li>Definition and Characteristics of a profession</li> <li>Nursing :-               <ul style="list-style-type: none"> <li>Definition , Concepts, philosophy , objectives</li> <li>Characteristics, nature and scope of nursing practice</li> <li>Functions of 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</li> </ul> </li> <li>Values : Definition, Types, Values Clarification and values in professional Nursing : Caring and Advocacy</li> <li>Ethics :               <ul style="list-style-type: none"> <li>Definition and Ethical Principal</li> <li>Code of ethics and professional conduct for nurses</li> <li>Consumer rights</li> <li>Patients Bill of rights</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Case 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>
<b>III</b>	<b>4</b>	<ul style="list-style-type: none"> <li>Explain the admission and discharge procedure</li> <li>Performs admission and discharge procedure</li> </ul>	Hospital admission and discharge <ul style="list-style-type: none"> <li>Admission to the hospital               <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> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture discussion</li> <li>Demonstration</li> <li>Lab Practice</li> <li>Supervise 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>● Discharge from the hospital               <ul style="list-style-type: none"> <li>○ Types: Planned discharge, LAMA and abscond, Referrals and transfers</li> <li>○ Discharge Planning</li> <li>○ Discharge procedure</li> <li>○ Special considerations</li> <li>○ Medico-legal issues</li> <li>○ Roles and Responsibilities of the nurse</li> <li>○ Care of the unit after discharge</li> </ul> </li> </ul>		
<b>IV</b>	<b>12</b>	<ul style="list-style-type: none"> <li>● Communicate effectively with patient, families and team members and maintain effective human relations (professional image)</li> <li>● Appreciate the importance of patient teaching in nursing</li> </ul>	<p>Communication and Nurse patient relationship</p> <ul style="list-style-type: none"> <li>● Communication : Levels , Elements, Types, Modes, Process, Factors influencing Communication               <ul style="list-style-type: none"> <li>○ Methods of effective Communication                   <ul style="list-style-type: none"> <li>- Attending skills</li> <li>- Rapport building skills</li> </ul> </li> <li>○ Empathy skills</li> <li>○ Barriers to effective communication</li> </ul> </li> <li>● Helping Relationships (NPR): Dimensions of ?Helping Relationships, Phases of a helping relationship</li> <li>● Communication effectively with patient, families and team members and maintain effective human relations with special reference to communication with</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture 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>

			<p>vulnerable group ( children ,women physically and mentally challenged and elderly)</p> <ul style="list-style-type: none"> <li>• Patient Teaching : Importance, Purposes, Process, role of nurse and Integrating teaching in Nursing process</li> </ul>		
V	20	<ul style="list-style-type: none"> <li>• Explain the concept, uses, format and steps of nursing process</li> <li>• Documents nursing process as per the format</li> </ul>	<p>The Nursing Process</p> <ul style="list-style-type: none"> <li>• Critical Thinking and Nursing Judgment <ul style="list-style-type: none"> <li>○ Critical Thinking: Thinking and Learning.</li> <li>○ Competencies , Attitudes for critical Thinking , Levels of critical thinking in Nursing</li> </ul> </li> <li>• Nursing Process Overview: Application in Practice <ul style="list-style-type: none"> <li>○ Nursing process format : INC current format</li> <li>○ Assessment <ul style="list-style-type: none"> <li>- Collection of Data: Types, Sources, Methods</li> <li>- Formulating Nursing judgment : Data interpretation</li> </ul> </li> <li>○ Nursing diagnosis <ul style="list-style-type: none"> <li>- Identification of client problems ‘</li> <li>- Nursing diagnosis statement</li> <li>- Difference between medical and nursing diagnosis</li> </ul> </li> <li>○ Planning <ul style="list-style-type: none"> <li>- Establishing Priorities</li> <li>- Establishing Goals and Expected</li> </ul> </li> </ul> </li> </ul>		

			<p>Outcomes,</p> <ul style="list-style-type: none"> <li>- Selection of interventions: Protocols and standing Orders</li> <li>- Writing the Nursing Care Plan</li> <li>○ Implementation <ul style="list-style-type: none"> <li>- Implementing the plan of care</li> </ul> </li> <li>○ Evaluation <ul style="list-style-type: none"> <li>- Outcome of care</li> <li>- Review and Modify</li> </ul> </li> <li>○ Documentation and Reporting</li> </ul>		
<b>VI</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• Describe the purposes, types and techniques of recording and reporting</li> </ul>	<p>Documentation and Reporting</p> <ul style="list-style-type: none"> <li>• Documentation : Purpose of Recording and reporting</li> <li>• Communication within the Health Care Team,</li> <li>• Types of records; ward records, medical/nursing records,</li> <li>• Common Record-keeping forms, Computerized documentation</li> <li>• Guidelines for Reporting: Factual basis, Accuracy, completeness , Organization, confidentiality</li> <li>• Methods of recording</li> <li>• Reporting: Change –of shift reports, Incident reports</li> <li>• Minimizing legal Liability through effective record keeping</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture 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> </ul>
<b>VII</b>	<b>15</b>	<ul style="list-style-type: none"> <li>• Describe principles and techniques of monitoring</li> </ul>	<p>Vital signs</p> <ul style="list-style-type: none"> <li>• Guidelines for taking vital signs:</li> <li>• Body temperature:</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Demonstration</li> <li>• Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> </ul>

		<p>and maintaining vital signs</p> <ul style="list-style-type: none"> <li>• Monitor and maintain vital signs</li> </ul>	<ul style="list-style-type: none"> <li>• Physiology ,Regulation Factors affecting body temperature,</li> <li>• Assessment of body temperature: sites, equipments and techniques, special considerations</li> <li>• Temperature alterations: Hyperthermia, Heatstroke, Hypothermia</li> <li>• Hot and cold applications</li> <li>• Pulse: <ul style="list-style-type: none"> <li>○ Physiology and regulation, Characteristics of the pulse, Factors affecting pulse</li> <li>○ Assessment of pulse : Sites, location , equipments and technique, special considerations</li> <li>○ Alterations in pulse:</li> </ul> </li> <li>• Respiration: <ul style="list-style-type: none"> <li>○ Physiology and Regulation, Mechanics of breathing Characteristics of the respiration, factors affecting respiration</li> <li>○ Assessment of respirations: technique, special considerations</li> <li>○ Alterations in respiration</li> </ul> </li> <li>• Blood pressure: <ul style="list-style-type: none"> <li>○ Physiology and Regulation, Characteristics of the blood pressure, Factors affecting blood pressure.</li> <li>○ Assessment of blood pressure: sites, equipments and technique, special</li> </ul> </li> </ul>	<p>Session</p> <ul style="list-style-type: none"> <li>• Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Objective type</li> <li>• Assess with check list Clinical practical examination</li> </ul>
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			considerations <ul style="list-style-type: none"> <li>○ Alterations in blood pressure</li> <li>● Recording of vital signs</li> </ul>		
<b>VII I</b>	<b>25</b>	<ul style="list-style-type: none"> <li>● Describe purpose and process of health assessment</li> <li>● Describe the health assessment of each body system</li> <li>● Perform health assessment of each body system</li> </ul>	Health assessment <ul style="list-style-type: none"> <li>● Purposes</li> <li>● Process of Health assessment             <ul style="list-style-type: none"> <li>○ Health history</li> <li>○ Physical examination:                 <ul style="list-style-type: none"> <li>- Methods-Inspection, palpation ,Percussion, Auscultation</li> <li>- Olfaction</li> <li>- Preparation for examination :</li> <li>- Patient and unit</li> <li>- General assessment</li> <li>- Assessment of each body system</li> <li>- Recording of health assessment</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture 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> </ul>
<b>IX</b>	<b>5</b>	<ul style="list-style-type: none"> <li>● Identifies the various machinery equipment and linen and their care</li> </ul>	Machinery ,Equipment and linen <ul style="list-style-type: none"> <li>● Types: Disposables and Re-usables-Linen, rubber goods, glass ware, metal , plastics, furniture, machinery</li> <li>● Introduction:             <ul style="list-style-type: none"> <li>○ Indent</li> <li>○ Maintenance</li> <li>○ Inventory</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture 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>
<b>X</b>	<b>55</b>	<ul style="list-style-type: none"> <li>● Describe the basic, physiological and psychosocial needs of patient</li> <li>● Describe the principles and techniques for meeting basic, Psychosocial and Psychosocial needs of patient</li> </ul>	Meeting needs of patient <ul style="list-style-type: none"> <li>● Basic needs (Activities of daily living)             <ul style="list-style-type: none"> <li>- Maslow's hierarchy of Needs</li> </ul> </li> <li>○ Providing safe and clean Environment:             <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> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture discussion</li> <li>● Demonstration</li> <li>● Practice sessions</li> <li>● Supervise</li> <li>● 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>

		<ul style="list-style-type: none"> <li>• Perform nursing assessment, plan, implement and evaluate the care for meeting basic, physiological and psychosocial needs of patient</li> </ul>	<ul style="list-style-type: none"> <li>- Safety devices: Restraints, side rails, airways, trapez etc.</li> <li>- Role of nurse in providing safe and clean environment</li> <li>○ Hygiene: <ul style="list-style-type: none"> <li>- Factors Influencing Hygienic Practice</li> <li>- Hygienic care : Care of the Skin- Bath and pressure points, feet and nail, Oral cavity, Hair care , Eyes, Ears and Nose</li> <li>▪ Assessment , Principles Types, Equipments, Procedure, Special Considerations</li> <li>- Patient environment: Room Equipment and lines, making patient beds</li> <li>▪ Types of beds and bed making</li> </ul> </li> <li>○ Comfort: <ul style="list-style-type: none"> <li>- Factors Influencing Comfort</li> <li>- Comfort devices</li> </ul> </li> <li>• Physiological needs: <ul style="list-style-type: none"> <li>○ Sleep and Rest: <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> </li> <li>○ Nutrition: <ul style="list-style-type: none"> <li>- Importance</li> <li>- Factors affecting nutritional needs</li> <li>- Assessment of nutritional needs: Variables</li> <li>- Meeting</li> </ul> </li> </ul> </li> </ul>		
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			<p>Nutritional needs: Principals, equipment procedure and special considerations</p> <ul style="list-style-type: none"> <li>▪ Oral</li> <li>▪ Enteral: Naso/Oro-gastric, gastrostomy</li> </ul> <p>○ Urinary Elimination</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>- Types and Collection of urine specimen: Observation, urine testing</li> <li>- Facilitation urine elimination: assessment, types, equipments, procedures and special considerations</li> <li>▪ Providing urinal/bed pan</li> <li>▪ Condom drainage</li> <li>▪ Perineal care</li> </ul> <p>Bowel Elimination</p> <ul style="list-style-type: none"> <li>- Review of Physiology of Bowel elimination , composition and characteristics of feces</li> <li>- Factors affecting Bowel elimination</li> <li>- Alteration in Bowel elimination</li> <li>- Type and</li> </ul>		
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			<p>Collection of specimen of faces:</p> <p>Observation</p> <ul style="list-style-type: none"> <li>- Facilitation bowel elimination: assessment, equipments procedures and special considerations</li> <li>▪ Passing of Flatus tube</li> <li>▪ Enemas</li> <li>▪ Suppository</li> <li>▪ Sitz bath</li> <li>▪ Bowel wash</li> </ul> <p>Mobility and Immobility</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 method and special considerations. Rehabilitation aspects</li> <li>▪ Range of motion exercises</li> <li>▪ Maintaining body alignment : Positions</li> <li>▪ Moving</li> <li>▪ Lifting</li> <li>▪ Transferring</li> <li>▪ Walking</li> </ul>		
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			<ul style="list-style-type: none"> <li>▪ Restraints</li> <li>○ Oxygenation <ul style="list-style-type: none"> <li>- Review of Cardiovascular and respiratory Physiology</li> <li>- Factors Affecting Oxygenation</li> <li>- Alteration in oxygenation</li> <li>- Nursing Intervention in oxygenation: assessment, types, equipment used, procedure and special considerations</li> </ul> </li> <li>▪ Maintenance of patent airway</li> <li>▪ Oxygen administration</li> <li>▪ Inhalations : Dry and moist</li> <li>▪ Chest Physiotherapy and postural drainage</li> <li>▪ Pulse oximetry</li> <li>▪ CPR-Basic life support</li> <li>○ Fluid, Electrolyte, and Acid Base Balances <ul style="list-style-type: none"> <li>- Review of Physiological Regulation of Fluid, electrolyte, and Acid Base Balance</li> <li>- Factors Affecting Fluid Electrolyte, and Acid Base Balance</li> <li>- Nursing intervention in Fluid, Electrolyte and Acid</li> <li>- Base Imbalances : assessment, procedure and special considerations</li> </ul> </li> <li>▪ Measuring fluid intake and output</li> <li>▪ Correcting Fluid Electrolyte imbalance :</li> <li>• Psychosocial Needs</li> <li>○ Concepts of Cultural Diversity, Stress and</li> </ul>		
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			<p>adaptation, Self-Health, Coping with loss, death &amp; grieving</p> <ul style="list-style-type: none"> <li>○ Assessment of psychosocial needs</li> <li>○ Nursing intervention for Psychosocial needs <ul style="list-style-type: none"> <li>- Assist with coping and adaptation</li> <li>- creating therapeutic environment</li> </ul> </li> <li>○ Recreational and diversional therapies</li> </ul>		
<b>XI</b>	<b>20</b>	Describe principles and techniques for infection control and biomedical waste management in supervised Clinical setting	<p>Infection control in Clinical setting</p> <ul style="list-style-type: none"> <li>• Infection control <ul style="list-style-type: none"> <li>○ Nature of infection</li> <li>○ Chain of infection transmission</li> <li>○ Defenses against infection : natural and acquired</li> <li>○ Hospital acquired infection (Nosocomial infection)</li> </ul> </li> <li>• Concept of asepsis: medical asepsis and surgical asepsis</li> <li>• Isolation precautions (Barrier nursing) <ul style="list-style-type: none"> <li>○ Hand washing: simple, hand antisepsis and surgical antisepsis (scrub)</li> <li>○ Isolation: source and protective</li> </ul> </li> <li>○ Personal protecting equipments: types, uses and technique 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 discussion</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Supervised Clinical practice</li> </ul>	

<b>XII</b>	<b>25</b>	<ul style="list-style-type: none"> <li>• Explain the principles, routes, effects of administration of medications</li> <li>• Calculate conversions of drugs and dosages within and between systems of measurements</li> <li>• Administer drugs by the following routes-oral, inhalation</li> </ul>	<p>Administration of Medications</p> <ul style="list-style-type: none"> <li>• General Principles/Consideration               <ul style="list-style-type: none"> <li>○ Purposes of Medication</li> <li>○ Principles: 5 rights, Special considerations, Prescription Safety in administering Medications and Medication errors</li> <li>○ Drug forms</li> <li>○ Routes of administration</li> <li>○ Storage and maintenance of drugs and Nurses responsibility</li> <li>○ Broad classification of drugs</li> <li>○ Therapeutic Effect, Side Effects, Toxic effects Idiosyncratic Reactions, Drug Tolerance, Drug Interactions,</li> <li>○ Factors Influencing drug Actions,</li> <li>○ Systems of Drug Measurement: Metric system, Apothecary system, Household Measurements, Solutions.</li> <li>○ Converting Measurements Units: conversion within one system, conversion between systems, Dosage Calculation.</li> <li>○ Terminologies and abbreviations used in prescriptions of medication</li> </ul> </li> <li>• Oral Drugs               <ul style="list-style-type: none"> <li>Administration: Oral , sublingual and Buccal : Equipment, procedure</li> </ul> </li> <li>• Topical Administration :               <ul style="list-style-type: none"> <li>Purposes, site equipment procedure</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</li> <li>• 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>
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			<p>special considerations for</p> <ul style="list-style-type: none"> <li>○ Application to Skin</li> <li>○ Application to mucous membrane</li> <li>● Direct application of liquids – Gargle and swabbing the throat</li> <li>● Insertion of Drug into body cavity: Suppository / medicated packing in rectum / vagina</li> <li>● Inhalation : Nasal, oral, endo tracheal / tracheal (steam oxygen and medications) purposes, types, equipment procedure, special considerations</li> <li>○ Recording and reporting of medications administered</li> </ul>		
<b>XII I</b>	<b>10</b>	<ul style="list-style-type: none"> <li>● Prepare post operative unit</li> <li>● Apply Bandages Slings.</li> <li>● Apply heat and cold</li> </ul>	<ul style="list-style-type: none"> <li>○ Recovery Unit</li> <li>○ Post operative unit</li> <li>○ Postoperative care surgical asepsis</li> <li>○ Application of Bandages, Binders, Splints, Slings</li> <li>○ Heat and cold Therapy</li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> <li>● Discussion</li> <li>Demonstration</li> </ul>	
<b>XI V</b>	<b>15</b>	<ul style="list-style-type: none"> <li>● Explain care of patients having alterations in body functioning</li> </ul>	<p>Meeting special needs of the patient</p> <ul style="list-style-type: none"> <li>● Care of patients having alteration in <ul style="list-style-type: none"> <li>○ Temperature ( hyper and hypothermia) : Types, Assessment, Management</li> <li>○ Sensorium ( Unconsciousness) : assessment, Management</li> <li>○ Urinary Elimination (retention and unconsciousness)Assessment , Management</li> </ul> </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>○ Functioning of sensory organs: (visual &amp; hearing impairment)</li> <li>○ assessment of self- Care ability</li> <li>○ communication Methods and special considerations</li> <li>○ Mobility ( physical challenged, cast) assessment of self-care ability:</li> <li>Communication Methods and special considerations</li> <li>○ Mental state (mentally challenged ) , assessment of Self-Care ability;</li> <li>○ Communication Methods and special considerations</li> <li>○ Respiration (distress);Types, Assessment, Management</li> <li>○ Comfort-(pain)-Nature, Types, Factors influencing pain, coping ,Assessment; Management</li> </ul>		
<b>XV</b>	<b>10</b>	<ul style="list-style-type: none"> <li>• Explain care of terminally ill patient</li> </ul>	<p>Care of Terminally ill patient</p> <ul style="list-style-type: none"> <li>○ Concepts of Loss, Grief grieving process</li> <li>○ Signs of clinical death</li> <li>○ Care of dying patient; special considerations</li> <li>-Advance directives: euthanasia will dying declaration ,organ donation etc</li> <li>○ Medico-legal issues</li> <li>○ Care of dead body:</li> <li>○ Equipment, procedure and care of unit</li> <li>○ Autopsy</li> <li>○ Embalming</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> <li>• Demonstrations</li> <li>• Case discussion/Role play</li> <li>• Practice session</li> <li>• Supervised</li> <li>• Clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short Answers</li> <li>• Objective type</li> </ul>

<b>XV I</b>	<b>10</b>	<ul style="list-style-type: none"> <li>• Explain the basic concepts of conceptual and theoretical models of nursing</li> </ul>	Professional Nursing concepts and practices <ul style="list-style-type: none"> <li>• Conceptual and theoretical models of nursing practice: Introduction to models- holistic model, health belief model , health promotion model etc</li> <li>• Introduction to Theories in Nursing ; Peplau's , Henderson's Orem's , Neumann's Roger's and Roy's</li> <li>• Linking theories with nursing process</li> <li>• Complimentary and alternate healing techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short Answers</li> </ul>
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## NURSING FOUNDATIONS- PRACTICAL

**Placement: First Year**

**Practical 650hours  
(200 lab and 450 clinical)**

**Course Description:** This course is designed to help the students to develop an understanding of the philosophy, objectives, theories and process of nursing in various 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.

Areas	(Hrs)	Objective	Skills	Assignments	Assessment Methods
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	10	<ul style="list-style-type: none"> <li>• Provide basic nursing care to patients</li> </ul>	<b>Prepare Patient's unit:</b> <ul style="list-style-type: none"> <li>• Prepare beds: <ul style="list-style-type: none"> <li>○ Open , closed , Occupied, operation , amputation,</li> <li>○ Cardiac, fracture, burn, Divided, &amp; Fowlers bed</li> </ul> </li> <li>• Pain assessment and provision for comfort</li> </ul>	<ul style="list-style-type: none"> <li>• Practice in lab &amp; hospital</li> <li>• Simulated exercise on CPR manikin</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of each skill with rating scale</li> <li>• Completion of activity record</li> </ul>
	14		<b>Use comfort devices</b> <b>Hygienic care:</b> <ul style="list-style-type: none"> <li>• Oral hygiene:</li> <li>• Baths and care of pressure points</li> <li>• Hair wash, Pediculosis Treatment</li> </ul>		
	7		<b>Feeding :</b> <ul style="list-style-type: none"> <li>• Oral, Enteral, Naso Orogastirc.</li> <li>• Naso-gastric insertion, suction, and irrigation</li> </ul>		
	5		<b>Assisting patient in urinary elimination</b> <ul style="list-style-type: none"> <li>• Provides urinal/ bed pan</li> <li>• Condom drainage</li> <li>• Perineal care</li> <li>• Catheterization</li> <li>• Care of urinary drainage</li> </ul>		
	6		<b>Assisting bowel Elimination:</b> <ul style="list-style-type: none"> <li>• Insertion of flatus tube</li> <li>• Enemas</li> <li>• Insertion of Suppository</li> <li>• Bowel wash</li> </ul>		
	8		<b>Body Alignment and Mobility:</b> <ul style="list-style-type: none"> <li>○ Range of motion exercises</li> <li>○ Positioning:</li> </ul>		

			Recumbent, Lateral (rt/lt) , Fowlers, Sims, Lithotomy, Prone, Trendelenburg , position		
	8		<ul style="list-style-type: none"> <li>○ Assist patient in Moving, lifting transferring, walking</li> <li>○ Restraints</li> </ul>		
	5		<b>Oxygen administration</b>		
	5		<b>Chest physiotherapy and postural drainage</b>		
			<b>CPR- Basic life support</b>		
			<b>Collect/ assist for collection of specimens for investigations</b>		
			Urine, sputum, faces, vomitus blood and other body fluids		
			Perform lab tests:		
			<ul style="list-style-type: none"> <li>• Urine: Sugar, albumin, acetone</li> <li>• Blood: sugar (with strip/ gluco meter)</li> </ul>		
	8		<b>Hot and cold applications:</b> local and general sitz bath		
			Communicating and assisting with self care of visually & hearing impaired patients		
	1		Communicating and assisting with self care of mentally challenged / disturbed patients		
Field visit	3		<b>Recreational and diversional therapies</b>		
			<b>Caring of patient with alteration in sensorium</b>		

	10	<ul style="list-style-type: none"> <li>• Perform infection control procedures</li> </ul>	<p><b>Infection control</b></p> <ul style="list-style-type: none"> <li>• Perform following procedures: <ul style="list-style-type: none"> <li>○ Hand washing techniques</li> <li>○ (Simple, hand antisepsis and surgical antisepsis (scrub)</li> <li>○ Prepare isolation unit in lab/ ward</li> <li>○ Practice technique of wearing and removing personal protective equipment ( PPE)</li> <li>○ Practice standard safety precautions ( Universal precautions)</li> </ul> </li> </ul> <p><b>Decontamination of equipment and unit:</b></p> <ul style="list-style-type: none"> <li>• Surgical asepsis; <ul style="list-style-type: none"> <li>○ Sterilization</li> <li>○ Handling sterilized equipment</li> <li>○ Calculate strengths of lotions,</li> <li>○ Prepare lotions</li> </ul> </li> <li>• Care of articles</li> <li>• <b>Application of Bandages, Binders, splints &amp; slings.</b></li> <li>• Bandaging of various body parts</li> </ul>	<ul style="list-style-type: none"> <li>• Observation study- 2</li> <li>• Department of infection control &amp; CSSD</li> <li>• Visits CSSD write observation report 1</li> <li>• Collection of samples for culture</li> <li>• Do clinical posting in infection control department and write report</li> </ul> <p>Practice in lab/ward</p>	<ul style="list-style-type: none"> <li>• Assess observation study with checklist</li> <li>• Evalutall procedures with checklist</li> </ul>
	5				
	10				
	18	<ul style="list-style-type: none"> <li>• Administer drugs</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Administration of medications</b></li> <li>• Administer Medications in different forms and routes</li> <li>• Oral, Sublingual and Buccal</li> <li>• Drug measurements and dose calculations</li> <li>• Preparation of lotions and solutions</li> <li>• Administers topical</li> </ul>		

			Applications <ul style="list-style-type: none"> <li>• Insertion of drug into body cavity: Suppository &amp; medicated packing etc.</li> <li>• Inhalations: dry and moist</li> </ul>		
	3	<ul style="list-style-type: none"> <li>• Provide care to dying and dead</li> <li>• Counsel and support relatives</li> </ul>	<b>Care of dying patient</b> <ul style="list-style-type: none"> <li>• Caring and packing of dead body</li> <li>• Counseling and supporting grieving relatives</li> </ul> Terminal care of the unit		

### References :

1. Potter A.P., Perry A.G. Fundamentals of Nursing, C.V. Mosby company, Louis 6th edition 2005.
2. Kozier B et al, Fundamentals of Nursing concepts, process and practice, Pearson education, Inc 2nd Indian Print 2004.
3. Dugas B.W. Introduction to patient care Saunders, 4th edition 1983.
4. Brunner and Suddarth Text book of Medical surgical nursing 10th edition 2002
5. Brunner & Sudharth Lippincott manual of nursing practice JB Lippincott company
6. Zwemer A. professional Adjustments and Ethics for nurse in India BI Publications. Bangalore, 6th edition 1995.
7. Rosdhal, Fundamentals of nursing, Lippincott company 2003.
8. Bolander, fundamentals of nursing, Saunders 1994
9. Basavanthappa B.T. Fundamental of Nursing, Jaypee Brother, 2002
10. Carl Taylor Fundamental of Nursing, Carol Lillis et al Lippincott, 5th edition 2005.

**DISTRIBUTION OF TYPE OF QUESTION AND MARKS**  
**FOR THE SUBJECT NURSING FOUNDATION**

<b>Question No.</b>	<b>Question description</b>	<b>Division of marks</b>	<b>Total marks</b>
1.	<b>Total MCQs:- 15</b>	15 x 1	15
2.	<b>Long Answer Questions (LAQ)</b> <b>(Any 2 out of 3)</b>	2 x 10	20
3.	<b>Short Notes (8 out of 10)</b> a) b) c) d) e) f) g) h) i) j)	8x5	40
<b>Total Marks</b>			<b>75</b>

**Note :**

1. MCQ : Each MCQ carries 1 mark.
2. Long Answer Questions : 3 questions will be given out of which , 2 have to be answered.
3. Short Notes : 10 questions will be given out of which, 8 have to be answered.

## PSYCHOLOGY

**Placement :** B.Sc(N) First Year

**Time:** Theory 60 hrs

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

Unit	Time (Hrs.)	Learning Objectives	Content	Teaching Learning Activity	Assessment Methods
I	4	<ul style="list-style-type: none"> <li>Describe the history, scope and methods of psychology</li> </ul>	<b>Introduction:</b> <ul style="list-style-type: none"> <li>History, development and origin of science of psychology</li> <li>Definitions, scope, branches of psychology and relations with other subjects.</li> <li>Various application of psychology in nursing practice including importance in human and interpersonal behavioral</li> </ul> Methods of Psychology	Lecture Discussion	Essay type Short answers
II	4	<ul style="list-style-type: none"> <li>Explain the biology of Human behaviour</li> </ul>	<b>Biology of behaviour</b> Dynamics of human behaviour <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, Rt and Lt Hemispheres</li> <li>Psychology of Sensations Muscular and glandular controls of behaviour</li> <li>Nature of behaviour of an organism/Integrated responses</li> </ul>	Lecture Discussion	Essay type Short answers



			<ul style="list-style-type: none"> <li>Nature of behaviour of an organism/Integrated responses</li> </ul>		
<b>III</b>	<b>14</b>	<ul style="list-style-type: none"> <li>Describe various cognitive processes and their applications</li> </ul>	<b>Cognitive process</b> <ul style="list-style-type: none"> <li>Maiming of cognition</li> <li>Attention: Types, determinants, Duration &amp; degree, alterations</li> <li>Perception: Meaning, Principles, factors affecting,</li> <li>Perception of objects, depth, distance and motion.</li> <li>Errors in perception.</li> <li>Learning: Nature, types, learner and learning, factors influencing, laws and theories, process, transfer, study habits</li> <li>Memory: Meaning, Types, Nature factors influencing, Development Theories and methods of memorizing and Forgetting</li> <li>Thinking: Types and levels, stages of development, Relationship with language and communication.</li> <li>Intelligence: Meaning, classification, uses, theories</li> <li>Aptitude: Concept, types, Individual differences and variability</li> <li>Psychometric assessments of cognitive processes</li> <li>Alterations in cognitive process</li> <li>Applications</li> </ul> <b>Learning</b> <ul style="list-style-type: none"> <li>Theories of learning:</li> </ul>	Lecture Discussion Psychometric assessment Practice sessions	Essay type Short answers

			<ul style="list-style-type: none"> <li>Theories of transfer.</li> </ul> <b>Memory</b> <ul style="list-style-type: none"> <li>Methods of memorizing:</li> <li>Methods of measuring memory</li> <li>Memory Training</li> </ul> <b>Thinking</b> <ul style="list-style-type: none"> <li>Stages of thinking development:</li> <li>Stages of creative thinking and problem solving.</li> <li>Nature of thinking</li> <li>Elements of thought</li> <li>Language comprehension</li> <li>Listening skill</li> <li>Reasoning and problem solving</li> <li>Deduction</li> <li>Induction</li> </ul> <b>Intelligence</b> <ul style="list-style-type: none"> <li>Nature of intelligence</li> <li>Effect of heredity and environment</li> <li>Intelligence Test</li> <li>Mental deficiency</li> <li>Factors of individual difference in intelligence.</li> <li>Development of intelligent behaviour</li> </ul> <b>Aptitude</b> <ul style="list-style-type: none"> <li>Measurement of Aptitude or Aptitude Tests</li> </ul>		
<b>IV</b>	<b>6</b>	Describe motivation, emotions, stress, attitudes and their influence on behavior	Motivation and Emotional Processes: <ul style="list-style-type: none"> <li>Motivation: Meaning, Concepts, Types, Theories,</li> <li>Motives and behaviour,</li> <li>Maslow's theory</li> <li>Formation of self concept,</li> <li>Conflicts and frustration, conflict resolution</li> <li>Emotions &amp; stress</li> </ul>	Lecture Discussion Role plays Case Discussion Demonstration Project work	Essay type Short answer

			<ul style="list-style-type: none"> <li>❑ Emotion: Definition, components, Changes in emotions, theories, emotional adjustments, emotions in health and illness</li> <li>❑ Stress: stressors, cycle, effect, adaptation &amp; coping</li> <li>• Attitude: Meaning, nature, development, factors affecting,</li> <li>❑ Behaviour and attitudes</li> <li>❑ Attitudinal change</li> <li>❑ Will and character</li> <li>❑ Attitude and Nurse.</li> <li>• Psychometric assessment of emotions and attitudes</li> <li>• Alterations in emotions</li> <li>• Applications</li> </ul> <p>Emotions</p> <ul style="list-style-type: none"> <li>• Development of emotions</li> <li>• Characteristic of emotions</li> <li>• Handling emotions in self and others</li> </ul>		
<b>V</b>	<b>5</b>	<ul style="list-style-type: none"> <li>• Explain the concept of personality and its influence on behaviour</li> </ul>	<p>Personality</p> <ul style="list-style-type: none"> <li>• Definitions, topography, types, Theories</li> <li>• Self actualization</li> <li>• Psychometric assessments of personality</li> <li>• Development &amp; Alterations in personality</li> <li>⑥ Adjustment and maladjustment</li> <li>⑥ Personality disorders</li> <li>⑥ Factors affecting development of personality</li> <li>⑥ Self actualization</li> </ul>	<p>Lecture Discussion Demonstration</p>	<p>Essay type Short answers</p>
<b>VI</b>	<b>5</b>	Describe psychology of people during the life cycle	<p>Developmental Psychology</p> <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>• Psychology of people at different ages from infancy to</li> </ul>	<p>Lecture Discussion Case Discussion</p>	<p>Essay type Short answers</p>

			<p>old age: In health and illness.</p> <ul style="list-style-type: none"> <li>Psychology of vulnerable individuals:</li> </ul> <p>Can be specified as: for example</p> <ul style="list-style-type: none"> <li>Daughter of alcoholic parents or wife or alcoholic husband.</li> <li>Physically/ sexually abused</li> <li>Rape,</li> <li>Prostitute</li> <li>Alcoholic</li> <li>Physically or mentally challenged</li> <li>Constant exposure to stress etc.</li> <li>Psychology of Groups: for example</li> <li>Family, social and professional groups</li> <li>Interpersonal relationship among group members.</li> <li>Inter group relationship.</li> </ul> <p>Group morale.</p>		
<b>VII</b>	<b>8</b>	<ul style="list-style-type: none"> <li>Describe the characteristics of</li> <li>Mentally health person</li> <li>Explain ego defense mechanisms</li> </ul>	<p>Mental hygiene and mental Health</p> <ul style="list-style-type: none"> <li>Concepts of mental hygiene and mental health</li> <li>Characteristics of mentally healthy person</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 counseling</li> <li>Role of nurse</li> <li>Personal and social adjustments: <ul style="list-style-type: none"> <li>Personal Maladjustments <ul style="list-style-type: none"> <li>Regression</li> <li>Withdrawal</li> </ul> </li> </ul> </li> </ul>	<p>Lecture Discussion Case Discussion Role play Demonstration</p>	<p>Essay type Short answers</p>
<b>VIII</b>	<b>14 Hrs T=4</b>	<ul style="list-style-type: none"> <li>Explain the psychological assessment</li> </ul>	<p>Psychological assessment &amp; tests</p> <ul style="list-style-type: none"> <li>Types, development, Characteristics, Principles, Uses,</li> </ul>	<p>Lecture Discussion Demonstration Practice sessions</p>	<p>Assessment of practice</p>

	<b>P=10</b>	ts and role of nurse	Interpretations and Role of nurse in psychological assessment Practicals ♣ Identifying intelligence and coping skills: <ul style="list-style-type: none"> <li>– Wechsler's Adult Intelligence scale</li> <li>– W I S C</li> <li>– Basic skill of Guidance and counseling</li> <li>– Role play.</li> </ul>		
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### References :

1. Bhatia B. D. & Craig M : Element of psychology and mental hygiene for Nurses, Chennai. Orient Longmal.
2. Dodge Fernald and Peter S. Fernald, Introduction to Psychology, 5 edition, AITBS, 2004.
3. Jacob Anthikad, Psychology for Graduate Nurses, 3 edition, Jaypee, 2004.
4. Morgan C.T. & King, Introduction to Psychology, 7 edition, Megrow bill international.
5. Second course in psychology, Higher secondary std. XII K.T. Basantani, Sheth publishers Pvt. Ltd, 9th ed. 2005
6. Second course in Psychology, Higher secondary std. XI K.T. Basantani, Sheth publishers Pvt. Ltd, 8th ed. 2005
7. Hurlock E: Development psychology: Tata MC Grow Hill Book Co.

### DISTRIBUTION OF TYPE OF QUESTION AND MARKS FOR THE SUBJECT PSYCHOLOGY

Question No.	Question description	Division of marks	Total marks
1.	<b>Total MCQs:- 15</b>	15 x 1	15
2.	<b>Long Answer Questions (LAQ)</b> (Any 2 out of 3)	2 x 10	20
3.	<b>Short Notes (8 out of 10)</b> a) b) c) d) e) f) g) h) i) j)	8x5	40
<b>Total Marks</b>			<b>75</b>

### Note :

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2. Long Answer Questions: 3 questions will be given out of it 2 have to be answered.
3. Short Notes: 10 questions will be given out of it 8 have to be answered.

## Microbiology

**Placement:** First Year

**Theory -60 Hours (Theory 45+15 lab)**

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Learning Activities	Assessment
<b>I</b>	T=5	Explain concepts and principles of microbiology and their importance in nursing	<b>Introduction :</b> Importance and relevance to nursing Historical perspective Concepts and terminology Principles of microbiology	Lecture Discussion	MCQ'S Short answers  Objective type
<b>II</b>	<b>15 Hrs</b> T=10 P=5	Describe structure, classification morphology and growth of bacteria  Identify Micro-organisms	<b>General characteristics of Microbes</b> Structure and classification of Microbes. Morphological types Size and form of bacteria Motility Colonization Growth and nutrition of microbes * Temperature * Moisture * Blood and body fluids Laboratory methods for Identification of Micro-organisms Staining techniques, Gram staining, Acid fast staining, Hanging drop Preparation Culture; various medias	Lecture Discussion Demonstration	MCQ'S Short answers Objective type.
<b>III</b>	<b>12 Hrs</b> T=10 P=2	Describe the methods of infection control	<b>Infection control</b> • Infection : Sources, portals of entry and	Lecture Discussion	MCQ'S Short

		Identify the role of nurse in hospital infection control programme	<p>exit, transmission.</p> <ul style="list-style-type: none"> <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</li> <li>• Role of Nurse</li> <li>• Hospital acquired infection</li> <li>• Hospital infection control programme</li> </ul> <p>* Protocols, collection of samples, preparation of report and status of rate of infection in the unit / hospital, nurse's accountability, continuing education etc.</p>	Demonstration Visits to CSSD Clinical practices	Answers Objective type
IV	16 Hrs T=12 P=4	<ul style="list-style-type: none"> <li>• Describe the different disease producing organisms</li> </ul>	<p><b>Pathogenic organisms</b></p> <ul style="list-style-type: none"> <li>• Micro-organisms</li> <li>• Cocci – gram positive and gram negative</li> <li>• bacilli-gram positive gram negative</li> <li>• Spirochaete</li> <li>• Mycoplasmas</li> <li>• Rickettsiae</li> <li>• Chlamydiae</li> <li>• Viruses</li> <li>• Fungi-Superficial and Deep mycoses</li> <li>• Parasites</li> <li>• Rodents &amp; vectors</li> </ul> <p>Characteristics, Source, portal of</p>	Lecture Discussion Demonstration Clinical practice	MCQ'S Short answers Objective type.

			entry, transmission of infection <ul style="list-style-type: none"> <li>• Identification of disease producing micro-organisms</li> </ul> Collection, handling and transportation of various specimens.		
<b>V</b>	<b>12 Hrs</b> T=8 P=4	Explain the concept of immunity, hyper sensitivity and immunization	<b>Immunity</b> <ul style="list-style-type: none"> <li>• Immunity – Types, classification</li> <li>• Antigen and antibody reaction</li> <li>• Hypersensitivity – skin test</li> <li>• Serological tests</li> <li>• Immunoprophylaxis</li> <li>• Vaccines &amp; sera – Types &amp; Classification, storage and handling, cold chain</li> <li>• Immunization for various diseases</li> <li>• Immunization Schedule</li> </ul>	Lecture Discussion Demonstration Clinical practices	MCQ'S Short answers Objective type.

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



**DISTRIBUTION OF TYPE OF QUESTION AND MARKS  
FOR THE SUBJECT MICROBIOLOGY**

<b>Question No.</b>	<b>Question description</b>	<b>Division of marks</b>	<b>Total marks</b>
1.	<b>Total MCQs:- 15</b>	15 x 1	15
2.	<b>Long Answer Questions (LAQ)</b> (Any 2 out of 3)	2 x 10	20
3.	<b>Short Notes (8 out of 10)</b> a) b) c) d) e) f) g) h) i) j)	8x5	40
<b>Total Marks</b>			<b>75</b>

**Note :**

1. MCQ : Each MCQ carries 1 mark.
2. Long Answer Questions : 3 questions will be given out of which , 2 have to be answered.
3. Short Notes : 10 questions will be given out of which, 8 have to be answered

**INTRODUCTION TO COMPUTERS**

**Placement:** B.Sc. (N) First Year

**Time:** Theory-45 hrs

(Class – 15 + lab 30)

**Course Description :** This programme is designed for students to develop basic understanding of uses of computer and its application in Nursing.

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

					Practical Exam and Viva Voce
V	<b>4 Hrs</b> T=2 P=2	•Describe and use the statistical packages	•Statistical packages : types and their features	Lecturer Discussion Demonstration Practice Session	Short answers Objective type Practical Exam and Viva Voce
VI	<b>3 Hrs</b> T=1 P=2	•Describe the use of Hospital Management System	•Hospital Management System : Types and uses	Lecture Discussion Demonstration	Short answers Objective type Practical Exam and Viva Voce

#### References :

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

#### DISTRIBUTION OF TYPE OF QUESTION AND MARKS FOR THE SUBJECT INTRODUCTION TO COMPUTER

Question No.	Question description	Division of marks	Total marks
1.	<b>Total MCQs:- 15</b>	15 x 1	15
2.	<b>Long Answer Questions (LAQ)</b> (Any2 out of 3)	2 x 10	20
3.	<b>Short Notes (8 out of 10)</b> a) b) c) d) e) f) g) h) i) j)	8x5	40
<b>Total Marks</b>			<b>75</b>

#### Note :

1. MCQ : Each MCQ carries 1 mark.
2. Long Answer Questions : 3 questions will be given out of which , 2 have to be answered
3. Short Notes : 10 questions will be given out of which, 8 have to be answered

## SOCIOLOGY

**Placement:** B.Sc(N) Second Year

**Time:** Theory: 60 hrs

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

Unit	Hours	Learning Objectives	Content	Teaching Aids	Evaluation
<b>I</b>	1 hr	Describe the importance of sociology in Nursing	<b>Introduction</b> <ul style="list-style-type: none"> <li>Definition of Sociology</li> <li>Nature and Scope of the discipline</li> <li>Importance and application of Sociology</li> </ul>	Chalk board power point Transparency	Essay type Short answers
<b>II</b>	3	Describe the inter-relationship of individual in society and community	<b>Individual &amp; Society</b> <ul style="list-style-type: none"> <li>Society and Community</li> <li>Nature of Society</li> <li>Difference between society and community</li> <li>Process of socialization and individualization</li> <li>Personal disorganization</li> </ul>	Chalk board power point Transparency	Essay type Short answers Assignment
<b>III</b>	3	Describe the influence of culture and on health and disease	<b>Culture</b> <ul style="list-style-type: none"> <li>Nature of culture</li> <li>Evolution of culture</li> <li>Diversity and uniformity of culture</li> <li>Culture and socialization</li> <li>Trans cultural society</li> <li>Influence on health and disease</li> </ul>	Chalk board power point Transparency	Essay type Short answers Assignment
<b>IV</b>	4	Identify various social groups and Their interactions	<b>Social groups and Processes</b> <ul style="list-style-type: none"> <li>The meaning and classification of groups</li> <li>Primary &amp; Secondary Group In-group V/s. Out-group, Class, Tribe, caste Economic, Political, Religious groups, Mob,</li> </ul>	Chalk board power point Transparency	Essay type Short answers Assignment

			<ul style="list-style-type: none"> <li>• Crowd, Public and Audience Interaction &amp; social processes</li> <li>Co - operation, competition, conflict</li> <li>Accommodation, Assimilation &amp; Isolation</li> </ul>		
<b>V</b>	6	Explain the growth of population in India and its impact on health	<b>Population</b> <ul style="list-style-type: none"> <li>• Society and population</li> <li>• Population distribution in India</li> <li>Demographic characteristics</li> <li>• Malthusian theory of populations</li> <li>• Population explosion in India and its impact on health status</li> <li>• Family welfare programmes</li> </ul>	Chalk board power point Transparency	Essay type  Short answers  Assessment of report on community Identification
<b>VI</b>	6	Describe the institutions of family and marriage in India	<b>Family and Marriage</b> <ul style="list-style-type: none"> <li>• Family - functions</li> <li>• Types - Joint, Nuclear, Blended and extended family:</li> <li>• Characteristics</li> <li>The modern family - changes, problems Dowry etc.</li> <li>• Welfare services</li> <li>• Changes &amp; legislations on family and marriage in India - marriage acts</li> <li>• Marriage: Forms and functions of marriage</li> <li>• Marriage and family problems in India</li> <li>Family, marriage and their influence on health and health practices.</li> </ul>	Chalk board power point Transparency	Essay type  Short answers
<b>VII</b>	7	Describe the class and caste system and	<b>Social Stratification</b> <ul style="list-style-type: none"> <li>• Meaning &amp; types of social stratification</li> <li>• The Indian Caste</li> </ul>	Chalk board power point Transparency	Essay type  Short answers

		their influence on health and health practices	<p>system-origin &amp; features</p> <ul style="list-style-type: none"> <li>• Features of Caste in India Today</li> </ul> <p>Government policies for schedule caste, schedule tribe, and OBC Social Class system and status</p> <ul style="list-style-type: none"> <li>• Social mobility-meaning &amp; types</li> </ul> <p>Race as a biological concept, criteria of racial classification</p> <p>Salient features of Primary races Racism</p> <p>Influence of Class, caste and Race on health and health practices</p>		Assignment
<b>VIII</b>	6	Describes the types of Communities in India, their practices and the impact on health	<p><b>Types of communities in India (Rural, Urban and Regional)</b></p> <ul style="list-style-type: none"> <li>• Features of village community &amp; Characteristics of Indian villages</li> </ul> <p>Panchayat system,</p> <ul style="list-style-type: none"> <li>• social dynamics</li> </ul> <p>Community development project and planning</p> <p>Changes in Indian Rural life</p> <ul style="list-style-type: none"> <li>• Availability of health facilities in rural and its impact on health and health practices</li> <li>• The growth of cities:</li> <li>• Urbanisation and its impact on health and health practices</li> <li>• Major Urban problems –</li> <li>• Urban Slums</li> <li>• Region; problems and impact on Health</li> </ul>	Chalk board power point Transparency	<p>Essay type</p> <p>Short answers</p> <p>Assessment of report</p>
<b>IX</b>	4	Explain the process of	<p><b>Social Change</b></p> <p>Nature and process of Social</p>	Chalk board power point	<p>Essay type</p> <p>Short</p>

		Social Change	Change Factors influencing Social change: cultural change, Cultural lag, culture and health (with special reference to women's health). Introduction to Theories of social change: Linear, Cyclical, Marxian, Functional, Sanskritisation and Modernisation. Role of nurse -Change agents	Transparency	answers
<b>X</b>	2	Explain the nature and process of social control	<b>Social Control</b> Nature and process of social control Political Legal, Religious, Educational Economic. Industrial and Technological system, Norms & Values- Folkways & Mores Customs, Laws and fashion Role of nurse	Chalk board power point Transparency	
<b>XI</b>	15	Describe the role of the nurse in dealing with social problems in India	<b>Social Problems</b> Social disorganization Control & planning: poverty, housing, and illiteracy. Food supplies, prostitution, rights of women & children, Government health programs, vulnerable groups, elderly, handicapped minority groups and other marginalized groups, child labour, child abuse, delinquency and crime, substance abuse, HIV/AIDS. Social Welfare programmes in India Role of nurse	Chalk board power point Transparency	Essay type  Short answers
<b>XI</b>	2	Explains the Multidisciplinary nature of environment	<b>Multidisciplinary nature of environmental studies</b> Definition scope and importance Need for public awareness	Chalk board power point Transparency	Essay type  Short answers  Assessment
<b>XII</b>	7	Describe Natural resources	<b>Natural Resources:</b> Natural resources and associated problems a) Forest Resources: use and	Chalk board power point Transparency	Essay type  Short answers

			<p>over exploitation deforestation case study timber extraction mining dams and their effects on forest and tribal people. b) water resources: use and over utilization of surface and ground water, floods, drought, conflict over water dams -benefits and problems. c) mineral resources: use and over exploitation, environmental effects of extracting and using mineral resources case studies. f) Land resources: land as a resources , land degradation, man induced landslides , soil erosion and desertification .</p> <ul style="list-style-type: none"> <li>• role of an individual in conservation of natural resources</li> <li>• equitable use of resources for sustainable lifestyle</li> </ul>		Assessment
<b>XIII</b>	4	Describe ecosystem	<p><b>Ecosystem :</b> concept of an ecosystem structure and function of an ecosystem producers, consumers and decomposers energy flow in the ecosystem ecological succession food chain, food webs and ecological pyramids introduction , type , characteristics features, structure and function of the following ecosystem: a) forest ecosystem b) grass land ecosystem c) desert ecosystem d) Aquatic ecosystem (pond, streams, lake, rivers, oceans, estuaries)</p>	Chalk board power point Transparency	Essay type
<b>XIV</b>	5	Explain biodiversity and its conservation	<p><b>Biodiversity and its conservation</b></p> <ul style="list-style-type: none"> <li>• Introduction- definition genetic species and</li> </ul>	Chalk board power point Transparency	<p>Essay type</p> <p>Short answers</p>



			<p>ecosystem diversity</p> <ul style="list-style-type: none"> <li>• Biogeographically classification of India</li> <li>• Value of biodiversity consumptive use, productive use social ethical, aesthetic and option values</li> <li>• Biodiversity at global national and local level</li> <li>• India as a mega diversity nation</li> </ul> <p>Hot -spots of biodiversity</p> <ul style="list-style-type: none"> <li>• Threats to biodiversity: habitat loss, poaching of wildlife man wildlife conflicts</li> <li>• Endangered and endemic species of India</li> <li>• Conservation of biodiversity : in situ and Ex-situ conservation of biodiversity</li> </ul>		Assessment of report on community Identification
<b>XV</b>	4	Explains environmental population	<p><b>Environmental pollutions</b> Definition: Causes, effect and control measures of</p> <ol style="list-style-type: none"> <li>a) air pollution</li> <li>b) soil pollution</li> <li>c) marine pollution</li> <li>d) noise pollution</li> <li>e) thermal pollution</li> <li>f) nuclear pollution</li> </ol> <p>solid waste management: causes , effect, control measures of urban and industrial wastes. Role of an individual in prevention of pollution Population Population case studies Disaster management: floods, earthquake, cyclone and landslides</p>	Chalk board power point Transparency	Short answers  Assessment clinical test
<b>XVI</b>	4	Describe the social issue and the environment	<p><b>Social issue and the environment</b> From unsustainable and</p>	Chalk board power point Transparency	Essay type  Short answers

			sustainable development Urban problem related to energy Water conservation, rain water harvesting, watershed management Resettlement and rehabilitation of people, its problems and concerns. case studies Environmental ethics : issue and possible solutions Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. case study Water land reclamation Consumerism and waste product Environment protection Act Ai(prevention and control of population ) Act Water(prevention and control of population) Act Wildlife protection Act Forest conservation Act Issue involved in enforcement of environmental legislation Public awareness		Clinical test
<b>XVII</b>	2	Describe the human population and the environment	<b>Human population and the environment</b> Population growth. variation among nations Population explosion- family welfare programme Environment and human health Human right Value education HIV/ AIDS Women and child welfare Role of information technology in environment and human health Case study	Chalk board power point Transparency	Essay type Short answers Clinical test
<b>XVIII</b>	2	Enumerate field work	<b>Field work</b> Visit to a local area to document environmental	Chalk board power point Transparency	Essay type Short answers

			assets- river/ forest/grassland / hill / mountain Visit to a local polluted site urban/rural/industrial / agricultural Study of common plants, insects, birds Study of simple ecosystems pond, river, hill, slopes etc.		Clinical test
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### References :

1. Sachadeva Y.V., An introduction to sociology, kithabmahal : Allahabad
2. R.K.Manekar, Sociology for Nurses, Sivosankar T.P., Vora Medical Publications
3. K.P.Pothen, S.Pothen, Sociology for Nurses, 3rd Edition, N.R.Brothers, Indore.  
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5. Dr.N.H.Groenman, Dr.OD'aslevin, M ABockenham, Social and Behvioural  
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6. Dr.AjithkumarSinha, Principles of Sociology, Lakshmi NarainAgarwal  
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7. T.B.Bottomore, Sociology A guide to problem and literature, 2nd edition,  
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**DISTRIBUTION OF TYPE OF QUESTION AND MARKS  
FOR THE SUBJECT SOCIOLOGY**

<b>Q. No.</b>	<b>Question description</b>	<b>Division of marks</b>	<b>Total marks</b>
1.	Total MCQs:- 15	15 x 1	15
2.	Long Answer Questions (LAQ) (Any 2 out of 3)	2 x 10	20
3.	<b>Short Notes (8 out of 10)</b> a) b) c) d) e) f) g) h) i) j)	8x5	40
<b>Total Marks</b>			<b>75</b>

**Note :**

1. MCQ : Each MCQ carries 1 mark.
2. Long Answer Questions : 3 questions will be given out of which , 2 have to be answered.
3. Short Notes : 10 questions will be given out of which, 8 have to be answered.

**PHARMACOLOGY**

**Placement:** B.Sc(N) Second Year

**Time:** Theory - 45 hrs

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

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

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

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

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



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

			<ul style="list-style-type: none"> <li>• Adrenaline</li> <li>• Prostaglandins</li> <li>• Calcitonins</li> <li>• Calcium salts</li> <li>• Calcium regulators</li> </ul> <p>Composition, action, dosage, route, indications, contraindications, drug interactions, side effects, adverse effects, toxicity &amp; role of nurse.</p>		
XII	4	Demonstrate awareness of the common drugs used in alternative system of medicine	<p>Introduction to drugs used in alternative system of medicine</p> <ul style="list-style-type: none"> <li>• Ayurveda, Homeopathy, Unani and Siddha etc</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Observational visits</li> </ul>	<ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> </ul>

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2. M M Das: Pharmacology, Books & Allied (p) Ltd, 4 Edition 2001.
3. Linda, Skidmore Roth: Mosby's 2000 Nursing Drug Reference, Mosby Inc, Harcourt Health Sciences Company, Missouri 2000.
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8. Richard A Lehne : Pharmacology for nursing care , 3 Edition ,W B Saunders company , Philadelphia, 1990.
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## PATHOLOGY AND GENETICS

**Placement:** B.Sc (N) Second Year Theory – 45 Hours

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

Genetics – 15 Hrs

### PATHOLOGY

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching Aids	Evaluation
I	03	1. Define the common terms used in pathology 2. Appreciate the deviations from normal to abnormal structure and functions of the body system	<b>General Pathology</b> <ul style="list-style-type: none"> <li>o Introduction to pathology</li> <li>o Review of cell and tissues                             <ul style="list-style-type: none"> <li>· Definition of terms</li> <li>· Methods &amp; techniques</li> <li>· Cellular &amp; tissue changes</li> <li>· Infiltration and regeneration</li> <li>· Inflammations and infections</li> <li>· Wound healing and repair</li> </ul> </li> <li>o Nature of injuries, adaptive responses, reversible &amp; irreversible cell injury</li> <li>o Cell accumulations Vascular changes</li> <li>Cellular growth and neoplasms                             <ul style="list-style-type: none"> <li>· Normal and cancer cell</li> <li>· Benign and malignant growths</li> <li>· In situ carcinoma</li> </ul> </li> <li>Disturbances of fluid and electrolyte balance, role of nurse</li> </ul>	<ul style="list-style-type: none"> <li>· Lecture</li> <li>· Discussion</li> <li>· Explain using charts</li> </ul>	<ul style="list-style-type: none"> <li>· Short answers</li> <li>· Objective type</li> </ul>
II	13 T- 10 P-13	Explain pathological changes in disease conditions of various systems	<b>Systemic Pathology</b> <ul style="list-style-type: none"> <li>· Pathological changes in disease conditions of various systems:                             <ul style="list-style-type: none"> <li>· Respiratory tract                                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Tuberculosis, Bronchitis,</li> <li><input type="checkbox"/> Pleural effusion &amp; Pneumonia</li> <li><input type="checkbox"/> Lung abscess, emphysema, bronchiectasis</li> <li><input type="checkbox"/> Bronchial asthma, chronic obstructive pulmonary disease and tumours</li> </ul> </li> <li>· Cardiovascular system                                     <ul style="list-style-type: none"> <li><input type="checkbox"/> Pericardial effusion</li> <li><input type="checkbox"/> Rheumatic heart disease</li> <li><input type="checkbox"/> Infective endocarditis,</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>· Lecture</li> <li>· Discussion</li> <li>· Explain using charts, slides, specimen, xrays and scans</li> <li>· Visit to pathology lab, endoscopy unit and OT</li> </ul>	<ul style="list-style-type: none"> <li>· Short answers</li> <li>· Objective type</li> </ul>

			atherosclerosis <input type="checkbox"/> Ischemia, infarction & aneurism		
I	03		<ul style="list-style-type: none"> <li>· Gastrointestinal tract</li> <li><input type="checkbox"/> Peptic ulcer, Typhoid</li> <li><input type="checkbox"/> Carcinoma of GI tract – buccal, esophageal, gastric and intestinal</li> <li>· Liver, Gall bladder &amp; pancreas</li> <li><input type="checkbox"/> Hepatitis, chronic liver abscess, Cirrhosis</li> <li><input type="checkbox"/> Tumours of liver, gall bladder and pancreas</li> <li><input type="checkbox"/> Cholecystitis</li> <li>· Kidneys &amp; Urinary tract</li> <li><input type="checkbox"/> Glomerulonephritis, pyelonephritis</li> <li><input type="checkbox"/> Calculi, Renal failure, Renal carcinoma &amp; Cystitis</li> <li><input type="checkbox"/> Diabetes Mellitus</li> <li>· Male genital system</li> <li><input type="checkbox"/> Cryptorchidism, testicular atrophy</li> <li><input type="checkbox"/> Prostatic hyperplasia, Carcinoma penis &amp; prostate</li> <li>· Female genital system</li> <li><input type="checkbox"/> Fibroids</li> <li><input type="checkbox"/> Carcinoma cervix &amp; endometrium</li> <li><input type="checkbox"/> Vesicular mole, choriocarcinoma</li> <li><input type="checkbox"/> Ectopic gestation</li> <li><input type="checkbox"/> Ovarian cyst &amp; tumours</li> <li>· Cancer breast</li> <li>· Central Nervous System</li> <li><input type="checkbox"/> Vascular disorders – thrombosis, embolism</li> <li><input type="checkbox"/> Stroke, paraplegia, quadriplegia</li> <li><input type="checkbox"/> Tumours, meningiomas-gliomas</li> <li>· Metastatic tumour</li> <li>· Skeletal system</li> <li><input type="checkbox"/> Bone healing, osteoporosis, osteomyelitis</li> <li>· Arthritis and tumours</li> </ul>	<ul style="list-style-type: none"> <li>· Lecture</li> <li>· Discussion</li> <li>· Explain using charts</li> </ul>	<ul style="list-style-type: none"> <li>· Short answers</li> <li>· Objective type</li> </ul>
III	06 T-04 P-02	Describe various laboratory	<b>Haematology &amp; Pathology</b> <ul style="list-style-type: none"> <li>· Various blood and bone marrow tests</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>· Discussion</li> </ul>	<ul style="list-style-type: none"> <li>· Short answers</li> <li>· Objective</li> </ul>

		test in assessment and monitoring of disease conditions	<p>in assessment and monitoring of disease conditions</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Hemoglobin</li> <li><input type="checkbox"/> RBC, white cells &amp; platelet counts</li> <li><input type="checkbox"/> Bleeding time, clotting time and prothrombin time</li> <li><input type="checkbox"/> Blood grouping and cross matching</li> <li><input type="checkbox"/> Blood chemistry</li> <li><input type="checkbox"/> Blood culture</li> <li><input type="checkbox"/> Serological and immunological tests</li> <li><input type="checkbox"/> Other blood tests</li> <li><input type="checkbox"/> Examination of bone marrow</li> <li><input type="checkbox"/> Methods of collection of blood specimen for various clinical pathology, biochemistry, microbiological tests, inference and normal values <ul style="list-style-type: none"> <li>o Nurse's role in collection and dispatch of various samples for laboratory tests.</li> <li>o Universal safety precautions</li> </ul> </li> </ul>		type
IV		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>· The laboratory tests used in CSF analysis</li> <li>· Examination of other body cavity fluids, transudates and exudates sputum, wound discharge etc.</li> <li>· Analysis of gastric and duodenal contents</li> <li>· Analysis of semen- sperm count, motility and morphology and their importance in infertility</li> <li>· Methods of collection of CSF and other cavity fluids specimen for various clinical pathology, biochemistry, microbiology tests, inference and normal values.</li> <li>· Nurse's role in assisting and</li> </ul>	<p>Lecture</p> <ul style="list-style-type: none"> <li>· Discussion</li> <li>· Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>· short answers</li> <li>· Objective type</li> </ul>

			preparing the patient for these diagnostic tests		
V	02 T-01 P-01	Describe the laboratory tests for examination of Urine and Faeces	<b>Urine &amp; Faeces</b> <ul style="list-style-type: none"> <li>· Urine <ul style="list-style-type: none"> <li><input type="checkbox"/> Physical characteristics</li> <li><input type="checkbox"/> Analysis</li> <li><input type="checkbox"/> Culture and sensitivity</li> </ul> </li> <li>· Characteristics <ul style="list-style-type: none"> <li><input type="checkbox"/> Characteristics</li> <li><input type="checkbox"/> Stool examination: occult blood, ova, parasite and cyst, reducing substance etc.</li> </ul> </li> <li>· Methods of collection for various tests, inference and normal values</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> </ul>

### References:

1. Harsh Mohan: Text book of Pathology, IV Edition Jaypee Brothers, New Delhi 2000.
2. Emanuel Rubin M D, John L Farber: Pathology, III Edition, Lippincott, Philadelphia 1999.
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6. Canjanov and Linder : Anderson's pathology, X Edition , Lippincott , Philadelphia 1996.
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11. Haber et al : Differential diagnosis in pathology , W B Saunders coy, Philadelphia, 2002.

## GENETICS

**Placement: Second Year Theory – 15 Hours**

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

Unit	Hours	Learning Objectives	Content	Teaching Aids	Evaluation
I	03	1.Explain nature, principles and perspective s of heredity	<b>Introduction</b> <ul style="list-style-type: none"> <li>· Practical application of genetics in Nursing</li> <li>· Impact of genetic condition on families</li> <li>· Review of cellular division mitosis and meiosis</li> <li>· Characteristics and structure of genes</li> <li>· Chromosomes – sex determination</li> <li>· Chromosomal aberrations pattern of inheritance                             <ul style="list-style-type: none"> <li><input type="checkbox"/> Mendalian theory of inheritance</li> <li><input type="checkbox"/> Multiple allots and blood groups</li> <li><input type="checkbox"/> Sex linked inheritance</li> <li><input type="checkbox"/> Mechanism of inheritance</li> <li><input type="checkbox"/> Errors in transmission (Mutation)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>· Lecture</li> <li>· Discussion</li> <li>· Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>· Short answers</li> <li>· Objective type</li> </ul>
II	03	Explain maternal, prenatal and genetic influences on developmen t of defects and diseases	<b>Maternal, prenatal and genetic influences on development of defects and diseases</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conditions affecting the mother: genetic and infections</li> <li><input type="checkbox"/> Consanguinity atopy</li> <li><input type="checkbox"/> Prenatal nutrition and food allergies</li> <li><input type="checkbox"/> Maternal age</li> <li><input type="checkbox"/> Maternal drug therapy</li> </ul>	<ul style="list-style-type: none"> <li>· Lecture</li> <li>· Discussion</li> <li>· Explain using charts, slides</li> </ul>	<ul style="list-style-type: none"> <li>· Short answers</li> <li>· Objective type</li> </ul>

			<input type="checkbox"/> Prenatal testing and diagnosis <input type="checkbox"/> Effect of radiation, drugs and chemicals <input type="checkbox"/> Infertility <input type="checkbox"/> Spontaneous abortion <input type="checkbox"/> Neural tube defects and the role of folic acid in lowering the risks <input type="checkbox"/> Down syndrome (Trisomy 21)		
III	02	1.Explain the screening methods for genetic defects and diseases in neonates and children	<b>Genetic tests in neonates and children</b> · Screening for <input type="checkbox"/> Karyotype analysis <input type="checkbox"/> Congenital abnormalities <input type="checkbox"/> Developmental delay <input type="checkbox"/> Dysmorphism	· Lecture · Discussion · Explain using charts, slides	· Short answers · Objective type
IV	02	Identify genetic disorders in adolescents and adults	<b>Genetic conditions of adolescents and adults</b> · Cancer genetics – Familial cancer · Inborn errors of metabolism · Blood group alleles and hematological disorders · Genetic haemochromatosis · Huntington’s disease · Mental illness	· Lecture · Discussion · Explain using charts, slides	· Short answers · Objective type
V	05	Describe the role of nurse in genetic services and counselling	<b>Services related to Genetics</b> · Genetic testing · Human genome project · Gene therapy · The Eugenics movement · Genetic counseling · Legal and ethical issues · Role of nurse	· Lecture · Discussion · Explain using charts, slides	· Short answers · Objective type



**References:**

1. S Mandal: Fundamentals of Human Genetics II Edition New Central Book Agency, Kolkata 1996
2. S D Gangane : Human Genetics II Edition, Saurabh Printers, Noida.
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4. J A Fraser Roberts: An introduction to medical genetics, V Edition, Oxford University, 1970.
5. Suresh K Sharma :Genetics in Nursing, Jaypee publishers, Newdelhi 2011.
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9. Ching Chun L: Human Genetics- Principles and methods, Mcgeaw hill book company, Newyork 1961.
10. Mary B Mahowald, et al : Genetics in the clinic, Mosby Philadelphia.2001.
11. Robert F Muller, Ian D Young : Emery's elements of medical genetics , Churchill Livingstone, Philadelphia, 2001.
- 12.

**DISTRIBUTION OF TYPE OF QUESTION AND MARKS  
FOR THE SUBJECT PHARMACOLOGY, PATHOLOGY AND GENETICS**

Question No.	Question description	Division of marks	Total marks
1.	<b>Total MCQs:- 15</b>		15
	i) Pharmacology      01 to 08	8 X1 =08	
	ii) Pathology            09to 13	5 X1 =05	
	ii) Genetics              14 to 15	2 X1 =02	
	<b>Section – A (Pharmacology - 30 Marks)</b>		
2.	<b>Long Answer Question</b> (Any 1out of 2) a)    b)	1 x 10= 10	30
3.	<b>Short Notes</b> (Any 4 out of 6) a) b) c) d) e) f)	4 x 5 =20	
	<b>Section – B (Pathology &amp; Genetics- 30 Marks )</b>		
4.	Long Answer Question ( <b>Pathology</b> ) (Any 1out of 2) a)      b)	1 x 10= 10	10
5	Short Notes ( <b>Pathology</b> ) (Any 2 out of 3) a)      b)      c)	2 x 5= 10	10
6.	Short Notes ( <b>Genetics</b> ) (Any 2 out of 3) a)      b)      c)	2 x 5 =10	10
<b>Total marks</b>			<b>75</b>

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

**Placement:** B.Sc (N) Second Year

**Time:** Theory-210 hrs

Practical: 720 hrs

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

Unit	Hours	Learning Objectives	Content	Teaching Aids	Evaluation
I	13hrs	<ul style="list-style-type: none"> <li>* Identify the trends in medical &amp; surgical nursing</li> <li>* Describe the role of a Nurse in caring for adult patients in hospital &amp; Community</li> <li>* Describe the concept of Medical Surgical asepse</li> </ul>	<p><i>INTRODUCTION</i></p> <ul style="list-style-type: none"> <li>• Introduction to Medical Surgical Nursing Evaluation &amp; trends of medical &amp; surgical nursing</li> <li>• Review of concepts of health &amp; illness, diseases concepts, its causes- Classification of diseases, International classification of Diseases</li> <li>-Acute, chronic, &amp; terminal stages of illness</li> <li>- Review of concept of compressive Nursing care in medical Surgical Condition based on Nursing Process.</li> <li>Role of nurse patients &amp; family in care of adult patients.</li> <li>•Role &amp; responsibility of nurse in medical surgical settings:</li> <li>-Outpatient department</li> <li>-In patient department</li> <li>-Intensive care units</li> <li>-Home &amp; community settings</li> <li>• Intro d u c t i o n to me di c a l sepsis</li> <li>-Inflammation and Infection</li> </ul>	<ul style="list-style-type: none"> <li>-Chalk board</li> <li>-power point</li> </ul>	<ul style="list-style-type: none"> <li>-Unit test</li> <li>- Essay Type Answers</li> </ul>

			<ul style="list-style-type: none"> <li>- Stress adaptation</li> <li>- Hemorrhage</li> </ul> <p>Nutritional consideration</p> <ul style="list-style-type: none"> <li>- immunity</li> <li>- Wound healing</li> <li>• Care of surgical patients.</li> </ul> <p>Preoperative Intraoperative Postoperative</p>		
II	12 hrs	Describe the common sign and symptoms of problems and their specific nursing management	<p><b>Common sign and symptoms and management</b></p> <ul style="list-style-type: none"> <li>-Fluid &amp; electrolyte imbalance</li> <li>-Vomiting</li> <li>-Dyspnea and cough, respiratory difficulty and obstructions</li> <li>-Fever</li> <li>-Shock</li> <li>-Unconsciousness, syncope</li> <li>-Pain</li> <li>-Incontinence (bladder &amp; bowel) &amp; retention of urine</li> <li>- Constipation</li> <li>- Diarrhea</li> <li>-Edema</li> <li>-Age related problems- Geriatric <ul style="list-style-type: none"> <li>- problem.</li> <li>- Hygiene</li> </ul> </li> </ul>	<p>-Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>• Chart s graphs models, films and slides</li> <li>•Demonstrations</li> </ul>	<p>Essay type</p> <ul style="list-style-type: none"> <li>•Short answers</li> <li>•Objective type of question</li> </ul> <p>Assessment of skill assessment with check list</p> <ul style="list-style-type: none"> <li>•Clinical work</li> </ul>
III	20 hrs	Describe the Etiology , pathophysiology clinical manifestation & diagnostic measures ( & management of patients ( adult including elderly) with disorder of reparatory system	<p><b>Nursing management of patients (adults including elderly) with respiratory problems</b></p> <ul style="list-style-type: none"> <li>• Review of Anatomy &amp; Physiology of respiratory system.</li> <li>• Nursing Assessment – History &amp; Physical assessment</li> <li>• Etiology, Pathophysiology, Clinical manifestations, diagnosis, treatment modalities &amp; Medical,</li> </ul>	<p>Lectures &amp; Discussion charts, graphs models, films and slides</p> <ul style="list-style-type: none"> <li>•Demonstrations</li> <li>•Practice sessions</li> <li>•Case discussions / Seminar</li> <li>•Clinical Practice</li> <li>•Drug book</li> <li>• Exposure to</li> </ul>	<ul style="list-style-type: none"> <li>•Essay type</li> <li>Short answers</li> <li>•Objective type of questions</li> </ul> <p>Assessment of skills with assessment of patients with Clinical work Management problem</p>

		common medical surgical nursing procedures	surgical, Nutritional & nursing including elderly with: <ul style="list-style-type: none"> <li>· Upper Respiratory tract infections</li> <li>· Bronchitis , Bronchiolitis</li> <li>· Asthma</li> <li>· Emphysema</li> <li>· Empyema</li> <li>· Atelectasis</li> <li>· Chronic obstructive Pulmonary Diseases (COPD)</li> <li>· Bronchiectasis</li> <li>· Pneumonia</li> <li>· Pulmonary tuberculosis</li> <li>· Lung abscess</li> <li>· Pleural abscess, effusion</li> <li>· Cysts &amp; Tumors</li> <li>· Chest injuries</li> <li>· Respiratory arrest, ARDS &amp; insufficiency</li> <li>· Pulmonary embolism</li> </ul> Special therapies, alternative therapies Nursing Procedures Drugs used in treatment of respiratory disorders. <ul style="list-style-type: none"> <li>· Demonstrations</li> <li>- Respiratory assessment assisting in procedures of X ray chest, MRI, lung Biopsy, bronchoscopy</li> <li>- Thoracocentesis, - care of patients</li> </ul>	procedure- X ray - MRI Edoscopy	
IV	30 hrs	Describe the etiology, Pathophysiology, clinical manifestation, diagnostic measures and management of patients (Adults including	<b>Nursing management of patient (Adults including elderly) with disorders of Digestive system</b> <ul style="list-style-type: none"> <li>• Review of Anatomy &amp; Physiology of digestive system</li> <li>• Nursing Assessment – history &amp;</li> </ul>	Lectures & Discussion <ul style="list-style-type: none"> <li>• Charts, graphs models, films and slides</li> <li>• Demonstrations</li> <li>• Practice sessions</li> <li>• Case</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Skill assessment with check list</li> <li>• Clinical work</li> </ul>

		elderly) with disorders of Digestive system	<p>physical assessment</p> <ul style="list-style-type: none"> <li>• Etiology, patho-physiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical, Nutritional &amp; nursing management</li> <li>Disorders of oral cavity</li> <li>• Oral cavity- Lips, gums, tongue, salivary and teeth</li> <li>-esophagus- inflammation, stricture, obstruction, bleeding &amp; esophageal tumour</li> <li>• Stomach &amp; Duodenum hiatus hernia, gastritis, peptic &amp; duodenal ulcer, bleeding, tumour pyloric stenosis</li> <li>-Food allergy &amp; poisoning</li> <li>• Small intestinal inflammation and infection - Ulcerative colitis, enteritis, malabsorption syndrome, Obstruction, tumors perforation,</li> <li>• Large Intestinal disorders</li> <li>-Colitis inflammations &amp; infection, obstruction, Tumors, lump Hernia</li> <li>• Appendix Inflammation, mass, abscess, rupture</li> <li>• Anal &amp; Rectum Fistulas, fissures, Hemorrhoids and tumour</li> <li>• Peritonitis/ acute abdominal</li> <li>• Pancreas ; inflammation, cyst, abscess, tumours</li> <li>Abdominal trauma</li> </ul>	<p>discussions</p> <ul style="list-style-type: none"> <li>• Seminars</li> <li>• Clinical practice</li> <li>• Drug book</li> <li>• Exposure to related procedures</li> <li>Health Education</li> <li>Supervised clinical practice</li> <li>Drug Book /</li> </ul>	assessment of patient management
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			<ul style="list-style-type: none"> <li>• Acute Abdomen to</li> <li>• Pancreas- Acute &amp; chronic pancreatitis, abscess &amp; tumors</li> </ul> <b>management</b> <ul style="list-style-type: none"> <li>• Liver- Jaundice, hepatitis, cirrhosis, abscess, portal hypertension, hepatic failure and tumors</li> </ul>		
V	30hrs	Describe the etiology, pathophysiology, clinical manifestation, diagnostic measures and management of patients (adults including elderly) with disorders of blood and cardiovascular problems. Describe the vascular conditions and its nursing management.	<b>Nursing management of patient( adults including elderly) with blood and cardiovascular problems</b> <ul style="list-style-type: none"> <li>• Review of Anatomy &amp; Physiology of blood and cardiovascular system</li> <li>• Nursing Assessment – history &amp; physical assessment.</li> <li>• Etiology, pathophysiology, clinical manifestation, diagnosis, treatment modalities: medical, surgical, Nutritional &amp; nursing management of:               <ul style="list-style-type: none"> <li>• Heart-                   <ul style="list-style-type: none"> <li>-Coronary artery disease</li> <li>-Ischemic heart disease</li> <li>- Coronary atherosclerosis</li> <li>-Angina pectoris</li> <li>-Myocardial infarction</li> <li>-Congestive cardiac failure</li> <li>-Cor pulmonale</li> <li>-Pulmonary Odema</li> <li>-Cardiogenic shock</li> <li>-Cardiac tamponade</li> <li>- Endocarditis</li> <li>-Myocarditis</li> <li>-Pericarditis</li> <li>-Cardiomyopathies</li> </ul> </li> <li>• Valvular heart disease-                   <ul style="list-style-type: none"> <li>-Congenital &amp; acquired</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lectures &amp; Discussion</li> <li>• Explain charts, graphs, models, films and slides</li> <li>• Demonstrations</li> <li>• Practice sessions</li> <li>• Case discussions / Seminars</li> <li>• Clinical practice</li> <li>• Drug book</li> <li>• Exposure to procedure visit to blood bank participation in blood bank counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>• Short answers</li> <li>• Objective type</li> <li>• Skill assessment with check list</li> <li>• Clinical work</li> </ul>

			<ul style="list-style-type: none"> <li>-Rheumatic heart disease</li> <li>-Mitral stenosis</li> <li>• Conduction system</li> <li>-Cardiac dysarrhythmias &amp; heart blocks</li> <li>• Vascular systems</li> <li>Hypertension, hypotension</li> <li>Raynaud's disease</li> <li>Aneurism and Peripheral vascular disorders, Cardiogenic shock</li> <li>• Cardiac arrest- ACLS, BLS</li> <li>• Blood</li> <li>-Anaemias</li> <li>-Polycythemia</li> <li>- Bleeding &amp; clotting disorders</li> <li>-Thrombocytopenia</li> <li>-Hemophilia</li> <li>-Thalassemia</li> <li>-Leukemia</li> <li>-Leucopenia</li> <li>Agranulocytosis</li> <li>-Lymphomas &amp; Myelomas</li> <li>• <b>Blood bank functioning &amp; Biosafety</b></li> <li>management related to blood transfusion</li> <li>-Role of nurse in organ donation, transplant, retrieval &amp; banking</li> <li>Drugs used in cardiovascular system.</li> <li>Alternative therapies</li> </ul>		
VI	10 hrs	Describe the etiology, Pathophysiology, clinical manifestation, diagnostic measures and management of patients	<b>Nursing management of patient (Adults including elderly) with genito-urinary problems</b> <ul style="list-style-type: none"> <li>• Review of Anatomy &amp; Physiology of genito-urinary systems</li> <li>• Nursing Assessment –</li> </ul>	Lectures & Discussion <ul style="list-style-type: none"> <li>• Explain using charts, graphs, models, films and slides</li> <li>• Demonstrations</li> </ul>	Essay type <ul style="list-style-type: none"> <li>• Short answers</li> <li>• Objective type</li> <li>• Skill assessment with checklist</li> <li>• Clinical</li> </ul>



		(adults including elderly) with disorders of genitourinary system	<p>history &amp; physical assessment.</p> <ul style="list-style-type: none"> <li>• Etiology, pathophysiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical, dietetics &amp; nursing management of</li> <li>-Nephritis</li> <li>-Nephrotic syndrome</li> <li>-Nephrosis</li> <li>- Renal calculus</li> <li>- Tumours</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>• Kidney</li> <li>-Polycystic kidney</li> <li>• Disorders of ureter, urinary bladder urethra-inflammation infections, calculus stricture, obstructions, tumors, prostate</li> </ul> <p>Drug used in treatment of Genic</p> <p>Demonstrations</p> <p>Bladder wash / Irrigation</p> <p>Demonstration care of Indwelling catheterization male / female</p> <ul style="list-style-type: none"> <li>• Condom catheters (external)</li> </ul>	<ul style="list-style-type: none"> <li>•Practice sessions</li> <li>•Case discussions/ Seminars</li> <li>•Supervised Clinical practice</li> <li>•Drug book/presentation</li> <li>•Exposure to procedure</li> </ul> <p>Health Education</p>	work Assessment of patient management problem
VII	5 hrs	Describe the etiology, Patho-Physiology, Clinical manifestations, diagnostic	<p><b>Nursing management of disorders of male (adults including elderly) reproductive system</b></p> <ul style="list-style-type: none"> <li>• Review of anatomy and Physiology of male reproductive system</li> </ul>	<p>Lecture discussion</p> <p>Explain using Charts, graphs</p> <ul style="list-style-type: none"> <li>• Models, films,</li> </ul>	<p>Essay type</p> <ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills</li> </ul>

		measures and management of patients (adults including elderly) with disorders of male reproductive system.	<ul style="list-style-type: none"> <li>· Nursing assessment-history and physical assessment</li> <li>· Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical, surgical dietetics and nursing management of disorders of male reproductive system</li> <li>· Congenital malformations; cryptorchidism</li> <li>· Infections</li> <li>· Hypospadias, Epispadias</li> <li>· Infection Testis and adjacent structure</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 special therapies, alternative therapies.</li> <li>· Nursing procedures drugs used in treatment of disorders of <ul style="list-style-type: none"> <li>• male reproductive system</li> </ul> </li> </ul>	slides · Demonstration · Practice session · Case discussion / seminar · Health education · Supervised clinical practice • Drug book / presentation	with check list Assessment of patients management problem
VIII	10 Hrs	Describe the etiology, Patho Physiology, clinical manifestations,	<b>Nursing management of patient (adults including elderly) with disorders of endocrine system</b> · Review of anatomy and	Lecture discussion · Explain using Charts, graphs · Models,	• Essay type · Short answer · Objective type · Assessment of

		diagnostic measures and management of patients (adults including elderly) with disorders of endocrine system	physiology of endocrine system · Nursing assessment-history and physical assessment · Etiology, pathophysiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical, dietetics and nursing management of · Disorders of pituitary · Disorders of thyroid and parathyroid · Adrenal tumour · Diabetes mellitus · Diabetes insipidus · special therapies, alternative therapies · Nursing procedures · drugs used in treatment of disorders of endocrine system	films,slides · Demonstration · Practice session · Case discussion / seminar · Health education · Supervised clinical practice · Drug book	skills with check list •Assessment of patients management problem
IX	10 Hrs	Describe the etiology, Patho Physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of skin	<b>Nursing management of patients (adults including elderly) with disorders of Integumentary system</b> · Review of anatomy and physiology of skin and its appendages · Nursing assessment-history and physical assessment · Etiology, Pathophysiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical, dietetics and nursing management of disorders of skin and its	Lecture discussion · Explain using Charts, graphs · Models, films,slides · Demonstration · Practice session · Case discussion / seminar · Health education · Supervised clinical practice	•Essay type ·Short answer · Objective type · Assessment of skills with check list •Assessment of patients management problem

			appendages · Lesions and abrasions · Infection and infestations: Dermatitis · Dermatoses; infectious and non infectious “inflammatory dermatoses · Acne vulgaris · Allergies and Eczema · Psoriasis · Malignant melanoma · Alopecia · Leucoderma · Care of patient with Skin surgery Special therapies, alternative therapies · Nursing procedures, · drugs used in treatment of disorders of Integumentary system	· Drug book	
X	15 Hrs	Describe the etiology, Pathology, Physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of musculoskeletal system	<b>Nursing management of patients (adults including elderly) with musculoskeletal problems</b> · Review of anatomy and physiology of musculoskeletal system, · Nursing assessment-history and physical assessment · Etiology, Pathophysiology, clinical manifestation, diagnosis, treatment modalities and medical, surgical, dietetics and nursing management of · Disorders of: · Muscles, ligaments and	Lecture discussion · Explain using Charts, graphs · Models, films, slides · Demonstration · Practice session · Case discussion / seminar · Health education · Supervised clinical practice · Drug book	•Essay type · Short answer · Objective type · Assessment of skills with check list •Assessment of patients management problem

			jointsinflammation, infection trauma <ul style="list-style-type: none"> <li>• Bones-inflammation, infection, dislocation, sprain, fracture, tumour &amp; trauma</li> <li>• Osteomalacia and osteoporosis</li> <li>• Arthritis</li> <li>• Congenital deformities</li> <li>• Spinal column – defects and deformities, tumor, Prolapsed inter vertebral disc. Pott’s spine</li> <li>• Paget’s disease</li> <li>• Amputation</li> <li>• Prosthesis</li> <li>• Transplant and replacement surgeries</li> <li>• Rehabilitation special therapies, alternative therapies</li> <li>• Nursing procedures, drug used in treatment of disorders of musculoskeletal system</li> </ul>		
XI	10 Hrs	Describe the etiology, Pathology, Physiology, clinical manifestations, diagnostic measures and management of patients (adults including elderly) with disorders of Immunological system	<b>Nursing management of Patient (adults Including elderly) with Immunological problems</b> <ul style="list-style-type: none"> <li>• Review of Immune 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-</li> </ul>	Lecture discussion <ul style="list-style-type: none"> <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</li> </ul>	<ul style="list-style-type: none"> <li>•Essay type</li> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> <li>•Assessment of patients management problem</li> </ul>

			<ul style="list-style-type: none"> <li>·Immunodeficiency disorder</li> <li>·Primary immuno deficiency</li> <li>·Phagocytic dysfunction</li> <li>·B-cell and T-cell deficiencies</li> <li>·Secondary immuno-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>·Roll of nurse, counseling</li> <li>·Health education and home care consideration,</li> <li>·National AIDS control program</li> <li>NACO various National and international agencies.</li> <li>·Infection control program</li> <li>·Rehabilitation, Special therapies, alternative therapies</li> <li>Nursing procedures</li> <li>Drugs used in treatment of disorders of immunological systems</li> </ul>	<p>clinical practice</p> <ul style="list-style-type: none"> <li>· Drug book</li> </ul>	
XII	20 Hrs	Describe the etiology, Patho-, Physiology, clinical manifestations, diagnostic measures and management of patients (adults including	<p><b>Nursing management of patient (adults including elderly) with Communicable Diseases</b></p> <ul style="list-style-type: none"> <li>· Overview of infectious disease, the infectious process</li> <li>· Nursing Assessment- History and physical assessment</li> <li>· Epidemiology,</li> </ul>	<p>Lecture discussion</p> <ul style="list-style-type: none"> <li>· Explain using Charts, graphs</li> <li>· Models, films,slides</li> <li>· Demonstration</li> <li>· Practice session</li> </ul>	<ul style="list-style-type: none"> <li>•Essay type</li> <li>· Short answer</li> <li>· Objective type</li> <li>· Assessment of skills with check list</li> <li>•Assessment of patients</li> </ul>

		elderly) with Communicable Diseases	infectious process, clinical manifestations, diagnosis, treatment, prevention and dietetics. Control and eradication of common communicable diseases <ul style="list-style-type: none"> <li>• Tuberculosis</li> <li>• Diarrhoeal diseases</li> <li>• Hepatitis A-E</li> <li>• Herpes</li> <li>• Chickenpox</li> <li>• Smallpox</li> <li>• Typhoid</li> <li>• Meningitis</li> <li>• Gas gangrene</li> <li>• Leprosy</li> <li>• Dengue</li> <li>• Plague</li> <li>• Malaria</li> <li>• Diphtheria</li> <li>• Pertussis</li> <li>• Poliomyelitis</li> <li>• Measles</li> <li>• Mumps</li> <li>• Influenza</li> <li>• Tetanus</li> <li>• Yellow fever</li> <li>• Filariasis</li> <li>• HIV, AIDS</li> </ul> communicable diseases <ul style="list-style-type: none"> <li>• Reproductive Tract Infections</li> <li>• Special infection control measures; Notification, Isolation, Quarantine, Immunization, Infectious Disease Hospitals</li> <li>Special therapies, Alternative Therapies</li> <li>• Nursing procedures</li> <li>• Drugs used in treatment</li> </ul>	<ul style="list-style-type: none"> <li>• Case discussion / seminar</li> <li>• Health education</li> <li>• Supervised clinical practice</li> <li>• Drug book</li> </ul>	management problem
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			of		
XIII	25 Hrs	Describe the organization and physical set up of operation theatre · Identify the various instruments and equipments used for common surgical procedures •Describe the infection control measures in the operation theatre •Describe the role of the nurse in the Peri operative nursing care	<b>Peri Operative nursing:</b> · Organization and physical set up of the operation theatre (OT): · Classification · O.T.DESIGN · Staffing · Members of the OT team. · Duties and responsibility of nurse in OT · Principles of health and operating room attire. · Instruments · Sutures and suture materials · Equipments · O.T. tables and sets for common surgical procedure · Scrubbing procedures · Gowning and gloving · Preparation of O.T. sets · Monitoring the patients during surgical procedures · Maintenance of therapeutics environment in O.T. · Standard safety measures · Infection control: fumigation, disinfection and sterilization · Biomedical waste management · Prevention of accidents and hazards in O.T. •Anaesthesia · Types · Methods of administration	Lecture discussion · Explain using Charts, graphs · Models, films,slides · Demonstration · Practice session · Case discussion / seminar · Health education · Supervised clinical practice · Drug book	•Essay type · Short answer · Objective type · Assessment of skills with check list •Assessment of patients management problem



			<ul style="list-style-type: none"> <li>• Effects and stages</li> <li>• Equipment</li> <li>• Drugs</li> <li>• Cardio pulmonary Resuscitation (CPR)</li> <li>• Pain management techniques</li> <li>Legal Aspects</li> </ul>		
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### MEDICAL SURGICAL NURSING (Adult including Geriatrics)-I

#### Practical

**Placement:** B.Sc (N) Second Year

**Time:** 720 hrs

Areas	Duration (in week)	Objectives	Skills	Assignments	Assessment Methods
ICU, CCU, CARDIAC, OT	2	<p>To gain proficiency in ICU nursing</p> <p>Develop advance skill in special procedures used in critical care unit</p> <p>Identify potential problems and provide accordingly</p> <p>Skill in setting and handling ventilator</p> <p>Administer injection in infusion pump</p> <p>Record</p>	<ul style="list-style-type: none"> <li>➤ Assist in arterial puncture for blood gas analysis</li> <li>➤ Perform LCG and interpret accordingly</li> <li>➤ Conduct and analysis pulseoxymetry</li> <li>➤ Care with artificial airway</li> <li>➤ Assist in endotracheal intubation</li> <li>➤ Setting up ventilator</li> <li>➤ Giving care in ventilator</li> <li>➤ Drug sheet</li> <li>➤ Observation of special procedure in OT</li> <li>➤ Collecting Specimen for common specification</li> <li>➤ Maintain Elimination <ul style="list-style-type: none"> <li>• Catheterization</li> </ul> </li> </ul>	<p>Arterial puncture-5</p> <p>Taking out ECG stripe -5</p> <p>Tracheal suction-5</p> <p>1 or all assigned patients</p> <p>Oxygen administration by CPAP mask and use AMBU bag</p> <p>Assessment for all assigned patients</p> <p>Nursing care in ventilator</p>	<p>Record book</p> <p>Checking with supervisor</p>

		<p>accurately findings and medications</p> <p>Develop IPR with family members</p> <p>Acquaint with OI technique</p>	<ul style="list-style-type: none"> <li>• Bowel Wash</li> <li>• Enema</li> <li>• Urinary drainage</li> </ul> <ul style="list-style-type: none"> <li>➤ Maintain intake, output and documentation</li> <li>➤ Counsel and teach related to specific disease conditions.</li> </ul>	Drug sheet	
General Surgical Ward (GI,urinary CTVS)	6	<p>Provide pre and post operative nursing care to adult patients with surgical disorders</p> <p>Counsel and educate patients and families</p>	<ul style="list-style-type: none"> <li>➤ Practice medical surgical asepsis standard safety measures</li> <li>➤ Pre-operative preparation of patients</li> <li>➤ Post operative care receiving pt., assessment, monitoring Care.</li> <li>➤ Care of wounds and drainage</li> <li>➤ Suture removal</li> <li>➤ Ambulation and exercise</li> <li>➤ Naso gastric aspiration</li> <li>➤ Care of chest drainage</li> <li>➤ Ostomy care <ul style="list-style-type: none"> <li>• Gastrostomy</li> <li>• Colostomy</li> <li>• Enterostomy</li> </ul> </li> <li>➤ Blood and component therapy</li> <li>➤ Practice universal precautions.</li> </ul>	<p>Plan and give care to 3-4 assigned patients</p> <p>Nursing care plan-02</p> <p>Nursing Care study/ presentation-1</p> <p>Drug presentation-1</p> <p>Maintain drug book</p> <p>Maintain Practical record book</p>	<p>Assess performance with rating scale</p> <p>Assess each skill with checklist</p> <p>Evaluation of case study/ presentation</p> <p>Completion of practical record.</p> <p>Evaluation of care &amp; case plan</p>
Cardiology ward/ CCU/ ICU	2	<p>Provide nursing care to patients with cardiac disorders</p> <p>Counsel and educate patients and families</p>	<ul style="list-style-type: none"> <li>➤ Physical examination of the cardio vascular system Recording and interpreting ECG</li> <li>➤ Monitoring of patients</li> <li>➤ Preparation and assisting in</li> </ul>	<p>Plan and give care to 3-4 assigned patients</p> <p>Nursing Care plan-01</p> <p>Nursing case study/</p>	<p>Assess performance with rating scale</p> <p>Assess each skill with checklist</p> <p>Evaluation</p>

			<p>noninvasive and invasive diagnostic procedures.</p> <ul style="list-style-type: none"> <li>➤ Administer cardiac drugs</li> <li>➤ Cardio pulmonary Resuscitation</li> <li>➤ Teach patients and families</li> <li>➤ Practice medical and surgical asepsis-standard safety measures</li> </ul>	<p>presentation/ Health talk-01</p> <p>Maintain drug book</p> <p>Maintain practical record book</p>	<p>of case study</p> <p>Evaluation of Nursing care plan</p> <p>Completion of activity record</p>
Skin & communicable diseases ward	1	<p>Identify skin problems</p> <p>Provide nursing care to patients with skin disorders and communicable diseases</p> <p>Counsel and educate patients and families</p>	<ul style="list-style-type: none"> <li>➤ Assessment of patients with skin disorders</li> <li>➤ Assist in diagnostic and therapeutic procedures</li> <li>➤ Administer topical medication</li> <li>➤ Practice medical surgical asepsis standard safety measures</li> <li>➤ Use of personal protective equipment (PPE)</li> <li>➤ Give medicated baths</li> <li>➤ Counseling HIV Positive patient</li> <li>➤ Teach prevention of infectious diseases</li> </ul>	<p>Plan and give care to 3 assigned patients</p> <p>Health talk to patients and families-01</p> <p>Maintain drug book</p> <p>Maintain practical record book</p>	<p>Assess performance with rating scale</p> <p>Evaluation health talk/ counseling session</p> <p>Completion of practical record</p>
Orthopedics Ward	2	<p>Provide nursing care to adult patients with orthopedic problem</p>	<ul style="list-style-type: none"> <li>➤ Assessment of the orthopedic patient</li> <li>➤ Assist in application of plaster cast and removal of cast</li> <li>➤ Apply skin traction buck's extension traction</li> <li>➤ Assist in application and removal of prosthesis</li> <li>➤ Physiotherapy range of motion exercises (ROM), muscle strengthening exercise</li> </ul>	<p>Plan and give care to 3 assigned patients</p> <p>Health talk to patients and families 01</p> <p>Maintain drug book</p> <p>Maintain practical record book</p>	<p>Assess performance with rating scale</p> <p>Evaluation of Nursing care plan and Nursing case study/ presentation</p> <p>Completion of practical record</p>

			<ul style="list-style-type: none"> <li>➤ Crutch maneuvering technique</li> <li>➤ Activities of daily living</li> <li>➤ Ambulation</li> <li>➤ Teach and counsel patients and families</li> </ul>		
Operation Theatre	6	<p>Identify instruments Used in common operations</p> <p>Participate in infection control practices in the Operation Theatre</p> <p>Set-up the table/trolleys for common operative procedures</p> <p>Assist in giving anesthesia</p> <p>Assist in the operative procedures</p> <p>Provide peri-operative Nursing Care</p>	<ul style="list-style-type: none"> <li>➤ Scrubbing, gowning gloving</li> <li>➤ Identify instruments, suturing materials for common operations.</li> <li>➤ Disinfection, carbolization, fumigation</li> <li>➤ Preparation of instrument sets for common operations</li> <li>➤ Sterilization of sharps and other instruments</li> <li>➤ Prepare the OT table depending upon the operation</li> <li>➤ Positioning and monitoring of patients</li> <li>➤ Endotracheal intubation</li> <li>➤ Assisting in minor and major operations</li> <li>➤ Handling specimens</li> <li>➤ Disposal of waste as per the guidelines</li> </ul>	<p>Assist as a circulatory nurse in</p> <p>Major cases-05</p> <p>Minor cases-05</p> <p>Assist as a scrub nurse in</p> <p>Major cases-05</p> <p>Minor cases-05</p> <p>Maintain drug book</p>	<p>Assess performance with rating scale</p> <p>Completion of practical record</p>

#### CLINICAL TRAINING (Internship)

Time: 260 hrs (9 weeks)

Areas	Duration (in week)	Objectives	Skills	Assignments	Assessment Methods
ICU, CCU, CARDIAC, OT	2	<p>To gain proficiency in ICU nursing</p> <p>Develop advance skill in special procedures</p>	<ul style="list-style-type: none"> <li>➤ Assist in arterial puncture for blood gas analysis</li> <li>➤ Perform LCG and interpret accordingly</li> <li>➤ Conduct and analysis pulseoxymetry</li> </ul>	<p>Arterial puncture-5</p> <p>Taking out ECG stripe-5</p> <p>Tracheal section-5</p>	<p>Record book</p> <p>Checking with supervisor</p>

		<p>used in critical care unit</p> <p>Identify potential problems and provide accordingly</p> <p>Skill in setting and handling ventilator</p> <p>Administer injection in infusion pump</p> <p>Record accurately findings and medications</p> <p>Develop IPR with family members</p> <p>Acquaint with OI technique</p>	<ul style="list-style-type: none"> <li>➤ Care with artificial airway</li> <li>➤ Assist in endotracheal intubation</li> <li>➤ Setting up ventilator</li> <li>➤ Giving care in ventilator</li> <li>➤ Drug sheet</li> <li>➤ Observation of special procedure in OT.</li> </ul>	<p>1 or all assigned patients</p> <p>Oxygen administration by CPAP mask and use AMBU bag</p> <p>Assessment for all assigned patients</p> <p>Nursing care in ventilator</p> <p>Drug sheet</p>	
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Areas	Duration (in week)	Objectives	Skills	Assignments	Assessment Methods
Neuro ICU, IIU, OT	2	<p>Develop skill in neurological assessment</p> <p>Give care to the pt. with head injury and spinal injury</p> <p>Care with chest surgery and cranial surgery</p>	<ul style="list-style-type: none"> <li>➤ Assess neurological status</li> <li>➤ Implement care to head injury spinal injury patients</li> <li>➤ Drug sheet</li> <li>➤ Pre and postoperative care with neurosurgery patients</li> </ul>	<p>Assessment for all assigned patients</p> <p>Nursing care pan-2</p> <p>Drug sheet</p>	<p>Record book observation checklist</p>
Burns and plastic reconstructive surgery	2	<p>Assess the severity of burns</p>	<ul style="list-style-type: none"> <li>➤ Nursing care</li> </ul>		

		Administer rehydration therapy			
		Observe reconstructive surgery			
OT laproscopic orthopedic fye ENT	3	<ul style="list-style-type: none"> <li>➤ Identify instruments</li> <li>➤ Assist in OT set up</li> <li>➤ Supervise sterilization</li> <li>➤ Assist in OT set up</li> <li>➤ Observe immediately after operation</li> <li>➤ Supervise infection control</li> </ul>		Assist -5 cases	Record book

## References :

1. Black J.M. Hawk, J.H. (2005) Medical Surgical Nursing Clinical Management for Positive Outcomes. (7th ed) Elsevier.
2. Brunner S. B., Suddarth D.S. The Lippincott Manual of Nursing practice J.B.Lippincott. Philadelphia.
3. Medical Surgical Nursing: an integrated approach 2nd ed , White, L, Delmar Thomson learning (2002) United States
4. Lewis, Heitkemper&Dirksen (2000) Medical Surgical Nursing Assessment and Management of Clinical Problem (6 thed) Mosby.
5. Shah N.S. (2003) A P I textbook of Medicine, The Association of Physicians of India Mumbai.
6. Satoskar R.S., Bhandarkar S.D. &Rege N.N. (2003) Pharmacology and Pharmacotherapeutics (19 thed) Popular Prakashan, Mumbai
7. Datta T.K. (2003) Fundamentals of Operation Theatre Services, Jaypee, New Delhi.
8. Maheswari J Essentials of Orthopedics (3rd ed) Mehta Publication, NewDelhi.
9. Pasricha J.S., Gupta R. (2001) Illustrated Text book of Dermatology (2nded) Jaypee brothers New Delhi.
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11. Medical Surgical Nursing: A Nursing process approach Vol. I & II , Ignatacicius, Donna & Workman, Linda, W. B. Saunders Company, Philadelphia (1995)
12. The Lippincott Manual of Nursing practice, 7th ed, Nettina, Sandra, Lippincott Williams & Wilkins, Philadelphia (2001)

**DISTRIBUTION OF TYPE OF QUESTION AND MARKS FOR THE SUBJECT  
MEDICAL SURGICAL NURSING**

<b>Question No.</b>	<b>Question description</b>	<b>Division of marks</b>	<b>Total marks</b>
1.	<b>Total MCQs:- 15</b>	15 x 1	15
2.	<b>Long Answer Questions (LAQ)</b> (Any 2 out of 3)	2 x 10	20
3.	<b>Short Notes (8 out of 10)</b> a) b) c) d) e) f) g) h) i) j)	8x5	40
<b>Total Marks</b>			<b>75</b>

**Note :**

1. MCQ : Each MCQ carries 1 mark.
2. Long Answer Questions : 3 questions will be given out of which , 2 have to be answered.
3. Short Notes : 10 questions will be given out of which, 8 have to be answered.



## COMMUNITY HEALTH NURSING- I

**Placement :** B.Sc (N) Second Year

**Time :** Theory - 90 hrs

Practical - 135 hrs

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

Unit	Hours	Learning Objectives	Content	Teaching Aids	Evaluation
I	4 hrs	Discusses Concept And dimensions of health	<b>Introduction</b> <ul style="list-style-type: none"> <li>Community health nursing</li> <li>Definition , concept and dimensions of health</li> <li>Determinants of health</li> <li>Promotion of health</li> <li>indicators of health</li> <li>Maintenance of health</li> </ul>	-Chalk board -power point	-Unit test - Essay Type Answers
II	20 hrs	Describe determinants of health & Environment	<b>Determinants of health</b> <ul style="list-style-type: none"> <li>Eugenics</li> </ul> <b>Environment :</b> <ul style="list-style-type: none"> <li><b>Physical :</b> Air, light, Ventilation, water, Housing Sanitation; disposal of waste, disposal of dead bodies, Forestation, Noise, Climate.</li> <li><b>Communication:</b> Infrastructure facilities and Linkage <ul style="list-style-type: none"> <li>Act Regulation the environment :National Pollution Control board</li> <li>Bacterial &amp; Viral: Agents, host carriers and immunity</li> <li>Arthropods and Rodents</li> </ul> </li> <li><b>Food hygiene:</b> Production, Preservation, Purchase, Preparation, consumption <ul style="list-style-type: none"> <li>Acts Regulating Food Hygiene-</li> </ul> </li> <li>Prevention of food adulteration acts, Drugs and cosmetic act</li> <li><b>Socio-Cultural</b> <ul style="list-style-type: none"> <li>Customs, taboos</li> <li>Marriage System</li> <li>Family Structure</li> <li>Status of special</li> </ul> </li> </ul>	-Chalk board -power point - Transparenc y	Unit test - Essay Type Answers Assignment Objective type answers

			<p>Group; Females ,Children Elderly, Challenged Groups and Sick persons</p> <ul style="list-style-type: none"> <li>- Life Style</li> <li>- Hygiene</li> <li>• <b>Physical Activity</b></li> <li>· Recreation and Sleep</li> <li>· Sexual life</li> <li>· Spiritual life philosophy</li> <li>· Self Reliance</li> <li>· Dietary pattern</li> <li>· Education</li> <li>· Occupation</li> <li>· Financial Management</li> <li>· Income</li> <li>· Budge</li> <li>· Purchasing power</li> <li>· Security</li> </ul>		
III	10 hrs	Explains concept ,scope, uses, methods, and approaches of epidemiology	<p><b>Epidemiology</b></p> <ul style="list-style-type: none"> <li>· Definition ,concept ,Aims, scope uses and terminology used in epidemiology used in</li> <li>· epidemiology</li> <li>· Dynamics of Disease team submission:</li> <li>· epidemiological triad</li> <li>· Morbidity and mortality:</li> <li>· Measurements</li> <li>· Levels of Prevention</li> <li>· Methods of epidemiology of</li> <li>· Descriptive</li> <li>· Analytical : Epidemic investigation</li> <li>Experimental</li> </ul>	<p>Charts Graphs Models Slides Powerpoint OHP</p>	<p>Unit test Essay Type Answers Assignment Objective type answers</p>
IV	25 hrs	Describe Epidemiology and nursing Management of common Communicable diseases	<p><b>Epidemiology and nursing management of common Communicable Diseases</b></p> <p><b>Respiratory infections</b></p> <ul style="list-style-type: none"> <li>· Small Pox</li> <li>· Chicken Pox</li> <li>· Measles</li> <li>· Influenza</li> <li>· Rubella</li> <li>· ARIs &amp; Pneumonia</li> <li>· Mumps</li> <li>· Diphtheria</li> <li>· Whooping cough</li> <li>· Meningococcal meningitis</li> </ul>	<p>Charts Graphs Models Slides Powerpoint OHP</p>	<p>Essay type</p> <p>Short answers</p> <p>Objective type</p>

			<ul style="list-style-type: none"> <li>· Tuberculosis</li> <li>· SARS</li> </ul> <b>Intestinal Infections</b> <ul style="list-style-type: none"> <li>· Poliomyelitis</li> <li>· Viral Hepatitis</li> <li>· Cholera</li> <li>· Diarrhoeal diseases</li> <li>· Typhoid Fever</li> <li>· Food poisoning</li> <li>· Amoebiasis</li> <li>· Dracunculiasis</li> </ul> <b>Arthropod infections</b> <ul style="list-style-type: none"> <li>· Dengue</li> <li>· Malaria</li> <li>· Filariasis</li> <li>· Zoonoses</li> </ul> <b>Viral</b> <ul style="list-style-type: none"> <li>· Rabies</li> <li>· Yellow fever</li> <li>· Japanese encephalitis</li> <li>· Kyasnur Forest Diseases</li> </ul> <b>Bacterial</b> <ul style="list-style-type: none"> <li>· Brucellosis</li> <li>· Plague</li> <li>· Human Salmonellosis</li> <li>· Anthrax</li> <li>· Leptospirosis</li> </ul> <b>Rickettsial diseases</b> <ul style="list-style-type: none"> <li>· Rickettsial Zoonoses</li> <li>· Scrub typhus</li> <li>· Murine typhus</li> <li>· Tick typhus</li> <li>· Q fever</li> </ul> <b>Parasitic zoonoses</b> <ul style="list-style-type: none"> <li>· Taeniasis</li> <li>· Hydatid disease</li> <li>· Leishmaniasis</li> </ul> <b>Surface infection</b> <ul style="list-style-type: none"> <li>· Trachoma</li> <li>· Tetanus</li> <li>· Leprosy</li> <li>· STD &amp; RTI</li> <li>· Yaws</li> </ul>		
V	10 hrs	Describe Epidemiology and nursing management of Common Non-	<b>Epidemiology and nursing management of Non-communicable diseases</b> <ul style="list-style-type: none"> <li>• Malnutrition: under nutrition, over nutrition, nutritional deficiencies</li> </ul>	Charts  Graphs  Models	Essay type  Short answers  Objective

		Communicable diseases	<ul style="list-style-type: none"> <li>Anemia</li> <li>Hypertension</li> <li>Stroke</li> <li>Rheumatic Heart Diseases</li> <li>Coronary Heart Diseases</li> <li>Cancer</li> <li>Diabetes mellitus</li> <li>Blindness</li> <li>Accidents</li> <li>Mental illness</li> <li>Obesity</li> <li>Iodine Deficiency</li> <li>Fluorosis</li> <li>Epilepsy</li> </ul>	Slides Powerpoint OHP Seminar Supervised field Group discussion	Type  Assignment
VI	6 hrs	Discusses the concept scope and methods of demography	<b>Demography</b> <ul style="list-style-type: none"> <li>Definition, concept and scope</li> <li>Demography cycle</li> <li>Methods of data collection, analysis and interpretation of demographic data</li> <li>Demographic rates and ratios</li> </ul>	Powerpoint Chalk board	Essay type  Short answers  Objective Type
VII	17 hrs	Identify the Impact of population explosion	<b>Population and its Control</b> <ul style="list-style-type: none"> <li>□ Population explosion, its impact on social, economic development of individual, society and country</li> <li>□ Population control:</li> <li>Overall development: Women empowerment, social, economic and educational development</li> <li>Limiting family size:</li> <li>Promotion of small family norms</li> <li>Methods: spacing (natural, biological, chemical, mechanical, etc)</li> <li>Terminal: surgical methods</li> <li>Emergency contraception</li> </ul>	Chalk board Discussion Power point	Essay type  Short answers  Objective Type

## COMMUNITY HEALTH NURSING - I PRACTICAL

**Placement :B.Sc (N) Second Year**

**Time : 135 hrs**

Areas	Duration (in week)	Objectives	Skills	Assignments	Assessment Methods
Community health nursing	2 wks Urban & 2 wks rural	Build & Maintain report  Identify demographic Characteristic, health determinants & community health resources  Diagnose health needs of individual & families  Provide primary care in health centre  Counsel & educate individual family & community	➤ Use Techniques of interpersonal relationship ➤ Identification of health determinants of community ➤ History taking ➤ Physical examination ➤ Collect specimens sputum malarial smear ➤ Perform simple lab tests at centre-blood for Hemoglobin and sugar, urine for albumin and Sugar ➤ Administer vaccines and medications to adults ➤ Counsel and teach individual, family and community <ul style="list-style-type: none"> <li>• Nutrition</li> <li>• Hygiene</li> <li>• Self health monitoring</li> <li>• Seeking health services</li> <li>• Healthy life style</li> <li>• Family welfare methods</li> <li>• Health promotions</li> </ul>	To work with 2 assigned families each in urban & rural  Family study-4  Observation report of community-1  Health talks-2 (1 in urban and in rural)	Assess clinical performance with rating scale  Assess each skill with checklist  Evaluation of family study observation report health talk  Completion of activity record

**References :**

1. K.Park, Textbook of Preventive & Social Medicine- current edition
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3. Raokasturi, An Introduction to Community Health Nursing, I publications.
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8. Mahajan Gupta, Textbook of Preventive & Social Medicine, Jaypee Publications
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**DISTRIBUTION OF TYPE OF QUESTIONS AND MARKS FOR  
THE SUBJECT COMMUNITY HEALTH NURSING**

<b>Question No.</b>	<b>Question description</b>	<b>Division of marks</b>	<b>Total marks</b>
1.	<b>Total MCQs:- 15</b>	15 x 1	15
2.	<b>Long Answer Questions (LAQ)</b> (Any2 out of 3)	2 x 10	20
3.	<b>Short Notes (8 out of 10)</b> a) b) c) d) e) f) g) h) i) j)	8x5	40
<b>Total Marks</b>			<b>75</b>

**Note :**

1. MCQ : Each MCQ carries 1 mark.
2. Long Answer Questions : 3 questions will be given out of which , 2 have to be answered.
3. Short Notes : 10 questions will be given out of which, 8 have to be answered.

## COMMUNICATION & EDUCATION TECHNOLOGY

**Placement:** B.Sc (N) Second Year

**Time:** Theory 90 hrs.

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

Unit	Hours	Learning Objectives	Content	Teaching Aids	Evaluation
I	T 5 hrs P 1 hrs	<ul style="list-style-type: none"> <li>Describe the communication process</li> <li>Identify Techniques of effective communication</li> </ul>	<b>Review of communication process</b> <ul style="list-style-type: none"> <li>Process, elements and channels</li> <li>Barriers and methods of overcoming</li> <li>Techniques</li> </ul>	Lecture/ Discussions <ul style="list-style-type: none"> <li>Role Plays</li> <li>Exercise with audio-video tapes</li> </ul>	-Short answers · Objective type
II	05 hrs	Establish Effective Interpersonal relations with patients, families and co-workers	<b>Interpersonal relations</b> <ul style="list-style-type: none"> <li>Purpose and types               <ul style="list-style-type: none"> <li>Phases</li> </ul> </li> <li>Barriers to interpersonal relations</li> <li>Methods of overcoming barriers</li> <li>Johari Window</li> </ul>	Lecture /discussions <ul style="list-style-type: none"> <li>Sociometry</li> <li>Group Games</li> <li>Psychometric exercises followed by discussions</li> </ul>	· Short answers · Objective type
III	T 5hrs P 1 hrs	Develop effective Human relations In context of nursing	<b>Human Relations</b> <ul style="list-style-type: none"> <li>Understanding self</li> <li>social behavior Social attitudes</li> <li>Individual and Group &amp; Groups and individual</li> <li>Human relations in context of nursing</li> <li>Group Dynamics</li> <li>Team Work</li> </ul>	Lecture / discussions <ul style="list-style-type: none"> <li>Group Games</li> <li>Psychometric exercises followed by discussions</li> </ul>	· Short answers · Objective type
IV	T 10hrs P 8 hrs	Develop basic skills of counseling and guidance	<b>Guidance and counseling</b> <ul style="list-style-type: none"> <li>Definition, meaning, purpose, scope &amp; need.</li> <li>Basic Principles</li> <li>Areas of counseling</li> <li>Organization of counseling services</li> </ul>	Lecture / discussions <ul style="list-style-type: none"> <li>Group Games</li> <li>Psychometric exercises followed by discussions</li> </ul>	<ul style="list-style-type: none"> <li>Long/ Short answers</li> <li>Objective type</li> <li>Assess lesson plans</li> </ul>

			<ul style="list-style-type: none"> <li>▪ Approaches to counseling</li> <li>▪ Attributes and skills of counselor</li> <li>▪ Issues for counseling in nursing students and nursing personnel</li> <li>▪ Counseling process steps &amp; techniques</li> <li>▪ Tools for collecting information</li> <li>▪ Problem solving approaches</li> </ul> <p>Management of crisis and referral</p>		<ul style="list-style-type: none"> <li>▪ Assess teaching sessions</li> </ul>
V	T 10hrs P 8 hrs	Describe the Philosophy and principles of education <ul style="list-style-type: none"> <li>▪ Explain teaching learning process</li> </ul>	<b>Principles of Education &amp; Teaching Learning Process</b> <ul style="list-style-type: none"> <li>▪ Education: meaning philosophy aims, functions, &amp; principles</li> <li>▪ Nature &amp; characteristics of learning</li> <li>▪ Principles and maxims of learning</li> <li>▪ Domains of objectives &amp; formulation of general and specific objective</li> <li>▪ Lesson planning <ul style="list-style-type: none"> <li>• Classroom management</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture / discussion</li> <li>▪ Exercise on writing objectives</li> <li>▪ Prepare lessons plan</li> <li>▪ Micro teaching</li> </ul>	<ul style="list-style-type: none"> <li>▪ Long/ Short answers</li> <li>▪ Objective type</li> <li>▪ Assess lesson plans</li> <li>▪ Assess teaching sessions</li> </ul>
VI	T 10hrs P 5 hrs	Demonstrate teaching skills in various teaching methods in clinical, classroom & community settings.	<b>Methods Of Teaching:</b> <ul style="list-style-type: none"> <li>▪ Lecture, demonstration</li> <li>▪ Group discussions, Seminar, Symposium, panel discussion, role play.</li> <li>▪ Project method field trip, workshop, exhibition</li> <li>▪ Computer assisted learning programmed instructions</li> <li>▪ Micro- teaching, Evidence based learning</li> <li>▪ Self instructional module, simulation etc.</li> </ul> <p>Clinical Teaching Methods:</p> <ul style="list-style-type: none"> <li>▪ Bedside Clinics, Case Method,</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lecture discussions</li> <li>▪ Conduct 5 teaching sessions using different methods and media</li> </ul>	<ul style="list-style-type: none"> <li>▪ Long / Short answers</li> <li>▪ Objective type</li> <li>▪ Assess teaching Sessions.</li> </ul>



			<p>Nursing rounds, morning &amp; afternoon reports</p> <ul style="list-style-type: none"> <li>▪ Conferences: Individual &amp; group,</li> <li>▪ Field visits, process <ul style="list-style-type: none"> <li>• recording</li> </ul> </li> </ul>		
VII	<p>T 5 hrs</p> <p>P 5 hrs</p>	<ul style="list-style-type: none"> <li>▪ Prepare and use different types of educational media effectively</li> </ul>	<p><b>Educational Media</b></p> <ul style="list-style-type: none"> <li>• Purpose and types of Audio – visual and principles and sources etc.</li> <li>▪ Graphic Aids: Chalk board, Charts graph poster</li> <li>▪ Flash cards, flannel Graph, Bulletin Board, Cartoon</li> <li>▪ Three Dimensional Aids: Objects, specimens, models, &amp; puppets.</li> <li>▪ Printed Aids: Pamphlets &amp; leaflets.</li> <li>▪ Projected Aids: Slides overhead projector transparency preparation</li> <li>▪ Films, T.V. VCR / VCD</li> <li>▪ Camera, Microscope, LCD, DVD</li> <li>▪ Audio Aids: Tape recorder</li> </ul>	<p>Lecture discussion</p> <ul style="list-style-type: none"> <li>▪ Demonstration</li> <li>▪ Prepare different teaching aids projected and non - projected</li> <li>▪ Prepare a programme for the given topic</li> <li>▪ Visit to dept of communication, &amp; educational technology</li> </ul>	<p>Long/ Short answer</p> <ul style="list-style-type: none"> <li>▪ Objective type</li> <li>▪ Assess the teaching aids prepared</li> </ul>
VIII	<p>T 5 hrs</p> <p>P 5 hrs</p>	<ul style="list-style-type: none"> <li>▪ Prepare different types of questions for assessment of knowledge, skills, and attitude</li> </ul>	<p><b>Assessment</b></p> <ul style="list-style-type: none"> <li>▪ Purpose &amp; scope of evaluation &amp; assessment</li> <li>▪ Criteria for selection of assessment technique and methods.</li> <li>• Assessment of knowledge: Essay Type Questions, Short</li> </ul>	<p>Lecture discussion</p> <ul style="list-style-type: none"> <li>▪ Exercise on writing different types of assessment tools</li> </ul>	<ul style="list-style-type: none"> <li>▪ Long / Short answer</li> <li>▪ Objective type</li> <li>▪ Assess the strategies used in</li> </ul>

			answer questions (SAQ), Multiple choice questions (MCQ) ▪ Assessment Of Skills Observation checklist, Practical exam, Viva, Objective Structured, Clinical examination (OSCE) ▪ Assessment of Attitudes : Attitude Scales		practice teaching ▪ Assess the different tools, prepared during exercise sessions.
1X	05 hrs	Teaching individual s groups and communities about health with their active participation	<b>Information, Education &amp; Communication for Health (ICE)</b> • Health behavior and health education • Principles of health education • Health education with individuals, groups and communities • Methods and media for communicat -ing health messages. • Using mass media • Planning health education.	Lecture discussion • Plan and conduct Health education sessions for individual group and communities	Short answers  Objective Type

#### References :

1. Bhatia, Kamala & Bhatia B.D.: The Principles and Methods of Teaching: Delhi, Doaba House, 1977.
2. Neeraja, Nursing Education, New Delhi, Jaypee Brother, 2004.
3. Safaya, Raghunath&Shaida, B.D. Educational Theory & Practice, Delhi, Dhanpat Row & Sons, 1974.
4. Bhatia, Hans Raj Elements of Educational Psychology, Bombay, QnentConpman, 5th ed. 1973.
5. Basvanthappa Textbook of Nursing Education, Jaypee publications; Newdelhi
6. Suresh K Sharma Communication and education Technology, Jaypee Publications; Newdelhi

**DISTRIBUTION OF TYPE OF QUESTIONS AND MARKS FOR  
THE SUBJECT COMMUNICATION EDUCATION TECHNOLOGY**

<b>Question No.</b>	<b>Question description</b>	<b>Division of marks</b>	<b>Total marks</b>
1.	<b>Total MCQs:- 15</b>	15 x 1	15
2.	<b>Long Answer Questions (LAQ)</b> (Any 2 out of 3)	2 x 10	20
3.	<b>Short Notes (8 out of 10)</b> a) b) c) d) e) f) g) h) i) j)	8x5	40
<b>Total Marks</b>			<b>75</b>

**Note :**

1. MCQ : Each MCQ carries 1 mark.
2. Long Answer Questions : 3 questions will be given out of which , 2 have to be answered.
3. Short Notes : 10 questions will be given out of which, 8 have to be answered.

## Environmental science

**Placement: Second year**

**Time: Theory –50 hours**

**Course Description:** The purpose of this course is to acquire knowledge and proficiency in Environmental science in health care and natural settings.

Unit	Hours	Learning Objectives	Content	Teaching Learning Activity	Assessment method
1	02	Describe the multidisciplinary nature of environmental studies and importance	<b>Unit 1: Introduction to environmental studies</b> <ul style="list-style-type: none"> <li>✓ Multidisciplinary nature of environmental studies; components of environment – atmosphere, hydrosphere, lithosphere and biosphere.</li> <li>✓ Scope and importance; Concept of sustainability and sustainable development.</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>• seminar</li> <li>• Health education</li> </ul>	Essay type Short answers Objective type
2	06	Discuss & describe the ecosystem Discuss the types of ecosystem	<b>Unit 2: Ecosystems</b>  What is an ecosystem? Structure and function of ecosystem; Energy flow in an ecosystem: food chain, food web and ecological succession. Case studies of the following ecosystems: <ul style="list-style-type: none"> <li>✓ Forest ecosystem</li> <li>✓ Grassland ecosystem</li> <li>✓ Desert ecosystem</li> <li>✓ Aquatic ecosystems (ponds, streams, lakes, rivers, oceans, estuaries)</li> </ul>	Lecture <ul style="list-style-type: none"> <li>• Discussion</li> <li>• Explain using Charts, using Models, films, slides</li> <li>• Practice session</li> <li>• Case studies/ seminar</li> </ul>	Essay type • Short answers • Objective type
3	08	Explain and discuss the Natural	<b>Unit 3: Natural Resources: Renewable and Non-renewable Resources</b>	Lecture discussion <ul style="list-style-type: none"> <li>• Explain</li> </ul>	Essay type • Short

		resources Describe the renewable and non-renewable resources	<ul style="list-style-type: none"> <li>✓ Land Resources and land use change; Land degradation, soil erosion and desertification.</li> <li>✓ Deforestation: Causes and impacts due to mining, dam building on environment, forests, biodiversity and tribal populations.</li> <li>✓ Water: Use and over-exploitation of surface and ground water, floods, droughts, conflicts over water (international &amp; inter-state).</li> <li>✓ Heating of earth and circulation of air; air mass formation and precipitation.</li> <li>✓ Energy resources: Renewable and non-renewable energy sources, use of alternate energy sources, growing energy needs, case studies.</li> </ul>	using Charts, graphs • Models, films, slides • Demonstration • Practice session	answers • Objective type • Assessment of Skills with check list
4	08	Discuss about the levels of biodiversity Discuss about the threats to Biodiversity	<b>Unit 4: Biodiversity and Conservation</b> <ul style="list-style-type: none"> <li>✓ Levels of biological diversity :genetic, species and ecosystem diversity; Biogeography zones of India; Biodiversity patterns and global biodiversity hot spots</li> <li>✓ India as a mega-biodiversity nation; Endangered and endemic species of India</li> <li>✓ Threats to biodiversity: habitat loss, poaching of wildlife, man-wildlife conflicts,</li> </ul>	Lecture discussion • Explain using Charts, graphs Models, films, slides • Practice session • Case studies/ Seminar	Essay type • Short answers • Objective type • Assessment Of skills with check list

			<ul style="list-style-type: none"> <li>✓ biological invasions; Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity.</li> <li>✓ Ecosystem and biodiversity services: Ecological, economic, social, ethical, aesthetic and Informational value.</li> </ul>		
5	08	Discuss about environmental pollution	<b>Unit 5: Environmental Pollution</b> <ul style="list-style-type: none"> <li>• Environmental pollution : types, causes, effects and controls; Air, water, soil, chemical and noise pollution</li> <li>• Nuclear hazards and human health risks</li> <li>• Solid waste management: Control measures of urban and industrial waste..</li> <li>• Pollution case studies.</li> </ul>	<ul style="list-style-type: none"> <li>•Lecture discussion</li> <li>• Explain using Charts, graphs Models, films, slides</li> <li>• Practice session</li> <li>• Case study/ Seminar</li> </ul>	Essay type Short answers Objective type
6	07	Describe about climate change Explain the environmental laws	<b>Unit 6: Environmental Policies &amp; Practices</b> <ul style="list-style-type: none"> <li>✓ Climate change, global warming, ozone layer depletion, acid rain and impacts on human communities and agriculture.</li> <li>✓ Environment Laws : Environment Protection Act; Air (Prevention &amp; Control of Pollution) Act; Water (Prevention and control of Pollution) Act; Wildlife Protection Act; Forest Conservation Act; International agreements; Montreal</li> </ul>	Lecture discussion <ul style="list-style-type: none"> <li>• Explain using Charts, graphs models, films, slides</li> <li>• Demonstration</li> <li>• Practice session</li> <li>• Case Study / Seminar</li> </ul>	Essay type Short answers Objective type

			<p>and Kyoto protocols and conservation on Biological Diversity (CBD). The Chemical Weapons Convention (CWC).</p> <ul style="list-style-type: none"> <li>✓ Nature reserves, tribal population and rights, and human, wildlife conflicts in Indian context</li> </ul>		
7	07	<p>Discuss about the Impact of human population on environment</p> <p>Discuss on Disaster management</p>	<p><b>Unit 7: Human Communities and the Environment</b></p> <ul style="list-style-type: none"> <li>✓ Human population and growth: Impacts on environment, human health and welfares.</li> <li>✓ Carbon foot-print.</li> <li>✓ Resettlement and rehabilitation of project affected persons; case studies.</li> <li>✓ Disaster management: floods, earthquakes, cyclones and landslides.</li> <li>✓ Environmental movements: Chipko, Silent valley, Bishnios of Rajasthan.</li> <li>✓ Environmental ethics: Role of Indian and other religions and cultures in environmental conservation.</li> <li>✓ Environmental communication and public awareness, case studies (e.g., CNG vehicles in Delhi).</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture discussion</li> <li>• Explain using</li> <li>• Charts, graphs</li> <li>• Models, films, slides</li> <li>• Demonstration</li> <li>• Practicessession</li> <li>• Case discussion/Seminar</li> </ul>	Short answers Objective Type
8	05	Visit to environment	<p><b>Unit 8: Field work</b></p> <p>5. Visit to an area to</p>	Educational Field visits	Visit report &

		tal assets, polluted areas, simple ecosystems	document environmental assets; river/forest/flora/fauna, etc.  6. Visit to a local polluted site – Urban/Rural/Industrial/ Agricultural.  7. Study of common plants, insects, birds and basic principles of identification.  8. Study of simple ecosystems-pond, river, Delhi Ridge, etc.	Lecture Discussion	presentation
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#### References :

1. Carson, R. 2002. *Silent Spring*. Houghton Mifflin Harcourt.
2. Gadgil, M., & Guha, R. 1993. *This Fissured Land: An Ecological History of India*. Univ. of California Press.
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5. Groom, Martha J. Gary K. Meffe, and Carl Ronald carroll. *Principles of Conservation Biology*. Sunderland: Sinauer Associates, 2006.
6. Grumbine, R. Edward, and Pandit, M.K. 2013. Threats from India's Himalaya dams. *Science*, 339: 36-37.
7. McCully, P. 1996. *Rivers no more: the environmental effects of dams* (pp. 29-64). Zed
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**DISTRIBUTION OF TYPE OF QUESTION AND MARKS  
FOR THE SUBJECT ENVIRONMENTAL SCIENCE**

<b>Question No.</b>	<b>Question description</b>	<b>Division of marks</b>	<b>Total marks</b>
<b>1.</b>	<b>Total MCQs</b>	15 x 1	15
<b>2.</b>	<b>Long Answer Questions (Any 2 out of 3)</b> a) b) c)	2 x 10	20
<b>3.</b>	<b>Short Notes (8 out of 10)</b> a) b) c) d) e) f) g) h) i) j)	8 x 5	40
	<b>Total Marks</b>		<b>75</b>

**Note :**

1. MCQ : Each MCQ carries 1 mark.
2. Long Answer Questions : 3 question will be given out of which, 2 has to be answered.  
Bitwise questions may be asked.
3. Short Notes : 10 questions will be given out of it 8 has to be answered.

## MEDICAL SURGICAL NURSING (Adult including Geriatrics) –II

**Placement:** B.Sc (N) Third year

**Time:** Theory-120 hrs

**Practical-** 270 hrs

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

Unit	Hours	Learning Objectives	Content	Teaching Aids	Evaluation
I	15hrs	<ul style="list-style-type: none"> <li>Describe the etiology, pathophysiology, clinical manifestations, diagnostic measures and management of patients with disorders of Ear Nose and Throat</li> </ul>	<p><b>Nursing management of patient with disorders of Ear Nose and Throat</b></p> <ul style="list-style-type: none"> <li>Review of anatomy and physiology of the Ear Nose and Throat-</li> <li>Nursing Assessment- History and</li> <li>Physical assessment</li> <li>Etiology, path physiology, clinical</li> <li>Manifestations, diagnosis,</li> <li>Treatment modalities and medical &amp;</li> <li>Surgical nursing management of Ear Nose and Throat disorders:</li> <li><b>External ear:</b> deformities otalgia, foreign bodies, and tumours</li> <li><b>Middle Ear-</b> Impacted wax, Tympanic membrane perforation, otitis media, otosclerosis, mastoiditis, tumours</li> <li><b>Inner ear-</b> meniere,s Disease, labyrinthitis, ototoxicity, tumours</li> <li><b>Upper airway infections</b></li> </ul>	<ul style="list-style-type: none"> <li>Chalk board</li> <li>power point</li> </ul>	<ul style="list-style-type: none"> <li>Unit test</li> <li>Essay Type Answers</li> <li>Charts, graphs</li> <li>Models, films, slides</li> <li>Demonstration</li> <li>Practice session</li> <li>Case discussions/ Seminar</li> <li>Health education</li> <li>Supervised clinical practice</li> <li>Drug book /presentation</li> </ul>

			Common cold, sinusitis, ethinitis, Rhinitis, Pharyngitis, Tonsillitis and Adenoiditis, Peritonsillar abscess, Laryngitis o Upper respiratory airway- Epistaxis, o Nasal obstruction, laryngeal obstruction, Cancer of the larynx o Cancer of the oral cavity o Speech defects and speech therapy · Deafness- Prevention, control and rehabilitation · Hearing aids, implanted hearing Devices · Special therapies · Drugs used in treatment of disorders of ear nose and throat · Role of nurse Communicating with hearing impaired and mute. · Nursing procedures Oesophagostomy, Tracheostomy,		
II	15 hrs	Describe the etiology, path physiology, clinical manifestations diagnostic measures and management of patients with disorders of eye	<b>Nursing management of patient With disorders of eye</b> · Review of anatomy and physiology of the eye- · Nursing assessment – history and Physical assessment · Etiology, pathophysiology, clinical manifestations, diagnosis, treatment nursing management of eye disorders: · Refractive errors	- Lectures & Discussion • Charts graphs models, films and slides • Demonstrations	Essay type • Short answers • Objective type of question Assessment of skill assessment with check list • Clinical Work Charts, graphs · Models, films, slides .

			<ul style="list-style-type: none"> <li>· Eyelids-inflammation and</li> <li>· Infection and bleeding</li> <li>· Cornea- inflammation and Infection</li> <li>· Lens-Cataracts</li> <li>· Glaucoma</li> <li>· Disorder of the uveal tract,</li> <li>· Ocular tumours</li> <li>· Disorders of posterior chamber and retina : retinal and vitreous problems</li> <li>· Retinal detachment</li> <li>· Ocular emergencies and their Prevention</li> <li>· Drugs used in treatment of disorders of eye</li> <li>· Blindness</li> <li>· 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>· Special therapies</li> <li>· Nursing procedures: eye irrigation, assisting with removal of foreign body.</li> </ul>		<p>Demonstration</p> <ul style="list-style-type: none"> <li>· Practice session</li> <li>· Case discussions/ Seminar</li> <li>· Health education</li> <li>· Supervised clinical practice</li> <li>· Drug book /presentation</li> </ul>
III	17 hrs	Describe the etiology, patho physiology clinical manifestations, diagnostic measures and nursing management of patients	<p><b>Nursing management of patient With neurological disorders</b></p> <ul style="list-style-type: none"> <li>· Review of anatomy and physiology of the neurological system</li> <li>· Nursing Assessment- History</li> </ul>	<p>Lectures &amp; Discussion charts, graphs models, films and slides</p> <ul style="list-style-type: none"> <li>•Demonstrations</li> <li>•Practice sessions</li> </ul>	<ul style="list-style-type: none"> <li>•Essay type</li> <li>Short answers</li> <li>•Objective type of questions</li> <li>Assessment of skills with assessment of patients with Clinical work</li> </ul>

		with neurological disorders	<p>and physical and neurological assessment and Glasgow coma scale</p> <ul style="list-style-type: none"> <li>· Etiology, Path physiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of neurological disorders</li> <li>· Congenital malformations</li> <li>· Headache</li> <li>· Head Injuries</li> <li>· Spinal injuries</li> <li>· Paraplegia</li> <li>· Hemiplegia</li> <li>· Quadraplegia</li> <li>· Spinal cord compression</li> <li>-Herniation of intervertebral disc</li> <li>· Tumors of the brain &amp; spinal cord</li> <li>· Intra cranial and cerebral aneurysms</li> <li>· Infections: Meningitis, Encephalitis, brain abscess, neurocysticercosis</li> <li>· Movement disorders : Chorea</li> <li>Seizures / Epilepsy</li> <li>·Cerebro vascular accidents (CVA)</li> <li>·Cranial / spinal neuropathies – Bell’s palsy, trigeminal neuralgia, Peripheral Neuropathies; Guillan-Barr’e syndrome</li> <li>Myasthenia gravis</li> <li>Multiple sclerosis,</li> <li>Degenerative diseases,</li> <li>Peripheral</li> </ul>	<ul style="list-style-type: none"> <li>•Case discussions / Seminar</li> <li>•Clinical Practice</li> <li>•Drug book</li> <li>• Exposure to procedure- X ray</li> <li>- MRI</li> <li>Edoscopy</li> </ul>	<p>Management Problem</p> <p>Charts, graphs</p> <ul style="list-style-type: none"> <li>· Models, films, slides</li> <li>· Demonstration</li> <li>· Practice session</li> <li>· Case discussions/ Seminar</li> <li>· Health education</li> <li>· Supervised clinical practice</li> <li>· Drug book /presentation</li> </ul>
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			<p>neuritis TIA</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Delirium Dementia</li> <li><input type="checkbox"/> Alzheimer's disease</li> <li><input type="checkbox"/> Parkinson's disease</li> </ul> <ul style="list-style-type: none"> <li>· Management of unconscious patients and patients with stroke</li> <li>· Drugs used in treatment of neurological disorders</li> <li>· Role of the nurse in communication with patient having neurological deficit</li> <li>· Rehabilitation of patients with neurological deficit</li> <li>· Role of nurse in long stay facility (institutions) and at home</li> </ul> <p>Special therapies Nursing procedures: GCS, assisting with diagnostic procedures and rehabilitation</p>		
IV	15 hrs	<ul style="list-style-type: none"> <li>· Describe the etiology, pathophysiology clinical manifestation, diagnostic measures and nursing management of patients with disorders of female reproductive system.</li> <li>· Describe concepts of reproductive health and family welfare programmes</li> </ul>	<p><b>With disorders of female reproductive system</b></p> <ul style="list-style-type: none"> <li>· Review of anatomy and physiology of the female reproductive system</li> <li>· Nursing assessment-history and physical assessment</li> <li>· Breast self examination</li> <li>· Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of disorder of female reproductive system</li> <li>· Congenital abnormalities of female</li> </ul>	<p>Lectures &amp; Discussion</p> <ul style="list-style-type: none"> <li>•Charts, graphs models, films and slides</li> <li>•Demonstrations</li> <li>•Practice sessions</li> <li>•Case discussions</li> <li>•Seminars</li> <li>•Clinical practice</li> <li>•Drug book</li> <li>•Exposure to related procedures</li> </ul> <p>Health Education Supervised</p>	<ul style="list-style-type: none"> <li>•Essay type</li> <li>•Short answers</li> <li>•Objective type</li> <li>•Skill assessment with check list</li> <li>•Clinical work assessment of patient management</li> </ul>

			reproductive system · Sexuality and Reproductive Health · Sexual Health Assessment · Menstrual Disorders- Dysmenorrhea, Amenorrhea, Premenstrual Syndrome · Abnormal Uterine Bleeding; Menorrhagia, Metrorrhagia · Pelvic inflammatory disease- · Ovarian and fallopian tube disorders; Infections Cysts, Tumours · Uterine and cervical disorders; Endometriosis, polyps, Fibroids, Cervical and uterine tumours, · Uterine displacement , Cystocele/ urethrocele/ rectocele · Vaginal disorders; Infections and Discharges, fistulas · Vulvar disorders; Infection, cysts, Tumours · Diseases of breast Deformities Infections Cysts and Tumours · Menopause and hormonal replacement therapy · Infertility · Contraception; Temporary and Permanent · Emergency contraception methods · Abortion-natural, medical and surgical abortion-MTP	clinical practice Drug Book /	
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			Act · Toxic shock Syndrome · Injuries and trauma; sexual violence · Drugs used in treatment of gynaecological disorders Special therapies vaginal douche PAP smear · Nursing procedures assisting with diagnostic and therapeutic procedures, self examination of breast.		
V	08 hrs	Describe the etiology, patho physiology, clinical manifestations, diagnostic measures and nursing management of patients with burns, reconstructive and cosmetic surgery	<b>Nursing management of patients With Burns, reconstructive and Cosmetic surgery</b> · Review of anatomy and physiology of the skin and connective tissues · Nursing assessment- History and physical examination & assessment burns · Etiology, Classification, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical & surgical and nursing management of Burns with special emphasis of fluid replacement therapy. · Types of surgeries · Legal Issues, Rehabilitation · Special therapies · Psycho social aspects	•Lectures & Discussion • Explain charts, graphs models, films and slides •Demonstrations •Practice sessions •Case discussions / Seminars •Clinical practice •Drug book	•Essay type •Short answers •Objective type •Skill assessment with check list •Clinical work
VI	13 hrs	Describe the etiology, patho physiology, clinical	<b>Nursing management of patients With Oncological conditions</b>	Lectures & Discussion • Explain using charts,	Essay type •Short answers •Objective



		<p>manifestations, diagnostic manifestations, diagnostic measures and nursing management of patients with oncology</p>	<ul style="list-style-type: none"> <li>· Structure &amp; characteristics of normal &amp; cancer cells</li> <li>· Nursing Assessment-history and physical assessment</li> <li>· Prevention, Screening for early detection, warning signs of cancer</li> <li>· Common malignancies of various body system; Brain Oral cavity, larynx lung liver stomach and colon, breast cervix, ovary, uterus, renal, bladder, prostate leukemias and lymphomas, Oncological emergencies.</li> <li>· Epidemiology, etiology, classifications, pathophysiology, staging, clinical manifestations, diagnosis treatment modalities and medical, surgical &amp; nursing management of malignant diseases</li> <li>· Treatment Modalities – Immunotherapy Chemotherapy, Gene therapy Stem cell &amp; Bone Marrow transplants.</li> <li>· Surgical interventions</li> <li>· Psychosocial aspects of cancer</li> <li>· Rehabilitation &amp; Palliative care</li> <li>· Management – nutritional support Home care, Hospice care, Stoma care</li> <li>· Psycho social aspects</li> <li>· Assisting with diagnostic</li> </ul>	<p>graphs models, films and slides</p> <ul style="list-style-type: none"> <li>•Demonstrations</li> <li>•Practice sessions</li> <li>•Case discussions/ Seminars</li> <li>•Supervised Clinical practice</li> <li>•Drug book/presentation</li> <li>•Exposure to procedure Health Education</li> </ul>	<p>type</p> <ul style="list-style-type: none"> <li>•Skill assessment with check list</li> <li>•Clinical work Assessment of patient management problem</li> </ul>
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			and <ul style="list-style-type: none"> <li>• therapeutic procedures</li> </ul>		
VII	10 hrs	Describe organization of emergency and disaster care services <ul style="list-style-type: none"> <li>• Describe the role of nurse in disaster management</li> <li>• Describe the role of nurse in management of Emergencies</li> </ul>	<b>Nursing management of patient in EMERGENCY &amp; DISASTER situations</b> <ul style="list-style-type: none"> <li>• Concepts and principles of Disaster Nursing</li> <li>• Causes and types of disaster: Natural and man-made Earthquakes, floods, epidemics, Cyclones fire, Explosion, Accidents Violence, Terrorism; Bio-chemical war</li> <li>• Policies related to emergency/ disaster Management; International , national, state, institutional</li> <li>• Disaster preparedness: Team, guidelines, protocols, equipments, resources Coordination and involvement of community, various government departments, nongovernment organizations and International agencies</li> <li>• Role of nurse in disaster management</li> <li>• Legal aspects of disaster nursing</li> <li>• Impact on Health and after effects; post Traumatic Stress Disorder</li> <li>• Rehabilitation; physical, psychosocial</li> </ul>	Lecture discussion Explain using Charts, graphs • Models, films, slides • Demonstration • Practice session • Case discussion / seminar • Health education • Supervised clinical practice • Disaster management drills • Drug book /presentation	Essay type <ul style="list-style-type: none"> <li>• Short answer</li> <li>• Objective type</li> <li>• Assessment of skills with check list</li> </ul> Assessment of patients management problem

			<p>Social, Financial, Relocation</p> <p>Emergency Nursing</p> <p>Concept, priorities principle and</p> <ul style="list-style-type: none"> <li>· Scope of emergency nursing</li> <li>· Organization of emergency services: physical setup, staffing, equipment and supplies, protocols,</li> </ul> <p>Concepts of triage and role of triage nurse</p> <ul style="list-style-type: none"> <li>· Coordination and involvement of different departments and facilities</li> <li>· Nursing Assessment- History and physical assessment</li> <li>· Etiology, pathophysiology, clinical manifestations, diagnosis, treatment modalities and medical &amp; surgical nursing management of patient with medical and surgical Emergency</li> <li>· Principles of emergency management</li> <li>· Common Emergencies;</li> <li>· Respiratory Emergencies</li> <li>· Cardiac Emergencies</li> <li>· Shock and Haemorrhage</li> <li>· Pain</li> <li>· Poly-Trauma, road accidents, crush</li> <li>· Injuries, wound</li> <li>· Bites</li> <li>· Poisoning; Food, Gas, Drugs &amp; chemical poisoning</li> <li>· Seizures</li> <li>· Thermal Emergencies; Heat stroke</li> </ul>		
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			& Cold injuries · Pediatric Emergencies · Psychiatric Emergencies · Obstetrical Emergences · Violence, Abuse, Sexual assault · Cardio pulmonary Resuscitation · Crisis Intervention · Role of the nurse; Communication And inter personal Relation · Medico-legal Aspects;		
VIII	10 Hrs	Explain the concept and problems of aging · Describe nursing care of the elderly	<b>Nursing care of the elderly</b> · Nursing Assessment- History and physical assessment · Ageing; · Demography; Myths and realities · Concepts and theories of ageing · Cognitive Aspects of Ageing · Normal biological ageing · Age related body systems changes · Psychosocial Aspects of Aging · Medications and elderly · Stress & coping in older adults · Common Health problems & Nursing Management; · Cardiovascular, Respiratory, Musculoskeletal, · Endocrine, genito-urinary, gastrointestinal · Neurological, Skin and other Sensory organs	Lecture discussion · Explain using Charts, graphs · Models, films, slides · Demonstration · Practice session · Case discussion / seminar · Health education · Supervised clinical practice · Drug Book Visit to old age home	•Essay type ·Short answer · Objective type · Assessment of skills with check list •Assessment of patients management problem

			<ul style="list-style-type: none"> <li>· Psychosocial and Sexual</li> <li>· Abuse of elderly</li> <li>· Role of nurse for care of elderly: ambulation, nutritional, communicational, psychosocial and spiritual</li> <li>· Role of nurse for caregivers of elderly</li> <li>· Role of family and formal and non formal caregivers Use of aids and prosthesis (hearing aids, dentures,</li> <li>· Legal &amp; Ethical Issues</li> <li>· Provisions and Programmes of elderly; Privileges. Community programs and health services;</li> <li>· Home and institutional care</li> </ul>		
IX	10 Hrs	Describe organization of critical care units · Management role of nurse in management of patients critical care units	<b>Nursing management of patient in critical care units</b> <ul style="list-style-type: none"> <li>· Nursing Assessment- History and</li> <li>· Physical assessment</li> <li>· Classification</li> <li>· Principles of critical care nursing</li> <li>· Organization; physical setup, Policies, staffing norms, Protocols, equipment and Supplies</li> <li>Special equipments; ventilators, cardiac monitors, defibrillators,</li> <li>· Resuscitation equipments</li> <li>· Infection Control</li> </ul>	Lecture discussion <ul style="list-style-type: none"> <li>· Explain using Charts, graphs</li> <li>· Models, films, slides</li> <li>· Demonstration</li> <li>· Role plays</li> <li>· counseling</li> <li>· Practice session</li> <li>· Case discussion/ Seminar</li> <li>Health education</li> <li>· Supervised clinical practice</li> </ul>	<ul style="list-style-type: none"> <li>• Essay type</li> <li>· Short answer</li> <li>· Objective type</li> <li>· Assessment of skills with check list</li> <li>• Assessment of patients management problem</li> </ul>

			protocols	· Drug book /presentation	
X	15 Hrs	<ul style="list-style-type: none"> <li>· Describe the etiology, pathophysiology, clinical manifestations, assessment, diagnostic measures and management of patients with occupational and industrial health disorder</li> </ul>	<b>Nursing management of patient adults including elderly with occupational and industrial disorders</b> <ul style="list-style-type: none"> <li>· Nursing Assessment- History and physical assessment</li> <li>· Etiology, pathophysiology, clinical manifestations, diagnosis, diagnosis, treatment modalities and medical &amp; surgical nursing management of occupational and industrial health disorders</li> <li>· Role of nurse</li> <li>Special therapies, alternative therapies</li> <li>Nursing procedures</li> <li>Drugs used in treatment of Occupational and industrial disorders</li> </ul>	Lecture discussion · Case discussion / seminar · Health education	<ul style="list-style-type: none"> <li>•Essay type</li> <li>·Short answer</li> <li>· Objective type</li> <li>· Assessment of skills with check list</li> <li>•Assessment of patients management problem</li> </ul>

## MEDICAL SURGICAL NURSING

### (Adult and Geriatrics)-II Practical

**Placement:** B.Sc.(N) Third Year

**Time :** Theory-120 hrs

Practical-270 hrs

Internship-430 hrs

Areas	Duration (in wks)	Objectives of posting	Skills of be developed	Assignments	Assessment methods
ENT Ward	1	Provide care to patients with ENT disorders  Counsel and educate patient and families	<ul style="list-style-type: none"> <li>➤ Perform examination of ear, nose and throat</li> <li>➤ Assist with diagnostic procedures</li> <li>➤ Assist with therapeutic procedures</li> <li>➤ Instillation of drops</li> <li>➤ Perform/assist with irrigations.</li> <li>➤ Apply ear bandage</li> <li>➤ Perform tracheostomy care</li> <li>➤ Teach patients and Families</li> </ul>	Provide care to 2-3 assigned patients  Nursing care plan-1  Observation reports of OPD  Maintain drug book	Assess each skill with checklist  Assess performance with rating scale  Evaluation of observation report of OPD  Completion of activity record
Ophthalmology ward	1	Provide care to patients with Eye disorders  Counsel and educate patient and families	<ul style="list-style-type: none"> <li>➤ Perform examination of eye</li> <li>➤ Assist with diagnostic procedures</li> <li>➤ Assist with therapeutic procedures</li> <li>➤ Perform/assist with Irrigations.</li> <li>➤ Eye bandage.</li> <li>➤ Eye drops/ ointments</li> <li>➤ Foreign body removal.</li> <li>➤ Teach patients and families</li> </ul>	Provide care to 2-3 assigned patients  Nursing care plan-1  Observation reports of OPD & Eye bank  Maintain drug book	Assess each skill with checklist  Assess performance with rating scale  Evaluation of observation report of OPD/Eye bank  Completion of activity record

Areas	Duration (in wks)	Objectives of posting	Skills of be developed	Assignments	Assessment methods
Neurology Ward	1	Provide care to patients with neurological disorders  Counsel and educate patient and families	<ul style="list-style-type: none"> <li>➤ Perform Neurological examination</li> <li>➤ Use Glasgow coma scale</li> <li>➤ Assist with diagnostic procedures</li> <li>➤ Assist with therapeutic procedures</li> <li>➤ Teach patient &amp; families</li> <li>➤ Participate in Rehabilitation program</li> </ul>	Provide care to assigned 2-3 patients with neurological disorders.  Case study/Case presentation- 1  Maintains drug book Heath Teaching-1	Assess each skill with checklist  Assess performance with rating scale  Evaluation of case study & health Completion of activity record
Gynecology ward	1	Provide care to patients with gynecological disorders  Counsel and educate patient and families	<ul style="list-style-type: none"> <li>➤ Assist with gynecological examination</li> <li>➤ Assist with diagnostic procedures</li> <li>➤ Assist with therapeutic procedures</li> <li>➤ Teach patients families</li> <li>➤ Teaching self Breast examination</li> <li>➤ Assist with Pap smear collection.</li> </ul>	Provide care to 2-3 assigned patients  Nursing care plan-1  Maintain drug book	Assess each skill with checklist  Assess performance with rating scale  Evaluation of care plan  Completion of activity record



Areas	Duration (in wks)	Objectives of posting	Skills of be developed	Assignments	Assessment methods
Burns Unit	1	Provide care to patients with Burns  Counsel and educate patient and families	<ul style="list-style-type: none"> <li>➤ Assessment of the burns patient <ul style="list-style-type: none"> <li>▪ Percentage of burns</li> <li>▪ Degree of burns.</li> <li>▪ Fluid &amp; electrolyte replacement therapy</li> <li>▪ Assess</li> <li>▪ Calculate</li> <li>▪ Replace</li> <li>▪ Record intake/output</li> </ul> </li> <li>➤ Care of Burn wounds <ul style="list-style-type: none"> <li>▪ Bathing</li> <li>▪ Dressing</li> </ul> </li> <li>➤ Perform active &amp; passive exercises</li> <li>➤ Practice asepsis surgical asepsis</li> <li>➤ Counsel &amp; Teach patients and families</li> <li>➤ Participate in rehabilitation program</li> </ul>	Provide care to 1-2 assigned patients  Nursing care plan-1  Observation report of Burns unit	Assess each skill with checklist  Assess performance with rating scale  Evaluation of care plan  Completion of activity record

Areas	Duration (in wks)	Objectives of posting	Skills of be developed	Assignments	Assessment methods
Oncology Unit	1	Provide care to patients with cancer counsel and educate patient and families	<ul style="list-style-type: none"> <li>➤ Screen for common cancers-TNM classification</li> <li>➤ 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>➤ Breast examination</li> <li>➤ Assist with therapeutic Procedures</li> <li>➤ Participates in various modalities of treatment <ul style="list-style-type: none"> <li>▪ Chemotherapy</li> <li>▪ Radiotherapy</li> <li>▪ Pain management</li> <li>▪ Stoma therapy</li> <li>▪ Hormonal therapy</li> <li>▪ Immuno therapy</li> <li>▪ Gene therapy</li> <li>▪ Alternative therapy</li> </ul> </li> <li>➤ Participate in palliative care</li> <li>➤ Counsel and teach patients families <ul style="list-style-type: none"> <li>▪ Self breast examination</li> <li>▪ Warning signs</li> </ul> </li> <li>➤ Participate in rehabilitation program</li> </ul>	<p>Provide care to 2-3 assigned patients</p> <p>Nursing care Plan –1</p> <p>Observation report of cancer unit</p>	<p>Assess each skill with checklist</p> <p>Assess performance with rating scale</p> <p>Evaluation of Care plan and observation report</p> <p>Completion of activity record</p>

Areas	Duration (in wks)	Objectives of posting	Skills of be developed	Assignment	Assessment methods
Critical Care unit	2	<p>Provide care to critically ill patients</p> <p>Counsel and families for grief and bereavement</p>	<ul style="list-style-type: none"> <li>➤ Monitoring of patients in ICU</li> <li>➤ Maintain flow sheet</li> <li>➤ Care of patient on ventilators</li> <li>➤ Perform Endotracheal suction</li> <li>➤ Demonstrates use of ventilators, cardiac monitors etc.</li> <li>➤ Collect specimens and interprets ABG analysis</li> <li>➤ Assist with arterial puncture</li> <li>➤ Maintain CVP line</li> <li>➤ Pulse oximetry</li> <li>➤ CPR-ALS</li> <li>➤ Defibrillators</li> <li>➤ Pace makers</li> <li>➤ Bag-mask ventilation</li> <li>➤ Emergency tray/ trolley-Crash Cart</li> <li>➤ Administration of drugs <ul style="list-style-type: none"> <li>▪ Infusion pump</li> <li>▪ Epidural</li> <li>▪ Intra thecal</li> <li>▪ Intracardiac</li> </ul> </li> <li>➤ Total parenteral therapy</li> <li>➤ Chest physiotherapy</li> <li>➤ Perform active &amp; passive exercise</li> <li>➤ Counsel the patient and family in dealing with grieving and bereavement</li> </ul>	<p>Provide care to 1 assigned patient</p> <p>Observation report of Critical care unit</p> <p>Drugs book.</p>	<p>Assess each skill with checklist</p> <p>Assess performance with rating scale</p> <p>Evaluation of observation report</p> <p>Completion of activity record</p>

Areas	Duration (in wks)	Objectives of posting	Skills of be developed	Assignments	Assessment methods
Causality / Emergency unit	1	Provide care to patients in emergency and disaster situation  Counsel patient and families for grief and bereavement	<ul style="list-style-type: none"> <li>➤ Practice "triage".</li> <li>➤ Assist with assessment, examination, investigations &amp; their interpretations, in emergency and disaster situations</li> <li>➤ Assist in documentations</li> <li>➤ Assist in legal procedures in emergency unit</li> <li>➤ Participate in managing crowd</li> <li>➤ Counsel patient and Families in grief and bereavement</li> </ul>	Observation report of Emergency Unit	Assess Performance with rating scale  Evaluation of observation report  Completion of activity record

**Placement:** Internship

Area	Duration (in week)	Objective	Skills	Assessment
Medical ward	2	Provide comprehensive care to patients with medical and surgical conditions including emergencies	Integrated Practice	Assess clinical performance with rating scale
Surgical ward	2			
Critical care unit /ICCU	1			
Casualty / Emergency	2	Assist with common operations.		
Operation Theatre (Eye, ENT, Neuro)	2			

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2. Black J.M. Hawk, J.H. (2005) Medical Surgical Nursing Clinical Management for Positive Outcomes. (7thed) Elsevier.
3. Brunner S. B., Suddarth D.S. The Lippincott Manual of Nursing practice J. B. Lippincott. Philadelphia.

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7. Medical Surgical Nursing: an integrated approach 2nd ed, White, L, Delmar Thomson learning (2002) United States
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9. Haslett C., Chilvers E.R., Hunder J.A.A. & Boon, N.A. (1999) Davidson's Principles and Practice of Medicine (18<sup>th</sup> ed) Churchill living stone. Edinburgh.
10. Medical Surgical Nursing: A Nursing process approach Vol. I & II, Ignatavicius, Donna & Workman, Linda, W. B. Saunders Company, Philadelphia (1995)
11. The Lippincott Manual of Nursing practice, 7th ed, Nettna, Sandra, Lippincott Williams & Wilkins, Philadelphia (2001)
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**DISTRIBUTION OF TYPE OF QUESTION AND MARKS FOR THE SUBJECT  
MEDICAL SURGICAL NURSING**

<b>Question No.</b>	<b>Question description</b>	<b>Division of marks</b>	<b>Total marks</b>
1.	<b>Total MCQs:- 15</b>	15 x 1	15
2.	<b>Long Answer Questions (LAQ)</b> (Any 2 out of 3)	2 x 10	20
3.	<b>Short Notes (8 out of 10)</b> a) b) c) d) e) f) g) h) i) j)	8x5	40
<b>Total Marks</b>			<b>75</b>

**Note :**

1. MCQ : Each MCQ carries 1 mark.
2. Long Answer Questions : 3 questions will be given out of which , 2 have to be answered.
3. Short Notes : 10 questions will be given out of which, 8 have to be answered.

## CHILD HEALTH NURSING

**Placement:** B.Sc. (N) Third Year.

**Time:** Theory-95 hrs.

**Practical-**270 hrs.

**Internship:** 145 hrs

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

Unit	Hours	Specific Objectives	Content	Teaching aids	Evaluation
I.	15hrs	<p>*Explain the modern concept of child care &amp; principles of child health nursing.</p> <p>*Describe national policy programmes &amp; legislations in relation to child health &amp; welfare.</p> <p>*List major causes of death during infancy, early &amp; late childhood.</p> <p>*Describe the major functions &amp; role of the paediatric nurse in caring for a hospitalized child.</p> <p>*Demonstrat</p>	<p><b>Introduction: Modern concept of child care.</b></p> <ul style="list-style-type: none"> <li>· Introduction to modern concept of child care &amp; history, principles &amp; scope of child health nursing.</li> <li>· Internationally accepted rights of the Child</li> <li>National policy &amp; legislations in relation to child health &amp; welfare.</li> <li>· National programmes related to child health &amp; welfare.</li> <li>· Agencies related to welfare services to the children.</li> <li>· Changing trends in hospital care, preventive, promotive &amp; curative aspects of child health.</li> <li>· Child morbidity &amp; mortality rates.</li> <li>· Differences between an adult &amp; child.</li> <li>· Hospital environment for a sick child.</li> <li>· Impact of hospitalization on the child &amp; family.</li> <li>· Grief &amp; bereavement.</li> <li>· The role of a child health nurse in caring for a hospitalized child.</li> <li>· Principles of pre &amp; post-operative care of</li> </ul>	<p>Black board</p> <p>OHP</p> <p>Powerpoint presentation</p> <p>Charts</p>	<p>Unit test</p> <p>Periodical test</p> <p>Assignments</p> <p>Seminars</p>

		e various paediatric nursing procedures	infants & children. · Child health nursing procedures.		
II.	18 hrs.	<p>*Describe the normal growth &amp; development of children at different ages</p> <p>*Identify the needs of children at different ages &amp; provide parental guidance</p> <p>*Identify the nutritional needs of children at different ages &amp; ways of meeting the needs.</p> <p>*Appreciate the role of play for normal &amp; sick children.</p> <p>*Appreciate the preventive measures &amp; strategies for children.</p>	<p><b>The healthy child</b></p> <ul style="list-style-type: none"> <li>· Principles of growth &amp; development.</li> <li>· Factors affecting growth &amp; development.</li> <li>· Growth &amp; development from birth to adolescence</li> <li>· The needs of normal children through the stages of developmental &amp; parental guidance</li> <li>· Nutritional needs of children &amp; infants: Breast feeding, supplementary &amp; artificial Feeding &amp; weaning.</li> <li>· Baby friendly hospital concept.</li> <li>· Accidents: causes &amp; prevention.</li> <li>· Value of play &amp; selection of play material.</li> <li>· Preventive immunization, immunization programme &amp; cold chain.</li> <li>· Preventive pediatrics</li> <li>· Care of under five &amp; under five clinics/ well baby clinic.</li> </ul>	<p>Black board OHP Powerpoint presentation Charts Visit to balwadi</p>	<p>Unit test Periodical test Assignments Seminars</p>
III.	12 hrs	<p>*Provide care to normal &amp; high risk neonates.</p> <p>*Perform neonatal resuscitation.</p> <p>*Recognize &amp; manage com</p>	<p><b>Nursing care of a neonate.</b></p> <ul style="list-style-type: none"> <li>· Nursing care of a normal newborn / Essential newborn care.</li> <li>· Neonatal resuscitation.</li> <li>· Nursing management of a low birth weight baby &amp; high risk</li> </ul>	<p>Black board OHP Powerpoint presentation Charts</p>	<p>Unit test Periodical test Assignments Seminars</p>

		mon neonatal problems.	babies. · Kangaroo mother care. · Organization of neonatal unit. · Identification & nursing management of common neonatal problems. · Nursing management of babies with common congenital malformations. · Control & prevention of infection in N.I.C.U.		
IV.	10 hrs	*Explain the concept of IMNCI & other health strategies initiated by National population policy 2000.	Integrated management of neonatal & childhood illnesses (IMNCI). Health strategies: National population policy- · RCH camps & RCH outreach schemes. · Operationalization of district newborn care, home based neonatal care. · Border district cluster strategy. · Integrated management of infants & children with illnesses like diarrhea, A.R.I., malaria, measles & Malnutrition. · * Nurses' role: IMNCI.	Black board OHP Powerpoint presentation Charts	Periodical test Assignments Seminars Quiz Project
V.	20 hrs	*Provide nursing care in common childhood diseases. *Identify measures to prevent common childhood diseases including immunization	Nursing management in common childhood diseases- · Nutritional deficiency disorders. · Respiratory disorders & infections. · Gastro-intestinal infections, infestations, & congenital disorders. · Cardio-vascular problems: congenital defects & rheumatic	Black board OHP Powerpoint presentation Charts	Periodical test Assignments Seminars Poster presentation Role play Quiz Project Nursing prescription



		.	fever, rheumatic heart disease. . Genito-urinary disorders: acute glomerulo nephritis, nephritic syndrome, Wilm's tumour, infections, calculi, & congenital disorders. . Neurological infections & disorders : convulsions, meningitis, hydrocephalus, head injury. . Hematological disorders : anemias, thalassemia, ITP, leukemia, hemophilia. . Endocrine disorders: juvenile diabetes mellitus & other diseases. . Orthopaedic disorders : club feet, hip dislocation& fracture. . Disorders of skin, eye & ears. . Common communicable diseases in children, their identification, nursing care in hospital & home& prevention. . Child health emergencies : poisoning, haemorrhage, burns & drowning. . Nursingcareof infant and children with HIV /AIDS		
VI.	15 hrs	*Manage the child with behavioral& social problems	Management of behavioural & social Problems in children. . Management of common behavioral disorders. . Management of	Black board OHP Powerpoint presentation Charts	Periodical test Assignment s Seminars

			<p>common psychiatric problems.</p> <ul style="list-style-type: none"> <li>· Management of challenged children:</li> <li>· Mentally, physically, &amp; socially challenged.</li> <li>· Welfare services for challenged children in India.</li> <li>· Child guidance clinics.</li> </ul>		
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## CHILD HEALTH NURSING PRACTICAL

**Placement:**B.Sc.(N)Third Year.  
Fourth year

**Time:**270hrs(9weeks)

Areas	Duration (in weeks)	Objectives	Skills	Assignments	Assessment methods
Pediatric medicine ward	3	Provide nursing care to children with various medical disorders  Counsel and educate parents	<ul style="list-style-type: none"> <li>➤ Taking pediatric history</li> <li>➤ Physical examination and assessment of children</li> <li>➤ Administration of oral, IM/IV medicine and fluids.</li> <li>➤ Calculation of fluid requirements</li> <li>➤ Prepare different strengths of IV fluids</li> <li>➤ Apply restraints</li> <li>➤ Administer O<sub>2</sub> inhalation by different methods</li> <li>➤ Give baby bath</li> <li>➤ Feed children by katori, spoon etc.</li> <li>➤ Collect specimens for common investigations</li> <li>➤ Assist with common diagnostic procedures</li> <li>➤ Teach mothers/parents               <ul style="list-style-type: none"> <li>▪ Malnutrition</li> <li>▪ Oral rehydration therapy</li> <li>▪ Feeding and weaning</li> <li>▪ Immunization schedule</li> <li>▪ Play therapy</li> <li>▪ Specific disease conditions</li> </ul> </li> </ul>	Give care to three assigned pediatric patients  Nursing care plan- 1  Case study/ Presentation-1	Assess clinical performance with rating scale.  Assess each skill with checklist  Evaluation of case study / presentation and health education session.  Completion of activity record

**Internship:**145hrs(3weeks)

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Areas	Duration (in weeks)	Objectives	Skills	Assignments	Assessment methods
Pediatric surgery ward	3	<p>Recognize different pediatric conditions/ malformations</p> <p>Provide pre and post operative care to children with common pediatric surgical conditions/ malformation</p> <p>Counsel and educate parents</p>	<ul style="list-style-type: none"> <li>➤ Calculate, prepare and administer IV fluids</li> <li>➤ Do bowel wash</li> <li>➤ Care for ostomies: <ul style="list-style-type: none"> <li>▪ Colostomy irrigation</li> <li>▪ Ureterostomy</li> <li>▪ Gastrostomy</li> <li>▪ Enterostomy</li> </ul> </li> <li>➤ Urinary catheterisation and drainage</li> <li>➤ Feeding <ul style="list-style-type: none"> <li>▪ Nasogastric</li> <li>▪ Gastrostomy</li> <li>▪ Jejunostomy</li> </ul> </li> <li>➤ Care of surgical wounds <ul style="list-style-type: none"> <li>▪ Dressing</li> </ul> </li> <li>➤ Suture removal</li> </ul>	<p>Give care to three assigned pediatric surgical patients Nursing care plan- 1</p> <p>Case study / presentation-1</p>	<p>Assess clinical performance with rating scale.</p> <p>Assess each skill with checklist</p> <p>Evaluation of case study / presentation and health education session.</p> <p>Completion of activity record</p>
Pediatric OPD/ Immunization room	1	<p>Perform assessment of children: Health, developmental and anthropometric</p> <p>Perform immunization</p> <p>Give health education/ nutritional education</p>	<ul style="list-style-type: none"> <li>➤ Assessment of children <ul style="list-style-type: none"> <li>▪ Health assessment</li> <li>▪ Developmental assessment</li> <li>▪ Anthropometric assessment</li> </ul> </li> <li>➤ Immunization</li> <li>➤ Health / Nutritional education</li> </ul>	Developmental study -1	<p>Assess clinical performance with rating Scale</p> <p>Completion activity record.</p>

Areas	Duration (in weeks)	Objectives	Skills	Assignments	Assessment methods
Pediatric medicine and surgery ICU	1 + 1	Provide Nursing care to critically ill children	<ul style="list-style-type: none"> <li>➤ Care of a baby in incubator / warmer</li> <li>➤ Care of child on ventilator.</li> <li>➤ Endotracheal suction</li> <li>➤ Chest physiotherapy</li> <li>➤ Administer fluids with infusion pump.</li> <li>➤ Total parenteral nutrition</li> <li>➤ Phototherapy</li> <li>➤ Monitoring of babies</li> <li>➤ Cardio pulmonary resuscitation</li> </ul>	Nursing care plan-1  Observation report- 1.	Assess Clinical performance with rating scale  Completion of activity record  Evaluation of Observation report.

#### Clinical Training (Internship)

Area	Duration (in weeks)	Objective	Skills	Assessment
Pediatric medicine ward/ICU	4	➤ Provide comprehensive care to children with medical conditions	Integrated Practice	Assess clinical performance with rating scale
Pediatric Surgery ward/ICU	1	➤ Provide comprehensive care to children with surgical conditions	Integrated Practice	Assess clinical performance with rating scale
NICU	1	➤ Provide intensive care to neonates	Integrated Practice	Assess clinical performance with rating scale

#### References :

1. Ghai O.P. et al. (2000) Ghai's Essentials of Paediatrics. 1st edn. Mehta offset works. New Delhi.
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**DISTRIBUTION OF TYPE OF QUESTION AND MARKS  
FOR THE SUBJECT CHILD HEALTH NURSING**

<b>Question No.</b>	<b>Question description</b>	<b>Division of marks</b>	<b>Total marks</b>
1.	<b>Total MCQs:- 15</b>	15 x 1	15
2.	<b>Long Answer Questions (LAQ)</b> (Any 2 out of 3)	2 x 10	20
3.	<b>Short Notes (8 out of 10)</b> a) b) c) d) e) f) g) h) i) j)	8x5	40
<b>Total Marks</b>			<b>75</b>

**Note :**

1. MCQ : Each MCQ carries 1 mark.
2. Long Answer Questions : 3 questions will be given out of which , 2 have to be answered.
3. Short Notes : 10 questions will be given out of which, 8 have to be answered.

## MENTAL HEALTH NURSING

**Placement:** B.Sc. (N) Third Year

**Time:** Theory- 90 hrs

Practical – 270 hrs

**Internship** - 95 hrs (2 weeks)

### 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 Objectives	Content	Teaching learning Activities	Assessment Methods
1	5	<p>Describe the historical development &amp; current trends in mental health nursing</p> <p>Describe the epidemiology of mental health problems</p> <p>Describe the National Mental Health Act, programmes and mental health policy.</p> <p>Discuss the scope of mental health nursing</p> <p>Describe the concept of normal &amp; abnormal behaviour.</p>	<p>Introduction</p> <ul style="list-style-type: none"> <li>➤ Perspectives 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 Acts</li> <li>➤ National Mental health policy vis a vis National Health Policy.</li> <li>➤ National Mental Health programme.</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>	Lecture cum discussion	<p>MCQ's</p> <p>Long Essay</p> <p>Short Essay</p> <p>Assessment of the field visit reports</p>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
II	5	<p>Define the various terms used in mental health Nursing.</p> <p>Explains the classification of mental disorders.</p> <p>Explain psychodynamics of maladaptive behaviour.</p> <p>Discuss the etiological factors, psychopathology of mental disorders.</p> <p>Explain the Principles and standards of Mental Health Nursing.</p> <p>Describe the conceptual models of mental health nursing.</p>	<p>Principles and Concepts of Mental Health Nursing</p> <ul style="list-style-type: none"> <li>➤ Definition : mental health nursing and terminologies used</li> <li>➤ Classification of mental disorders : ICD, DSM, Indian</li> <li>➤ Review of personality development, defense mechanisms.</li> <li>➤ Maladaptive behaviour of individuals and groups : stress, crisis and disaster(s).</li> <li>➤ Etiology : bio-psycho-social factors.</li> <li>➤ Psychopathology of mental disorders: review of structure and functions of brain, limbic system and abnormal neuro transmission.</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>▪ Existential Model.</li> <li>▪ Psycho-analytical models.</li> <li>▪ Behavioral models.</li> <li>▪ Interpersonal model.</li> </ul> </li> </ul>	<p>Lecture cum discussion</p> <p>Explain using Charts.</p> <p>Review of personality development.</p>	<p>MCQ's</p> <p>Long Essay</p> <p>Short Essay</p>



Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
III	8	Describe nature, purpose and process of assessment of mental health status	Assessment of Mental Health Status. <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 &amp; MRI.</li> <li>➤ Psychological tests</li> </ul> Role and responsibilities of nurse.	Lecture cum Discussion Demonstration Practice session Clinical practice	MCQ's Long Essay Short Essay Assessment of skills with checklist
IV	6	Identify therapeutic communication techniques Describe therapeutic relationship. Describe therapeutic impasse and its intervention.	Therapeutic communication and nurse-patient relationship <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 (relationship)</li> <li>➤ Review of technique of IPR- by Johari Window model</li> <li>➤ Goals, phases, tasks, therapeutic techniques.</li> <li>➤ Therapeutic impasse and its intervention</li> </ul>	Lecture cum discussion Demonstration Role play Process recording	MCQ's Long Essay Short Essay

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
V	14	Explain treatment modalities and therapies used in mental disorders and role of the nurse.	<p>Treatment modalities and therapies used in mental disorders.</p> <ul style="list-style-type: none"> <li>➤ Psycho Pharmacology</li> <li>➤ Psychological therapies: Therapeutic community, psycho therapy-Individual: psycho-analytical, cognitive &amp; supportive, family, Group, Behavioral, Play Psycho-drama, Music, Dance, Recreational and Light therapy, Relaxation therapies: Yoga, Meditation, bio feedback.</li> <li>➤ Alternative systems of medicine.</li> <li>➤ Occupational therapy.</li> <li>➤ Physical Therapy: electro convulsive therapy.</li> <li>➤ Geriatric considerations</li> </ul> <p>Role of nurse in above therapies.</p>	<p>Lecture cum discussion</p> <p>Demonstration</p> <p>Group work.</p> <p>Practice session</p> <p>Clinical practice.</p>	<p>Essay type</p> <p>Short essay</p> <p>MCQ's</p>
VI	5	Describe the etiology, psychopathology, clinical manifestations , diagnostic criteria and management of patients with Schizophrenia , and other psychotic disorders	<p>Nursing management of patient with Schizophrenia, and other psychotic disorders</p> <ul style="list-style-type: none"> <li>➤ Classification : ICD</li> <li>➤ Etiology, psychopathology, types, clinical manifestations, diagnosis of schizophrenia</li> <li>➤ Nursing Assessment- History, Physical and mental status examination of patient</li> </ul>	<p>Lecture cum discussion</p> <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p>	<p>MCQ's</p> <p>Long Essay</p> <p>Short Essay</p> <p>Assessment of patient management problems</p>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
			<p>with schizophrenia.</p> <ul style="list-style-type: none"> <li>➤ Treatment modalities and nursing management of patients with Schizophrenia and other psychotic disorders</li> <li>➤ Geriatric considerations</li> <li>➤ Follow – up and home care and rehabilitation</li> </ul>		
VII	5	Describe the etiology psycho-pathology, clinical manifestations , diagnosis criteria and management of patients with mood disorders	<p>Nursing management of patient with mood disorders</p> <ul style="list-style-type: none"> <li>➤ Mood disorders: Bipolar affective disorder, Mania depression and dysthymia etc</li> <li>➤ Etiology, psycho-pathology, clinical manifestations, diagnosis</li> <li>➤ Nursing Assessment- History, physical and mental status examination</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>	<p>Lecture cum discussion</p> <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p>	<p>MCQ's</p> <p>Long Essay</p> <p>Short Essay</p> <p>Assessment of patient management problems</p>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
VIII	8	Describe the etiology, psycho pathology, clinical manifestations, diagnostic criteria and management of patients with neurotic, stress related and somatization disorders	<p>Nursing management of patient with neurotic, stress related and somatization disorders</p> <ul style="list-style-type: none"> <li>➤ Anxiety disorder, phobias, (dissociation) conversion disorder, obsessive compulsive disorder, somatoform disorders, post traumatic stress disorders</li> <li>➤ Etiology, psychopathology, clinical manifestations, diagnosis</li> <li>➤ Nursing assessment- History, physical and mental status examination</li> <li>➤ Treatment modalities and nursing management of patients with neurotic, stress related and somatization disorders</li> <li>➤ Geriatric considerations</li> <li>➤ Follow-up and home care and rehabilitation</li> </ul>	<p>Lecture cum discussion</p> <p>Case discussion</p> <p>Case presentation</p> <p>Clinical practice</p>	<p>MCQ's</p> <p>Long Essay</p> <p>Short Essay</p> <p>Assessment of patient management problems</p>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
IX	5	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with substance abuse disorders	<b>Nursing management of patient with substance use disorders</b> <ul style="list-style-type: none"> <li>➤ Commonly used psychotropic substance; Classification, forms, routes, action, intoxication and withdrawal</li> <li>➤ Etiology of dependence: Tolerance, Psychological &amp; Physical dependence withdrawal syndrome, diagnosis</li> <li>➤ Nursing assessment- History, physical, mental health assessment and drug assay</li> <li>➤ Treatment (detoxification, anti-abuse and narcotic antagonist therapy and harm reduction) and nursing management of patients with substance abuse disorders</li> <li>➤ Geriatric considerations</li> <li>➤ Follow-up and home care and rehabilitation</li> </ul>	Lecture cum discussion  Case discussion  Case presentation  Clinical practice	MCQ's Long Essay Short Essay Assessment of patient management problems

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
X	4	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of patients with personality sexual and eating disorders	Nursing management of patient with personality, sexual and eating disorders ➤ Classification of disorders ➤ Etiology, psychopathology, characteristics, diagnosis ➤ Nursing assessment- History, physical and mental health assessment ➤ Treatment modalities and nursing management of patients with personality, sexual and eating disorders ➤ Geriatric considerations ➤ Follow-up and home care and rehabilitation	Lecture cum discussion  Case discussion  Case presentation  Clinical practice	MCQ's  Short Essay Essay type Assessment of patient management problems
XI	6	Describe the etiology, psychopathology, clinical manifestations, diagnostic criteria and management of childhood and adolescent disorders including mental deficiency (retardation)	Nursing management of childhood and adolescent disorders including mental deficiency ➤ Classification ➤ Etiology, psychopathology, characteristics, diagnosis, nursing assessment-history, physical, mental and IQ assessment ➤ Treatment modalities and nursing management of childhood disorders including mental deficiency (retardation) ➤ Follow-up and home care and rehabilitation	Clinical practice  Lecture cum discussion  Case presentation	MCQ's Long Essay Short Essay

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
XII	5	Describe the etiology, psycho psychopathology, clinical manifestations, diagnostic criteria and management of patients with organic brain disorders	<ul style="list-style-type: none"> <li>➤ <b>Nursing management of organic brain disorders</b></li> <li>➤ Classification: ICD</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> <li>➤ Treatment modalities and nursing management of organic brain disorders</li> <li>➤ Geriatric considerations</li> <li>➤ Follow-up and home care and rehabilitation</li> </ul>	Lecture cum discussion  Case discussion  Case presentation  Clinical practice	MCQ's Long Essay Short Essay
XIII	6	Identify psychiatric emergencies and carry out crisis intervention	<b>Psychiatric emergencies and crisis intervention</b> <ul style="list-style-type: none"> <li>➤ Types of psychiatric emergencies and their management</li> <li>➤ Stress adaptation Model: stress and stressor, coping, resources and mechanism</li> <li>➤ Grief: Theories of grieving process, principles, techniques of counseling</li> <li>➤ Types of crisis</li> <li>➤ Crisis intervention : Principles, Techniques and Process</li> <li>➤ Geriatric considerations Role and responsibilities of nurse</li> </ul>	Lecture cum discussion  Demonstration  Practice session  Clinical practice  Visit to nearest crisis intervention centers	MCQ's Long Essay Short Essay

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
XIV	4	Explain legal aspects applied in mental health settings and role of the nurse	Legal issues in Mental Health Nursing <ul style="list-style-type: none"> <li>➤ The Mental Health Act 1987: 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 and psychotropic substances and illegal drug trafficking</li> <li>➤ Admission and discharge procedures</li> <li>➤ Role and responsibilities of nurse</li> </ul>	Lecture cum discussion  Case discussion	MCQ's Long Essay Short Essay
XV	4	Describe the model of preventive psychiatry  Describe community mental health services in India and role of the nurse	Community Mental Health Nursing <ul style="list-style-type: none"> <li>➤ Development of Community Mental Health Services in India</li> <li>➤ National Mental Health Programme</li> <li>➤ Institutionalization versus Deinstitutionalization</li> <li>➤ Model of preventive psychiatry : Levels of Prevention</li> <li>➤ Mental Health Services available, levels of prevention including rehabilitation 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> </ul>	Lecture cum discussion  Clinical / field practice  Field visits to mental health service agencies	MCQ's Long Essay Short Essay  Assessment of field visit reports



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**DISTRIBUTION OF TYPE OF QUESTION AND MARKS FOR THE SUBJECT  
MENTAL HEALTH NURSING**

<b>Question No.</b>	<b>Question description</b>	<b>Division of marks</b>	<b>Total marks</b>
1.	<b>Total MCQs:- 15</b>	15 x 1	15
2.	<b>Long Answer Questions (LAQ) (Any2 out of 3)</b>	2 x 10	20
3.	<b>Short Notes (8 out of 10)</b> a) b) c) d) e) f) g) h) i) j)	8x5	40
<b>Total Marks</b>			<b>75</b>

**Note :**

1. MCQ : Each MCQ carries 1 mark.
2. Long Answer Questions : 3 questions will be given out of which , 2 have to be answered.
3. Short Notes : 10 questions will be given out of which, 8 have to be answered.

## MENTAL HEALTH NURSING PRACTICAL

**Placement:** B.Sc. (N) Third Year

**Time:** Practical -270 hrs (9 weeks)

Internship-95 hrs (2 weeks)

Areas	Duration (in weeks)	Objectives	Skills	Assignments	Assessment methods
Psychiatric OPD	1	Assess patients with mental health problems  Observe and assist in therapies  Counsel and educate patient, and families	<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 patients and family members</li> </ul>	History taking and mental status examination-2  Health education -1  Observation report of OPD	Assess performance with rating scale  Assess each skill with checklist  Evaluation of health education  Assessment of observation report  Completion of activity record
Child Guidance clinic	1	Assessment of children with various mental health problems  Counsel and educate children, families and significant others	<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>	Case work – 1  Observation report of different therapies -1	Assess performance with rating scale  Assess each skill with checklist  Evaluation of the observation report

Areas	Duration (in weeks)	Objectives	Skills	Assignments	Assessment methods
Inpatient Dept.	6	<p>Assess patients with mental health problems</p> <p>To provide nursing care for patients with various mental health problems</p> <p>Assist In various therapies</p> <p>Counsel and educate patients, families and significant others</p>	<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> <li>➤ Administer medications</li> <li>➤ Assist in Electroconvulsive Therapy (ECT)</li> <li>➤ Participate in all therapies</li> <li>➤ Prepare patients for Activities of Daily living (ADL)</li> <li>➤ Conduct admission and discharge counseling</li> <li>➤ Counsel and teach patients and families</li> </ul>	<p>Give care to 2-3 patients with various mental disorders</p> <p>Case study- 1</p> <p>Care plan- 2(based on nursing process)</p> <p>Clinical presentation 2</p> <p>Process recording1</p> <p>Maintain drug book</p>	<p>Assess performance with rating scale</p> <p>Assess each skill with checklist</p> <p>Evaluation of the case study care plan, clinical presentation, process recording</p> <p>Completion of activity record.</p>

Areas	Duration (In weeks)	Objectives	Skills	Assignments	Assessment methods
Community psychiatry	1	<p>To identify patients with various mental disorders</p> <p>To motivate patients for early treatment and follow up</p> <p>To assist in follow up clinic</p> <p>Counsel and educate patient, family and community</p>	<ul style="list-style-type: none"> <li>➤ Conduct case work</li> <li>➤ Identify individuals with mental health problems</li> <li>➤ Assists in mental health camps and clinics</li> <li>➤ Counsel and Teach family members, patients and community</li> </ul>	<p>Case work – 1</p> <p>Observation report on field visits</p>	<p>Assess performance with rating scale</p> <p>Eveluation of case work and observation report</p> <p>Completion of activity record</p>

#### Clinical Training (Internship)

Areas	Duration (in weeks)	Objectives	Skills	Assignments
Psychiatry ward	2 weeks	Provide comprehensive care to patients with mental health problems	Integrated Practice	Assess clinical performance with rating scale

## NURSING RESEARCH AND STATISTICS

**Placement :** B.Sc. (N) Third year

**Time :** Theory - 45 hrs

Practical-45 hrs

### Course Description:

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
I	4	Describe the concept of research, terms, need and areas of research in nursing.  Explain the steps of research process.	<b>Research and research process</b> <ul style="list-style-type: none"> <li>➤ Introduction and need for nursing research.</li> <li>➤ Definition of Research &amp; nursing research.</li> <li>➤ Steps of scientific method.</li> <li>➤ Characteristics of research.</li> <li>➤ Steps of research process -overview</li> </ul>	Lecture Discussion.  Narrate steps of research process followed from examples of published studies.	MCQ's  Long essay  Short essay
II	3	Identify and state the research problem and objectives	<b>Research Problem / Question</b> <ul style="list-style-type: none"> <li>➤ Identification of problem area.</li> <li>➤ Problem statement.</li> <li>➤ Criteria of a good research problem.</li> <li>➤ Writing objectives</li> </ul>	Lecture Discussion.  Exercise on writing statement of problem and objectives	MCQ's  Long essay  Short essay
III	3	Review the related literature	<b>Review of Literature</b> <ul style="list-style-type: none"> <li>➤ Location</li> <li>➤ Sources</li> <li>➤ On line search CINHAL, COCHRANE etc</li> <li>➤ Purposes</li> <li>➤ Method of review</li> </ul>	Lecture Discussion  Exercise on reviewing one research report/ article for a selected research problem.  Prepare annotated bibliography	MCQ's  Long essay  Short essay

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
IV	4	Describe the research approaches and designs	<b>Research approaches and designs</b> <ul style="list-style-type: none"> <li>➤ Historical, survey and experimental</li> <li>➤ Qualitative and Quantitative designs</li> </ul>	Lecture Discussion  Explain types of research approaches used from examples of published and unpublished research studies with rationale.	MCQ's  Long essay  Short essay
V	8	Explain the sampling process  Describe the methods of data collection	<b>Sampling and data collection</b> <ul style="list-style-type: none"> <li>➤ Definition of Population, Sample, Sampling criteria, factors influencing sampling process, types of sampling techniques.</li> <li>➤ Data collection               <ul style="list-style-type: none"> <li>▪ Methods of data collection</li> <li>▪ Questioning, interviewing</li> <li>▪ Observations, record analysis and measurements</li> <li>▪ Types of instruments</li> <li>▪ Validity &amp; Reliability of the Instrument</li> <li>▪ Pilot study</li> <li>▪ Data collection procedure</li> </ul> </li> </ul>	Lecture Discussion	MCQ's  Long essay

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
VI	4	Analyze, interpret and summarize the research data	<b>Analysis of Data</b> <ul style="list-style-type: none"> <li>➤ Compilation, Tabulation</li> <li>Classification, summarization, presentation, interpretation of data ✓</li> </ul>	Lecture, discussion  Preparation of sample tables	MCQ's  Long essay  Short essay
VII	15	Explain the use of statistics, scales of measurement and graphical presentation of data  Describe the measure of central tendency and variability and methods of correlation	<b>Introduction to statistics</b> <ul style="list-style-type: none"> <li>➤ Definition, use of statistics, scales of measurement</li> <li>➤ Frequency distribution and graphical presentation of data</li> <li>➤ Mean, Median, Mode, standard deviation</li> <li>➤ Normal Probability and tests of significance</li> <li>➤ Co-efficient of correlation</li> <li>➤ Statistical packages and its application</li> </ul>	Lecture, discussion  Preparation of graphical presentations  Practice on computation of measures of central tendency, variability & correlation	MCQ's  Long essay  Short essay
VIII	4	Communicate and utilize the findings	<b>Communication and utilization of Research</b> <ul style="list-style-type: none"> <li>➤ Communication of research findings <ul style="list-style-type: none"> <li>▪ Verbal report</li> <li>▪ Writing research report</li> <li>▪ Writing scientific article / paper <ul style="list-style-type: none"> <li>- Critical review of published research</li> <li>- Utilization of research findings</li> </ul> </li> </ul> </li> </ul>	Lecture, discussion  Read / presentation of sample published / unpublished research report  Writing group research project.	MCQ's  Long essay  Short essay



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**DISTRIBUTION OF TYPE OF QUESTION AND MARKS FOR THE SUBJECT  
NURSING RESEARCH AND STATISTICS**

<b>Question No.</b>	<b>Question description</b>	<b>Division of marks</b>	<b>Total marks</b>
1.	<b>Total MCQs:- 15</b> 1- 10 Nursing Research 11-15 Statistics	<b>15 x 1</b> 10 X 1 5 X 1	<b>15</b>
	<b>Section- A Nursing Research ( 40 Marks )</b>		
2.	<b>Long Answer Questions (LAQ)</b> (Any 2 out of 3)	2 x 10	20
3.	<b>Short Notes (4 out of 6)</b> a) b) c) d) e) f)	4x5	20
	<b>Section – B Statistics (20Marks)</b>		
4.	<b>Long Answer Questions (LAQ)</b> (Any 1 out of 2)	1 x 10	10
5.	<b>Short Notes (2 out of 4)</b> a) b) c) d)	2x5	10
<b>Total Marks</b>			<b>75</b>

**Note :**

1. MCQ: Each MCQ carries 1 mark.
2. Long Answer Questions: 3 questions will be given out of which , 2 have to be answered in Nursing Research and 1 out of 2 in Statistics.
3. Short Notes: 10 questions will be given out of which, 8 have to be answered in Nursing Research & 2 out of 4 in Statistics .

## MIDWIFERY AND OBSTETRICAL NURSING

**Placement :** B.Sc. (N) Fourth Year

**Time :** Theory-95 hrs

**Practical-**180 hrs

### Course Description :

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
I	3	Recognize the trends and issues in midwifery and obstetrical nursing	<b>Introduction to midwifery and obstetrical Nursing</b> <ul style="list-style-type: none"><li>➤ Introduction to concepts of Midwifery and obstetrical nursing.</li><li>➤ Trends in Midwifery and obstetrical nursing.<ul style="list-style-type: none"><li>▪ Historical perspectives and currents trends.</li><li>▪ Legal and ethical aspects</li><li>▪ Pre-conception care and preparing for parenthood</li><li>▪ Role of nurse in midwifery and obstetrical care.</li><li>▪ National policy and legislation in relation to maternal health &amp; welfare</li><li>▪ Maternal, morbidity, mortality rates</li><li>▪ Perinatal, morbidity &amp; mortality rates</li></ul></li></ul>	Lecture cum discussion Explain using Charts and graphs	MCQ Long Essay Short essay

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
II	8	Describe the anatomy and physiology of female reproductive system	<b>Review of anatomy and physiology of female reproductive system and foetal development</b> <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 pelvis shape.</li> <li>➤ Female organs of reproduction-external genitalia, internal genital organs and their anatomical relations, musculature-blood-supply, nerves, lymphatics, pelvic cellular tissue, pelvic peritoneum.</li> <li>➤ Physiology of menstrual cycle</li> <li>➤ Human sexuality</li> <li>➤ Foetal development <ul style="list-style-type: none"> <li>▪ Conception</li> <li>▪ Review of fertilization, implantation (embedding of the ovum), development of the embryo and placenta at term-function, abnormalities, the foetal sac, amniotic fluid, the umbilical cord.</li> </ul> </li> <li>➤ Foetal circulation, foetal skull, bones, sutures and measurements.</li> <li>➤ Review of Genetics</li> </ul>	Lecture cum discussion  Explain using Charts and graphs	MCQ's  Short essay

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
III	8	Describe the Diagnosis and management of women during antenatal period.	<b>Assessment and management of pregnancy (ante-natal)</b> <ul style="list-style-type: none"> <li>➤ Normal pregnancy</li> <li>➤ Psychological changes during pregnancy. <ul style="list-style-type: none"> <li>▪ Reproductive system</li> <li>▪ Cardio vascular system</li> <li>▪ Respiratory system</li> <li>▪ Urinary system</li> <li>▪ Gastro-intestinal system</li> <li>▪ Metabolic changes</li> <li>▪ Skeletal changes</li> <li>▪ Skin changes</li> <li>▪ Endocrine system</li> <li>▪ Psychological changes</li> <li>▪ Discomforts of pregnancy</li> </ul> </li> <li>➤ Diagnosis of pregnancy <ul style="list-style-type: none"> <li>▪ Signs</li> <li>▪ Differential diagnosis</li> <li>▪ Confirmatory tests</li> </ul> </li> <li>➤ Ante-natal care <ul style="list-style-type: none"> <li>▪ Objectives</li> <li>▪ Assessment <ul style="list-style-type: none"> <li>– History and physical examination</li> <li>Abdominal Examination</li> <li>– Signs of previous child-birth</li> <li>▪ Per vaginal examination</li> </ul> </li> </ul> </li> <li>➤ Screening and assessment for high risk:</li> <li>➤ Risk approach</li> <li>➤ History and Physical Examination</li> <li>➤ Modalities of diagnosis; Invasive &amp; Non- Invasive &amp; ultrasonic, cardio tomography, NST, CST</li> </ul>	Lecture cum discussion  Demonstration  Case discussion/ presentation  Health talk  Practice session  Supervised Clinical practice	MCQ's  Long essay  Short essay

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>➤ Antenatal preparation <ul style="list-style-type: none"> <li>▪ Antenatal counseling</li> <li>▪ Antenatal exercises</li> <li>▪ Diet</li> <li>▪ Substance abuse</li> <li>▪ Education for child-birth</li> <li>▪ Husband and families</li> <li>▪ Preparation for safe confinement</li> <li>▪ Prevention from radiation</li> </ul> </li> <li>➤ Psycho-social and cultural aspects of pregnancy <ul style="list-style-type: none"> <li>▪ Adjustment to pregnancy</li> <li>▪ Unwed mother</li> <li>▪ Single parent</li> </ul> </li> </ul> Sexual violence Adoption		
IV	12	Describe the physiology and stages of labour.  Describe the management of women during intranatal period	<b>Assessment and management of intranatal period.</b> <ul style="list-style-type: none"> <li>➤ Physiology of labour, mechanism of labour.</li> <li>➤ Management of labour <ul style="list-style-type: none"> <li>▪ First stage – <ul style="list-style-type: none"> <li>– Signs &amp; symptoms of onset of labour</li> <li>– Duration</li> <li>– Preparation of: <ul style="list-style-type: none"> <li>– Labour room</li> <li>– Woman</li> </ul> </li> <li>– Assessment and observation of women in labour; partogram – maternal &amp; foetal monitoring</li> <li>– Active management of labour, Induction of labour</li> <li>– Pain relief &amp; comfort in labour</li> </ul> </li> <li>➤ Second stage <ul style="list-style-type: none"> <li>▪ Signs and symptoms, normal &amp; abnormal</li> </ul> </li> </ul> </li> </ul>	Lecture discussion  Demonstration  Case discussion/ presentation  Health talk  Practice session  Supervised  Clinical practice	MCQ's  Long essay  Short essay

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>▪ Duration</li> <li>▪ Conduct of delivery; Principles &amp; techniques. Episiotomy (only if required)</li> <li>▪ Receiving the new born               <ul style="list-style-type: none"> <li>– Neonatal resuscitation initial steps &amp; subsequent resuscitation</li> <li>– Care of umbilical cord</li> <li>– Immediate assessment including screening for congenital anomalies</li> <li>– Identification</li> <li>– Bonding</li> <li>– Initiate feeding</li> <li>– Screening and transportation of the neonate</li> </ul> </li> <li>➤ Third Stage               <ul style="list-style-type: none"> <li>▪ Signs and symptoms; normal and abnormal</li> <li>▪ Duration</li> <li>▪ Method of placenta expulsion</li> <li>▪ Management; Principles and techniques</li> <li>▪ Examination of the placenta</li> <li>▪ Examination of perineum</li> </ul> </li> <li>➤ Maintaining records &amp; reports</li> </ul> <p>Fourth Stage</p>		

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
V	5	Describe the physiology of puerperium  Describe the management of women during postnatal period	<b>Assessment and management of women during post natal period</b> ➤ Normal puerperium; Physiology Duration ➤ Postnatal assessment and management <ul style="list-style-type: none"> <li>▪ Promoting physical &amp; emotional well being</li> <li>▪ Lactation management</li> <li>▪ Immunization</li> </ul> ➤ Family dynamics after child-birth. ➤ Family welfare services, methods, counseling ➤ Follow – up ➤ Records and reports	Lecture cum discussion  Demonstration Case discussion/ presentation  Health talk  Practice session  Supervised Clinical practice	MCQ's  Long essay  Short essay
VI	10	Describe the assessment and management of normal neonate	<b>Assessment and management of normal neonates.</b> ➤ Normal neonates; <ul style="list-style-type: none"> <li>▪ Physiological adaptation,</li> <li>▪ Initial &amp; Daily assessment</li> <li>▪ Essential newborn care Thermal control, Breast feeding, prevention of infections</li> <li>▪ Helping Baby breath (HBB), Navjat Shishu Suraksha Karyakram (NSSK)</li> </ul> ➤ Immunization ➤ Minor disorders of newborn and its management ➤ Levels of neonatal care (level I,II& III) ➤ At primary, secondary and tertiary levels ➤ Maintenance of Reports & Records	Lecture cum discussion  Demonstration Case discussion/ presentation  Health talk  Practice session  Supervised Clinical practice	MCQ's  Long essay  Short essay

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
VII	10	Describe the identification and management of women with high risk pregnancy	<b>High risk pregnancy assessment &amp; management</b> <ul style="list-style-type: none"> <li>➤ Screening &amp; assessment <ul style="list-style-type: none"> <li>▪ Ultrasonic, cardio tocography, NST, CST, non-invasive &amp; invasive,</li> <li>▪ Newer modalities of diagnosis</li> </ul> </li> <li>➤ High – risk approach</li> <li>➤ Levels of care ; primary, secondary &amp; tertiary levels</li> <li>➤ Disorders of pregnancy <ul style="list-style-type: none"> <li>• Hyper- emesis gravidarum, bleeding in early pregnancy, abortion, Role of Nurse in Comprehensive abortion care, ectopic pregnancy</li> <li>▪ Vesicular mole,</li> <li>▪ Ante-partum haemorrhage</li> </ul> </li> <li>➤ Uterine abnormality and displacement.</li> <li>➤ Diseases complicating pregnancy <ul style="list-style-type: none"> <li>▪ Medical &amp; surgical conditions</li> <li>▪ Infections, RTI(STD), UTI,HIV, TORCH</li> <li>▪ Gynecological diseases complicating pregnancy</li> <li>▪ Pregnancy induced hypertension, diabetes, Toxemia of pregnancy, Hydramnios, (poly &amp; oligo)</li> <li>▪ Rh incompatibility</li> <li>▪ Mental disorders</li> </ul> </li> <li>➤ Adolescent pregnancy, Elderly primi and grand multipara</li> <li>➤ Multiple Pregnancy</li> </ul>	Lecture cum discussion  Demonstration Case discussion/ presentation  Health talk  Practice session  Supervised Clinical practice	MCQ's  Long essay  Short essay



Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>➤ Abnormalities of placenta &amp; cord</li> <li>➤ Intra – uterine growth – retardation</li> <li>➤ Nursing management of mothers with high- risk pregnancy</li> <li>➤ Maintenance of Records &amp; Report</li> </ul>		
VIII	10	Describe management of abnormal labour and Obstetrical emergencies	<b>Abnormal Labour- Assessment and management</b> <ul style="list-style-type: none"> <li>➤ Disorders in labour <ul style="list-style-type: none"> <li>▪ CPD &amp; contracted pelvis</li> <li>▪ Malpositions and malpresentations</li> <li>▪ Premature labour, disorders of uterine actions –precipitate labour prolonged labour</li> <li>▪ Complications of third stage: injuries to birth canal</li> </ul> </li> <li>➤ Obstetrical emergencies and their management; <ul style="list-style-type: none"> <li>▪ Presentation &amp; prolapse of cord, Vasa praevia, amniotic fluid embolism rupture of uterus, shoulder dystocia, obstetrical shock</li> </ul> </li> <li>➤ Obstetrical procedures &amp; operations; <ul style="list-style-type: none"> <li>▪ Induction of labour, forceps, vacuum version, manual removal of placenta, caesarean section, destructive operations</li> </ul> </li> <li>➤ Nursing management of women undergoing Obstetrical operations and procedures</li> </ul>	Lecture cum discussion  Demonstration  Case discussion/ presentation  Health talk  Practice session  Supervised Clinical practice	MCQ's  Long essay  Short essay

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
IX	4	Describe management of postnatal complications	<b>Abnormalities during postnatal periods</b> <ul style="list-style-type: none"> <li>➤ Assessment and management of woman with postnatal complications <ul style="list-style-type: none"> <li>▪ Puerperial infections, breast engorgement &amp; infections, UTI, thrombo-embolic disorders, Post-partum hemorrhage, Eclampsia and sub involution,</li> <li>▪ Psychological complications: <ul style="list-style-type: none"> <li>– Post partum Blues</li> <li>– Post partum Depression</li> <li>– Post partum Psychosis</li> </ul> </li> </ul> </li> </ul>	Lecture cum discussion  Demonstration  Case discussion/presentation  Health talk  Practice session  Supervised Clinical practice	MCQ's  Long essay  Short essay
X	11	Identify the high risk neonates and their nursing management	<b>Assessment and Management of High risk newborn.</b> <ul style="list-style-type: none"> <li>➤ Admission of neonates in the neonatal intensive care units protocols</li> <li>➤ Nursing management of : <ul style="list-style-type: none"> <li>▪ Low birth weight babies, Kangaroo mother Care (KMC)</li> <li>▪ Infections</li> <li>▪ Respiratory problems</li> <li>▪ Haemolytic disorders</li> <li>▪ Birth injuries</li> <li>▪ Malformations</li> </ul> </li> <li>➤ Monitoring of high risk neonates</li> <li>➤ Feeding of high risk neonates</li> <li>➤ Organization &amp; management of neonatal intensive care units</li> <li>➤ Maintenance of reports and records</li> </ul>	Lecture cum discussion  Demonstration  Case discussion/presentation  Health talk  Practice session  Supervised Clinical practice	MCQ's  Long essay  Short essay

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
XI	4	Describe indication, dosage, action, side effects & nurses responsibilities in the administration of drugs used for mothers.	<b>Pharmaco - therapeutics in obstetrics</b> <ul style="list-style-type: none"> <li>➤ Indication, dosage, action contra indication &amp; side effects of drugs</li> <li>➤ Effect of drugs on pregnancy, labour &amp; puerperium,</li> <li>➤ Nursing responsibilities in the administration of drug in Obstetrics – Oxytocins, antihypertensive, diuretics tocolytic agents, anticonvulsants;</li> <li>➤ Analgesics and anesthetics in obstetrics.</li> <li>➤ Effects of maternal medication on foetus &amp; neonate</li> </ul>	Lecture cum discussion  Demonstration  Case discussion/ presentation  Health talk  Practice session  Supervised Clinical practice	MCQ's  Short essay  Long essay
XII	10	Appreciate the importance of family welfare programme  Describe the methods of contraception & role of nurse in family welfare programme	<b>Family welfare programme</b> <ul style="list-style-type: none"> <li>➤ Population trends and problems in India</li> <li>➤ Concepts, aims, importance and history of family welfare programme</li> <li>➤ National Population: dynamics, policy &amp; education</li> <li>➤ National family welfare programme; RCH, ICDS, MCH. Safe motherhood</li> <li>➤ Organization and administration ; at national state, district, block and village levels</li> <li>➤ Methods of contraception; spacing, temporary &amp; permanent,</li> <li>➤ Emergency contraception</li> </ul>	Lecture cum discussion  Demonstration  Case discussion/ presentation  Health talk  Practice session  Supervised Clinical practice	MCQ's  Long essay  Short essay

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>➤ Infertility &amp; its management</li> <li>➤ Counseling for family welfare programme</li> <li>➤ Latest research in contraception</li> <li>➤ Maintenance of vital statistics</li> <li>➤ Role of national, international and voluntary organizations</li> <li>➤ Role of a nurse in family welfare programme</li> </ul> <p>Training / Supervision/ Collaboration with other functionaries in community like ANMs, LHVs, Anganwadi workers, TBAs(Traditional birth attendant-Dai)</p>		

**Reference :**

1. D.C.Dutta “ Textbook Of Obstetrics” New Central Book Agency 7<sup>th</sup> Edition
2. D.C.Dutta “ Textbook Of Gynecology” New Central Book Agency 5<sup>th</sup> Edition 2004
3. Holand and Brews “Manual Of Obstetrics” Elsevier pub 2<sup>nd</sup>ed 2005
4. A. R. Debdas “ Practical Obstetrics” JAYPEE Pub 1<sup>st</sup> Ed 2003
5. NeelamKumari “ Midwifery and Gynecology Nursing” PV Pub 2010
6. V. Ruth Bennett Linda K. Brown “Myles Textbook of Midwifery” Elsevier pub 13<sup>th</sup>ed 1999.
7. Anamma Jacob “ Comprehensive Textbook of midwifery and Gynecoogy” JAYPEE Pub 2<sup>nd</sup> Ed 2008.
8. C. S. Dawn “Textbook Of Obstetrics, Neonatology, Reproductive and Child Health Education.” 16<sup>th</sup> Ed 2004
9. SudhaSalhan “Textbook Of Obstetrics” JAYPEE Pub 1<sup>st</sup> Ed 2007

## MIDWIFERY AND OBSTETRICAL NURSING

### PRACTICAL

**Placement:**B.Sc. (N) Fourth Year

**Time:** Practical-180 hrs(Third year)

Fourth Year Internship-240 hrs

Areas	Duration (in weeks)	Objectives	Skills	Assignments	Assessment methods
Antenatal Clinic / OPD	2	Assessment of pregnant women	<ul style="list-style-type: none"> <li>➤ Antenatal history taking</li> <li>➤ Physical examination</li> <li>➤ Recording of weight &amp; B.P</li> <li>➤ Hb &amp; Urine testing for sugar and albumin</li> <li>➤ Antenatal examination abdomen &amp; breast</li> <li>➤ Immunization</li> <li>➤ Assessment of risk status</li> <li>➤ Teaching antenatal mothers</li> <li>➤ Maintenance of Antenatal records</li> </ul>	Conduct Antenatal Examinations 30  Health talk- 1  Case book recordings	Verification of findings of Antenatal examinations  Completion of casebook recordings
Labour room O.T.	4	Assess women in labour Carry out per-vaginal examinations  Conduct normal deliveries  Perform episiotomy and suture it	<ul style="list-style-type: none"> <li>➤ Assessment of woman in labour</li> <li>➤ Per-vaginal examinations and interpretation</li> <li>➤ Monitoring &amp; caring of woman in labour</li> <li>➤ Maintenance of partograph</li> <li>➤ Conduct normal delivery</li> <li>➤ Newborn assessment &amp; immediate care</li> <li>➤ Resuscitation of newborns</li> <li>➤ Assessment of risk status of newborn</li> </ul>	Conduct normal deliveries- 20  Per-vaginal examinations- 5  Perform and suture the episiotomy-5  Resuscitate newborns- 5  Assist with caesarean Sections-2	Assessment of clinical performance with rating scale  Assessment of each skill with checklists  Completion of case book recordings

Areas	Duration (in weeks)	Objectives	Skills	Assignments	Assessment methods
		Resuscitate newborns Assist with caesarean Sections, MTP & other surgical procedures	<ul style="list-style-type: none"> <li>➤ Episiotomy &amp; suturing</li> <li>➤ Maintenance of labour and birth records</li> <li>➤ Arrange &amp; assist with Caesarean section care for woman &amp; baby during Caesarean</li> <li>➤ Arrange for and assist with MTP &amp; other surgical procedures</li> </ul>	<p>Witness abnormal deliveries- 5</p> <p>Assist with MTP &amp; other surgical procedures -1</p> <p>Case book recordings</p>	
Postnatal ward	4	<p>Provide nursing care to post natal mother &amp; baby</p> <p>Counsel &amp; teach mother &amp; family for parent hood</p>	<ul style="list-style-type: none"> <li>➤ Examination &amp; assessment of mother &amp; baby</li> <li>Identification of deviations</li> <li>➤ Care of postnatal mother &amp; baby</li> <li>➤ Perineal care</li> <li>➤ Lactation management</li> <li>➤ Breast feeding</li> <li>➤ Baby bath</li> <li>➤ Immunization,</li> <li>➤ Teaching postnatal mother: <ul style="list-style-type: none"> <li>▪ Mother craft</li> <li>▪ Post natal care &amp;</li> <li>▪ Exercises</li> <li>▪ Immunization</li> </ul> </li> </ul>	<p>Give care to post natal mothers-20</p> <p>Health talks-1</p> <p>Case study- 1</p> <p>Case presentation - 1</p> <p>Case book recordings</p>	<p>Assessment of clinical performance</p> <p>Assessment of each skill with checklists</p> <p>Completion of case book recording</p> <p>Evaluation of case study and presentation and health education sessions</p>

Areas	Duration (in weeks)	Objectives	Skills	Assignments	Assessment methods
Newborn nursery	2	Provide nursing care to Newborn at risk	<ul style="list-style-type: none"> <li>➤ Newborn assessment</li> <li>➤ Admission of neonates</li> <li>➤ Feeding of at risk neonates <ul style="list-style-type: none"> <li>▪ Katori spoon, paladi, tube feeding, total parenteral nutrition</li> </ul> </li> <li>➤ Thermal management of neonates-kangaroo mother care, care of baby in incubator</li> <li>➤ Monitoring and care of neonates</li> <li>➤ Administering medications</li> <li>➤ Intravenous therapy</li> <li>➤ Assisting with diagnostic procedure</li> <li>➤ Assisting with exchange transfusion</li> <li>➤ Care of baby on ventilator</li> <li>➤ Phototherapy</li> <li>➤ Infection control protocols in the nursery</li> <li>➤ Teaching &amp; counseling of parents</li> <li>➤ Maintenance of neonatal records</li> </ul>	Case study-1  Observation study-1	<p>Assessment of clinical performance</p> <p>Assessment of each skill with checklists</p> <p>Evaluation of &amp; observation study</p>

Areas	Duration (in weeks)	Objectives	Skills	Assignments	Assessment methods
Family Planning clinic	Rotation from post natal ward 1 wk	Counsel for & provide family welfare services	<ul style="list-style-type: none"> <li>➤ Counseling technique</li> <li>➤ Insertion of IUD</li> <li>➤ Teaching on use of family planning methods</li> <li>➤ Arrange for &amp; Assist with family planning operations</li> <li>➤ Maintenance of records and reports</li> </ul>	IUD insertion-5  Observation Study-1  Counseling -2  Simulation exercise on recording and reporting-1	Assessment of each skill with checklists   Evaluation of & Observation study

### Internship Obstetrical Nursing

Areas	Duration (in weeks)	Objectives	Skills	Assignments	Assessment methods
Labour ward	2	Provide comprehensive care to mothers and neonates	Integrated practice	Completion of other essential requirements  Case book recordings	Assess clinical performance with rating scale  Completion of case book recordings
Neonatal intensive care unit / NICU	1	Provide comprehensive care to neonates	Integrated practice		
Antenatal	2	Provide comprehensive care to mothers	Integrated practice	Case book recording	Completion of case book recording



**DISTRIBUTION OF TYPE OF QUESTION AND MARKS  
FOR THE SUBJECT MIDWIFERY AND OBSTETRICAL NURSING**

<b>Question No.</b>	<b>Question description</b>	<b>Division of marks</b>	<b>Total marks</b>
1.	<b>Total MCQs:- 15</b>	15 x 1	15
2.	<b>Long Answer Questions (LAQ)</b> (Any 2 out of 3)	2 x 10	20
3.	<b>Short Notes (8 out of 10)</b> a) b) c) d) e) f) g) h) i) j)	8x5	40
<b>Total Marks</b>			<b>75</b>

**Note :**

1. MCQ: Each MCQ carries 1 mark.
2. Long Answer Questions: 3 questions will be given out of which, 2 have to be answered.
3. Short Notes: 10 questions will be given out of which, 8 have to be answered.

## COMMUNITY HEALTH NURSING – II

**Placement :** B.Sc. (N) Fourth year

**Time :** Theory – 90 hrs

Practical – 135 hrs

### Course description:

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

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
I	4	Define Concepts, scope, Principles and historical development of Community Health and Community health Nursing	<b>Introduction</b> <ul style="list-style-type: none"> <li>➤ Definition, concept scope of community health nursing</li> <li>➤ Historical development                             <ul style="list-style-type: none"> <li>▪ Community Health</li> <li>▪ Community Health Nursing</li> <li>▪ Pre- Independence</li> <li>▪ Post – Independence</li> </ul> </li> </ul>	Lecture cum discussion	MCQ's  Long essay
II	6	Describe health plans, policies, various health committees and health problems in India	<b>Health Planning and Policies and Problems</b> <ul style="list-style-type: none"> <li>➤ National health planning in India - Five year Plan's</li> <li>➤ Various committees and commissions on health and family welfare                             <ul style="list-style-type: none"> <li>▪ Central council for health and family welfare (CCH and FW)</li> <li>▪ National Health policies (1983, 2002)</li> <li>▪ National population policy</li> </ul> </li> <li>➤ Health problems in India</li> </ul>	Lecture cum discussion  Panel discussion	MCQ's  Short essay

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
III	15	<p>Describe the system of delivery of community health services in rural and urban areas</p> <p>List the functions of various levels and their staffing pattern</p> <p>Explain the components of health services</p> <p>Describe alternative systems of health promotion and health maintenance</p> <p>Describe the chain of referral system</p>	<p><b>Delivery of community health services</b></p> <ul style="list-style-type: none"> <li>➤ Planning, budgeting and material management of SCs, PHC and CHC</li> <li>➤ <b>Rural:</b> Organization, staffing and functions of rural health services provided by government at: <ul style="list-style-type: none"> <li>▪ Village</li> <li>▪ Subcentre</li> <li>▪ Primary health center</li> <li>▪ Community health center/ sub divisional</li> <li>▪ Hospitals</li> <li>▪ District</li> <li>▪ State</li> <li>▪ Center</li> </ul> </li> <li>➤ <b>Urban:</b> Organization, staffing and functions of urban health services provided by government at: <ul style="list-style-type: none"> <li>▪ Slums</li> <li>▪ Dispensaries</li> <li>▪ Material and child health centers</li> <li>▪ Special Clinics</li> <li>▪ Hospitals</li> <li>▪ Corporation/ Municipality/ Board</li> </ul> </li> <li>➤ Components of health services <ul style="list-style-type: none"> <li>▪ Environmental sanitation</li> <li>▪ Health education</li> <li>▪ Vital statistics</li> <li>▪ M.C.H. antenatal, natal, postnatal, MTP Act, female feticide act, child adoption act</li> <li>▪ Family welfare</li> <li>▪ National health programmes</li> </ul> </li> </ul>	<p>Lecture discussion</p> <p>Visits to various health delivery systems Supervised field practice</p> <p>Panel discussion</p>	<p>MCQ's</p> <p>Long essay</p> <p>Short Notes</p>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>▪ School health services</li> <li>▪ Occupational health</li> <li>▪ Defense service</li> <li>▪ Institutional services</li> </ul> <p>➤ Systems of medicine and health care</p> <ul style="list-style-type: none"> <li>▪ Allopathy</li> <li>▪ Indian system of medicine and Homeopathy</li> <li>▪ Alternative health care systems like yoga, meditation, social and spiritual healing etc.</li> </ul> <p>➤ Referral system</p>		
IV	25	<p>Describe Community Health Nursing approaches and concepts</p> <p>Describe the roles and responsibility of Community health nursing personnel</p>	<p><b>Community health nursing approaches, concepts and roles and responsibilities of nursing personnel</b></p> <p>➤ Approaches</p> <ul style="list-style-type: none"> <li>▪ Nursing theories and nursing process</li> <li>▪ Epidemiological approach</li> <li>▪ Problem solving approach</li> <li>▪ Evidence based approach</li> <li>▪ Empowering people to care for themselves</li> </ul> <p>➤ Concepts of primary Health Care:</p> <ul style="list-style-type: none"> <li>▪ Equitable distribution</li> <li>▪ Community participation</li> <li>▪ Focus on prevention</li> <li>▪ Use of appropriate technology</li> <li>▪ Multi sectoral approach</li> </ul>	<p>Lecture discussion</p> <p>Demonstration</p> <p>Supervised field practice</p> <p>Practice session</p> <p>Participation in camps</p> <p>Group project</p>	<p>MCQ's</p> <p>Long essay</p> <p>Short Notes</p>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
			<ul style="list-style-type: none"> <li>➤ Roles and responsibilities of Community health nursing personnel in <ul style="list-style-type: none"> <li>▪ Family health services</li> <li>▪ Information Education Communication (IEC)</li> <li>▪ Management information System (MIS): maintenance of Records &amp; Reports</li> <li>▪ Training and supervision of various categories of health workers</li> <li>▪ National Health Programmes</li> <li>▪ Environmental sanitation</li> <li>▪ Maternal and child health and family welfare</li> <li>▪ Treatment of minor ailments</li> <li>▪ School health services</li> <li>▪ Occupational health</li> <li>▪ Organization of clinics, camps: types, preparation, planning, conduct and evaluation</li> <li>▪ Waste management in the center, clinics etc.</li> </ul> </li> <li>➤ Home visit: Concept, Principles, Process, techniques: Bag Technique home visit <ul style="list-style-type: none"> <li>▪ Qualities of Community Health Nurse</li> </ul> </li> </ul> <p>Job description of Community health nursing personnel</p>		

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
V	15	Describe and appreciate the activities of Community health nurse in assisting individuals and groups to promote and maintain their health	<b>Assisting individuals and groups to promote and maintain their health</b> <ul style="list-style-type: none"> <li>➤ Empowerment for self care of individuals, families and groups in –</li> </ul> <b>A. Assessment of Self and family</b> <ul style="list-style-type: none"> <li>▪ Monitoring growth and development <ul style="list-style-type: none"> <li>– Mile stones</li> <li>– Weight measurement</li> <li>– Social development</li> </ul> </li> <li>▪ Temperature and Blood pressure monitoring</li> <li>▪ Menstrual cycle</li> <li>▪ Breast, self examination and testicles</li> <li>▪ Warning signs of various diseases</li> <li>▪ Tests: Urine for sugar and albumin, blood sugar</li> </ul> <b>B. Seek health services for</b> <ul style="list-style-type: none"> <li>▪ Routine checkup</li> <li>▪ Immunization</li> <li>▪ Counseling diagnosis</li> <li>▪ Treatment</li> <li>▪ Follow up</li> </ul> <b>C. Maintenance of health records for self and family</b> <b>D. Continue medical care and follow up in community for various diseases and disabilities</b> <b>E. Carryout therapeutic procedures as prescribed/ required for self and family</b>	Lecture cum discussion Demonstration  Practice session  Supervised field practice  Individual group/ family/ community health education	MCQ's  Short Essay

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
			<p>F. Waste Management</p> <ul style="list-style-type: none"> <li>Collection and disposable of waste at home and community</li> </ul> <p>G. Sensitize and handle social issues affecting health and development for self and family</p> <ul style="list-style-type: none"> <li>Women Empowerment</li> <li>Women and child abuse</li> <li>Abuse of elders</li> <li>Female feticide</li> <li>Commercial sex workers</li> <li>Food adulteration</li> <li>Substance abuse</li> </ul> <p>H. Utilize community resources for self and family</p> <ul style="list-style-type: none"> <li>Trauma services</li> <li>Old age homes</li> <li>Orphanage</li> <li>Homes for physically and mentally challenged individuals</li> <li>Homes for destitute</li> </ul> <p>I. Helping Babies Breathe Programme</p>		
VI	20	<p>Describe national health and family welfare programmes and role of a nurse</p> <p>Describe the various health schemes in India</p>	<p><b>National health and family welfare programmes and the role of a nurse</b></p> <ol style="list-style-type: none"> <li>National ARI programme</li> <li>Revised National tuberculosis control programme (RNTCP)</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> </ol>	<p>Lecture cum discussion</p> <p>Participation in national health programmes</p> <p>Field visits</p>	<p>MCQ's</p> <p>Long essay</p> <p>Short essay</p>

Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
VII	5	Explain the roles and functions of various national and international health agencies	<b>Health Agencies</b> <b>International</b> – WHO, UNFPA, UNDP, World Bank, FAO, UNICEF, DANIDA, European Commission (EC), Red Cross, ✓ USAID, UNESCO, Colombo plan, ILO, CARE etc. <b>National</b> – Indian Red Cross, Indian Council for child welfare, Family planning Association of India etc.	Lecture discussion  Field visits	MCQ's  Short essay



Unit	Time (Hrs)	Learning Objectives	Content	Teaching learning Activities	Assessment Methods
			<ol style="list-style-type: none"> <li>1. STD control programme</li> <li>2. National Programme for Control of blindness</li> <li>3. Iodine deficiency disorder programme</li> <li>4. Expanded programme on immunization</li> <li>5. National Family welfare Programme – RCH programme historical development, organization, administration, research, constraints</li> <li>6. National water supply and sanitation programme</li> <li>7. Minimum Need programme</li> <li>8. National diabetics control programme</li> <li>16. Polio eradication: pulse polio programme</li> <li>17. National cancer control programme</li> <li>18. Yaws eradication programme</li> <li>19. National Nutritional Anemia Prophylaxis programme</li> <li>20. 20 point programme</li> <li>21. ICDS programme</li> <li>22. Mid day meal, applied nutritional programme</li> <li>23. National mental health programme</li> </ol> <p>➤ Health Schemes</p> <ul style="list-style-type: none"> <li>▪ ESI</li> <li>▪ CGHS</li> <li>▪ Health Insurance</li> </ul>		

**References :**

1. Jayawanti, TNAI Nursing Manual, TNAI publication
2. K.Park, 'Text Book Of Preventive & Social Medicine'
3. K.Park, Essentials Of Community Health Nursing,
4. RaoKasturi, 'An Introduction To Community Health Nursing', I publications.
5. Freeman Ruth, 'Community Health Nursing Practice'
6. Stanthope Lancaster, 'Community Health Nursing Process & Practice', Popular publication.
7. Basvantappa B.T, 'Community Health Nursing'
8. Maxey Public, 'Health & Preventive Medicine', ApplinColage Publications
9. Lippincotts, 'Community Health Nursing', Lrppincotts Publications
10. K.Park , 'Text Book of Preventive & Social Medicine'
11. Saunder, 'Essentials of Community based Nursing', Jones &Balet Publications
12. Mahajan Gupta, 'Textbook of Preventive & Social Medicine', Jaypee Publications
13. Walton, 'Community Concepts & Practice', ScuztForesmen Publications
14. Ghai Gupta, 'Essential Preventive Medicine', Vikas Publications
15. BabuSheshu, 'Review in Community Medicine', Paras Publication
16. Lancaster, 'Community Health Nursing Process and Practice for Promoting Health', Morby Publications
17. Bhalerao, 'Synopsis in Preventive & Social Medicine', National Publications
18. FromerMargareg, 'Community Health care & the Nursing Process', CV Mosby & Company Publications

## COMMUNITY HEALTH NURSING-II

### PRACITCAL

Placement :B.Sc. (N) Fourth Year

Time : Practical-135 hrs

Internship :195hrs

Areas	Duration (in wks)	Objectives of posting	Skills of be developed	Assignments	Assessment methods
Community health nursing	1 wk for urban	Identify community profile	<ul style="list-style-type: none"> <li>➤ Community health survey</li> <li>➤ Community diagnosis</li> </ul>	Community survey report	Assess clinical performance with rating scale
	4 wk for rural	<p>Identify prevalent communicable and noncommunicable diseases</p> <p>Diagnose health needs of individual, families and community</p> <p>Plan, provide and evaluate care</p> <p>Participate in school health programme</p> <p>Participate in national health programmes</p> <p>Organize group for self help and involve clients in their own health activities</p> <p>Provide family welfare services</p>	<ul style="list-style-type: none"> <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, camps etc.</li> <li>➤ Screen manage and referrals for:                             <ul style="list-style-type: none"> <li>▪ High risk mothers and neonates</li> <li>▪ Accidents and emergencies</li> <li>▪ Illness: Physical and mental</li> <li>▪ Disabilities</li> </ul> </li> <li>➤ Conduct delivery at center/home: episiotomy and suturing</li> <li>➤ Resuscitate newborn</li> </ul>	<p>Family care study-1</p> <p>Project –1</p> <p>Health talk</p> <p>Case book recording</p>	<p>Evaluation of community survey report family care study, project and health talk</p> <p>Completion of activity record</p> <p>Completion of Case book Recording</p>

Areas	Duration (in wks)	Objectives of posting	Skills of be developed	Assignments	Assessment methods
		<p>Counsel and educate individual, family and community</p> <p>Collect vital health statistics</p>	<ul style="list-style-type: none"> <li>➤ School Health programme <ul style="list-style-type: none"> <li>▪ Screen, Manage refer children</li> </ul> </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's health, physically and mentally challenged individuals etc.</li> <li>➤ Collect and calculate vital health statistics</li> <li>➤ Document and maintain <ul style="list-style-type: none"> <li>▪ Individual, family and administrative records</li> </ul> </li> <li>➤ Write reports center, disease, and national health</li> </ul>		

Areas	Duration (in wks)	Objectives of posting	Skills of be developed	Assignments	Assessment methods
		Maintain records & reports	<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>▪ Individual, family and administrative records</li> <li>▪ Write reports center, disease, and national health programme/ projects.</li> </ul> </li> </ul>		

**Placement :Internship**

Area	Duration	Objective	Skills	Assessment
Urban	4 weeks	Provide comprehensive care to individual, family and community	Integrated practice and group project- 1 in each rural and urban	Assess clinical performance with rating scale Evaluation of project

**DISTRIBUTION OF TYPE OF QUESTION AND MARKS  
FOR THE SUBJECT COMMUNITY HEALTH NURSING-II**

<b>Question No.</b>	<b>Question description</b>	<b>Division of marks</b>	<b>Total marks</b>
1.	<b>Total MCQs:- 15</b>	15 x 1	15
2.	<b>Long Answer Questions (LAQ)</b> (Any 2 out of 3)	2 x 10	20
3.	<b>Short Notes (8 out of 10)</b> a) b) c) d) e) f) g) h) i) j)	8x5	40
<b>Total Marks</b>			<b>75</b>

**Note :**

1. MCQ : Each MCQ carries 1 mark.
2. Long Answer Questions : 3 questions will be given out of which , 2 have to be answered.
3. Short Notes : 10 questions will be given out of which, 8 have to be answered.

## MANAGEMENT OF NURSING SERVICE & EDUCATION

**Placement:** B.Sc. (N) Fourth year

**Time:** Theory-60+30 hrs

### Course Description:

This course is designed to enable students to acquire in-depth understanding of management of hospital services, management of 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 Nursing profession.

Unit	Time (Hrs)		Learning objectives	Content	Teaching learning activities	Assessment methods
	Th.	Pr.				
I	4		Explain the principles and functions of management	<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 and her qualities</li> </ul>	Lecture cum Discussion  Explain using organization chart	MCQ's  Short Essay
II	8	5	Describe elements and process of management	<b>Management Process</b> <ul style="list-style-type: none"> <li>➤ Planning, mission, philosophy, objectives, operational plan</li> <li>➤ Staffing: Philosophy, staffing study, norms, activities, patient classification system, scheduling</li> <li>➤ Human resource management, recruiting, selecting, employment, retaining, promoting, superannuation.</li> <li>➤ Budgeting: Concept, principles, types, cost benefit analysis audit</li> </ul>	Lecture cum Discussion  Simulated Exercises  Case studies	MCQ's  Long essay  Short Essay

Unit	Time (Hrs)		Learning objectives	Content	Teaching learning activities	Assessment methods
	Th.	Pr.				
				<ul style="list-style-type: none"> <li>➤ Material management: equipment and supplies</li> <li>➤ Directing process (Leading)</li> <li>➤ Controlling: Quality management</li> </ul> Program Evaluation Review Technique (PERT), Bench marking, Activity Plan (Gantt Chart)		
III	12	20	Describe the management of nursing services in the hospital and community	<b>Management of nursing services in the hospital &amp; Community</b> <ul style="list-style-type: none"> <li>➤ Planning               <ul style="list-style-type: none"> <li>▪ Hospital &amp; 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</li> <li>▪ Categories of nursing personnel including job description of all levels</li> <li>▪ Patients/ population classification system</li> <li>▪ Patients/ population assignment and nursing care responsibilities</li> </ul> </li> </ul>	Lecture cum Discussion  Demonstration  Case studies  Supervised practice in ward writing indents, preparing rotation plan and duty roaster, ward supervision  Assignment on duties and responsibilities of ward sister  Writing report  Preparing diet sheets	MCQ's  Long essay  Short Essay



Unit	Time (Hrs)		Learning objectives	Content	Teaching learning activities	Assessment methods
	Th.	Pr.				
				<ul style="list-style-type: none"> <li>▪ Staff development and welfare programmes</li> <li>➤ Budgeting: Proposal, projecting requirements for staff, equipments and supplies for               <ul style="list-style-type: none"> <li>▪ Hospital and patient care units</li> <li>▪ Emergency and disaster management</li> </ul> </li> <li>➤ Material management: Procurement, inventory control, auditing and maintenance in               <ul style="list-style-type: none"> <li>▪ Hospital and patient care units</li> <li>▪ Emergency and disaster management</li> </ul> </li> <li>➤ Directing &amp; Leading: delegation, participatory management               <ul style="list-style-type: none"> <li>▪ Assignments, rotations, delegations</li> <li>▪ Supervision &amp; guidance</li> <li>▪ Implement standards, policies, procedures and practices</li> </ul> </li> <li>▪ Staff development &amp; welfare</li> <li>▪ Maintenance of discipline</li> <li>➤ Controlling/ Evaluation</li> </ul>		

Unit	Time (Hrs)		Learning objectives	Content	Teaching learning activities	Assessment methods
	Th.	Pr.				
				<ul style="list-style-type: none"> <li>▪ Controlling/ Evaluation               <ul style="list-style-type: none"> <li>▪ Nursing rounds/ visits, Nursing protocols, Manuals</li> <li>▪ Quality assurance model, documentation</li> <li>▪ Records and reports</li> </ul> </li> <li>Performance appraisal</li> </ul>		
IV	6		Describe the concepts, theories and techniques of Organizational behavior and human relations	<b>Organizational behavior and human relations</b> <ul style="list-style-type: none"> <li>➤ Concepts and theories of organizational behaviors</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:               <ul style="list-style-type: none"> <li>▪ Communication</li> <li>▪ Interpersonal relationships</li> <li>▪ Human relations</li> </ul> </li> <li>➤ Public relations in context of nursing</li> <li>➤ Relations with professional associations and employee union</li> <li>➤ Collective bargaining</li> </ul>	Lecture cum Discussion  Role plays Group games  Self assessment  Case discussion  Practice session	MCQ's  Long essay  Short Essay

Unit	Time (Hrs)		Learning objectives	Content	Teaching learning activities	Assessment methods
	Th.	Pr.				
V	6	5	Participate in planning and organizing in-service education program	<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, and evaluation of staff education program</li> <li>➤ Preparation of report</li> </ul>	Lecture cum Discussion  Plan and conduct an educational session for in-service nursing personnel  Assist the planning conduct of the educational session	MCQ's  Long essay  Short Essay
Unit	Time (Hrs)		Learning objectives	Content	Teaching learning activities	Assessment methods
	Th.	Pr.				
VI	10		Describe management of Nursing educational institutions	<b>Management of Nursing educational institutions</b> <ul style="list-style-type: none"> <li>➤ Establishment of nursing educational institution – INC norms and guidelines</li> <li>➤ Co-ordination with               <ul style="list-style-type: none"> <li>▪ Regulatory bodies</li> <li>▪ Accreditation</li> <li>▪ Affiliation                   <ul style="list-style-type: none"> <li>- Philosophy/ Objectives,</li> <li>- Organization</li> </ul> </li> <li>▪ Structure</li> <li>▪ Committees                   <ul style="list-style-type: none"> <li>- Physical facilities</li> </ul> </li> <li>▪ College / School</li> <li>▪ Hostel Students</li> <li>▪ Selection</li> <li>▪ Admission procedures</li> </ul> </li> </ul>	Lecture cum Discussion  Role plays Counseling session  Group exercises	MCQ's  Long essay  Short Essay

				<ul style="list-style-type: none"><li>▪ Guidance and counseling</li><li>▪ Maintaining discipline<ul style="list-style-type: none"><li>- Faculty and staff</li></ul></li><li>▪ Selection</li><li>▪ Recruitment</li><li>▪ Job description</li><li>▪ Placement</li><li>▪ Performance appraisal</li><li>▪ Development and welfare</li></ul> <ul style="list-style-type: none"><li>➤ Budgeting</li><li>➤ Equipments and supplies: audio visual equipments, laboratory equipments, books, journals etc.</li><li>➤ Curriculum: Planning, Implementation and Evaluation</li><li>➤ Clinical facilities</li><li>➤ Transport facilities</li><li>Institutional Records, and reports – Administrative, Faculty, Staff and Students.</li></ul>		
VII	10	<p>Describe the ethical and legal responsibilities of a professional nurse</p> <p>Explain the Nursing practice standards</p>	<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></ul></li></ul>	<p>Lecture cum Discussion</p> <p>Case discussion</p> <p>Panel discussion</p> <p>Role plays</p>	<p>MCQ's</p> <p>Short Essay</p>	

				<ul style="list-style-type: none"> <li>▪ Current trends and issues in Nursing</li> <li>➤ Professional ethics               <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               <ul style="list-style-type: none"> <li>▪ Legal terms related to practice; Registration and licensing</li> <li>▪ Legal terms related to Nursing practice; Breach and penalties</li> <li>▪ Malpractice and Negligence</li> </ul> </li> </ul>	<p>Critical incidents</p> <p>Visit to INC/ SN / Cs</p>	
VIII	3 4		Explain various opportunities for professional advancement	<b>Professional Advancement</b> <ul style="list-style-type: none"> <li>➤ Continuing education</li> <li>➤ Career opportunities</li> <li>➤ Collective bargaining</li> <li>➤ Membership with Professional Organizations; National and International</li> <li>➤ Participation in research activities</li> <li>➤ Publications; Journals, Newspaper etc</li> </ul>	<p>Lecture Discussion</p> <p>Review/ Presentation of published articles</p> <p>Group work on maintenance of bulletin board</p>	<p>MCQ's</p> <p>Short Essay</p>

**References :**

1. TNAI. Nursing Administration and Management, 1st edn, Academic Press: New Delhi, 2000.
2. Shakharkar, B M. Principles of Hospital Administration and Planning, Jaypee Brothers: Bangalore, 1998.
3. Pai, Pragna. Effective Hospital Management, 1st edn, The National Book Depot: Mumbai, 2002.
4. Srinivasan, AV. Managing a Modern Hospital, 1st edn, Sage Publications: New Delhi, 2002.
5. Basavanthappa, B T. Nursing Administration, 1st edn, J P Brothers Medical Publishers: New Delhi, 2000.
6. Goel, s & Kumar, R. Hospital Administration and Management, 1st edn, Deep and Deep Publications: New Delhi, 2000.
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10. Goddard, H A. Principles of Administration applied to Nursing Practice, WHO: Geneva, 1966.
11. Hersey, P., Blanchard, H K & Johnson, E D. Management of Organizational Behavior, Pearson Education Indian Branch: New Delhi, 2002.
12. Barret, Jean. Ward Management and Teaching, 2nd edn, English Book Society: New Delhi, 1967.

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